



# FACILITIES AND LEARNING FOR TODAY AND TOMORROW

• *PUBLIC CONSULTATION SUMMARY* •

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MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42  
OCTOBER 2015

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## SCHOOL DISTRICT NO.42 ENGAGEMENT FRAMEWORK

### Maple Ridge - Pitt Meadows: *Facilities and Learning for Today and Tomorrow*



#### SD42 VALUES

#### **RESPONSIBILITY TO ALL LEARNERS**

We value learning opportunities for all learners associated with the school district. Although students are our primary focus, we believe that all those associated with the district have the capacity and commitment to learn.

#### **UNIQUENESS OF EACH INDIVIDUAL**

We value the uniqueness of each learner and respect all learning styles and diverse needs. We foster a variety of instructional methods to ensure these styles and needs are being met and to build individual capacity so all learners can realize their potential.

#### **DIVERSE LEARNING OPPORTUNITIES**

We value a wide range of diverse learning opportunities to support each learner and the development of well-rounded individuals. We value choices for learners, equity of access to all programs and a holistic approach in order to integrate learning. We encourage learning opportunities beyond the classroom.

#### **CULTURE AND COMMUNITY**

We celebrate our many cultures and seek ways to appreciate and respect this diversity. We value our community partnerships and encourage the interdependence that sharing fosters.

#### **PERSONAL AND SOCIAL RESPONSIBILITY**

We value a place where everyone has a sense of belonging. From this sense of belonging comes consideration for self and others. Through personal engagement, all take responsibility for themselves, others and their environment. We support opportunities that develop leadership and citizenship capacity.

#### **HIGH EXPECTATIONS FOR SUCCESS**

We value the individual's ability to set high expectations and to describe personal success. Expectations are based on honest information and self-assessment. Personal success follows goal setting and a clear sense of priorities. We are accountable to the individual and the community for achieving success for all learners.

# BOARD *of* EDUCATION

SCHOOL DISTRICT NO.42



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BOARD CHAIR



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## KEY ENGAGEMENT PRINCIPLES

*The following principles will guide the Board of Education (Trustees) in our decision-making regarding facilities planning and management, land management, school boundary management, and educational program placement:*

**Future Orientated:** We are committed to working collaboratively and innovatively with our stakeholders and the public to identify opportunities that will support learners into the future.

**Inclusiveness:** We will make a fair and reasonable effort to include stakeholders and the public affected by a pending Board of Education decision in the engagement process.

**Integrity:** We value public and stakeholder relationships and will openly and actively seek all input in an open, honest and forthright way.

**Commitment:** We are committed to an engagement process that supports informed input and continues to ensure success for learners.

**Transparency:** We will take a proactive approach to communicating accurate and consistent information about the process, issues, and constraints, while also conveying how input provided will be considered in pending Board of Education decisions.

**Authenticity:** We will consider all input in the context of financial, educational, geographic, legislative, policies and program constraints to support sustainable Board of Education decisions.



## ENGAGEMENT GOALS

*Our goals for facilities planning and management, land management, school boundary management, and educational program placement alternatives, opportunities and/or solutions are to:*

1. Provide the public and our stakeholders with balanced and objective information to assist them in understanding the future of education, the issues facing the Board of Education, and the constraints facing school district planning and decision makers.
2. Consult with the public and our stakeholders, listening to and acknowledging their concerns and aspirations, while building our understanding of the issues.
3. Provide feedback through press releases, school district website, parent portal, social media, school newsletters, and public board meetings on how public input is being used and how it influenced Board of Education decisions.



## ENGAGEMENT OBJECTIVES

*Building on the phase one completion of the Facilities Plan that identified a need for new schools, phase two focuses on current resources and geographic catchment areas. The objectives are to:*

- Work with the City of Maple Ridge to build understanding about the needs of Mayor and Council, the community and the School District. Confirm required school sites (based on appropriate school criteria) to define potential joint development of new schools and community amenities, and determine the highest and best use of surplus lands and process for moving forward.
- Work with the City of Pitt Meadows to build understanding about the needs of Mayor and Council, the community and the School District. Confirm required school sites (based on appropriate school criteria) to define potential joint development of new schools and community amenities, and determine the highest and best use of surplus lands and process for moving forward.
- Work with Board of Education Advisory Committees and Education Partner Groups to understand constraints and opportunities created by current educational programming, facilities, enrolment projections, and catchment areas issues, in order to define the survey questions that will be used to gather public input related to facilities and educational programming.
- Consult with the public using a variety of tools to inform Board of Education decisions and understanding about catchment area changes, program demand, willingness to travel outside of the catchment to attend programs of choice, and preferred alternatives for current and future programs in schools.

*Moving Forward – Focus on Future Resources (not part of spring 2015 process)*

The April 2014 Facilities Review identified that in order to accommodate all estimated student enrolment at build-out in the Albion and Silver Valley areas of Maple Ridge, the school district will have to acquire and develop additional school sites. The Board's long term capital plan will include the need for new schools in these areas within our community.

When the building of new schools is approved by the Ministry of Education, the Board will consult with stakeholders on school design so as to ensure facilities decisions today do not limit future educational innovation.



## DECISION MAKING

- Any decisions regarding facilities planning and engagement, land management, school boundary management, and educational program placement will be made by the Board of Education (Trustees).
- Stakeholders will be advised of decisions made by the Board of Education (Trustees).



FACILITIES AND LEARNING FOR TODAY AND TOMORROW

**PUBLIC ENGAGEMENT TIMELINE:**

April 2015 - June 2015

<http://facilitiesreview.sd42.ca>

## WHERE ARE WE IN THE PROCESS?



### Facilities Review [April 2014]

**Work with the City of Maple Ridge** to build understanding about the needs of Mayor and Council, the community and the School District. Confirm required school sites (based on appropriate school criteria) to define potential joint development of new schools and community amenities, and determine the highest and best use of surplus lands and process for moving forward. [April 1, 2015]



**Work with the City of Pitt Meadows** to build understanding about the needs of Mayor and Council, the community and the School District. Confirm required school sites (based on appropriate school criteria) to define potential joint development of new schools and community amenities, and determine the highest and best use of surplus lands and process for moving forward. [April 1, 2015]



**Work with Board of Education Advisory Committees and Education Partner Groups** to understand constraints and opportunities created by current educational programming, facilities, enrolment projections, and catchment areas issues, in order to define the survey questions that will be used to gather public input related to facilities and educational programming. [May 10, 2015]



**Consult with the public using a variety of tools** to inform Board of Education decisions and understanding about catchment area changes, program demand, willingness to travel outside of the catchment to attend programs of choice, and preferred alternatives for current and future programs in schools. [May 11-25, 2015: online survey; June 10, 2015: Open House; June 15-29: Open House online survey]



### Draft Strategic Facilities Plan [September 2015]



**Consult with the public using a variety of tools** to inform Board of Education decisions on the *Strategic Facilities Plan* and deepen public understanding about the proposed draft recommendations. [September 30, 2015: Open House; September 24 - October 8: online survey]



### Board Adopts the Strategic Facilities Plan [October 2015]

Photos from April 13, 2015 workshop with Board of Education Advisory Committees and Education Partner Groups.



# FACILITIES AND LEARNING FOR TODAY AND TOMORROW

*Facilities and Learning for Today and Tomorrow* was the second phase in the development of the Maple Ridge - Pitt Meadows School District *Strategic Facilities Plan*. This second phase was informed by the data the school district gathered in the first step of the process, the Strategic Facilities Review (this data is captured in the *Strategic Facilities Review* document, available at <http://facilitiesreview.sd42.ca>).

The second phase consisted of a public consultation with stakeholders, educators, the community and the two municipalities. The following pages provide a summary of the feedback the district collected through the *Facilities and Learning for Today and Tomorrow* public engagement process.



## WORK WITH THE CITY OF MAPLE RIDGE

On April 1, 2015, at 12:30 pm, the school district met with City of Maple Ridge mayor Nicole Read, councillors Duncan, Robson, Shymkiw, Masse, and Speirs, as well as chief administrative officer Jim Rule. The issues and questions discussed included the following:

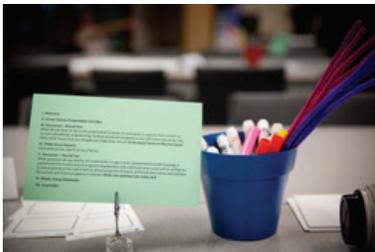
- A clarification of the rules for leasing properties and working with the City to zone appropriately for revenue generation;
- The need to identify early needs, such as Albion and Silver Valley;
- Questions around what, if anything, the City can do to shorten the queue for Ministry approval of new school(s);
- The need for City and school district to work together in the identification of new school sites and/or the review of the Official Community Plan (OCP);
- The possibility of the City providing capital for school land leasing or acquisition;
- The need for City and school district to work collaboratively so as to leverage political capital at provincial table;
- The possible repurposing of underutilized schools;
- A review of 2015 estimated enrolment numbers, including the numbers for Silver Valley;
- The need to build trust in Silver Valley. Participate in shared meetings and communications;
- The strategic direction of programs in the school district;
- Approaches to managing enrolment disparity between Garibaldi Secondary and Samuel Robertson Technical Secondary.
- The relevance of catchment areas in light of district-wide programs of choice.



## WORK WITH THE CITY OF PITT MEADOWS

On April 1, 2015, at 3:00 pm, the school district met with the City of Pitt Meadows mayor John Becker, councillor Stark, and chief administrative officer Kim Grout. The issues and questions discussed included the following:

- The City's current focus, which is a vision for downtown Pitt Meadows and the development of a library;
- Questions about the possible repurposing of schools;
- The need for more post-secondary offerings in Pitt Meadows;
- Questions about after-hours community access to school facilities, and discussion about barriers such as cost and liability;
- The need to see schools as part of a complete community;
- Questions about the South Bonson school site and a potential new track at Davie Jones Elementary.



## FACILITIES AND LEARNING for TODAY AND TOMORROW

Maple Ridge - Pitt Meadows School District | Facilities and Learning for Today and Tomorrow  
<http://facilitiesreview.sd42.ca/>

## WORK WITH BOARD OF EDUCATION ADVISORY COMMITTEES AND EDUCATION PARTNER GROUPS

On April 13, 2015, the school district held a workshop for Board of Education Advisory Committees and Education Partner Groups. Building on the discussions the school district had with both the City of Maple Ridge and the City of Pitt Meadows, the school district invited participants to discuss the issues, constraints and opportunities created by current educational programming, facilities enrolment projections, and catchment area challenges. The themes that emerged from these discussions were then reviewed by the whole group. These themes included the following:

- Dual track versus single track schools, and class composition issues;
- Programs of choice in secondary schools (discussion around benefits and disadvantages);
- Post secondary programs;
- Strategies for managing enrolment between under-utilized Garibaldi Secondary and over-capacity Samuel Robertson Technical;
- Strategies for promoting high schools to parents;
- Program shifts to relieve pressure on certain schools;
- The need for a new elementary school in the Albion area;
- The need for consulting with the City on the Official Community Plan to ensure facility realities are reflected in the community plans;
- The need for catchment review;
- The challenge of running a comprehensive high school with only 500 students;
- Developing the international education stream;
- The possibility of adding a French Immersion program in the east;
- The possibility of a Fine Arts school;
- The possibility of exploring the implementation of the middle school model as a way to manage enrolment;
- The possibility of a K-12 Reggio school.

In the second round of discussions, participants were invited to identify questions the district could ask in its online survey on Facilities and Learning. The questions had to support the development of a more comprehensive understanding of the current and future educational programming demand, catchment area issues, and preferred alternatives and priorities for current and future programs in schools. The following themes emerged:

- Willingness to travel for program(s) of choice;
- Determine level of interest for French Immersion programming in East and West Maple Ridge;
- Determine key factors in selection of elementary and/or secondary school;
- Gauge interest in a Fine Arts program or school;
- Gauge interest in K-12 Reggio school and the possible expansion of the current Environmental School;
- Determine what (if any) other programs of choice the community would like to see in the district;
- Determine what (if any) community services should be offered in schools;
- If viable, gauge the interest of the public in implementing a middle school model as a way to manage enrolment.



## FACILITIES AND LEARNING for TODAY AND TOMORROW

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## CONSULT WITH THE PUBLIC USING A VARIETY OF TOOLS

### FIRST ONLINE SURVEY

Following its meetings with the City of Maple Ridge and the City of Pitt Meadows, and building upon the feedback received from Board of Education Advisory Committees and Education Partner Groups, the school district developed the *Facilities and Learning for Today and Tomorrow* online survey, which was open from May 11, 2015 to May 25, 2015. In developing survey questions, staff considered all the feedback received at these meetings within the framework of educational best practice research, the school district's strategic direction, and information gathered during the Facilities Review. All the suggestions that fit within this framework were included in the public survey.

The survey received 861 responses. The following pages provide a summary of the questions asked and the feedback that was received.

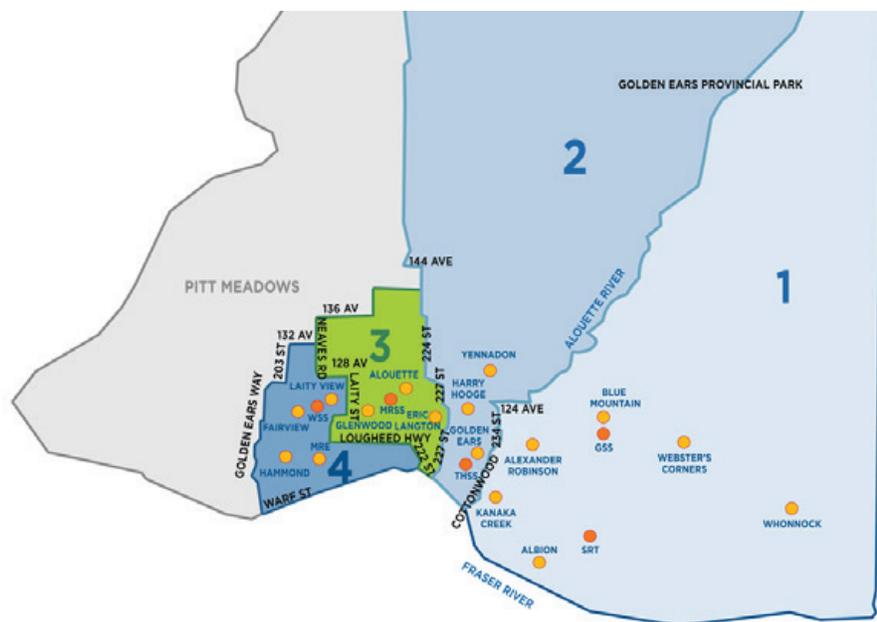
### DEMOGRAPHICS

We began the survey by asking survey respondents to identify the category or categories that best described them. Respondents were able to select all categories that applied.

The *parent/guardian of child or children under 19* category was tagged 613 times; the *SD42 employee* category was tagged 253 times; *community member* category was tagged 63 times; and *SD42 student* category was tagged 33 times. The large majority of survey respondents, therefore, were either employees in our school district, parents/guardians of children in our school district, or both.

The vast majority of respondents, furthermore, lived in Maple Ridge (73%), with a smaller percentage coming from Pitt Meadows (19%), and the remainder from outside of these two communities.

Because the challenges and opportunities across the district vary depending on the specific area, we provided those respondents who selected Maple Ridge as their place of residence with a map that further divided the city into the four zones pictured below. Reviewing the answers we received to this drill-down question, we learned that our respondents were evenly spread across the Maple Ridge zones. While zone 1 had the highest percentage of respondents at approximately 36%, the other three zones were not far behind, with zone 2 at 25%, zone 3 at 17%, and zone 4 at 20%.



## FACILITIES AND LEARNING for TODAY AND TOMORROW

Maple Ridge - Pitt Meadows School District | *Facilities and Learning for Today and Tomorrow*  
<http://facilitiesreview.sd42.ca/>

**Children Enrolled?**

We also asked respondents to indicate if they have one or more children enrolled in a school in our district. 74% (or 548 respondents) indicated they did have one or more children enrolled, 19% (138 respondents) indicated they did not, while 8% (59 respondents) indicated they would have a child enrolled in our district in the next 5 years.

In a follow-up question, we learned that the children who would be enrolled in our schools in the next 5 years would be spread fairly evenly across our district schools. Though Yennadon (9 students), Kanaka Creek (8 students), and Laity View Elementary (8 students) had the highest number, the others were not far behind given this narrow number spread.

PLEASE SELECT THE SCHOOL IN WHICH YOU ARE PLANNING TO ENROL YOUR CHILD:	RESPONSES
Yennadon Elementary	9
Kanaka Creek Elementary	8
Laity View Elementary	8
Hammond Elementary	6
Albion Elementary	5
Eric Langton Elementary	4
Fairview Elementary	4
Alexander Robinson Elementary	4
Webster's Corners Elementary	4
Davie Jones Elementary	3
Maple Ridge Secondary	3
Environmental School	2
Whonnock Elementary	2
Blue Mountain Elementary	2
Westview Secondary	2
Alouette Elementary	2
Golden Ears Elementary	2
Pitt Meadows Elementary	2
Maple Ridge Elementary	1
Harry Hooge Elementary	1
Glenwood Elementary	1
Garibaldi Secondary	1
Edith McDermott Elementary	1
Pitt Meadows Secondary	1
Samuel Robertson Technical	1
Thomas Haney Secondary	1
Highland Park Elementary	1

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



**Registration in Programs of Choice**

To get a sense of whether parents/guardians were planning to enrol their child(ren) in a specific program of choice in our school district, we asked this follow-up question.

In reviewing the responses, we found that nearly 64% parents/guardians hadn't decided yet. 28% were planning to register their child(ren) in French Immersion, 12% were looking at Kanaka Creek's Year-Round program, and roughly 9% were looking at Environmental School and the Montessori program respectively. Finally, 5% of respondents were planning to register their child in the International Baccalaureate program at Garibaldi Secondary.

All other programs received a smaller - but roughly even - level of interest. The percentages are recorded in the table below.

PLEASE SELECT THE PROGRAM IN WHICH YOU ARE PLANNING TO ENROL YOUR CHILD:	RESPONSE
Have not decided yet	63.8%
French Immersion	27.6%
Year-Round Schooling (Kanaka Creek Elementary)	12.1%
Environmental School	8.6%
Montessori	8.6%
International Baccalaureate	5.2%
1-to-1 Inquiry Program	3.4%
Carpentry, Level 1 Apprenticeship	3.4%
CyberSchool	3.4%
Digital Arts Academy	3.4%
Microsoft® IT Academy	3.4%
Odyssey	3.4%
Soccer Academy	3.4%
Wheelhouse Program	3.4%
1-to-1 iPod/iPad Literacy Program	1.7%
Advanced Placement	1.7%
Automotive Service Technician	1.7%
Connex (SD42 Alternate)	1.7%
Continuing Education	1.7%
Culinary Arts	1.7%
Electrician, Level 1	1.7%
Equestrian Academy	1.7%
Hairstyling Cosmetology Academy	1.7%
Hockey Academy	1.7%
Interdisciplinary Arts (theatre, dance, voice, film and television)	1.7%
Masonry	1.7%
Metal Fabrication	1.7%
Plumbing Apprenticeship	1.7%
Outreach (Maple Ridge Alternate)	1.7%
Self-Directed Learning	1.7%

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



**WHAT FACTORS INFLUENCE THE SCHOOL SELECTION PROCESS?**

One common question that arose in our workshop discussion with Board of Education Advisory Committees and Education Partner Groups was around what factors most influence a parent’s, guardian’s or student’s choice of school. To get a clearer sense of the considerations that play a role in the school selection process, we listed six common factors on our survey, and invited respondents to rate them from most to least important.

The **reputation of the school**, we learned, played an important role in the decision making process, with nearly 48% of respondents identifying this factor as *most important*, and nearly 41% ranking it as *somewhat important*.

For parents who had other children in our school district, having a **sibling already attending the school** played an important role, with 46% of respondents ranking it as *most important*.

The **availability of specialty educational programs** at the school also played an important role in the decision-making process, however, with 42% of respondents indicating that this was a *most important* factor, and 35% suggesting it was a *somewhat important* consideration.

Also important was the **school’s proximity to the home**, with 41% ranking this factor as *most important* and 39% identifying it as *somewhat important*.

The **availability of before/after school care** and the **convenience of the school being on the way to work** did not rank as high as the other listed considerations, with only 12% of respondents flagging before/after school care as *most important* and 13% identifying the convenience of the school being on the way to and from work as *most important*.

	MOST IMPORTANT	SOMEWHAT IMPORTANT	NEUTRAL	NOT VERY IMPORTANT	LEAST IMPORTANT
How close the school is to our current residence	40.76%	38.67%	11.95%	5.54%	3.08%
School reputation	47.66%	40.52%	9.36%	0.74%	1.72%
Speciality educational programs offered at the school	42.24%	34.61%	14.53%	3.82%	4.80%
Availability of before/after school care	12.32%	17.00%	25.37%	11.70%	33.62%
Siblings in school	46.31%	23.28%	14.90%	3.57%	11.95%
School on the way to work (can drop-off children on the way)	13.18%	29.80%	24.88%	15.89%	16.26%

**IS THERE A WILLINGNESS TO TRAVEL FOR PROGRAMS OF CHOICE?**

Another question that arose at the April 13th workshop was around parents’/guardians’/students’ willingness to travel for programs of choice. Would there be a difference in responses between travelling east or travelling west? What about travel distances? How far is too far?

To get a clearer understanding of the preferences in our community, we asked respondents to tell us how far they would be willing to travel east, and how far they would be willing to travel west for a program of choice. The distance was ranked in 5 km increments with “Catchment School” as the start, and “Outside of Maple Ridge - Pitt Meadows” following the 25 km mark.

The responses for travelling east and travelling west were roughly consistent, with only minor variations. In the travel east question, 26% of respondents indicated they would only be willing to go as far as their catchment school for a program of choice. When it came to traveling west, that number dropped slightly, with 22% indicating they would only be willing to go as far as their catchment school.

26% of respondents earmarked the 5 km mark as a distance they would be willing to travel (both east and west), while 20% indicated they would be willing to travel as far as 10 km (both east and west).

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



The numbers dropped slightly at the 15 km mark, with roughly 12% indicating a willingness to travel this far going east, and 13% being willing to travel the distance west. They dipped again - more substantially this time - for the 20 km and 25 km mark (3% for east and west for both scenarios), but picked back up to 10% (east) and 13% (west) when respondents contemplated their willingness to travel outside of the school district.

	CATCHMENT SCHOOL	5 KM	10 KM	15 KM	20 KM	25 KM	OUTSIDE OF MAPLE RIDGE - PITT MEADOWS
TRAVEL EAST	26.48%	25.85%	19.55%	11.60%	2.90%	3.28%	10.34%
TRAVEL WEST	22.45%	25.60%	19.67%	13.11%	3.03%	3.53%	12.61%

**CHANGING SCHOOL BOUNDARIES**

School districts have a legislated responsibility to manage student enrolment across their schools by redrawing school boundaries. A thorough public consultation process is undertaken whenever the district contemplates a boundary (“catchment”) change.

In its meetings with city staff and Board of Education Advisory Committees and Education Partner Groups, the school district acknowledged some of the challenges it was facing with the distribution of current student enrolment.

In their discussion, members of Education Advisory Committees and Education Partner Groups similarly stressed that a redrawing of school boundaries would be necessary to address current enrolment challenges.

To get a clearer sense of the priorities that define our community’s approach to school boundary change, we identified eight key considerations that the school district should consider in reviewing/revising catchment areas, and asked respondents to rank these in the order of importance, from “most” to “least” important.

Of the considerations we listed, **impact on students currently attending the [affected] schools** was by far the most important one, with 69% of respondents identifying it as *most important* and 24% designating it *somewhat important*.

**Impact on school population size** also received many votes, with 49% identifying this consideration as being *most important* and 40% indicating it was *somewhat important*.

**Impact on choice educational programming** (49% *most important*, 37% *somewhat important*) and the need to consider **public transportation infrastructure in the area** (44% *most important*, and 42% *somewhat important*) also scored high.

49% of respondents believed the impact on choice educational programming was a *most important* consideration, and “37% ranked it as at least *somewhat important*.”

When it came to **student population projections**, 35% of respondents believed this was a *most important* consideration, and 47% though it was a *somewhat important* consideration.

Though 28% of respondents ranked these as *most important* considerations and 43% of respondents believed them to be *somewhat important* considerations, the **impact of school boundary changes on families that will move into the area in future years** and **housing development in the area** scored separately lower, overall, than other proposed considerations.

(See graph on next page)

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



	MOST IMPORTANT	SOMEWHAT IMPORTANT	NEUTRAL	NOT VERY IMPORTANT	LEAST IMPORTANT
Impact on students currently attending the schools	69.34%	23.55%	5.53%	0.92%	0.66%
Impact on families that will move into the area in future years	28.25%	43.10%	19.23%	5.70%	3.71%
Public transportation infrastructure in the area (roads, sidewalks, public transit)	44.12%	42.01%	10.17%	2.25%	1.45%
Impact on school population size	49.27%	39.87%	8.87%	0.93%	1.06%
Impact on choice educational programming	49.34%	36.51%	10.71%	2.38%	1.06%
Housing development in the area	28.32%	42.69%	22.47%	3.72%	2.79%
Student population projections	34.27%	47.20%	14.00%	3.33%	1.20%
School is central to the catchment area	36.21%	38.46%	18.44%	4.77%	2.12%

**PROGRAMS OF CHOICE**

One of the questions we were asked in our meeting with the City of Maple Ridge was around the direction of our choice programming. Did we have a clear sense of community need? Are there any new programs we may be considering?

Similar questions were also raised during our April 13th workshop with Board of Education Advisory Committees and Education Partner Groups. In particular, participants recommended the school district gauge the community’s level of awareness about existing programs, and determine as well if there is any appetite for additional programming.

**Level of Awareness**

To establish the community’s level of awareness about existing choice programs in our school district, we listed these programs, and asked respondents to check off all the programs they had known we offered.

Programs with highest levels of awareness included Year-Round Schooling at Kanaka Creek Elementary (82%), French Immersion (81%), and Environmental School (66%). CyberSchool (59%), Montessori (58%), Continuing Education (57%), Culinary Arts (53%) were also above the 50% mark.

Falling into the 40% awareness range were the 1-to-1 iPod/iPad Literacy Program (46%), Hairstyling Cosmetology Academy (45%), Outreach (44%), Self-Directed Learning (43%), Automotive Service Technician (42%), International Baccalaureate (42%), and Carpentry Level 1 (41%).

The remaining programs of choice were less well-known, with over 5% (41 respondents) observing they were not aware of any of the programs listed.

A table with all the rankings is presented on the following page.



*Montessori program at Hammond Elementary.*



Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>

THE MAPLE RIDGE – PITT MEADOWS SCHOOL DISTRICT CURRENTLY OFFERS A NUMBER OF CHOICE EDUCATIONAL PROGRAMS. PLEASE CHECK OFF THE PROGRAMS YOU KNOW ABOUT:	RESPONSES
Year-Round Schooling (Kanaka Creek Elementary)	82.14%
French Immersion	80.82%
Environmental School	66.01%
CyberSchool	59.13%
Montessori	57.54%
Continuing Education	56.61%
Culinary Arts	52.91%
1-to-1 iPod/iPad Literacy Program	45.50%
Hairstyling Cosmetology	44.97%
Outreach (Maple Ridge Alternate)	43.52%
Self-Directed Learning	43.25%
Automotive Service Technician	42.33%
International Baccalaureate	42.06%
Carpentry, Level 1 Apprenticeship	41.01%
Hockey Academy	35.45%
Electrician, Level 1	34.66%
Connex (SD42 Alternate)	34.13%
Advanced Placement	31.22%
Equestrian Academy	30.56%
Metal Fabrication	27.25%
Soccer Academy	26.06%
1-to-1 Inquiry Program	25.53%
Plumbing Apprenticeship	24.87%
Odyssey	23.81%
Microsoft IT Academy	22.35%
Digital Arts Academy	21.03%
Interdisciplinary Arts (theatre, dance, voice, film and television)	20.90%
Masonry	18.92%
Wheelhouse Program	15.87%
I'm not aware of any of these programs	5.42%

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



**Additional Programming**

To determine if there is any interest in the school district for programming beyond what was currently offered, we provided a list of other potential program offerings and invited respondents to check off those programs they believed the district could consider. Respondents could also select “I don’t know” as a response, or indicate that they were already satisfied with the choices offered by the schools’ regular programs.

Of the programs listed, the Fine Arts Academy received the highest number of votes with 48%. Another 34% of respondents believed the district could explore the expansion of the Environmental School program into the secondary level, while 30% indicated they would be interested in an International Baccalaureate (IB) Middle Years Program (another 23% liked the IB Primary Years Program option). The Horticultural Trades program option also saw strong interest at 28%, followed closely by Film Academy at 25%.

15% or 111 respondents indicated they were happy with the choices currently offered by the schools’ regular programs. The full list of responses is offered in the table below.

PLEASE SELECT FROM THE FOLLOWING LIST WHAT PROGRAMS OF CHOICE YOU THINK THE SCHOOL DISTRICT SHOULD CONSIDER OFFERING IN THE FUTURE:	RESPONSES
Fine Arts Academy	48.27%
Secondary Environmental Education	33.60%
International Baccalaureate (IB) Middle Years Program (MYP) for students aged 11-16	29.60%
Horticultural Trades	28.27%
Film Academy	24.67%
International Baccalaureate (IB) Primary Years Program (PYP) for students aged 5-12	22.53%
Dance Academy	21.07%
Millwright	17.20%
Late Montessori (Grade 6-7)	17.07%
Already satisfied with the choices offered by the schools’ regular programs	14.80%
Mandarin Immersion	14.53%
I don’t know	11.73%
Painter	11.07%
Reggio Influenced Program	10.93%

Having asked for feedback about what (if any) additional programs of choice the school district should consider offering in the future, we asked respondents to indicate which programs of choice they would want to enrol their child in if they were offered.

The Fine Arts Academy again scored well, with nearly 40% selecting this program option. 24% said they didn’t know, and another 24% selected the International Baccalaureate (IB) Middle Years program. Another 20% selected Secondary Environmental Education and Film Academy respectively, while 19% selected each the Dance Academy and the IB Primary Years program. Further behind was the Horticultural Trades option at 11%. The four other suggested programs received less than 10% of the vote and are included in the table below.

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



PLEASE SELECT FROM THE FOLLOWING LIST WHAT PROGRAMS OF CHOICE YOU WOULD WANT TO ENROL YOUR CHILD IN IF THESE PROGRAMS WERE OFFERED:	RESPONSES
Fine Arts Academy	39.7%
I don't know...	24.2%
International Baccalaureate (IB) Middle Years Programme (MYP) for students aged 11-16.	23.6%
Secondary Environmental Education	19.7%
Film Academy	19.6%
Dance Academy	19.4%
International Baccalaureate (IB) Primary Years Programme (PYP) for students aged 5-12	19.0%
Horticultural Trades	10.6%
Late Montessori (Grade 6 - 7)	8.4%
Mandarin Immersion	7.4%
Reggio Influenced Program	6.9%
Millwright	4.8%
Painter	3.0%

Of the survey respondents who had children registered in our school district, roughly 38% (206 respondents) had their child registered in a choice educational program, while 62% (339 respondents) did not.

To determine some of the broad reasons why parents/guardians chose not to enrol their child in a program of choice (e.g. program location, parents unaware of the option, the program was full), we listed 6 possible scenarios including an “other” category.

Of the respondents who replied to this question, 38% indicated they were not aware of the choice programs offered, 20% stated they were already satisfied with the choices offered by the school’s regular programs, 15% indicated the program of interest was not offered at their child’s catchment school, and 12% indicated their child was not interested in any of the options offered. 7% selected “other” as their response, while 6% noted that the school district didn’t offer the program they were interested in.

Finally, 3% of respondents stated that the program of interest was full. Of these, four parents/guardians had tried to register their child in the Environmental Program, one at Kanaka Creek, one in the Montessori program at Hammond Elementary, and one in the Metal Fabrication and Auto Shop programs.

WHY IS YOUR CHILD(REN) NOT ENROLLED IN A CHOICE EDUCATIONAL PROGRAM IN THE MAPLE RIDGE – PITT MEADOWS SCHOOL DISTRICT?	RESPONSES
Was not aware of choice programs offered	37.5%
Already satisfied with the choices offered by the school's regular programs	19.8%
Program of interest is not offered at catchment school	15.0%
Child not interested in any of the options offered	11.7%
Other	7.2%
Program of interest is not offered in Maple Ridge – Pitt Meadows	6.0%
Program of interest was full	2.7%

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



## PUBLIC CONSULTATION PROCESS: FIRST ONLINE SURVEY

Of those parents/guardians who did have their child(ren) registered in a program of choice in our district, 41% - by far the largest number - had their child(ren) enrolled in French Immersion. The 1-to-1 iPod/iPad Literacy Program was next with 20%, followed by the Environmental School at 13%.

Nearly 8% had their child registered in the Montessori Program, and another 7% and 6% respectively in Self-Directed Learning and Year-Round Schooling at Kanaka Creek. The full range of responses is recorded in the table below:

SELECT THE CHOICE EDUCATIONAL PROGRAM YOUR CHILD/CHILDREN CURRENTLY ATTEND(S):	RESPONSES
French Immersion	41.1%
1-to-1 iPod/iPad Literacy Program	20.3%
Environmental School	12.6%
Montessori	7.8%
Self-Directed Learning	6.9%
Year-Round Schooling (Kanaka Creek Elementary)	6.1%
1-to-1 Inquiry Program	4.3%
Culinary Arts	3.9%
Advanced Placement	3.5%
CyberSchool	3.5%
Digital Arts Academy	1.7%
International Baccalaureate	1.7%
Soccer Academy	1.3%
Wheelhouse Program	1.3%
Continuing Education	0.9%
Equestrian Academy	0.9%
Interdisciplinary Arts (theatre, dance, voice, film and television)	0.9%
Automotive Service Technician	0.4%
Carpentry, Level 1 Apprenticeship	0.4%
Hairstyling Cosmetology Academy	0.4%
Hockey Academy	0.4%
Masonry	0.4%
Metal Fabrication	0.4%
Microsoft® IT Academy	0.4%
Odyssey	0.4%
Outreach (Maple Ridge Alternate)	0.4%
Connex (SD42 Alternate)	0.0%
Electrician, Level 1	0.0%
Plumbing Apprenticeship	0.0%

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



## COMMUNITY SERVICES IN SCHOOLS

In addition to various programs of choice, our school district is often able to bring in community services to better support the needs of its school communities. Such community services include before and after school care, daycare providers, joint programming with Parks and Leisure Services, as well as StrongStart centres.

During the April 13th workshop, participants suggested the school district get a clearer sense of the kind of services our community would like to see in our schools.

For a fuller sense of our community’s needs, we asked survey respondents to check off all the community services/ programs in which they would want to enrol they child should they be offered.

44% of respondents indicated that this question did not apply to them, while 41% selected joint programming with Parks and Leisure Services as something that would be of interest. 28% of respondents selected before and after school care as a program of interest, while 20% indicated an interest in StrongStart. The daycare option received roughly 13% of the vote.

IF ONE OF THESE SERVICES WERE OFFERED IN YOUR NEIGHBOURHOOD SCHOOL, WOULD YOU ENROL YOUR CHILD IN THIS PROGRAM? CHECK OFF ALL THAT APPLY.	RESPONSES
Not Applicable	44.04%
Joint Programming with Parks & Leisure Services	41.23%
Before and After School Care	27.98%
StrongStart	19.68%
Daycare	13.25%

## FRENCH IMMERSION PROGRAMMING (ELEMENTARY)

While the redrawing of school boundaries is one way of managing student enrolment across schools, school districts can also address enrolment imbalances by offering popular programs of choice in schools that are underutilized.

In Maple Ridge - Pitt Meadows, as in other school districts, French Immersion has grown into a popular programming option. Because of the high level of interest in French Immersion, moreover, elementary schools that offer this program often struggle to maintain a balance in enrolment between its English-track and French-track programs. Offering a second French Immersion option in a nearby, underutilized school can both alleviate the pressure on the existing French Immersion school, and increase student enrolment in a school that may be underutilized.

During the April 13th workshop, participants spoke about the appetite within the community for additional French Immersion programming at the elementary level, and also noted that the addition of a French Immersion program in certain areas would address student enrolment pressures.

Participants recommended that the district reach out to the community to determine the level of interest in additional French Immersion programming in East and West Maple Ridge.

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



**West Maple Ridge**

To determine the level of interest in additional French Immersion programming in West Maple Ridge, we posed the following question: *If the school district offered an early French Immersion program in an existing, underutilized West Maple Ridge elementary school (e.g. Fairview Elementary, Maple Ridge Elementary), would you enrol your kindergarten or grade 1 child in one of these schools?*

Respondents were able to select ‘yes,’ ‘no,’ or ‘not applicable’ as their answer.

51% of respondents indicated this question did not apply to them; 34% (251 respondents) indicated they wouldn’t be interested in enrolling their child in early French Immersion; and 15% (114 respondents) indicated they would enrol their child in this program if it were offered.

IF THE SCHOOL DISTRICT OFFERED AN EARLY FRENCH IMMERSION PROGRAM IN AN EXISTING, UNDERUTILIZED WEST MAPLE RIDGE ELEMENTARY SCHOOL (E.G. FAIRVIEW ELEMENTARY, MAPLE RIDGE ELEMENTARY), WOULD YOU ENROL YOUR KINDERGARTEN OR GRADE 1 CHILD IN ONE OF THESE SCHOOLS?	RESPONSES
Not Applicable	51.07%
No	33.65%
Yes	15.28%

**East Maple Ridge**

To determine the level of interest in additional French Immersion programming in East Maple Ridge, we posed the following question: *If the school district offered an early French Immersion program in East Maple Ridge, would you enrol your kindergarten or grade 1 child (the two points of entry for early French Immersion) in this school?*

Respondents were able to select ‘yes,’ ‘no,’ or ‘not applicable’ as their answer.

51% of respondents indicated this question did not apply to them; 31% (228 respondents) indicated they wouldn’t be interested in enrolling their child in early French Immersion; and 19% (140 respondents) indicated they would enrol their child in this program if it were offered.

IF THE SCHOOL DISTRICT OFFERED AN EARLY FRENCH IMMERSION PROGRAM IN EAST MAPLE RIDGE, WOULD YOU ENROL YOUR KINDERGARTEN OR GRADE 1 CHILD (THE TWO POINTS OF ENTRY FOR EARLY FRENCH IMMERSION) IN THIS SCHOOL?	RESPONSES
Not Applicable	50.67%
No	30.56%
Yes	18.77%



Survey results are also available online at <https://www.surveymonkey.net/re>

The remaining questions of the survey were directed specifically to the 92 respondents who had child(ren) enrolled in French Immersion in a Maple Ridge - Pitt Meadows elementary school. Acting on the feedback we received at the April 13th workshop, we sought to identify the factors that influenced parents’/guardians’ selection of the French Immersion program for their child or children.

The children of these 92 respondents were distributed fairly evenly across our French Immersion elementary schools, with 35% attending Pitt Meadows Elementary, 31% registered at Laity View Elementary, and 29% enrolled at Eric Langton Elementary. A final 5% had a child enrolled in the Late French Immersion program at Golden Ears Elementary School.

For 63% of these respondents, the school in which their child was enrolled was also the school nearest to their home. Of the remaining 37%, 18% were closest to Albion Elementary, 18% were closest to Davie Jones Elementary, and 12% had Alexander Robinson Elementary as their nearest school.

9% were closest to Eric Langton or Golden Ears; 6% were closest to Edith McDermott, Glenwood, Harry Hooge, Kanaka Creek, or Maple Ridge Elementary; and 3% had Highland Park or Yennadon as their nearest school.

The full range of responses to this question is documented in the table below:

WHAT SCHOOL IS NEAREST TO YOUR HOME?	RESPONSES
Albion Elementary	17.6%
Davie Jones Elementary	17.6%
Alexander Robinson Elementary	11.8%
Eric Langton Elementary	8.8%
Golden Ears Elementary	8.8%
Edith McDermott Elementary	5.9%
Glenwood Elementary	5.9%
Harry Hooge Elementary	5.9%
Kanaka Creek Elementary	5.9%
Maple Ridge Elementary	5.9%
Highland Park Elementary	2.9%
Yennadon Elementary	2.9%
Alouette Elementary	0.0%
Blue Mountain Elementary	0.0%
Fairview Elementary	0.0%
Hammond Elementary	0.0%
Laity View Elementary	0.0%
Pitt Meadows Elementary	0.0%
Webster's Corners Elementary	0.0%
Whonnock Elementary	0.0%

Of those respondents who had more than one child enrolled in K-7 in our school district (43 total), 37 had all their children attending the same school.



Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>

When we asked these 92 respondents why they selected the French Immersion program for their child or children, we heard that the desire for a **development of fluency in French** played a significant role with 67 votes. **Program reputation** was the second most popular reason, receiving 43 votes, while the **location of the school (it was the catchment school)** also played an important role with 27 respondents casting their vote in this category.

15 respondents selected the program because it was **recommended** to them, while 13 registered their children because of their **Francophone heritage**. For 8 respondents the fact that the **school was on the way** to and from work played a role, and for 5 respondents the **peer group** was an important consideration.

For 18 respondents, the determining factors were other than those listed. Reasons included a move into the program from a different school district or province, the enriching experience of acquiring a second language, and the sense that the completion of the program provided their child more future opportunities.

WHY DID YOU CHOOSE THE FRENCH IMMERSION PROGRAM FOR YOUR CHILD(REN)?	RESPONSES
Development of fluency in French	67
Program reputation	43
Location of school (catchment school)	27
Program was recommended	15
Francophone heritage	13
Location of school (on the way to work)	8
Peer group	5
Other (please specify)	18

Nearly 23% of respondents had considered transferring their child out of the French-track and into the English-track program. Of these, 52% were looking at an English-track program in a different school, while 48% had considered the English-track program in the same school.

Finally, looking forward, a little over 63% of respondents anticipated that their child(ren) would continue French Immersion track in secondary school, over 33% were unsure, and 3% answered “no.”

Of those 63% who anticipated their child to continue in French Immersion, 61% indicated their child would be enrolling in the French Immersion program at Maple Ridge Secondary, 32% were planning to enrol their child in Pitt Meadows Secondary, while the remaining 7% were not sure yet.

Those who were not planning to enrol their child in a French Immersion program at the secondary level indicated that the location of the secondary program was not a deciding factor, and that their child may simply explore other programs of choice in our district.

Survey results are also available online at <https://www.surveymonkey.net/results/SM-NBF7VDP9/>



# OPEN HOUSE:

## FACILITIES AND LEARNING *for* TODAY AND TOMORROW



On Wednesday, June 10, 2015, the Maple Ridge – Pitt Meadows School District Board of Education hosted an *Open House on Facilities and Learning for Today and Tomorrow*. At this Open House, the board and staff presented a number of facilities planning options for public feedback. These options were developed based on the feedback the district received through the first online survey that ran from May 11 to May 25, 2015.

Those who attended the Open House were given an updated copy of our *Engagement Framework* document and a booklet outlining all *SD42 Programs of Choice*.

The Open House consisted of a number of stations, each presenting and asking for public feedback on specific facilities planning options. These stations are described in the pages that follow.



## FACILITIES AND LEARNING *for* TODAY AND TOMORROW

Maple Ridge - Pitt Meadows School District | *Facilities and Learning for Today and Tomorrow*  
<http://facilitiesreview.sd42.ca/>

### WHERE DO YOU LIVE?

As they arrived at the Open House, attendees were invited to tell us where they lived by putting a sticky dot on an enlarged map of all school zones.

The information we collected from those who chose to mark their location on the map showed us that our Open House had drawn attendees from across the school district.

### GENERAL INFORMATION

At the General Information station, attendees were able to review the timeline of the engagement process and survey result highlights. They learned that the online survey received 861 responses, and that the respondents were from across the school district.

Attendees were also able to review what priorities survey respondents had identified when it came to making changes to school boundaries, and what additional programs of choice they believed the school district should consider.

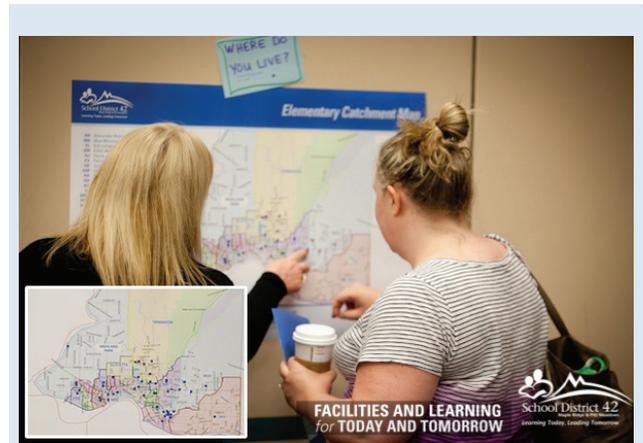
Finally, at this station the school district shared survey responses with respect to interest in the possible addition of an Early French Immersion Program in an East Maple Ridge or an existing, underutilized West Maple Ridge elementary school, and reviewed enrolment projections for elementary, secondary, and all school district schools.

### FINE ARTS

In the online survey, respondents indicated a strong appetite for a Fine Arts Academy within our school district.

At the Fine Arts station, the school district explored options for the expansion of Garibaldi Secondary's current programming into a more robust Fine Arts program, as this school's facilities were most suited to hosting such an expanded program.

Participants were asked to indicate their level of interest in the following possible additions to the existing program: music, film, visual arts, drama, dance, and digital arts. They were also asked to offer other suggestions, should they have any.



### **TRADES PROGRAMS**

The Trades Programs station offered participants a summary of the current trades offerings, identifying both the schools in which these programs were hosted and the number of registered students in each. The Trades Programs station also listed the following three potential new offerings: Horticulture (a popular selection on the online survey), Dairy Production, and Auto Collision Repair.

Participants were asked to indicate if they would like to see some of the current programs expanded to other schools in the district, and were also asked if they had other ideas for potential programs that the district has not yet considered.



### **INTERNATIONAL BACCALAUREATE**

The International Baccalaureate (IB) station offered attendees information about the current IB program hosted at Garibaldi Secondary, and about the potential expansion of this program to the primary (ages 5-12) and middle (ages 11-16) years, utilizing the neighbouring elementary school, Blue Mountain Elementary.

Participants had an opportunity to ask for additional information about this program of choice, and express any concerns they may have.



### **EARLY FRENCH IMMERSION**

In response to the expressed interest in the community for the expansion of the Early French Immersion program to new sites, the French Immersion station presented the possibility of expanding this program to the underutilized Maple Ridge Elementary School, and offered Open House participants three proposed Early French Immersion school boundary options for feedback.

Participants were asked to select the option they prefer (map A, B or C), and share why they believed the option they had selected was the more desirable choice.



**PITT MEADOWS: ELEMENTARY CATCHMENT REVIEW**

At the Pitt Meadows: Elementary Catchment Review station, attendees were presented with three options for adjusting elementary school boundaries in Pitt Meadows. Participants were also shown a graph with current and forecasted enrolment numbers at Pitt Meadows schools, illustrating the pressures that necessitated these proposed boundary revisions.

The proposed school boundary changes would be effective September 2016. Siblings of students enrolled in the school would be given priority to enrol in the same school as their sibling(s).

Participants were asked to select the option they prefer (map A, B or C), and share why they believed the option they had selected was the more desirable choice.

**SRT & GARIBALDI: SECONDARY CATCHMENT REVIEW**

At the Secondary Catchment Review station, attendees were presented with current and projected enrolment numbers for Samuel Robertson Technical Secondary School (SRT) and Garibaldi Secondary School, and three options for adjusting school boundaries.

The projections showed that while the student enrolment at SRT will continue to exceed the school's capacity over the next decade, significant space is available in the neighbouring secondary school, GSS.

In addition, attendees learned that while the current catchment for SRT includes over 1200 eligible secondary aged students, only 600 of these students currently attend the school. SRT school boundaries need to be reviewed and redrawn to ensure that all in-catchment students can be accommodated in the facility.

Participants were invited to select the option they prefer (map A, B or C), and share why they believed the option they had selected was the more desirable choice. Participants also had an opportunity to offer feedback about any questions or concerns they may have about the proposed changes.

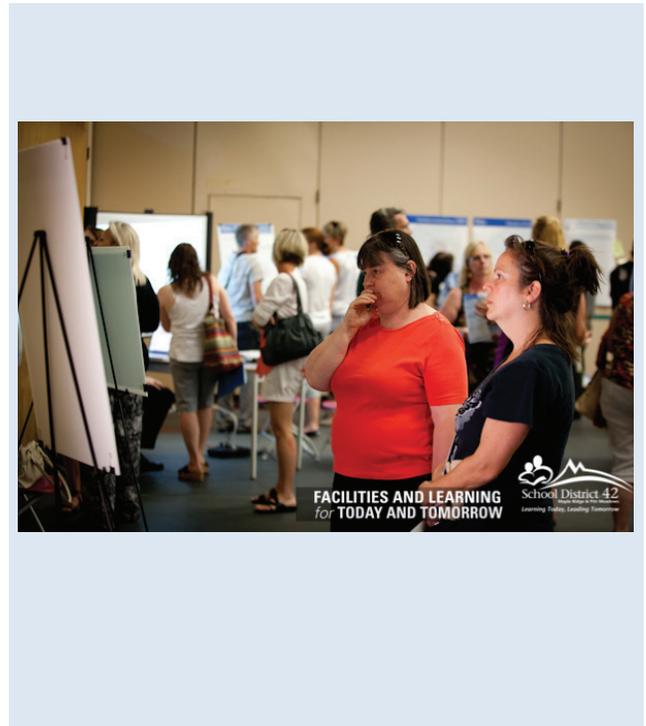


**ALBION AND SILVER VALLEY**

The Albion and Silver Valley station shared information about enrolment projections for the East Capital (including Albion) and Central Capital (including Silver Valley) zones, and outlined the capital planning process timeline for new schools.

Attendees learned that once a school district receives ministry approval for a new school, the ongoing operating facility based costs of \$370,000 must be funded within the existing operating budget, and that the timeline for the development of that school can span anywhere from 37 to 49 months.

Attendees also learned that the building of new schools is highly dependent on student population yields and the pace of development in Silver Valley and Albion. They were invited to give the Board of Education feedback about what they would like to see in new schools in this area in terms of educational programming and community services.



**FINE ARTS**

**Survey Response**

Asked to rank their program priorities for an expanded Fine Arts Academy at Garibaldi Secondary, respondents were able to assess the importance of the following six program areas: music, film, visual arts, drama, dance, and digital arts.

All six of these areas received many votes in the *greatest priority* or *somewhat of a priority* categories. Music was especially strong, with 35% in the *greatest priority* listing and another 30% in the *somewhat of a priority* category. Digital arts also received a high interest ranking, with 34% indicating this program would be the *greatest priority* and another 30% identifying it as *somewhat of a priority*.

Film and Visual Arts also ranked well. 26% of respondents identified film as a *greatest priority* and another 38% as *somewhat of a priority*; while 29% ranked visual arts as a *greatest priority* and another 32% as *somewhat of a priority*.

Drama and Dance were not far behind. 29% of respondents indicated drama was the *greatest priority* for them, and nearly 28% noted it was *somewhat of a priority*. Dance received the lowest number of votes in the *greatest priority* category with 19%, but earned a solid 29% votes in the *somewhat of a priority* listing.

	GREATEST PRIORITY	SOMEWHAT OF A PRIORITY	NEUTRAL	NOT A HIGH PRIORITY	LOWEST PRIORITY
Music	35.24%	30.02%	25.31%	4.47%	4.96%
Film	25.63%	37.94%	28.14%	4.02%	4.27%
Visual Arts	28.64%	32.41%	29.90%	4.77%	4.27%
Drama	28.25%	27.50%	33.00%	6.25%	5.00%
Dance	18.80%	27.82%	35.84%	9.02%	8.52%
Digital Arts	33.58%	29.85%	28.36%	4.23%	3.98%

Asked if there was anything else missing in the listed options for Fine Arts, respondents suggested programming options that included animation, design, fashion, audio recording, movie set trades, trades in film, choir, production for screen and stage, script writing, lighting, graphic design, and First Nations fine arts traditions and culture.

**Additional Feedback**

In general, respondents expressed strong support for increasing the access to fine arts options in our schools. We saw this support in both surveys and the Open House consultation.

However, the general support for an expanded Fine Arts Academy at Garibaldi Secondary was tempered by feedback from those who saw the teaching of the arts as critical in all schools. In this vein, some staff expressed concern about the impact a Fine Arts Academy at Garibaldi may have on other schools, noting that the program may draw students from their neighbouring schools and reduce the effectiveness and quality of fine arts programming at schools without a formal Fine Arts focus designation. Some respondents also requested that more secondary school fine arts focussed programming be developed in the Pitt Meadows and/or central Maple Ridge areas.

Survey results are also available online at <https://www.surveymonkey.net/results/SM-W7TKSS82/>



The staff at Blue Mountain Elementary expressed interest in working with Garibaldi (their neighbouring school) in the area of Fine Arts. This dialogue has already begun at the two schools. Both Blue Mountain Elementary and Garibaldi Secondary have space to accommodate more students and Garibaldi has an existing Fine Arts program and good Fine Arts facilities. A stronger and more publicized Fine Arts focus may result in more families selecting these two schools because of this focus.

In posing this question, we also received feedback from other elementary schools interested in developing a Fine Arts focus. We will follow up with these schools with respect to this feedback.

**FINE ARTS PROGRAM AREAS MAY INCLUDE:**

1. MUSIC
2. FILM
3. VISUAL ARTS
4. DRAMA
5. DANCE
6. DIGITAL ARTS



## TRADES PROGRAMS

### Survey Response

The survey listed nine existing trades programs, and asked respondents to indicate if they believed any (or none) of these should be expanded to new sites within our district.

Nearly 50% of respondents indicated they were happy with the current placement of our trades programs, while others suggested some possible trades programs the district could explore. Horticulture (in partnership with Kwantlen Polytechnic University), Auto Collision Repair (in partnership with BCIT) and Dairy Production Technician (in partnership with Greenbelt Veterinary Services) were presented as possibilities.

32% of respondents liked the idea of expanding the Electrical Program, which currently runs at Garibaldi Secondary. The possibility of expanding the Construction Carpentry program (at SRT) and the Plumbing program (Garibaldi) also received a fair number of votes with 26% each. Also in the 20% range was the expansion of Culinary Arts (25%), Automotive Service Technician (23%), Metal Fabrication (22%) and Carpentry (21%). The full range of responses is documented in the table below:

WHY IS YOUR CHILD(REN) NOT ENROLLED IN A CHOICE EDUCATIONAL PROGRAM IN THE MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT?	RESPONSES
None. I am happy with the current placement of our trades programs.	48.5%
Electrical (Garibaldi)	31.9%
Construction Carpentry (SRT)	26.0%
Plumbing (Garibaldi)	26.0%
Culinary Arts (SRT)	25.3%
Automotive Service Technician (Westview)	23.2%
Metal Fabrication (SRT)	21.9%
Carpentry (Garibaldi)	20.9%
Masonry (Thomas Haney)	15.3%
Hair Design (SRT)	12.0%

### Additional Feedback

Respondents also reflected that some current trades offerings could benefit from a more robust promotional effort. The initial survey showed that only 19% of respondents were aware of the district’s new Masonry Program, for instance; 27% of respondents were aware of the Metal Fabrication program; and 25% of respondents were aware of the Plumbing Apprenticeship Program.

We also received a number of other suggestions in response to this question. We heard, for example, that trades offerings are needed at Maple Ridge Secondary School (MRSS) and Pitt Meadows Secondary School (PMSS). A number of respondents suggested moving the trades programs from Samuel Robertson Technical (SRT) to other schools in order to create more opportunities at SRT for traditional secondary course work.

Finally, a small number of respondents invited the district to review whether the current location of our trades programs offers aboriginal students equal access to these educational opportunities.

Survey results are also available online at <https://www.surveymonkey.net/results/SM-W7TKSS82/>



**INTERNATIONAL BACCALAUREATE:  
EXPAND THE IB PROGRAM TO INCLUDE A PRIMARY YEARS PROGRAM (PYP) AND A MIDDLE YEARS PROGRAM (MYP)**

**Survey Response**

At our June 10th Open House and in our second online survey, we invited respondents to share their feelings about a possible expansion of the International Baccalaureate program (IB program) to include early and middle years at Blue Mountain Elementary and Garibaldi Secondary. Respondents were able to select their response from a range that ran from *strongly in favour* to *strongly opposed*, and also had an opportunity to share any additional questions or concerns about this possible expansion.

Nearly 55% of respondents were either strongly in favour (26%) or in favour (28%) of this expansion, while 33% stated they had no opinion on this one way or another. Roughly 13% of respondents were either opposed to the idea (7.75%) or strongly opposed to it (5.17%).

A number of respondents questioned the sustainability of our IB program given the associated costs and the current state of provincial education funding. These expenses include teacher professional development, IB program materials, and IB structure, which ensures the program quality. To cover these costs, the school district would need to either charge parents fees for the program and/or incorporate the program costs into the district operating budget. Many respondents questioned whether it was reasonable to expect the Blue Mountain Elementary and Garibaldi Secondary communities to support associated IB fees.

There were also some concerns raised about the implementation of Primary Years Program (PYP) or Middle Years Program (MYP), based on the erroneous assumption that these programs would only be offered as an option for very capable and gifted students at the two schools. However, unlike the Diploma Program, which is an option program for highly capable students, the PYP and MYP are designed for all students, including students who have special needs.

STRONGLY IN FAVOUR	IN FAVOUR	NO OPINION	OPPOSED	STRONGLY OPPOSED
26.10%	28.42%	32.56%	7.75%	5.17%

**Additional Feedback**

We also received positive feedback about these proposed programming options. Garibaldi Secondary (GSS) staff have already been exploring the MYP as a high quality program option to attract students to the school in the grade 8 year. Similarly, some Blue Mountain staff expressed interest in learning more about Primary Years Program, and some parents expressed enthusiasm about both the PYP and the MYP opportunities.

Finally, we received feedback about the possibility of developing a middle years program to address the decline in secondary school populations. A middle school option, however, should not be developed based on the facility needs of a school district. Instead, it must be build on a philosophy of serving the adolescent learner. While the MYP does not reconfigure existing school buildings, it is specifically designed to support the adolescent learner. The philosophy of the middle school is inherent in IB MYP, so this program may be very suitable for the youngest students at GSS.

Survey results are also available online at <https://www.surveymonkey.net/results/SM-W7TKSS82/>



**EARLY FRENCH IMMERSION**

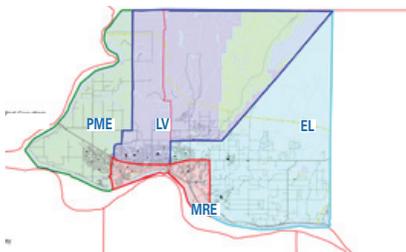
**Survey Response**

Early French Immersion is offered in three sites in Maple Ridge - Pitt Meadows: Eric Langton Elementary, Laity View Elementary, and Pitt Meadows Elementary. Currently we have approximately 10% of our population choosing French Immersion.

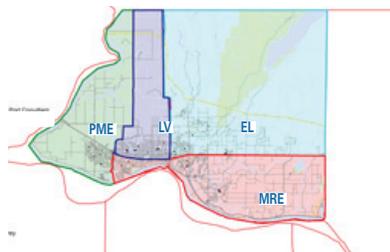
The school district projects that by 2023 student enrolment in Laity View Elementary and Pitt Meadows Elementary will be higher than the buildings can accommodate. At the same time, there is expressed interest in the community to expand the French Immersion program to new sites. Within existing facilities, a new Early French Immersion program can be hosted at Maple Ridge Elementary starting September 2016.

District staff prepared three options for a revised French Immersion catchment, and invited respondents to indicate which of these three options they prefer and why.

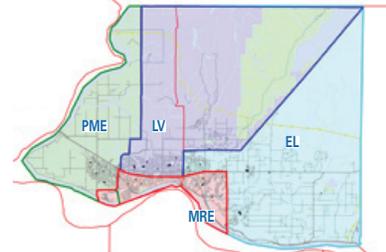
**MAP A**



**MAP B**



**MAP C**



\* Enlarged copies of all maps are included in the Appendix at the back of this document.

31% of respondents preferred map B, 21% voted for map C, and only 12% selected map A. 34% of respondents stated they had no preference. In making their selection, respondents considered a number of factors including the potential need to cross major intersections, equal travel distances, the effect on student enrolment, and the need to minimize potential disruptions.

WHICH OF THE THREE OPTIONS (MAP A, MAP B, MAP C) DO YOU PREFER?	
Map A	12.42%
Map B	30.89%
Map C	21.02%
None of these	38.54%

**Additional Feedback**

In general, parents expressed support for having more access to French Immersion programming in West Maple Ridge and East Maple Ridge. We also saw interest in French Immersion programming from Silver Valley and Albion area residents. Some Silver Valley residents stated that access to Laity View and Eric Langton programs would be desirable, while some Albion area residents suggested we look at locating such programming in our East Zone schools.

We also saw some school-specific concerns about French Immersion programming expressed in the survey. Some respondents, for example, worried about the growing size of Laity View (possibly exceeding 700 by 2023), and suggested this growth would need to be checked and limited in some way. In a similar vein, respondents spoke to the need to limit the growth of French Immersion programming at Eric Langton so that the existing classroom space allocated for community based programming (The HIVE) could be maintained.

Survey results are also available online at <https://www.surveymonkey.net/results/SM-W7TKSS82/>



## ***PUBLIC CONSULTATION PROCESS: SUMMARY OF FEEDBACK RECEIVED***

Educators who responded to this question flagged several concerns. Some spoke about the need to return to a system that maintains a roughly equal balance between French and English track programs in a school, while others suggested there may be a need to revisit the philosophy of the dual track setting as a whole. Educators from schools with insufficient balance between French and English programs worried in particular about the educational experience of students in very small English track programs.

Finally, some respondents asked the district to re-evaluate the support it offers to French Immersion students with learning/behaviour challenges, and possibly reinstate a previously well-documented process to support French Immersion students with learning and behaviour challenges.

These concerns were echoed in the responses of some Maple Ridge Elementary educators, who wondered how the district would maintain a healthy balance between the two programs, and how it would support and retain French Immersion students in the French Immersion program. Some of these respondents expressed interest in other possible programs of choice to address the projected decline in enrolment at their school. Respondents from the Albion area were concerned about the designation of Pitt Meadows Secondary as the secondary catchment school for French Immersion students who might attend a future Maple Ridge Elementary French Immersion program.

Overall, however, the survey did show support for a French Immersion program at Maple Ridge Elementary, and also showed support for French Immersion programming more generally.



Survey results are also available online at <https://www.surveymonkey.net/results/SM-W7TKSS82/>

**FACILITIES AND LEARNING**  
*for* **TODAY AND TOMORROW**

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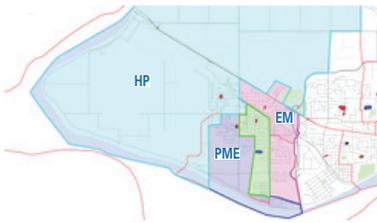
**ELEMENTARY CATCHMENT REVIEW: PITT MEADOWS**

**Survey Results**

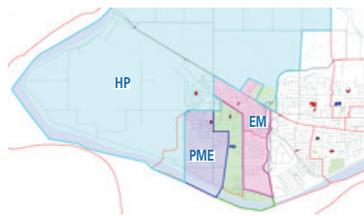
The school district projects enrolment in Pitt Meadows schools will be unevenly distributed, with some schools operating over capacity by 2023. In order to accommodate future students in existing facilities, the catchment area for Pitt Meadows elementary schools must be reviewed and redrawn.

District staff prepared three options for a revised Pitt Meadows elementary catchment and invited respondents to indicate which of these three options they prefer and why.

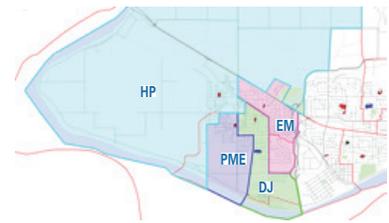
**MAP A**



**MAP B**



**MAP C**



*\* Enlarged copies of all maps are included in the Appendix at the back of this document.*

26% of respondents preferred map C, 13% voted for map B, and 11% selected map A. 52% of respondents stated they had no preference. In making their selection, respondents considered a number of factors including driving distances, access, minimizing impact and disruption, equitable redistribution, the accommodation of future housing developments, and the students’ ability to walk to school.

WHICH OF THE THREE OPTIONS (MAP A, MAP B, MAP C) DO YOU PREFER?	
Map A	11.22%
Map B	12.59%
Map C	26.19%
None of these	51.70%

**Additional Feedback**

Some respondents stated that the French Immersion Program at Pitt Meadows Elementary (PME) is too large and needs to be reduced so that it is a balanced size with the English track program. In a similar vein, some respondents observed that PME is too large a school and that the student population needs to be managed/reduced.

One suggestion for managing enrolment at PME was to change the school to a single track French Immersion school. Respondents reasoned that children not in the French Immersion Program would gradually be moved to other schools in Pitt Meadows. Some, on the other hand, argued that enrolment in the English track program at PME needs to increase. Currently, approximately 30% of students attending PME are in the English track program.

Some respondents observed that Edith McDermott has room and would benefit from an increase in student enrolment, while others pointed out that Davie Jones is almost full to capacity. Some respondents cautioned that future housing developments – especially in the South Bonson area – should be taken into account when any changes to school boundaries are made, and emphasized also the importance of ease of access (distance to the school, and walking or biking routes to the schools).

Survey results are also available online at <https://www.surveymonkey.net/results/SM-W7TKSS82/>



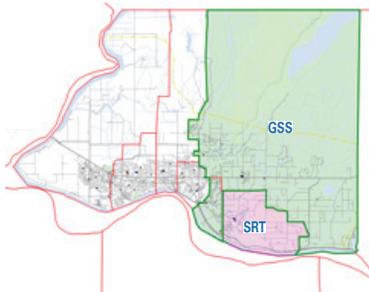
**SECONDARY CATCHMENT REVIEW: SRT & GARIBALDI**

**Survey Results**

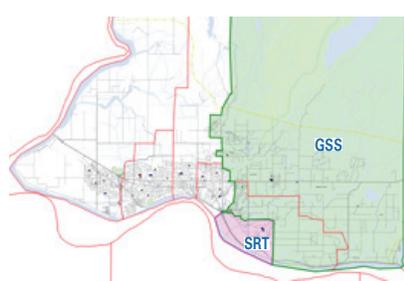
The school district projects that enrolment in Samuel Robertson Technical will continue to exceed the school’s capacity over the next decade. At the same time, significant space is available in the neighbouring secondary school, Garibaldi.

District staff prepared three options for a revised Samuel Roberts Technical Secondary - Garibaldi Secondary catchment and invited respondents to indicate which of these three options they prefer and why.

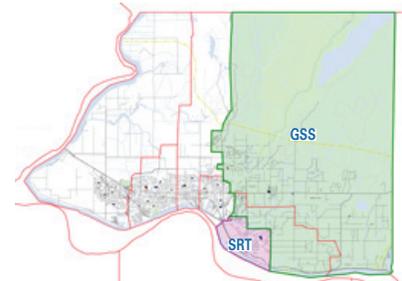
**MAP A**



**MAP B**



**MAP C**



*\* Enlarged copies of all maps are included in the Appendix at the back of this document.*

30% of respondents preferred map A, 18% voted for map C, and 15% selected map B. 41% of respondents stated they had no preference. In making their selection, respondents considered a number of factors including the ability for students to walk to their school, the impact on student population at both schools, driving distance, and alignment with elementary school boundaries.

WHICH OF THE THREE OPTIONS (MAP A, MAP B, MAP C) DO YOU PREFER?	
Map A	30.04%
Map B	14.83%
Map C	18.25%
None of these	40.68%

**Additional Feedback**

A number of SRT staff, survey respondents and attendees at the public consultation meeting expressed concern about maintaining the school’s current programming. SRT staff, students and parents worried that course options, particularly in the area of senior science and math, would be lost from the school if school size were reduced.

Likewise, the same respondents were also concerned that the signature extracurricular programming developed at SRT would not be sustainable with a smaller school size. (SRT is coming into its 10th year in 2015/16.) Students and staff take a great deal of pride in the quality of programming, both curricular and extra-curricular, that is in place at the school.

Some respondents flagged student transportation as an issue of concern, alluding specifically to the recent decision to discontinue regular student busing in September 2016. Many valued the ability of students to walk to their secondary school.

Survey results are also available online at <https://www.surveymonkey.net/results/SM-W7TKSS82/>



In the first *Facilities and Learning for Today and Tomorrow* survey, school reputation was identified as the factor of greatest importance in the selection of a school (88%). Secondary to that factor was the proximity of the school to the primary residence (80%). Both of these factors are evident in the survey responses relating to SRT and Garibaldi.

A number of SRT staff, survey respondents and attendees at the Open House public consultation meeting suggested that SRT should receive an addition in order to accommodate the students and staff currently working and learning in the portables on the SRT site.

A number of staff commented that the student enrolment shown for Garibaldi in the Facilities Review excludes international students. Garibaldi has approximately 675 resident students and 125 international students (800 in total approximately). SRT has approximately 800 resident students and less than 20 international students (820 approximately).

The Ministry of Education does not permit school districts to factor in international student enrolment in determining facilities needs of the school district at this time. If international student enrolment is factored in the utilization of SRT increases to 138% and the utilization of Garibaldi increases to 74%. Staff noted that the enrolment of international students can be subject to global economic conditions. While the low Canadian dollar, for example, tends to encourage enrolment in our school district by international students, other factors, such as flu epidemics and global economic downturns, result in reduced enrolment. The lack of predictability in international student enrolment is problematic for facilities planning purposes, and likely a reason why the Ministry of Education does not include it in the consideration for school space needs in school districts.

Educators who responded to this question suggested looking to the development of programs at Garibaldi to attract resident student enrolment as opposed to catchment changes. Indeed, the Middle Years IB program, a Fine Arts focus for Garibaldi along with expanded trades options are some of the programming options being considered along with catchment changes.



Survey results are also available online at <https://www.surveymonkey.net/results/SM-W7TKSS82/>

## **ALBION AND SILVER VALLEY**

### **Survey Results**

The final question on our second online survey invited respondents to give us feedback on what they would like to see in the new schools in terms of educational programming and community services.

The timing for building new schools is highly dependent on student population yields, pace of development in Silver Valley and Albion, and Ministry of Education funding approval. The board and staff nevertheless wanted to take this opportunity to engage the community in discussion about what programs and services the school district should consider hosting in new schools in these areas.

A number of respondents shared their concerns about commuting distances and the discontinuation of regular student bussing starting September 2016, while others reflected that new schools are needed in these areas to address enrolment pressures at Albion Elementary and the continuing growth in East Maple Ridge. In this vein, some respondents suggested that the school district may need to consider an addition to Samuel Robertson Technical (SRT) in the future if the surrounding community continues to grow.

In terms of potential programming, respondents showed strong support for additional French Immersion programs in East Maple Ridge, and also called for place-based environmental learning. Fine Arts programming was a popular suggestion, as was inquiry-based learning and technology-supported learning. Some thought the area would benefit from a Montessori program, which is currently offered only at Hammond Elementary School in West Maple Ridge. Finally, a suggestion was also made that the school district consider establishing a shared secondary school campus with BCIT or SFU in these areas.

We also received suggestions for potential community services that would be valuable to have in the area. These included StrongStart centre(s), Early Years programming, trades partnerships, and community based health services and education programs. Some respondents suggested the school district explore partnerships with Parks and Leisure Services, a shared community/school learning commons or library, and shared gyms and/or fields.



Survey results are also available online at <https://www.surveymonkey.net/results/SM-W7TKSS82/>

## SECOND OPEN HOUSE: FACILITIES AND LEARNING for TODAY AND TOMORROW



On Wednesday, September 30, 2015, the Board of Education of the Maple Ridge – Pitt Meadows school district hosted an Open House on the *Draft Strategic Facilities Plan* recommendations. At this Open House, the board and staff presented a number of facilities planning recommendations for public feedback.

Those who attended the Open House were given an a summary of all recommendations included in the *Draft Strategic Facilities Plan* and station specific handouts that summarized the background information included in the *Draft Strategic Facilities Plan*. The Open House consisted of a number of stations, each presenting and asking for public feedback on specific facilities planning recommendations. These stations are described in the pages that follow.



### WHERE DO YOU LIVE?

As they arrived at the Open House, attendees were invited to tell us where they lived by putting a sticky dot on an enlarged map of all school zones.

The information we collected from those who chose to mark their location on the map showed us that our Open House had drawn attendees from across the school district.

### GENERAL INFORMATION

At the General Information station, attendees were able to review the timeline of the engagement process, the Draft Strategic Facilities Plan and the Public Engagement Summary.

### PROGRAMS OF CHOICE

The Programs of Choice Station offered participants information about the proposed programs of choice and the recommendations included in the Draft Strategic Facilities Plan for: Fine Arts, International Baccalaureate, Trades, and general programs of choice.

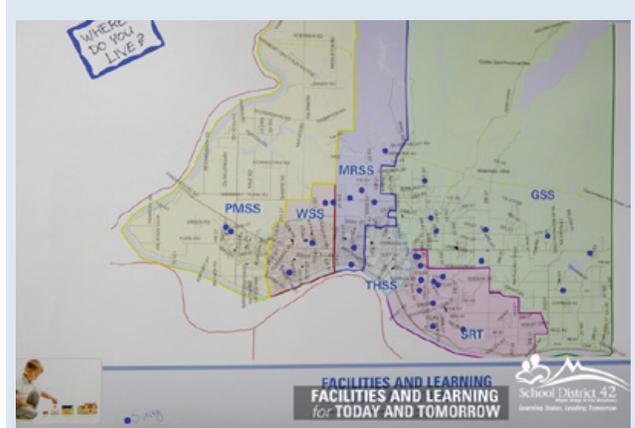
Participants were asked to identify issues/gaps and questions in terms of next steps or implications for implementation for each recommendation.

### EARLY FRENCH IMMERSION

The Early French Immersion station presented the recommended expansion of this program to the underutilized Maple Ridge Elementary School starting September 2016, and shared with Open House participants the proposed Early French Immersion catchment areas selected based on the feedback collected through the engagement process.

The proposed school boundary changes would be effective September 2016. Siblings of students enrolled in the school would be given priority to enrol in the same school as their sibling(s).

Participants were asked to identify issues/gaps and questions in terms of next steps or implications for implementation for the recommendation.



**PITT MEADOWS:  
ELEMENTARY CATCHMENT AREAS**

The Pitt Meadows: Elementary Catchment Areas station presented the recommended catchment areas for Pitt Meadows Elementary Schools selected based on the feedback collected through the engagement process. Participants were also shown a graph with current and forecasted enrolment numbers at Pitt Meadows schools, illustrating the pressures that necessitated these proposed boundary revisions.

The proposed school boundary changes would be effective September 2016. Siblings of students enrolled in the school would be given priority to enrol in the same school as their sibling(s).

Participants were asked to identify issues/gaps and questions in terms of next steps or implications for implementation for the recommendation.

**SRT & GARIBALDI:  
SECONDARY CATCHMENT AREAS**

The SRT & Garibaldi: Secondary Catchment Areas station presented the recommended catchment areas for SRT and Garibaldi selected based on the feedback collected through the engagement process. Participants were also shown a graph with current and forecasted enrolment numbers at the two schools, illustrating the pressures that necessitated these proposed boundary revisions.

The proposed school boundary changes would be effective September 2016. Siblings of students enrolled in the school would be given priority to enrol in the same school as their sibling(s).

Participants were asked to identify issues/gaps and questions in terms of next steps or implications for implementation for the recommendation.

**CAPITAL PLAN PRIORITIES: EXISTING FACILITIES**

At the Capital Plan Priorities: Existing Facilities station the participants learned about the meaning of the Facilities Condition Index (FCI) for all school district facilities and the proposed criteria to be used by staff when creating the five-year capital plan.

Participants were asked to identify issues/gaps and questions in terms of next steps or implications for implementation for the recommendation.



**CAPITAL PLAN PRIORITIES: FUTURE SCHOOLS**

The Capital Plan Priorities: Future Schools station shared information about enrolment projections for the West -Pitt Meadows, the East Capital (including Albion) and Central Capital (including Silver Valley) zones, outlined the capital planning process timeline for new schools, and outlined the recommendations for continuing to request funding for a new school in Albion and for requesting funding for the acquisition of two more school sites: one in Albion and one in Silver Valley.

Also, the participants learned that the South Bonson school site is not required for a new school in the foreseeable future and that it is recommended that the board initiate the disposal process for this property.

Participants were asked to identify issues/gaps and questions in terms of next steps or implications for implementation for the recommendations.



## PRINCIPALS AND VICE-PRINCIPALS MEETING

On September 17, 2015, principals and vice-principals were given the opportunity to review and provide feedback on the proposed Draft Strategic Plan recommendations.

## MEETING WITH THE CITY OF MAPLE RIDGE

On October 7, 2015, the school district met with City of Maple Ridge Mayor Nicole Read, councillors Duncan, Robson, Shymkiw, and Speirs, as well as General Manager of Community Development, Parks and Recreation Services Kelly Swift and General Manager of Public Works and Development Services Frank Quinn. The issues and questions discussed included the following:

- Education piece is fantastic – working with post secondary to bring into the core (SFU)
- How much property would have to be acquired at the 104th Ave site
- Council concerns related to the timing for the proposed Silver Valley school site
- Concerns related to the projection that a new school in Albion would be required in the “next decade” and how the pace of development influences the timing of new schools
- Albion is a high concern for Council
- Is there assurance that a school will be built in Albion?
- What can Council do to advocate for new schools
- Is there an opportunity to advocate together to Victoria for a new school in Albion?
- Clear timeline on business case for Albion school
- 4 year timeframe for a new school is an issue when zoning development with no schools
- Public transit in the community and discontinuation of school buses
- Could gyms be used at night by community theatre groups?
- There is a need to identify the 2 school sites needed
- How will the district deal with surplus lands?
- What criteria will the Province use when ranking capital requests from school districts?
- How long until the province gives feedback on the capital plan submission?
- How can we strengthen this submission?
- What does a school cost to build?
- How can the City help with land purchase and disposal
- Focus area planning on areas with low school utilization – help to fill schools
- Define strategy for moving forward together

## SECOND OPEN HOUSE ONLINE SURVEY

To give those who were unable to attend our September 30 Open House an opportunity to review the proposed facilities planning recommendations and offer their feedback, we prepared a second online survey, which was open from September 24, 2015 to October 8, 2015. The survey covered all the questions we had asked at our Open House stations, and provided all necessary supplemental background information and materials.



## FACILITIES AND LEARNING for TODAY AND TOMORROW

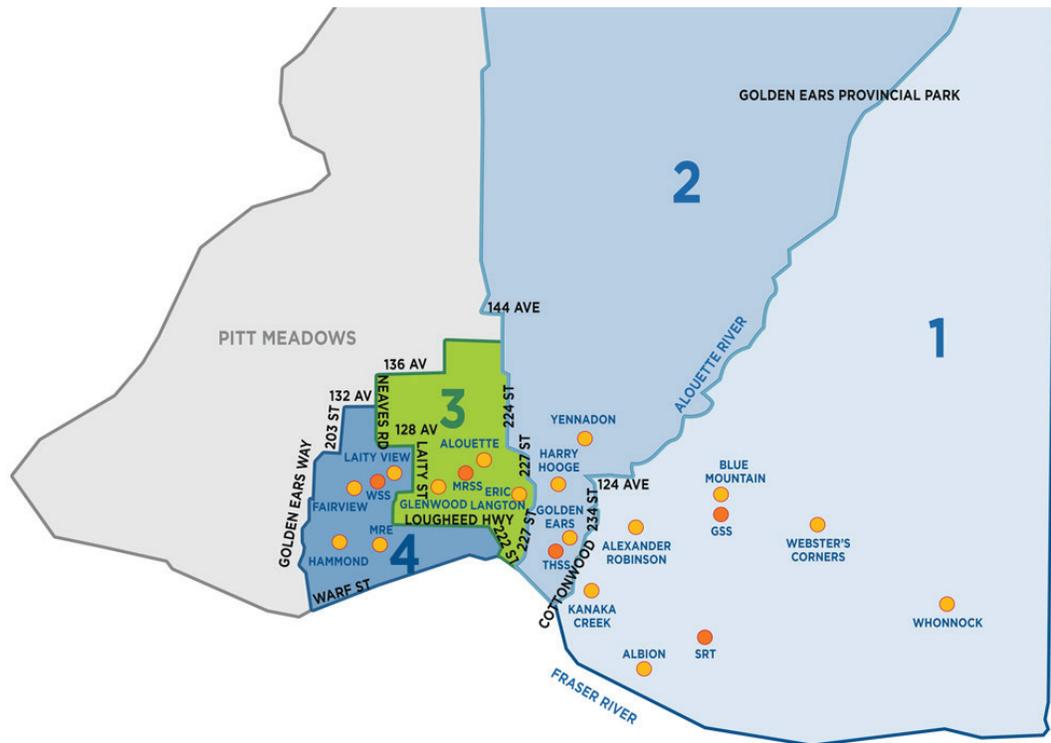
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**SECOND OPEN HOUSE ONLINE SURVEY DEMOGRAPHICS**

As in first Open House follow-up survey, we opened this survey with several questions that would help us identify our respondents. We received a total of 674 responses, and began by asking our respondents to select the category or categories that best described them. The responses told us that a large number (586) of the survey takers were *parents/guardians of children under 19*, that a sizeable portion (114) were *school district employees*, that 29 respondents were *community members*, and 13 were *students*.

The vast majority of our survey respondents (nearly 75% or 503 respondents) were from Maple Ridge, about 19% (or 125 respondents) lived in Pitt Meadows, and just under 7% (or 44 respondents) lived outside of the Maple Ridge - Pitt Meadows communities.

Of the 75% from Maple Ridge, nearly half (45% or 225 respondents) lived in zone 1, 24% (or 120 respondents) lived in zone 2, just under 13% (or 64) of respondents were from zone 3, just under 16% (or 79) of respondents were from zone 4, and the remaining 2% (or 9 respondents) were unable to identify their location on the map we provided.



**FINE ARTS**

**DRAFT RECOMMENDATIONS**

The development of a thriving Fine Arts program requires the commitment of school staff and the school community. It is recommended that an in depth review of the viability of a Fine Arts focus at Blue Mountain Elementary and a Fine Arts academy hosted at Garibaldi Secondary be completed by February 2016 with recommendations for next steps presented to the Board by March 2016.

In addition, it is recommended that staff explore the feasibility of post-secondary partnerships in the area of Fine Arts programming in secondary schools and make recommendations about next steps and possible timelines to the Board by March 2016.

**Survey Responses and Additional Feedback**

WHAT ISSUES/GAPS DO YOU SEE WITH THIS RECOMMENDATION?	RESPONSES
None	400
Some (feedback offered)	90

*What issues/gaps do you see with this recommendation?*

In reviewing the responses to this question, we saw some common themes emerge. A large number of respondents raised questions about the accessibility of these programs by students from across the school district, noting Garibaldi and Blue Mountain are not in a central location. In this same vein, many respondents stressed the importance of making Fine Arts programming available at all our schools, particularly at the elementary level, and questioned whether a Fine Arts academy at Garibaldi Secondary may not have a detrimental effect on Fine Arts programming in our other secondary schools.

A few respondents wondered about short term and long term implementation costs, while others hypothesized the training of staff and the transition for students (some of whom may have no interest in Fine Arts) may present a challenge. Several respondents called for a shorter timeline, observing that Garibaldi Secondary already has the foundation in place.

WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	379
Some (feedback offered)	96

*What questions does this raise for you in terms of next steps or implications for implementation?*

In reviewing the responses to this question, we again saw some common themes emerge. Respondents asked about entry requirements for these programs, about enrolment management, and about whether the location couldn't be more central. Some asked if these programs would be open to students from across the district, and wondered also if there was potential for the expansion of these programs to other public schools in Maple Ridge and Pitt Meadows. A number of respondents asked whether the two schools would be staffed with trained teachers, noting that providing such training would be crucial to the programs' success. Several respondents again called for a shorter implementation time line, while one respondent suggested the proposed timeline may, in fact, be too short.

We again saw questions raised about cost, the accessibility of these programs to students who live in other areas of the school district, and the provision of Fine Arts programming in all Maple Ridge and Pitt Meadows public schools. Finally, a couple of respondents emphasized the importance of focusing our energies on core subjects and the development of marketable skills.



**INTERNATIONAL BACCALAUREATE**

**DRAFT RECOMMENDATIONS**

The expansion of the International Baccalaureate program requires approval from the International Baccalaureate organization, a significant financial commitment as well as school staff and school community support.

The International Baccalaureate global authorization process spans over three calendar years, therefore if a submission for consideration was made in January 2016, the earliest implementation date for the new International Baccalaureate programs would be September 2019.

It is recommended that an in depth review of the viability of expanding the International Baccalaureate program hosted at Garibaldi Secondary be completed by December 2015, with recommendations for next steps presented to the Board by January 2016. This review shall include further consultation with school staff and school community at Garibaldi Secondary, discussions with the International Baccalaureate organization and a full financial impact analysis.

It is also recommended that an in depth review of the viability of expanding the International Baccalaureate program to Blue Mountain Elementary be completed by June 2016, with recommendations for next steps presented to the Board by September 2016. This review shall include further consultation with school staff and the school community at Blue Mountain Elementary over the course of the 2015/16 school year, discussions with the International Baccalaureate organization and a full financial impact analysis.

**Survey Responses and Additional Feedback**

WHAT ISSUES/GAPS DO YOU SEE WITH THIS RECOMMENDATION?	RESPONSES
None	353
Some (feedback offered)	95

***What issues/gaps do you see with this recommendation?***

The responses to this question again grouped into common themes. We heard that high quality programs such as this should be offered at every school at no cost to families, and/or that they should be offered in a more central location to ensure equal access. A number of respondents stated that it would be desirable to have an IB program in the Pitt Meadows area. Some respondents - including Blue Mountain parents and staff - suggested other elementary schools in the district would be a better fit for such programming, while a few others saw such programming as a great opportunity for the school.

The question was also asked whether the implementation of an IB program at Blue Mountain Elementary might not lead to overcrowding at this currently underutilized school, and whether it was viable for Blue Mountain Elementary and Garibaldi Secondary to have both a Fine Arts and an IB focus. A number of respondents expressed concerns about how this program would be funded in light of the current funding constraints.

We also received questions about how out of catchment enrolment worked for programs such as this, whether such a program may not run the risk of creating a private school within the district, and how the International Baccalaureate Program fits in with the new Ministry of Education curriculum.

In addition to the feedback collected online and at the open house, at the September 23, 2015 public board meeting representatives of Blue Mountain Elementary teachers and Blue Mountain PAC provided input regarding the proposed IB program at Blue Mountain Elementary. Both groups were strongly opposed to the implementation of the IB program at this school.



WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	336
Some (feedback offered)	91

***What questions does this raise for you in terms of next steps or implications for implementation?***

Many of the questions raised in this section echoed those we heard in response to the previous question. The costs associated with this program were a common concern, as was program accessibility (the length of commute for some students) and the viability of hosting both an IB and a Fine Arts program at the same school. Some respondents wondered if students would be able to opt out of the program, and others wondered about the effect of such programs on school staffing and school culture. One respondent suggested increasing Advanced Placement (AP) courses in the school district might be good alternative to the IB program.

Finally, we again heard from respondents who felt the IB program was not the right fit for the Blue Mountain school community, from those who wanted to see this programming option in other public schools in Maple Ridge and Pitt Meadows, and those who felt these programs would benefit the school district as a whole.



**TRADES PROGRAMS: HORTICULTURE & AUTO COLLISION REPAIR**



**DRAFT RECOMMENDATIONS**

It is recommended that staff work with post-secondary institutions and community partners on determining the feasibility of creating a new Horticulture trades program, and make recommendations regarding the program to the Board by February 2016.



**DRAFT RECOMMENDATIONS**

It is recommended that staff work with post-secondary institutions and community partners on determining the feasibility of creating a new Auto Collision Repair program, and make recommendations regarding the program to the Board by February 2016.

**Survey Responses and Additional Feedback**

WHAT ISSUES/GAPS DO YOU SEE WITH THESE RECOMMENDATIONS?	RESPONSES
None	392
Some (feedback offered)	49

**What issues/gaps do you see with these recommendations?**

In offering their feedback, a large number of respondents took this opportunity to voice their enthusiasm for both potential offerings, while a few encouraged the school district to explore additional trades program offerings beyond the two proposed, including trades options with greater appeal for female students and choice programs that focus on building other skills (e.g. computer programming, financial literacy).

Some wondered if these two programs (horticulture in particular) would be effective in the long run, while others saw them as valuable (horticulture in particular) and suggested they should also be offered at the elementary level. One respondent noted that both programs call for appropriate facilities and equipment; in a similar vein, a number of respondents raised questions about the availability of funding. A few respondents were curious about the location of these programs, and a few emphasized the need to have properly trained instructors running these courses. One respondent worried about students getting “locked into” trades before fully understanding their broader options.

WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	381
Some (feedback offered)	43

**What questions does this raise for you in terms of next steps or implications for implementation?**

43 respondents shared with us some of the questions these trades offerings raise in their minds in terms of next steps or implications for implementation. A few respondents raised the question about the marketability of these skills, and some again asked about how these programs would be funded. We also again saw a large number of questions about where these programs would be located, whether we shouldn’t be introducing some trades program options in Pitt Meadows, and about whether we had considered possible accessibility issues for students who would need to commute from other areas.

Some respondents wondered if these programs would have fees associated with them, and some encouraged the district to raise awareness about these programs in elementary schools and generate interest in them in this way.



**GENERAL DRAFT RECOMMENDATIONS: PROGRAMS OF CHOICE**

It is recommended that staff continue to work on building awareness of all choice programming available in the school district.  
 It is recommended that staff continue to work with post-secondary institutions on expanding trades options in all Maple Ridge – Pitt Meadows schools.

**Survey Responses and Additional Feedback**

WHAT ISSUES/GAPS DO YOU SEE WITH THESE RECOMMENDATIONS?	RESPONSES
None	394
Some (feedback offered)	43

***What issues/gaps do you see with these recommendations?***

The issues/gaps that were identified in the general draft recommendations for programs of choice included cautions against attempting to provide too many program of choice options, and reminders that the school district should ensure the choice programs it offers are relevant and will attract students. We again heard that some programs of choice should be considered for Pitt Meadows Secondary, and had one respondent call for an expansion of the Montessori program to the high school level.

Several respondents observed that cross enrolment for programs of choice often comes with commute challenges and enrolment management issues, and that not all students who might wish to enrol in these programs would therefore have access. A number of respondents advised the school district to consider program options within the context of current funding challenges, stressing that all students - regardless of family income - should have the same opportunities. The school district was also encouraged to keep a close eye on the programming options offered by surrounding school districts so as to ensure it does not lose students.

Finally, a couple of respondents again stressed the need to focus on core course work and shared concerns about guiding children into specific career paths before they fully know what they want to do in life, while others saw great benefits in providing students with a wide range of educational options.

WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	383
Some (feedback offered)	39

***What questions does this raise for you in terms of next steps or implications for implementation?***

The responses we received to this question again echoed the themes that were raised in previous responses. Respondents raised questions about funding, commute distances and accessibility, the challenge of raising awareness about secondary programs of choice at the elementary level, ensuring we have properly trained teachers, and stressed the need for a regular review of existing programs to determine what is working well and where improvements need to be made.

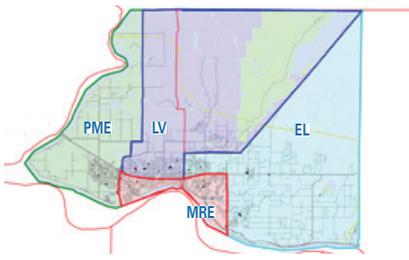
We heard that advertising for programs of choice should come from a central district level, and that these program options should be spread evenly among the district schools.



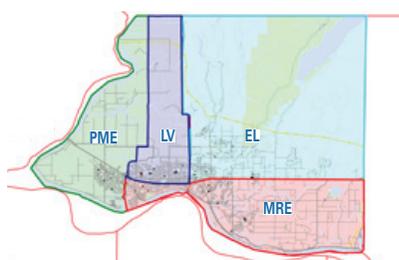
**EARLY FRENCH IMMERSION**

DRAFT RECOMMENDATIONS
It is recommended that a new Early French Immersion program be established at Maple Ridge Elementary starting September 2016 and that an implementation plan is created by senior staff in consultation with the school community.
It is recommended that the catchment areas for Early French immersion as outlined in Map B be adopted effective September 2016 with students currently enrolled in the school and their siblings not being subject to the newly drawn catchment areas.
It is recommended that the French Immersion program intake for September 2016 be reduced at Pitt Meadows Elementary by limiting the growth of the French Immersion program to two kindergarten classes annually. This will ensure a balance between the English and French programs in dual-track schools, and limit the growth of the school to the existing capacity of the facilities.

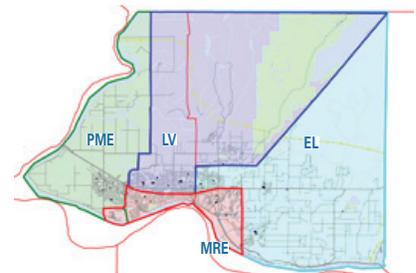
MAP A



MAP B



MAP C



**Survey Responses and Additional Feedback**

WHAT ISSUES/GAPS DO YOU SEE WITH THESE RECOMMENDATIONS?	RESPONSES
None	347
Some (feedback offered)	75

***What issues/gaps do you see with this recommendation?***

Of those respondents who identified possible issues or gaps, several expressed their reservations about French Immersion programs in general and questioned whether the district shouldn't be exploring other language options such as Mandarin. We also heard from those respondents who felt that French Immersion programming was valuable and should be expanded further in this school district.

Some respondents wondered why there was a need to balance French and English track programs, and a few shared their view that access to French Immersion programming should never be limited. At the same time, however, we also heard from respondents who believed that a balance between the English and French track programs in schools was essential.

Finally, we heard from a large number of respondents in the Pitt Meadows area who were disappointed to see the proposed reduction in Early French Immersion intake for Pitt Meadows Elementary, and who felt the community demand for this program was already higher than that school can accommodate. Several of these respondents suggested the school district explore the possibility of expanding the French Immersion program to another elementary school in the Pitt Meadows area to accommodate the community appetite for this program of choice.



WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	348
Some (feedback offered)	60

***What questions does this raise for you in terms of next steps or implications for implementation?***

A lot of the responses we received to this question again echoed the concerns expressed in the issues/gaps answers.

A number of respondents wondered if Maple Ridge Elementary was the right school to host an Early French Immersion program, noting that the long commute for some students in the East would pose a problem. Several respondents suggested that Early French Immersion programming should be offered in East Maple Ridge for this reason, with some asking the district to consider establishing this program in the future school in Albion area.

The feedback also reflected concerns about travel distance for secondary French Immersion students who would have to travel to Pitt Meadows for their French Immersion catchment school, and included questions about how the establishment of a new Early French Immersion program would be funded.

We again heard about the desire for expanding rather than limiting Early French Immersion programming in Pitt Meadows, and received questions about whether Laity View Elementary might not be converted to a single-track French Immersion elementary school, and whether Fairview Elementary may not host a French Immersion program.

Finally, we received several questions about the possibility of establishing a second Late French Immersion program in the school district.

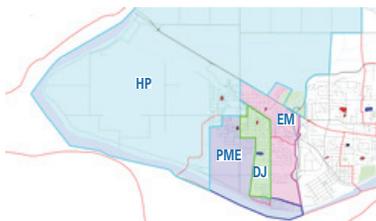


PITT MEADOWS ELEMENTARY CATCHMENT AREAS

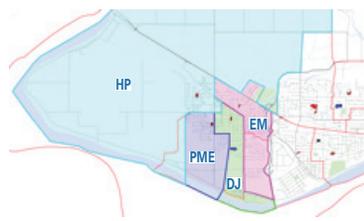
DRAFT RECOMMENDATIONS

It is recommended that the catchment areas for Pitt Meadows as outlined in Map C be adopted effective September 2016 with students currently enrolled in the affected schools and their siblings not being subject to the newly drawn catchment areas.

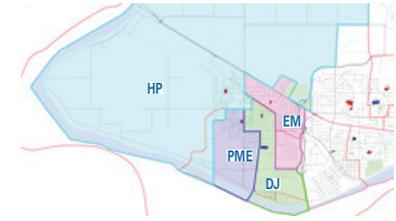
MAP A



MAP B



MAP C



Survey Responses and Additional Feedback

WHAT ISSUES/GAPS DO YOU SEE WITH THESE RECOMMENDATIONS?	RESPONSES
None	375
Some (feedback offered)	22

*What issues/gaps do you see with these recommendations?*

Of the 22 comments we received to this question, several questioned the wisdom of shrinking the English catchment for Pitt Meadows Elementary in light of the fact that the school district wishes to restore a balance between the English and French track programs at the school and therefore needs higher enrolment numbers in the English program. Several respondents suggested school choice should be determined by a student’s learning needs rather than pre-established school boundaries, and a couple wondered about whether some students may not have commute issues.

Finally, one respondent asked that the school district give greater consideration to in-catchment daycare in processing out of catchment requests, while another respondent suggested that the train tracks should mark the catchment boundary between Davie Jones Elementary and Edith McDermott Elementary.

WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	373
Some (feedback offered)	15

*What questions does this raise for you in terms of next steps or implications for implementation?*

Respondents raised questions about possible commute times, plans for high school catchments, and whether there may be competition amongst schools. We saw a question about whether this change will capture more of the Katzie students who tend to enroll at Edith McDermott, and a suggestion that the school district re-examine the proposed boundary changes between Highland Park, Davie Jones, and Edith McDermott elementary schools.



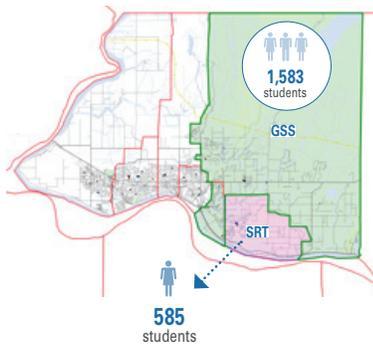
**SECONDARY CATCHMENT AREAS: SAMUEL ROBERTSON TECHNICAL AND GARIBALDI SECONDARY**

**DRAFT RECOMMENDATIONS**

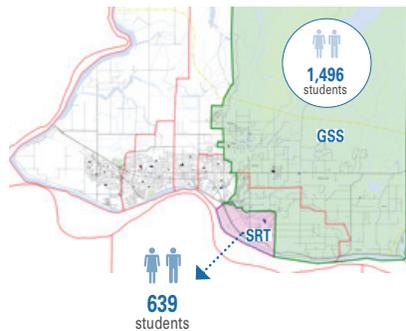
It is recommended that the catchment areas for Garibaldi Secondary School and Samuel Robertson Technical Secondary School as outlined in Map C be adopted effective September 2016 with students currently enrolled in the affected schools and their siblings not being subject to the newly drawn catchment areas.

It is further recommended that the intake of grade 8 students annually at Samuel Robertson Technical will be limited to 150, which would maintain the school population at about 750 students.

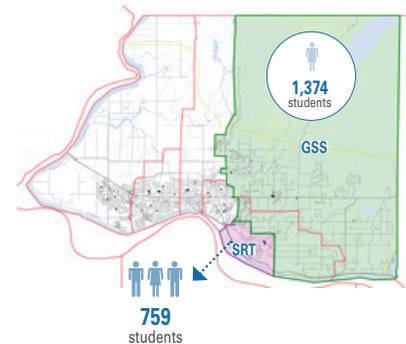
**MAP A**



**MAP B**



**MAP C**



**Survey Responses and Additional Feedback**

WHAT ISSUES/GAPS DO YOU SEE WITH THESE RECOMMENDATIONS?	RESPONSES
None	301
Some (feedback offered)	78

**What issues/gaps do you see with these recommendations?**

A number of respondents wondered if there would be the potential to increase the capacity for Samuel Robertson Technical (SRT) either by expanding existing facilities or by adding portables to the school site. Some questioned whether capping the intake of grade 8 students at 150 was realistic in light of the growth in Albion area, and some wondered why SRT had been allowed to expand beyond its capacity in the first place. Others suggested the school district would need to look at a long term solution to this problem, which may include the building of new schools.

Some respondents observed that the catchment for Garibaldi Secondary encompasses a large rural area with insufficient public busing infrastructure, which will create problems for students who have a long commute. This is particularly problematic, others observed, in light of the fact that the school district is discontinuing regular student busing starting September 2016.

Several respondents urged the school district to review the proposed catchment boundary for the Thornhill area because of its geographical proximity to SRT and the lack of public busing infrastructure. In a similar vein, a number of respondents suggested there are areas on the map that fall under SRT but should be in the catchment for Thomas Haney Secondary.

A number of respondents observed that the catchment school for their child is not geographically closest, whether that is SRT, Garibaldi, or Thomas Haney Secondary. A few respondents suggested that students should ideally be able to enrol in whichever school has the programming that is best suited to their own passions, and that such choices shouldn't be restricted by arbitrary geographical boundaries.



## PUBLIC CONSULTATION PROCESS: SUMMARY OF FEEDBACK RECEIVED

A number of respondents were pleased to see that the draft recommendation proposed a boundary change that maintains a healthy student population in the SRT catchment, while a few suggested the reduction in student numbers for SRT should have been more significant. Some respondents wondered if student enrolment in Garibaldi may not naturally increase with the possible institution of a Fine Arts Academy at Garibaldi and the expansion of the International Baccalaureate program at that school, while others suggested more work should be done to promote the school's programs.

While some respondents were satisfied that a sufficient student population had been secured for SRT in order to maintain existing programs, others continued to worry that this boundary change may have a detrimental effect on current programs at the school.

WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	301
Some (feedback offered)	63

### *What questions does this raise for you in terms of next steps or implications for implementation?*

The responses we received to this follow-up question were again very similar in tone and content to those we received in response to the first question. Respondents asked about the possible expansion of Samuel Robertson Technical as a solution, noted that public busing infrastructures in the area were and would continue to be inadequate, suggested that another high school may need to be built as a solution, and reflected that students should be able to attend those high schools that best fit their learning needs.

We also again heard from Thornhill residents who worried about the long commute to Garibaldi. Pointing out that theirs is a small community only minutes away from SRT, these respondents urged the board to consider expanding the proposed catchment to accommodate the students in this unique area, noting that public busing offers no solutions to their dilemma.

Finally, some respondents suggested the school district try to work with TransLink to provide residents in these areas with a strong public busing infrastructure.



**CAPITAL PLAN PRIORITIES: EXISTING FACILITIES**

**DRAFT RECOMMENDATIONS**

It is recommended that staff with the assistance of consultants develop renovation, building envelope remediation and routine capital projects for inclusion in the school district Five-Year Capital Plan with the following priorities for existing school district facilities:

- high risk safety deficiencies are addressed;
- the facility has an FCI greater than the provincial average of 0.43; and
- the facility is used at or over the average capacity utilization for the school district and will continue to be needed for the foreseeable future.

WHAT ISSUES/GAPS DO YOU SEE WITH THESE RECOMMENDATIONS?	RESPONSES
None	329
Some (feedback offered)	24

***What issues/gaps do you see with these recommendations?***

Throughout the consultation process we received feedback about the need to further review the facilities that are not utilized or underutilized, and consider alternate uses or disposal. Specifically for the Alouette River Campus, the Alouette Valley Neighbourhood Association suggested that this facility is ideally situated for use as a community gathering place for residents of Alouette Valley, Yennadon and Silver Valley. Other facilities that were suggested for review were the Fairview Elementary school site, Arthur Peake Centre, and the site adjacent to the District Education Office.

Respondents also encouraged us to review opportunities to dispose of unused or underused properties, noted that some school district facilities need renovation work, and enquired about possible timelines for the completion for such work.

WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	323
Some (feedback offered)	24

***What questions does this raise for you in terms of next steps or implications for implementation?***

In terms of implementation, most feedback received was focused on the availability of funding to complete the projects proposed, the timing of renovations and the impact of such renovations on the students attending the school.

The school district was once again encouraged to sell off properties, and received some questions around how these renovation projects would be funded.



**CAPITAL PLAN PRIORITIES: FUTURE FACILITIES (PART 1 OF 2)**

**DRAFT RECOMMENDATIONS**

Because the school district will not require the Pitt Meadows South Bonson site for the foreseeable future, it is recommended that the Board begin the property disposal process.

WHAT ISSUES/GAPS DO YOU SEE WITH THESE RECOMMENDATIONS?	RESPONSES
None	283
Some (feedback offered)	65

***What issues/gaps do you see with these recommendations?***

A number of respondents suggested the district keep this property for as long as it can, and rent it out if need be. In this vein, several respondents argued that property values are likely to continue to rise, and others questioned whether the school district is certain the land won't be needed in the future. Some wondered what timeline "the foreseeable future" encompassed.

Other respondents encouraged us to sell the property, with some pointing out that the area is not family friendly.

WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	291
Some (feedback offered)	36

***What questions does this raise for you in terms of next steps or implications for implementation?***

The issues raised here were again similar to those raised in response to the previous question. A number of respondents encouraged the school district to think of the long term, noting that developments in the area may continue to grow, while others supported the draft recommendation, arguing that properties that aren't needed should be sold.



**CAPITAL PLAN PRIORITIES: FUTURE FACILITIES (PART 2 OF 2)**

RECOMMENDATIONS	
<p>It is recommended that the Board take the following actions with regards to Maple Ridge future school sites and new schools:</p> <ul style="list-style-type: none"> <li>• in order to accommodate all estimated elementary student enrolment from Albion at build-out, ask for Ministry of Education support to expand the 104th school site to accommodate a school with a nominal capacity of 550 students and acquire one additional school site in Albion that would at a minimum accommodate a school with a nominal capacity of 550 students; and</li> <li>• in order to address current enrolment pressures in the Albion area, continue to ask for Ministry of Education funding to build a new school on the expanded 104th school site; and</li> <li>• in order to accommodate all estimated elementary student enrolment from Silver Valley at build-out, ask for Ministry of Education support to acquire one school site in Silver Valley that would at a minimum accommodate a school with a nominal capacity of 550 students; and further</li> <li>• once Ministry of Education approval is received for acquisition of new school sites, work with the City of Maple Ridge to jointly acquire the school/park sites; and finally</li> <li>• when the building of new schools is approved by the Ministry of Education, the Board will consult with the municipality and other stakeholders on school design so as to:                     <ul style="list-style-type: none"> <li>- ensure facilities decisions today do not limit future educational innovation, and</li> <li>- explore opportunities for the joint development of new facilities.</li> </ul> </li> </ul>	

WHAT ISSUES/GAPS DO YOU SEE WITH THESE RECOMMENDATIONS?	RESPONSES
None	309
Some (feedback offered)	49

**What issues/gaps do you see with these recommendations?**

The need for a new school in Albion received overwhelming support during the consultation process. Most participants noted that a school is needed in Albion today and that the community can no longer wait for this much needed facility. Some of the survey respondents cautioned that a school capacity of 550 may not be sufficient. The acquisition of an additional Albion school site and of a school site in Silver Valley were also supported in the consultation process.

Some of the concerns expressed related to the impact that new schools will have on the existing ones and the risk that the student population increase experienced in recent years may not be sustained long term resulting in underutilized schools.

WHAT QUESTIONS DOES THIS RAISE FOR YOU IN TERMS OF NEXT STEPS OR IMPLICATIONS FOR IMPLEMENTATION?	RESPONSES
None	309
Some (feedback offered)	49

**What questions does this raise for you in terms of next steps or implications for implementation?**

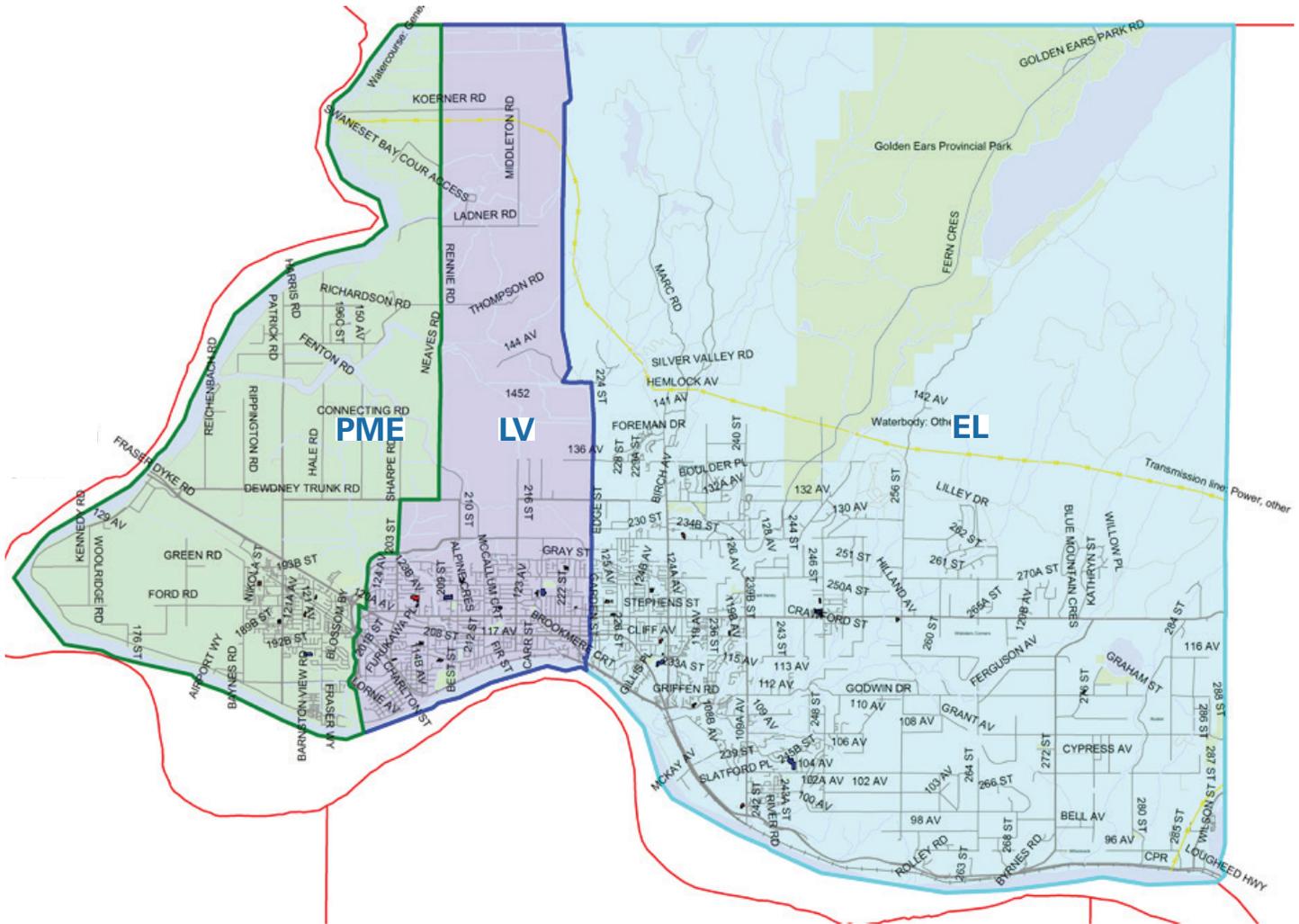
In terms of implementation, most participants expressed concern related to the timeline for new schools. Respondents stressed repeatedly that a new school is needed now.

Some respondents suggested that the new schools should be built based on a standard blueprint that maximizes usable space and that the building and design choices should ensure ease of maintenance in the future. Some also suggested the school district consider establishing a French Immersion program in the future school in this area.





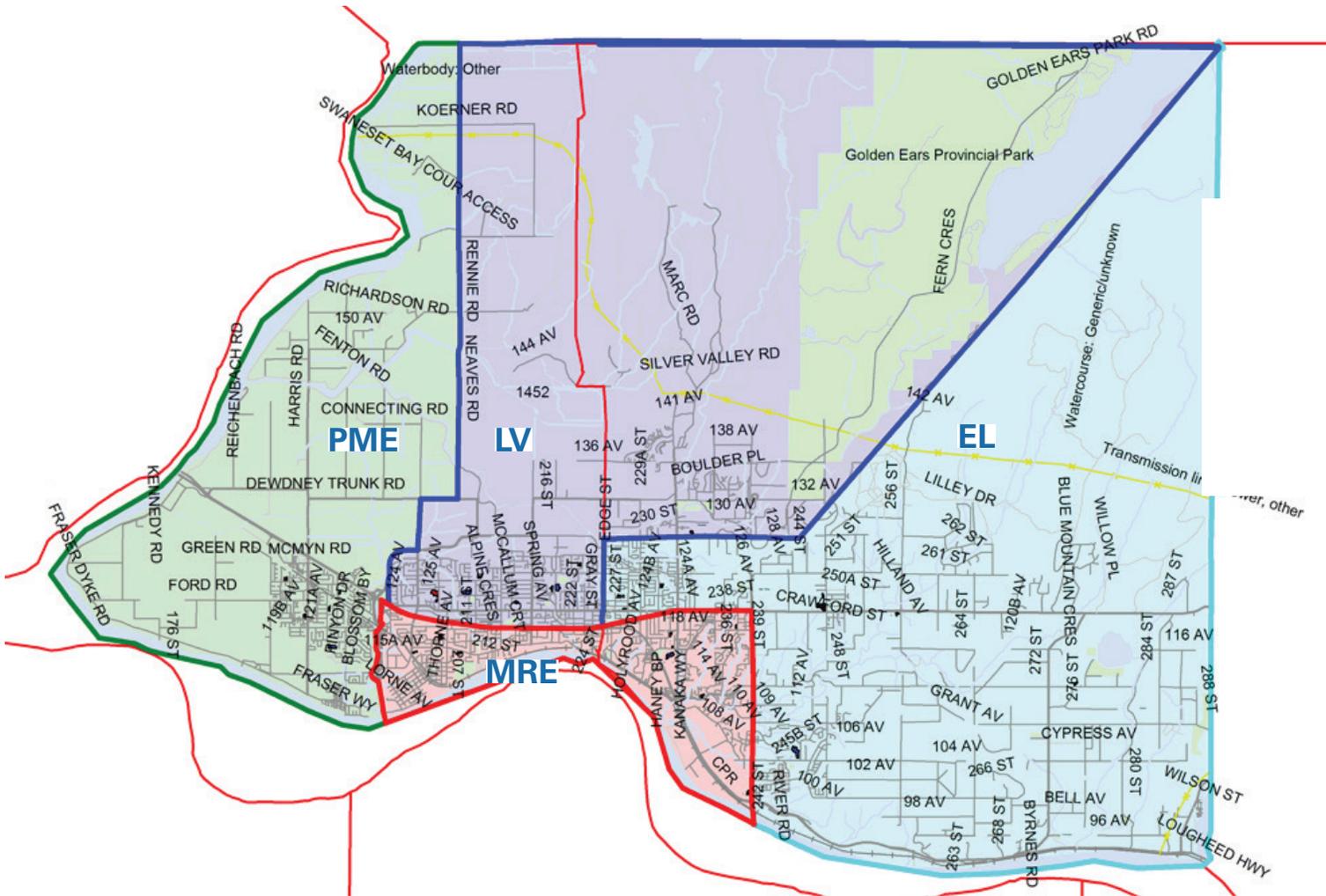
# FRENCH IMMERSION: CURRENT BOUNDARIES



## FACILITIES AND LEARNING for TODAY AND TOMORROW

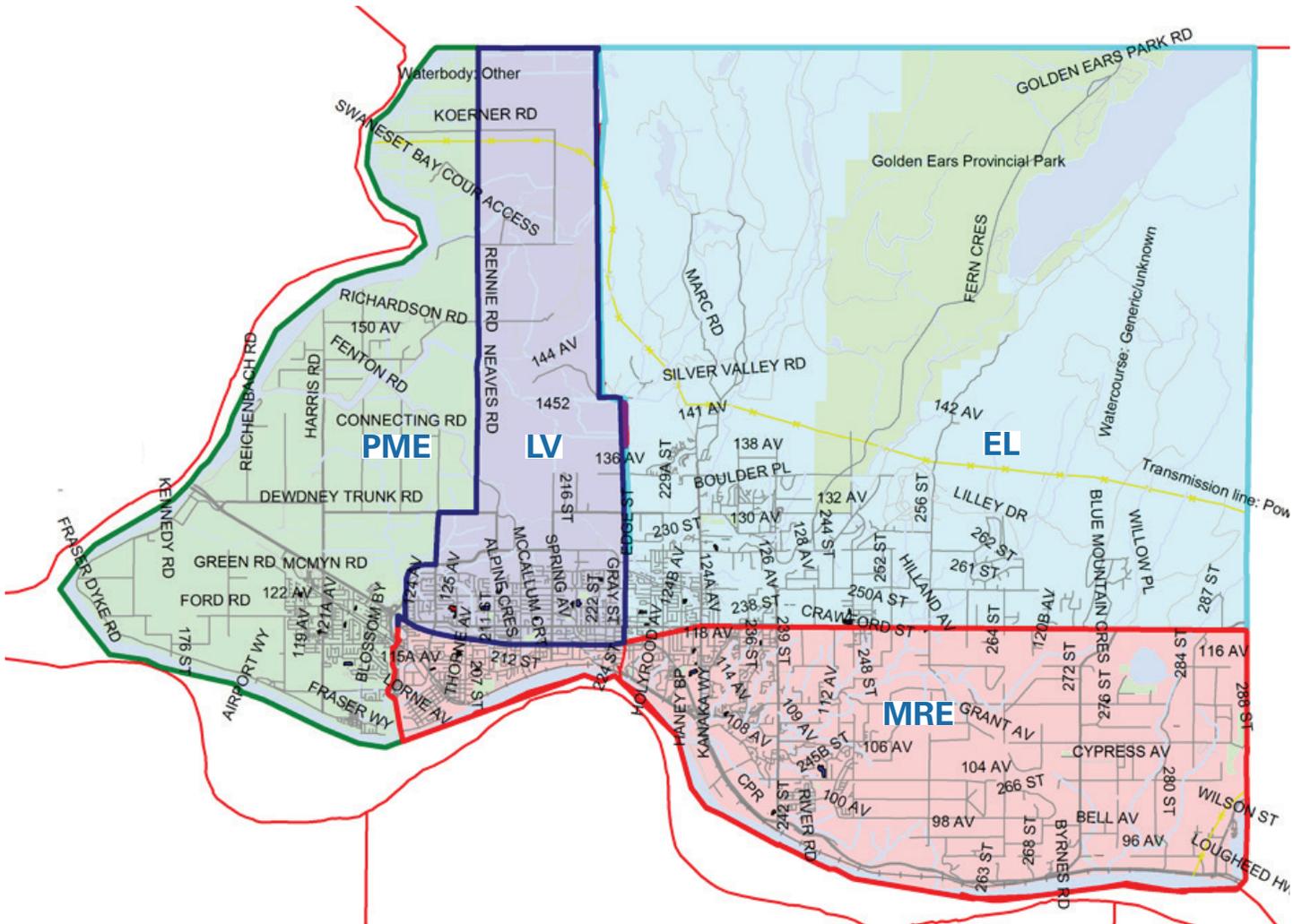
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<http://facilitiesreview.sd42.ca/>

FRENCH IMMERSION: MAP A



**FACILITIES AND LEARNING**  
for TODAY AND TOMORROW

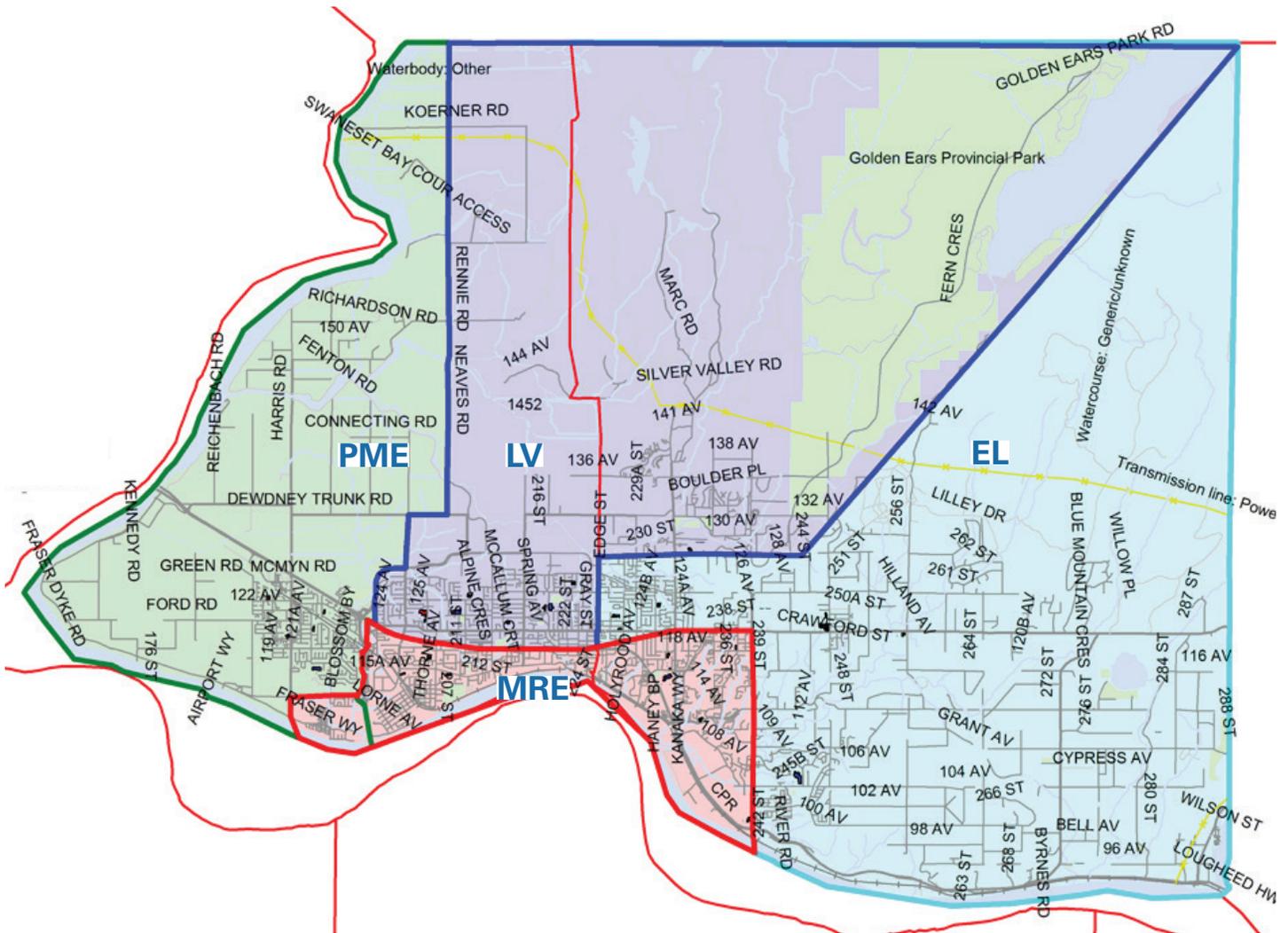
FRENCH IMMERSION: MAP B



**FACILITIES AND LEARNING**  
*for* TODAY AND TOMORROW

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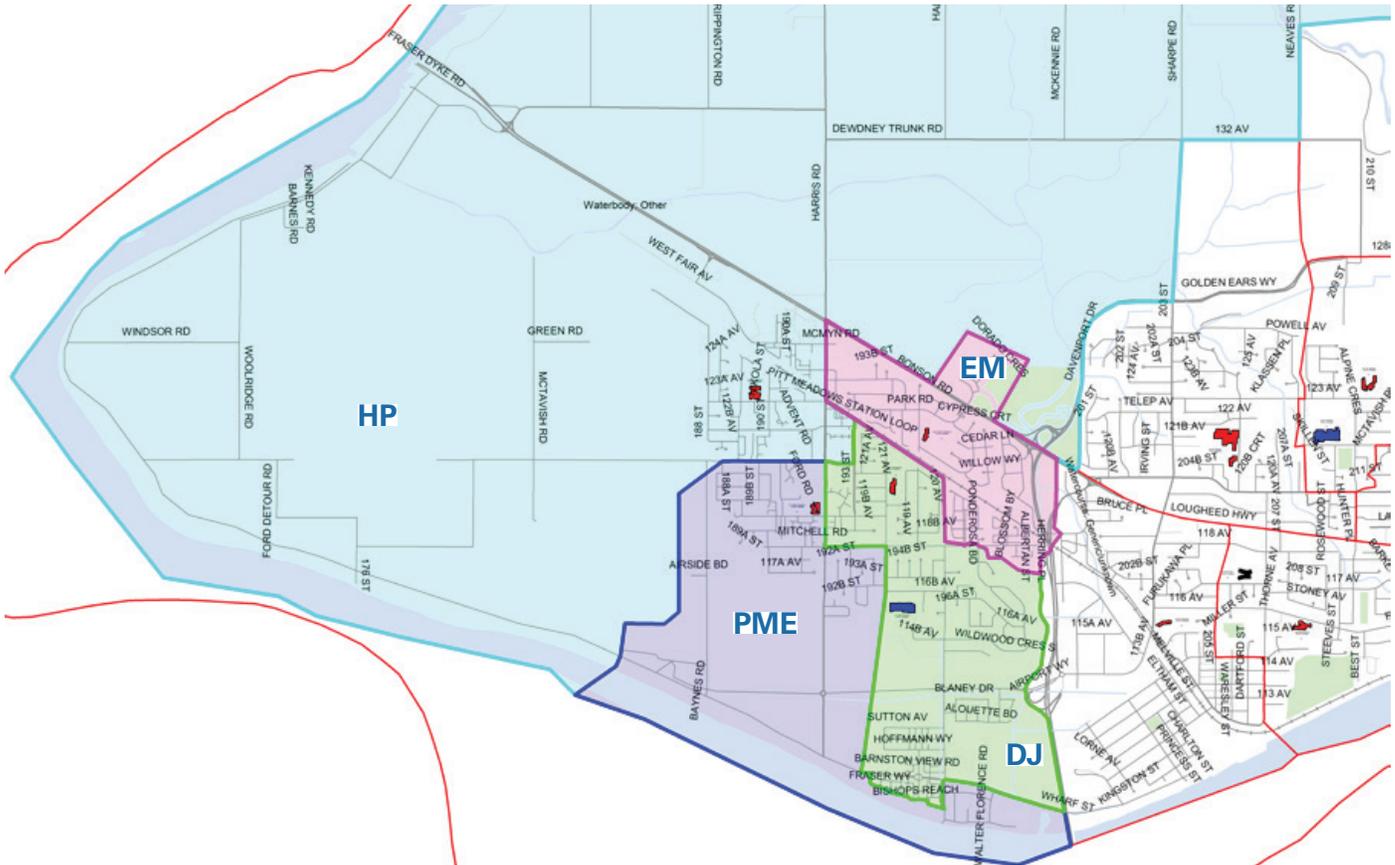
FRENCH IMMERSION: MAP C



**FACILITIES AND LEARNING**  
*for TODAY AND TOMORROW*

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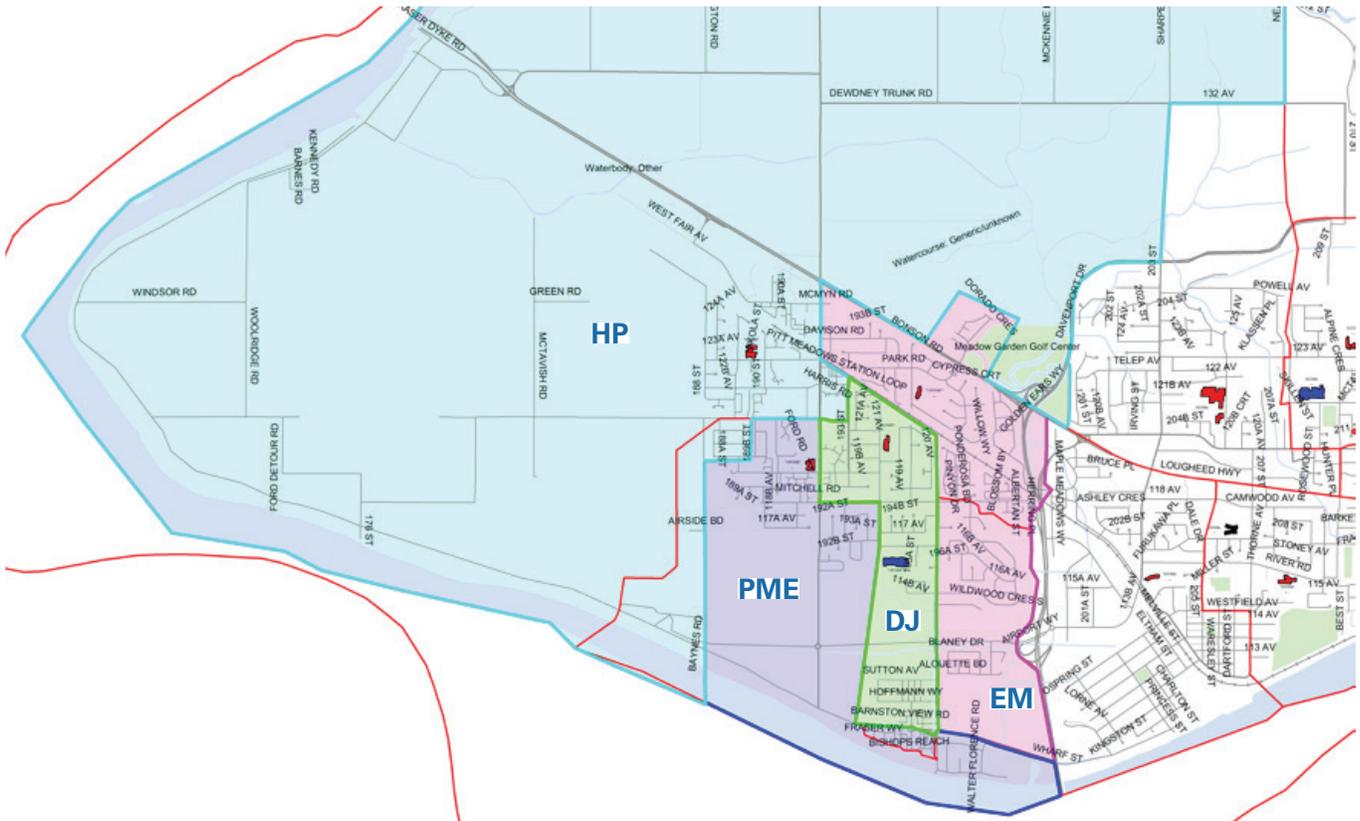
# PITT MEADOWS ELEMENTARY CATCHMENT REVIEW: CURRENT BOUNDARIES



## FACILITIES AND LEARNING for TODAY AND TOMORROW

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PITT MEADOWS ELEMENTARY CATCHMENT REVIEW: MAP A

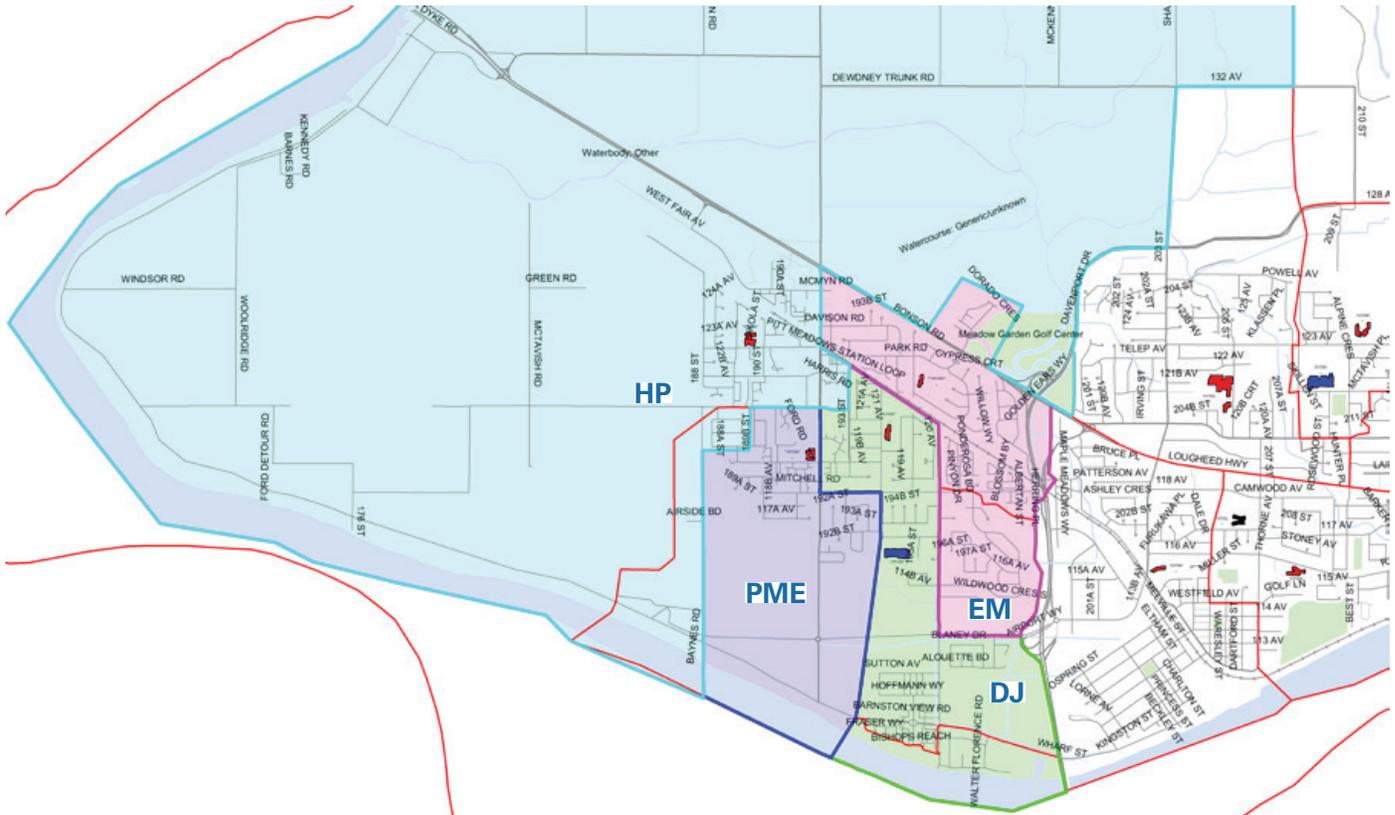


**FACILITIES AND LEARNING**  
*for TODAY AND TOMORROW*

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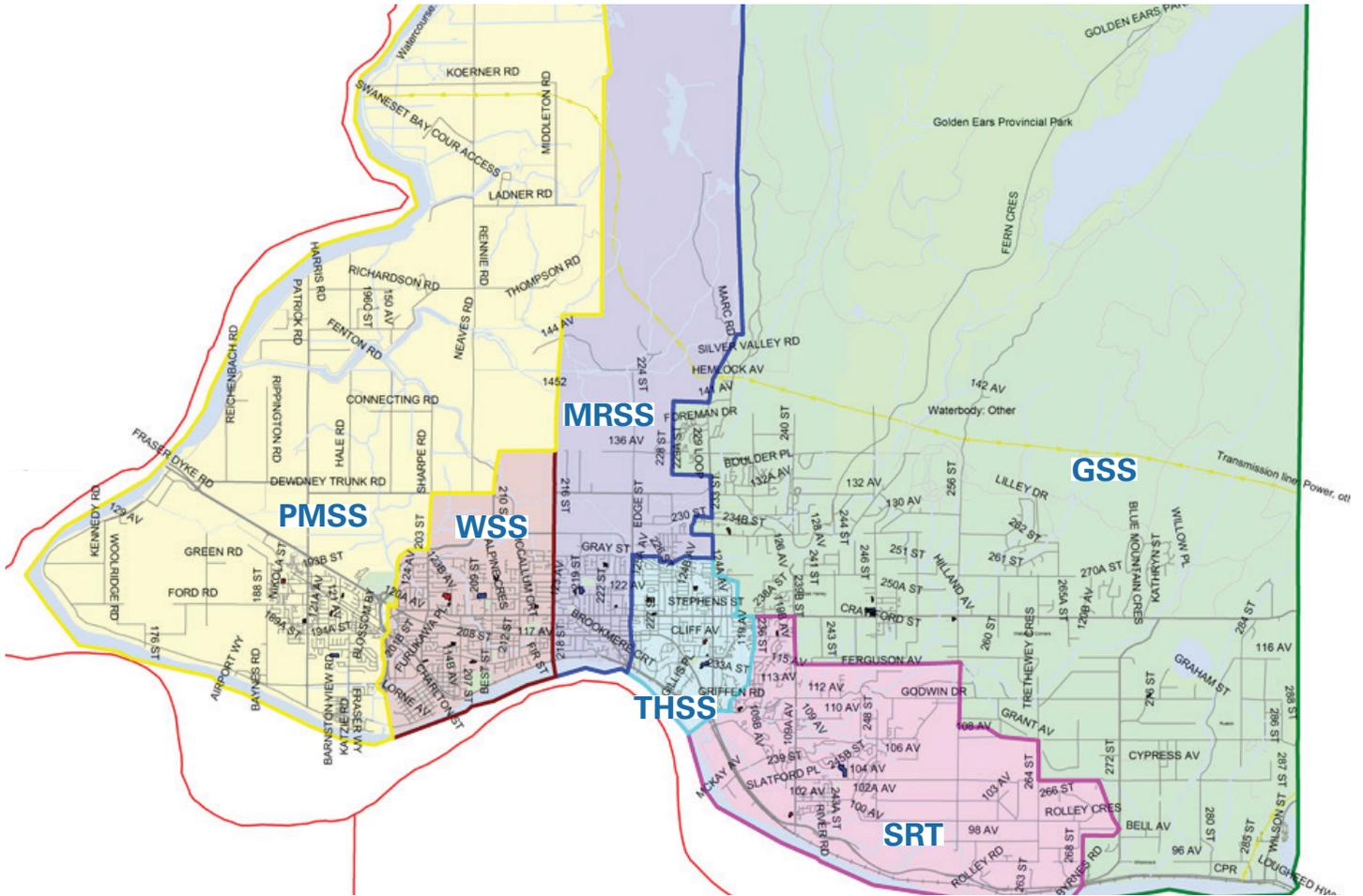
PITT MEADOWS ELEMENTARY CATCHMENT REVIEW: MAP C



**FACILITIES AND LEARNING**  
*for TODAY AND TOMORROW*

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SRT & GARIBALDI SECONDARY CATCHMENT REVIEW: CURRENT BOUNDARIES



- GSS** Garibaldi Secondary
- MRSS** Maple Ridge Secondary
- PMSS** Pitt Meadows Elementary
- SRT** Samuel Robertson Technical
- THSS** Thomas Haney Secondary
- WSS** Westview Secondary

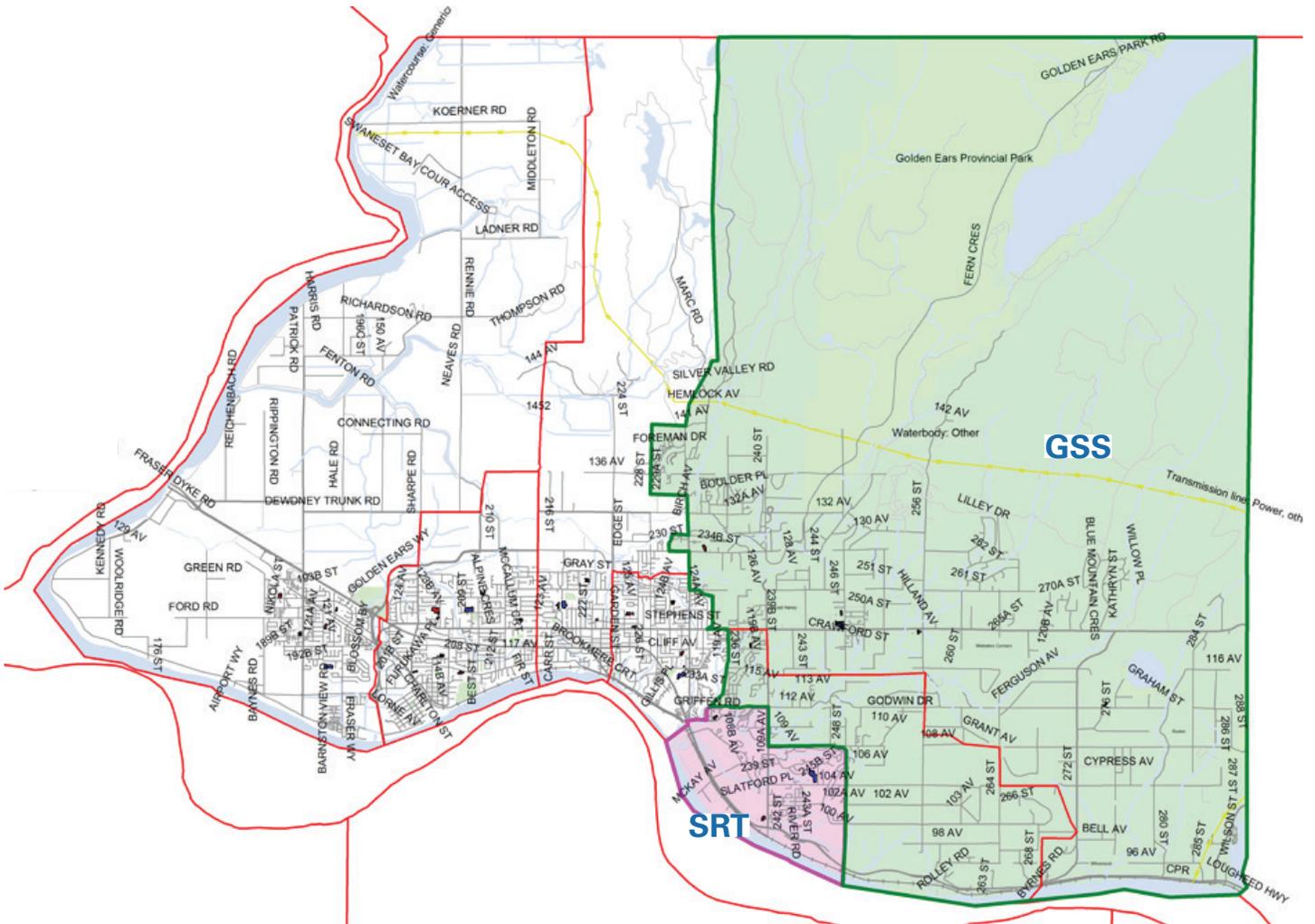


**FACILITIES AND LEARNING**  
for TODAY AND TOMORROW





SRT & GARIBALDI SECONDARY CATCHMENT REVIEW: MAP C



**FACILITIES AND LEARNING**  
for TODAY AND TOMORROW

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