

FACILITIES OF THE FUTURE

PUBLIC CONSULTATION SUMMARY

MAPLE RIDGE - PITT MEADOWS SCHOOL DISTRICT NO. 42

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FACILITIES OF THE FUTURE

FACILITIES OF THE FUTURE
PUBLIC ENGAGEMENT TIMELINE:
June 2021 - February 2022



Engagement Framework



SD42 VALUES

RESPONSIBILITY TO ALL LEARNERS

We believe that all individuals in our school district community have the capacity to learn and that we are responsible for supporting their learning.

UNIQUENESS OF EACH INDIVIDUAL

We value the uniqueness of each learner and embrace diverse ways of learning. We foster a variety of instructional methods and provide support to all learners so that they can realize their potential.

DIVERSE LEARNING OPPORTUNITIES

We value choices for all learners, equity of access to all programs, and a holistic approach to learning. We encourage learning opportunities beyond the classroom. We support life-long learning.

CULTURE AND COMMUNITY

We celebrate our many cultures and seek ways to appreciate and embrace diversity. We encourage interdependence and collaboration within the school district community. We value community partnerships.

PERSONAL AND SOCIAL RESPONSIBILITY

We believe that a sense of belonging is at the heart of our school district community and is fundamental to the success of all learners. We are committed to acting as responsible stewards within our community. We cultivate a culture of care within our school district community, and seek to develop the leadership and citizenship capacity of all learners.

HIGH EXPECTATIONS FOR SUCCESS

We value the ability of all learners to set high expectations for themselves and to describe personal success. We believe success is measured through credible evidence of learning and rigorous self-assessment. We are committed to supporting all learners in achieving personal success.

BOARD *of* EDUCATION

SCHOOL DISTRICT NO.42



KORLEEN CARRERAS
BOARD CHAIR



ELAINE YAMAMOTO
VICE-CHAIR



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TRUSTEE



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PASCALE SHAW
TRUSTEE



KATHLEEN SULLIVAN
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COLETTE TRUDEAU
TRUSTEE



KEY ENGAGEMENT PRINCIPLES

TRANSPARENT AND ACCOUNTABLE

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.

INCLUSIVE

We will make a fair and reasonable effort to include those affected by a pending Board of Education decision – including local First Nations, the Métis community, urban Indigenous organizations, partner groups, and the public – in the engagement process.

ACCESSIBLE

We will ensure that our communications are clear and provide information about learning trends, facility trends, issues, and constraints to support people in sharing meaningful input.

FUTURE ORIENTED

We are committed to working collaboratively and innovatively with local First Nations, the Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, and the public to identify opportunities that will support learners into the future.

SUSTAINABLE

We will engage with local First Nations, the Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, and the public using the foundation provided by our Strategic Plan, the Strategic Facilities Review, and a vision for environmentally and socially sustainable facilities of the future.



ENGAGEMENT GOAL

To work with local First Nations, the Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, and the public to create a vision of facilities and programs that reflects educational, operational, and community needs now and into the future.



ENGAGEMENT OBJECTIVES

- Communicate information clearly and effectively, including what was heard, and how that informed decision making and the plan for facilities of the future.
- Encourage meaningful input by providing information that builds awareness and understanding about current and future trends for school district facilities, planning, and financial constraints
- Understand the needs of local First Nations, the Métis community, urban Indigenous organizations, educational partners, stakeholders, people with diverse lived experiences and the public to ensure these are reflected in the plans for facilities and programs of the future.
- Generate input from local First Nations, Métis community, urban Indigenous organizations, education partners, post-secondary institutions, stakeholders, people with diverse lived experiences, and the public through a process that is easy, accessible, and limits the barriers to participation.
- Identify opportunities for collaboration with the City of Maple Ridge and the City of Pitt Meadows to develop new facilities and community amenities.



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).
- Interested and affected parties will be advised of decisions made by the Board of Education (trustees).

WHERE ARE WE IN THE PROCESS?



Strategic Facilities Review: The information gathered in the first phase and presented in the Strategic Facilities Review document forms the foundation for phase two consultation. *[Completed June 2021]*

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. *[August - October 2021]*

Work with the City of Maple Ridge and 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. *[September - October 2021]*

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. *[October - November 2021]*

Draft Strategic Facilities Plan *[January 2022]*

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. *[January -February 2022]*

Board Adopts the Strategic Facilities Plan *[March 2022]*

FACILITIES OF THE FUTURE

Facilities of the Future is the second phase in the development of the Maple Ridge - Pitt Meadows School District *Strategic Facilities Plan*. This second phase is 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 <https://www.sd42.ca/board-of-education/strategic-facilities-plan/>).

The second phase consists of strategic facilities planning consultations with local First Nations, Métis community, urban Indigenous organizations, education partners, stakeholders, people with diverse lived experiences, the public, and the two municipalities. The feedback the school district collected throughout the consultation process will shape the recommendations included in the Strategic Facilities Plan.

WORKSHOP WITH PRINCIPALS AND VICE PRINCIPALS

Summary of key discussion topics:

Participants were invited to reflect individually on a number of key focus questions in the three following areas: the future of education, programs of the future, and school spaces of the future. Key themes are captured below.

- The continued need for schools to function as hubs that connect families to community. This includes connecting families to child care and other community programming, and ensuring school facilities accommodate and support diverse abilities and needs.
- The need for social emotional learning, a connection to environment, experiential learning, providing students with learning opportunities in the area of technology, and the importance of facilitating connections to culture and land.
- Ensure school spaces are built with flexibility in mind. Classrooms should be more inviting and welcoming and there should be a connection to the outdoors.
- School district should consider spaces that meet the needs of both students and staff.
- Best practices pedagogy should inform school/classroom design.
- Facilitate cross-curricular work, the development of skills that address emerging societal challenges, and a focus on connection to post-secondary work and opportunities.

WORKSHOP WITH STUDENTS

Eighty-two students (both elementary and secondary) and educators participated in this workshop. The following key themes emerged:

Elementary

- Assess playgrounds for quality and for potential updates or upgrades.
- Ensure parking lots are designed with student safety in mind.
- Ensure school facilities are accessible for all, including for community members with disabilities.
- Provide sheltered outdoor spaces.
- Private change rooms and gender neutral washrooms.
- Teaching kitchens that would provide food to students who need it.
- Mental health supports and safe spaces that are inclusive and accommodate diversity.
- Provide daily opportunities for students to engage in activities they care about, including fine arts classes, clubs, and programs, sports clubs, after-school activities, etc.
- Breakout rooms, rooms for specialized programming like cooking or fine arts, and rooms in which students can gather socially.

Secondary

- Ensure schools have ample space to accommodate all students. Students should have access to spaces in which they can gather socially or on their own. Such spaces should be inviting, calming, comfortable, and built to support diversity. This includes cafeterias and outdoor (both open and covered) spaces like courtyards.
- Flexible classrooms that can accommodate larger furniture, bigger tables, more white boards, etc.
- Windows that open and allow lots of natural light.
- Gender neutral washrooms and change rooms.
- Assess secondary schools for necessary updates, including updates to facilities (e.g. electrical outlets), and equipment (e.g. labs, kitchens, shops).



- Provide mental health supports, more access to counsellors, and spaces that support good mental health.
- Provide program of choice opportunities at all schools so that students don't need to cross-enrol (e.g. trades courses).
- Consider providing specialized courses in areas other than trades, including business, education, engineering, hands-on programs, and medicine.
- Consider program options such as self-directed learning or online learning at all secondary schools.

WORKSHOP WITH EXPANDED EDUCATION ADVISORY COMMITTEE

On October 6, 2021, thirty-six members of the Aboriginal Education Committee, Education Committee, helping teachers and senior staff participated in the Expanded Education Advisory Committee workshop, which included a discussion of five key themes. A summary of the salient points arising from this discussion is provided below.

What education programs have you heard parents/students are most interested in?

The following programs were identified: late French Immersion; Environmental School (French and English stream); agricultural programs; early literacy programs; athletic programs; fine arts programs; incorporation of Indigenous language and culture; Montessori (East end of district); trades programs; joint programming with cities and community use of facilities.

Are there any other educational programs not offered in our school district that we should consider offering?

The following programs were identified: Indigenous language programs; fine arts programs; technology programs; expansion of trades programs to other schools; environmental programs and the expansion of the Environmental School program to grades 10 to 12; an agricultural program; computer technology programs; a digital arts program; partnering with more post-secondary institutions for trades programming; entrepreneurship; community learning hubs; a culinary program at Pitt Meadows Secondary for Katzie First Nations adult learners.

What factors should we consider when determining the location of a new school and new educational program?

The following suggestions were made in response to this question: staff parking and better traffic control; bike routes and walk routes to/from school; daycare availability; public transit access; proximity to outdoor educational spaces; ecological impacts; building capacities and population densities; consider available data (e.g. Early Development Instrument, Middle Years Development Instrument) when assessing programming options; and add programs where space exists or to draw interest to low population areas.

What factors should we consider when determining the location of a new school and new educational program?

The following suggestions were made in response to this question: review current SD42 placement policies to ensure they continue to align with district and community need; daycare access; general accessibility, including public transit access, roadways, and walk/bike routes; ensure siblings are considered/accommodated when catchments change; consider the size of the facility; consider a two-year transition period when making catchment changes; consider any planned development in the area or any anticipated growth.

When naming new facilities what factors should we consider?

The following suggestions were made in response to this question: ensure there is consultation with First Nations, that Indigenous names and perspectives are considered; do not name facilities after individuals; consider local geography and/or geographic features; review and possibly amend current policy on naming facilities; ensure a robust community consultation occurs when naming or renaming facilities.



WORK WITH THE CITY OF MAPLE RIDGE

Date: Wednesday, September 27 from 6 p.m. to 8 p.m. via Zoom

Participants: Mayor, Council, City Senior Staff, School District Trustees and Senior Staff



Summary of key discussion topics:

The discussion focused on neighbourhood schools, enrolment growth/cross boundary students, and city focus on building complete communities that encourage walking, biking, and increased community connections in areas of future growth.

Development trends and population projections for Silver Valley, Albion, Town Centre and Thornhill were discussed.

Continued joint development of facilities and shared use of facilities remains a priority for the City of Maple Ridge and the School District.

WORK WITH THE CITY OF PITT MEADOWS

Date: Wednesday, October 6 from 5 p.m. to 7 p.m. via Zoom

Participants: Mayor, Council, City Senior Staff, School District Trustees and Senior Staff



Summary of key discussion topics:

The discussion focussed on the impact of the updated City of Pitt Meadows Official Community Plan on school district enrolment projections and opportunities for enhanced educational programming for all age groups, including seniors.

Development trends and population projections for City Centre and the Lougheed corridor were discussed.

The status of the Pitt Meadows Secondary School seismic mitigation and major renovation project was discussed with all participants expressing support for building a new school instead of just upgrading the old building.

The City of Pitt Meadows and the School District expressed interest in continuing to work together on exploring potential synergies related to facilities development, parks and recreation, arts and culture.



FACILITIES OF THE FUTURE

Maple Ridge - Pitt Meadows School District | *Facilities of the Future*

CONSULT WITH THE PUBLIC USING A VARIETY OF TOOLS

FIRST ONLINE SURVEY

Building on the feedback received from school administrators, students, Board of Education advisory committees, the two municipalities and education partner groups, the school district developed the *Facilities of the Future* online survey, which was open from October 28, 2021, until 4 p.m. on November 8, 2021. 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 directions, and information gathered during the facilities review. All the suggestions that fit within this framework were included in the public survey.

In all, the Engagement HQ (Bang the Table) platform received over 1.9K total visits, with 1.1K visitors “engaged,” 1.4K “informed,” and 1.7K “aware.” The survey was completed by 1,053 respondents.

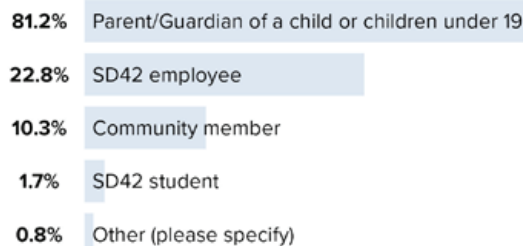
DEMOGRAPHICS

? Which categories best describe you?

Responses received: 1053

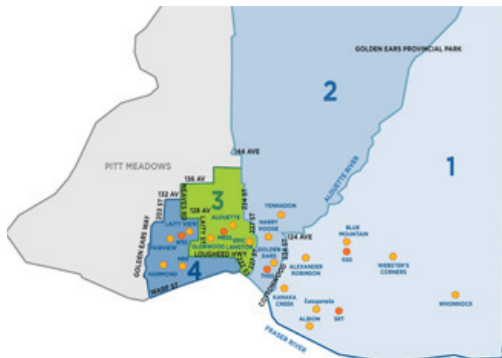
We began the survey by asking survey respondents to identify the category or categories that best described them. Respondents were able to select all categories that applied.

The *parent/guardian of child or children under 19* category was tagged 855 times (81.2%); the *SD42 employee* category was tagged 240 (22.8%) times; *community member* category was tagged 108 (10.3%) times; *SD42 student* category was tagged 18 times (1.7%), and 8 respondents (0.8%) indicated they belonged in the *other* category. The large majority of survey respondents, therefore, were either parents/guardians of children in our school district, employees of the school district, or both.



? In which area do you currently live?

Responses received: 1053



The vast majority of respondents live in Maple Ridge 835 (79.3%), with a smaller percentage coming from Pitt Meadows 163 (15.5%), and the remainder 55 (5.2%) from outside of these two communities.

Because the challenges and opportunities across the district vary by zone, we provided those respondents who selected Maple Ridge as their place of residence with a map that further divided the city into four zones. In reviewing the answers we received to this drill-down question, we learned that zone 1 had the highest percentage of respondents at approximately 351 (42%), followed by zone 2 at 209 (25%), zone 3 at 141 (16.9%), and zone 4 at 133 (15.9%).



IDENTIFYING IMPORTANT FACTORS IN SCHOOL SELECTION

? When choosing a school, how important are the factors listed below?

👤 Responses received: 1053

To get a clear 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 these from the most to least important.

The **proximity of the school** to the respondent's current residence emerged as the most important consideration, followed by school reputation, having other siblings in the same school, any specialty program offerings, and having the school on the way to work. Availability of before/after school care ranked as least important overall.

Most important	How close the school is to our current residence
	School reputation
	Siblings in school
	Specialty educational programs offered at the school (e.g. Montessori, International Baccalaureate)
	School on the way to work (can drop off children on the way
Least important	Availability of before/after school care

? If there are other factors you would consider when choosing a school, please list them below.

👤 Responses received: 343

When asked if there were other important factors that influenced choice of school, **343 respondents** provided additional responses and the following key themes emerged:

- Many respondents identified the importance of **inclusive practices and inclusive, accessible school communities**, including accommodations and supports for students with special needs.
- Similarly, **school culture** and the **reputation of staff** were common considerations.
- Many respondents identified the availability of **programs of choice** (e.g. French Immersion), **specialized programming** (e.g. fine arts), and **extracurricular opportunities** (e.g. sports and clubs) as key factors.
- A number of respondents referenced the **condition and/or size of the facility**. This category of responses included the age and physical condition of the facility, the ability of the facility to accommodate specialized programming (e.g. fine arts, etc.), and the ability of the building to accommodate its student population with little or no portables on site. For some, this consideration extended beyond the facility itself to the **fields, spaces, and playgrounds** surrounding it.
- Finally, the availability of **safe transportation to and from school** (e.g. school bus, public transportation, or the opportunity to safely walk or cycle to the school) was also frequently identified.
- Less common responses included considerations such as pick-up and drop-off conditions, parking, friends attending the same school, and — at the elementary level — the secondary school into which the elementary school feeds.



WILLINGNESS TO TRAVEL FOR A SCHOOL OR PROGRAM OF CHOICE

? How far east would you travel to a school or program of choice?

Responses received: 1046

To get a clearer understanding of the willingness in our community to travel for schools/programs of choice, we asked how far east and how far west respondents would be willing to travel.

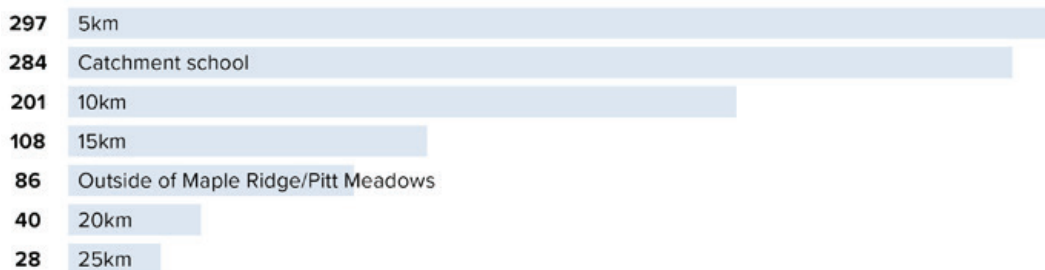
1046 respondents replied to the question of how far east they would travel to a school or program of choice. In general, respondents preferred a short commute, with the catchment school emerging as the most common distance. 75 respondents indicated they would be willing to travel outside of the school district to access the school or program of choice for their child(ren).



? How far west would you travel to a school or program of choice?

Responses received: 1044

1044 respondents replied to the question of how far west they would travel to a school or program of choice. A similar response pattern emerged here as for the previous question, although parents/guardians travelling west indicated a willingness to travel slightly outside of their catchment school area with 5 km as the most popular response. 86 respondents indicated they would be willing to travel outside of the school district.



IDENTIFYING KEY CONSIDERATIONS WHEN REVIEWING AND/OR CHANGING CATCHMENT BOUNDARIES

❓ *How important do you feel the considerations listed below should be when the school district reviews and/or changes catchment areas (school boundaries)?*

👤 **Responses received: 1053**

When asked to rank the considerations that should influence the school district's decision-making when reviewing and adjusting school boundaries (catchment areas), respondents weighted the **impact on students currently attending** the schools as generally most important, while impact on families that will move into the area in future years emerged as least important overall.

Most important	Impact on students currently attending the schools
	Impact on school population
	School is central to the catchment area
	Student population projections
	Public transportation infrastructure in the area (roads, sidewalks, public transit)
	Impact on choice educational programming
	Housing development in the area
Least important	Impact on families that will move into the area in future years

SUSTAINABILITY FACTORS, FACILITY UPGRADES, AND THE DESIGN OF NEW FACILITIES

❓ *When designing new facilities, what sustainability factors do you think are the most important for the school district to consider?*

👤 **Responses received: 1053**

To assess the sustainability factors that our community considers most and least important, we provided six key potential factors and asked respondents to rank them from most important to least important. Facilities that provide **high quality indoor air** emerged as most important, while facilities that reduce water use ranked as least important overall.

Most important	Facilities that provide high quality indoor air
	Facilities that are energy efficient
	Facilities that produce and/or store renewable energy on-site
	Facilities that reduce or avoid completely the dependence on fossil fuels to operate the building
	Facilities that reduce the environmental impact of construction materials
Least important	Facilities that reduce water use

❓ *When designing new facilities, what other sustainability factors should the school district consider?*

👤 **Responses received: 327**

When asked what other sustainability factors the school district should consider when designing new facilities, **327 respondents** provided additional suggestions. The following key themes emerged:

- Many respondents noted that **accessibility and public transit options** to/from the facility should be considered so that students and staff can either walk to their school or take a bus and thus reduce the carbon footprint. In a similar vein, a number of respondents also advocated for **parking options** at pick-up/drop-off to minimize the number of idling vehicles, and for neighbourhood schools to which all students can easily walk.



- The suggestion that the district explore adding **natural, green spaces** with emphasis on native plants outside of the buildings was also popular, and in some cases included the contemplation of **roof gardens** and/or other garden spaces. It was suggested such spaces could also be used for instruction. Ensuring facilities have **adequate playground space** for outdoor learning and play was also flagged as important.
- A number of respondents noted that the **ecological impacts** (on local wildlife, trees, waterways, or other biodiversity) of the facility should be a key consideration.
- The importance of **responsible waste collection**, including recycling, and composting gardens was flagged.
- Some respondents also spoke about the need to use quality, long-lasting, sustainable, locally, and ethically sourced **building materials**.
- A number of respondents urged that the district explore **remediating and upgrading existing facilities** before contemplating adding new facilities. Additionally, some respondents stressed the importance of constructing facilities large enough to accommodate future population growth (to minimize the use of portables on site).
- Several respondents reflected on the continued need to integrate **practical lessons** about sustainability into the curriculum.
- **Other suggestions** included electric vehicle charging stations; solar powered buildings; rain capture; more windows to take advantage of natural light; timed lights; modular classrooms that can be expanded or contracted to accommodate changes in student enrolment; replacing paper towels in washrooms with HEPA filtered hand dryers; and using technologies like carbon sequestration to reduce CO₂.

? *When considering upgrades to existing facilities, what sustainability factors do you think are the most important for the district to consider?*

👤 Responses received: 1053

To assess community priorities when it comes to upgrades to existing facilities in the context of sustainability, we provided the six following key considerations and asked respondents to rank them from most to least important. Respondents generally favoured **projects that improve the functionality of the building**, while aesthetic considerations were overall least important.

Most important	Projects that improve the functionality of the building
	Projects that enhance the use of outdoor spaces
	Projects that result in lower operational costs
	Projects that result in lower use of fossil fuels to operate the building
	Projects that result in lower use of water
Least important	Projects that improve the aesthetics (look) of the building

? *When considering upgrades to existing facilities, what other sustainability factors should the school district consider?*

👤 Responses received: 246

When asked what other sustainability factors the school district should consider when contemplating upgrades to existing facilities, **246 respondents** provided additional suggestions. The following key themes emerged:

- Projects that enhance **year-round use of outdoor spaces and outdoor learning areas**, including outdoor areas that are shaded/covered. This category also included calls for green spaces, garden spaces, and **adequate fields and playgrounds**.
- Ensuring **good air quality**, ventilation, climate control, and backup generators for power outages.
- **Upgrades to make facilities more sustainable**. This category included calls for water run-off and rain water collection systems, solar panels, filtration systems, making use of natural light, exploring renewable energy sources, waste management, and composting systems.



- **Safe access to facilities**, including proper walkways and drainage, and accessibility considerations both inside and outside the facility. Safe spaces for all students and staff.
- Consider improvements to **pick-up/drop-off areas and parking areas**, and supporting more sustainable methods of commuting by providing electric vehicle chargers and secure bicycle racks on site.
- **Expand the existing facility** (build up or out) instead of adding portables to the site.
- **Consider the overall condition** of the building, including the need for seismic upgrades. This category included suggestions that the district consider emergency access points, and assess/address the potential for flooding.
- **Other suggestions** included ensuring adequate washroom facilities, creating spaces to support sports programs (e.g. shower facilities), and hosting before and after school care on school grounds.

? *How important do you feel the considerations listed below should be when the school district determines priorities for the upgrade of existing facilities?*

👤 **Responses received: 1053**

To assess priorities when it comes to upgrades to existing facilities, we provided the nine following key considerations and asked respondents to rank them from most to least important. Respondents favoured most **projects that improve health and safety**, while universal (gender neutral) bathrooms and change rooms were considered less important overall.

Most important	Improved health and safety
	Overall condition of the facilities
	Seismic risk
	Improved accessibility (supportive of learners with diverse abilities)
	Age of the facility
	Projected future enrolment
	Environmental sustainability
	Outdated design
Least important	Universal (gender neutral) bathrooms and change rooms

? *How important do you feel the considerations listed below should be when the school district designs new facilities?*

👤 **Responses received: 1053**

To assess community priorities for key considerations when the school district designs new facilities, we presented respondents with nine potential considerations and asked that they rank them from most to least important. Ensuring that the new design considers **accessibility and supports learners with diverse abilities** emerged as the key consideration, while universal (gender neutral) bathrooms again ranked as least important overall. The full rankings are captured in the table that follows.

Most important	Accessible for all (supportive of learners with diverse abilities)
	Promote the social emotional well-being of users
	Projected future enrolment
	Environmental sustainability
	Ability to use facilities for other after school/community programs
	Educational research/trends and their impact on space
	Community input
	Land-based design
Least important	Universal (gender neutral) bathrooms and change rooms



NAMING NEW FACILITIES AND RENAMING EXISTING FACILITIES

? What factors should be considered when naming new facilities or renaming existing facilities?

👤 Responses received: 1053

To establish community priorities for when the school district names new facilities or renames existing ones, we provided respondents with four key potential factors and asked that they rank them from most to least important. **Geographical features emerged** as most important overall while recognizing people who made a significant contribution to the community was considered less important than other factors.

Most important	Geographical features
↓	Community input
↓	Honouring Indigenous context/history
Least important	Recognizing people who made a significant contribution to the community

? What (if any) other factors should be considered when naming new facilities or renaming existing facilities?

👤 Responses received: 151

When asked what other factors the school district should consider when naming new facilities or renaming existing facilities, **151 respondents** provided additional suggestions. The following key themes emerged:

- The district should design a **consultation process** that is purposeful and that considers feedback from all stakeholders, including local First Nations, the Métis community, urban Indigenous organizations, students, staff, etc.
- **Local heritage** should be considered. This category of responses included an acknowledgement of Japanese Canadians who were under-represented and contributed to the local heritage, and observations about the unceded territories on which school district facilities are built.
- Some respondents suggested schools should only be renamed if the original names are insensitive in the current cultural context. In this same vein, some noted the importance of ensuring marginalized groups are respected when a facility is named or renamed.
- Names should be **easy to pronounce, spell, and remember**. The district should consider providing pronunciation guides or assigning dual names to schools for school names that are difficult to spell and pronounce.
- **Other feedback** included the following: school name sponsorship should be considered with funding going toward educational programming at the school; names could reflect the specialization areas of the school(s); the possibility of using numbers for schools instead of names; the suggestion that school facilities could be named after community members; and the reverse caution that school facilities should not be named after any individuals.



PROGRAMS OF CHOICE

The Maple Ridge – Pitt Meadows School District currently offers a number of choice educational programs. Please check off the programs you know about:

Responses received: 1053

To assess the level of familiarity in the community with the various programs of choice offered in the Maple Ridge - Pitt Meadows School District, we provided respondents with a list of current programs and asked them to check off all those they knew about. **French Immersion** emerged as the program most commonly known about (81.9%), while only 8% of respondents knew about the landscape horticulture program. 7.9% of respondents indicated they had not been aware of any of the listed programs.

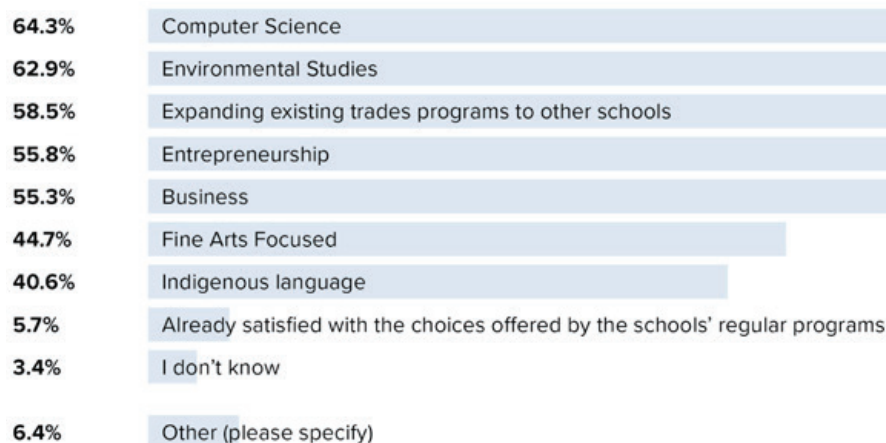


❓ Please select from the following list the programs of choice you think the school district should consider offering in the future. (Check off all that apply.)

👤 Responses received: 1053

To understand what additional programs the community might welcome, we presented respondents with seven options and asked them to check off all those they felt we should consider. **Computer science** emerged as the most popular suggestion at 677 (64.3%) with Indigenous language receiving less support overall at a still strong 428 (40.6%).

A small percentage of respondents (36 or 3.4%) indicated they were not sure which of the programs should be offered, 60 (5.7%) indicated they were already satisfied with the choices offered by their child's school, and 67 (6.4%) suggested the district should also consider other programs.



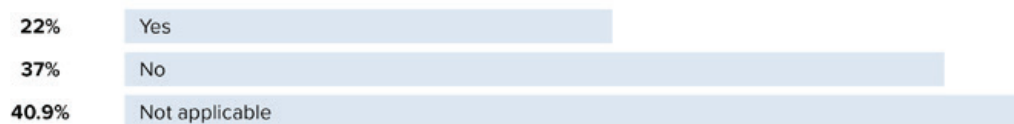
Of the 67 (6.4%) respondents who suggested the district should consider offering **other programs**, 31 provided specific examples, which are summarized below:

Develop programming based on assessed student needs; ensure programs of choice are spread equitably across schools in the district; offer programs that support students with special needs; offer self-directed learning at the elementary level; health care services and nursing preparation courses; finance courses; sport and recreation programs, including football and basketball academies; AP courses and honours programs; the opportunity to learn other languages and to learn about other cultures (for first and second generation immigrants in particular); literacy-based programs; STEM programs; graphic design and coding; the middle school model; French Immersion option in all catchments; anti-racism pedagogy and Indigenous Ways of Knowing. Finally, one respondent suggested that increased support for existing metal and woodworking programs at the secondary level would be beneficial.

❓ 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 received: 1053

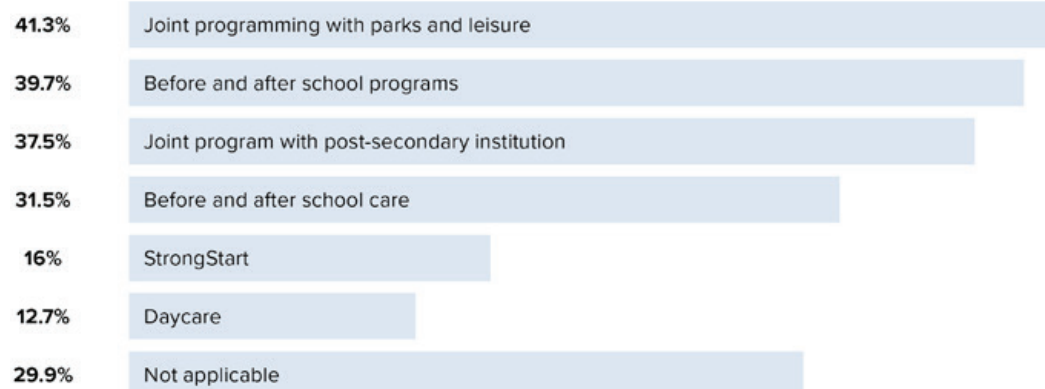
To assess the community desire for an early French Immersion program in East Maple Ridge, we asked respondents if they would enrol their kindergarten or Grade 1 child in this school. 431 respondents (40.9%) indicated this question was not applicable to them, 390 (37%) said they would not enrol their child in the program, and 232 (22%) indicated they would.



? 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 received: 1053

A number of schools in the district host programs and services that address an identified need in the community. To assess the appeal of these programs more generally, we asked respondents if they would enrol their child in these programs if they were offered in their neighbourhood schools. 332 (29.9%) respondents indicated this question did not apply to them. For the rest, **joint programming with parks and leisure** was the most popular choice at 41.3%, while only 12.7% felt they would have need for daycare. The full results are captured in the graph below.



ENROLMENT QUESTIONS

? Do you have one or more children enrolled in a school in our district?

Responses received: 1053

In preparation for subsequent, more targeted questions, we asked respondents if they had one or more children enrolled in a school in our district. Of the 1053 respondents, 852 (80.9%) indicated they did, 158 (15%) said they did not, and 43 (4.1%) said they currently did not have a child enrolled in the district but expected to enrol a child in the next five years.



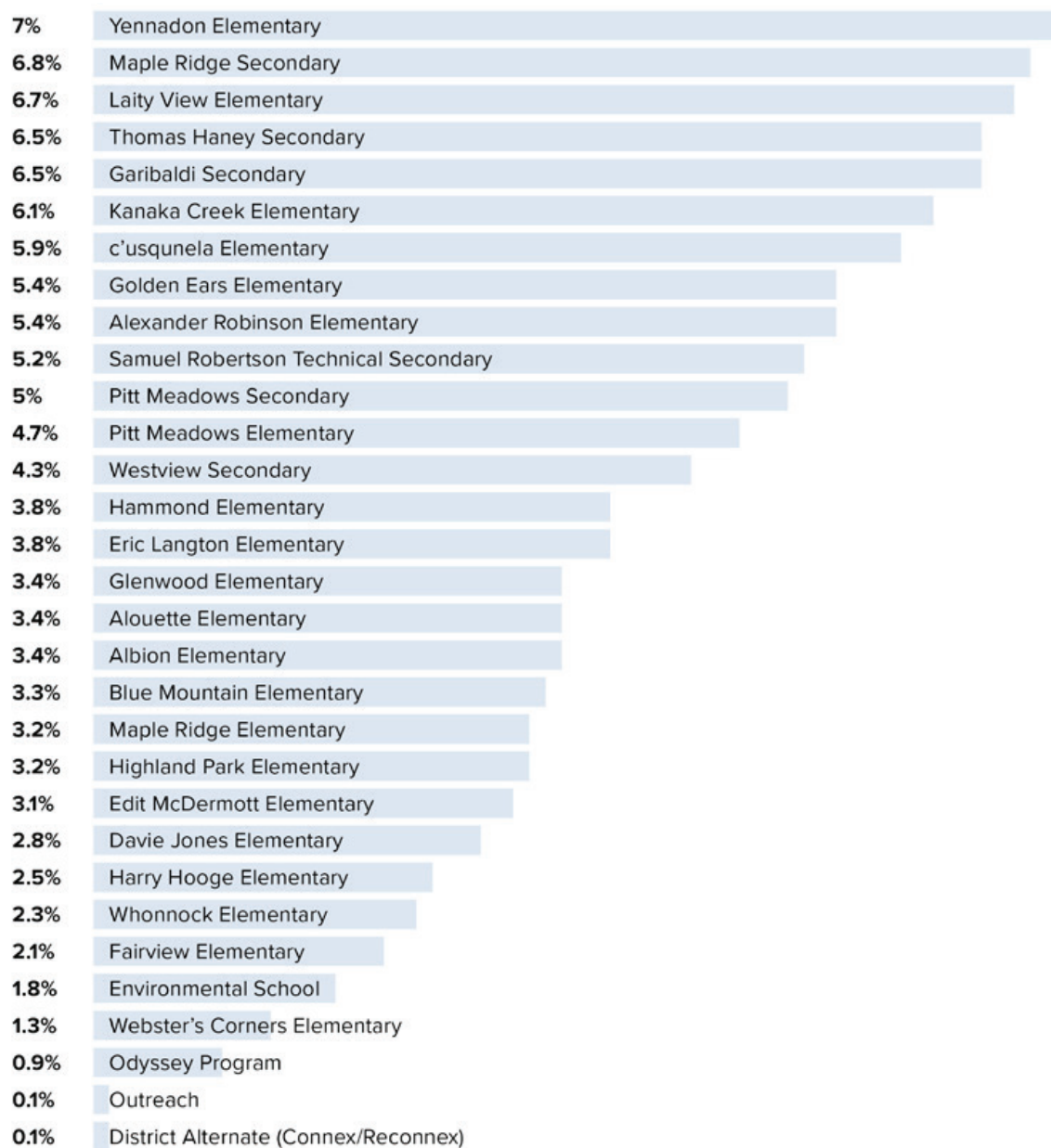
Once they replied to this question, respondents who indicated they did not have one or more children enrolled in a school in our district were taken to the final question of the survey, which invited all respondents to share any final thoughts they may have.



? Select the school(s) in which your child(ren) is/are currently enrolled:

Responses received: 852

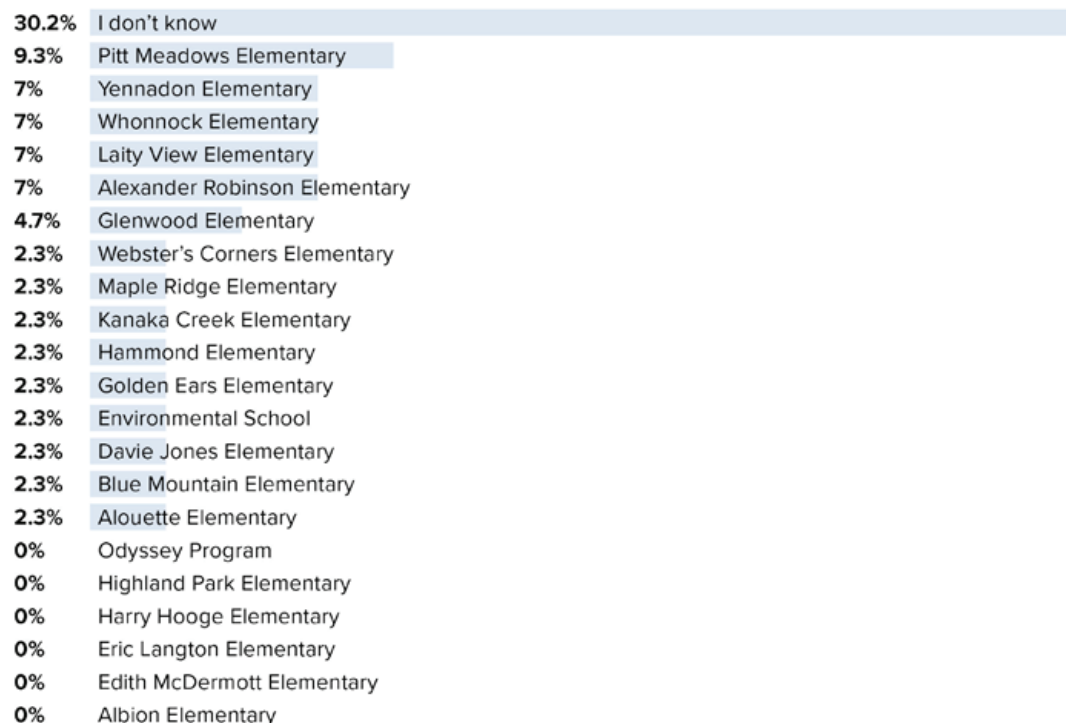
The 852 respondents who indicated they had one or more children registered in a Maple Ridge - Pitt Meadows school were asked to identify the school their child(ren) attended. The results are captured in the graph below.



? Please select the school in which you are planning to enrol your child:

Responses received: 43

In the meantime, the 43 respondents who replied they were planning to enrol a child in the school district in the next five years were asked to indicate the schools in which they anticipated their child would be enrolled. The responses are captured in the graph below.



Once they replied to this question, this group of respondents were taken to the final question of the survey, which invited all respondents to share any final thoughts they may have.

ENROLMENT IN FRENCH IMMERSION

? Do you have a child/children enrolled in French Immersion in an SD42 elementary school?

Responses received: 852

Respondents who indicated they currently had a child registered in an SD42 school were asked if their child or children were enrolled in a French Immersion program in our school district. 142 (16.7%) indicated they did, while 710 (83.3%) indicated they did not.

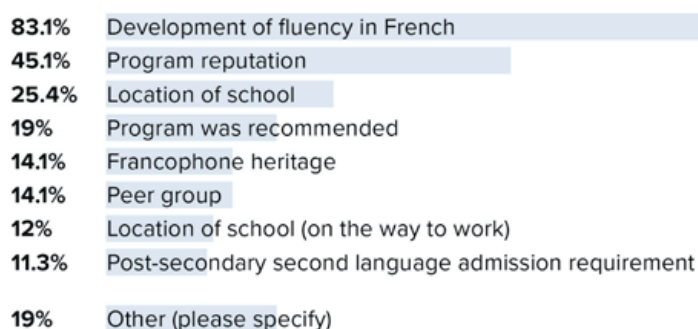


? Why did you choose the French Immersion program for your child(ren)?

Responses received: 142

The 142 respondents who indicated they had a child registered in the French Immersion program were asked to indicate why they selected this program of choice for their child(ren). Respondents were provided with eight likely reasons and were also given the option to specify a reason other than those that were listed.

118 (83.1%) respondents selected the **development of fluency in French** as the motivating factor for registering their child(ren) in French Immersion. This was overwhelmingly the most popular reason. Only 16 respondents (11.3%), in the meantime, registered their child(ren) in this program due to the post-secondary language requirement.



27 (19%) respondents had **other reasons** for registering their child(ren) in French Immersion. Of these, 13 specified their motivating reasons, which fell into the following categories: cognitive benefits; the challenge of the program; the fact that French was the second official language in the country; increased opportunities both at home and abroad; demographics of the French Immersion school; exposure to another language and culture; availability of before and after school care and/or day care pick up; parents had gone through the program and wanted this experience for their child(ren); acquisition of transferrable skills; possible help with the transition to high school; and the sense that the child would benefit from a potentially more structured classroom space.

? Will your child continue French Immersion track in secondary school?

Responses received: 142

All 142 respondents also answered our next follow up question, which was whether they had planned to have their child continue French Immersion track in secondary school. 100 (70.4%) replied yes, only seven (4.9%) replied no, while 35 (24.6%) were uncertain.



? Why not?

Responses received: 7

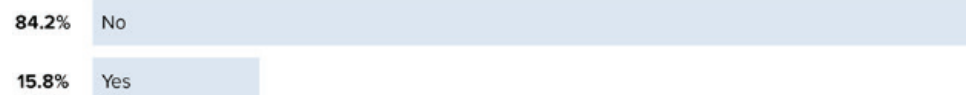
The seven respondents who indicated their child(ren) will not be continuing with French Immersion were asked to clarify why. Three respondents indicated the location of the French Immersion program at secondary was an issue, one indicated they may explore other programs of choice, while three indicated they had “other” reasons. Of these three, one respondent clarified that the child wanted to switch to English stream for ease of learning.



Is/Are your child/children enrolled in a choice educational program other than French Immersion in the Maple Ridge – Pitt Meadows School District?

Responses received: 852

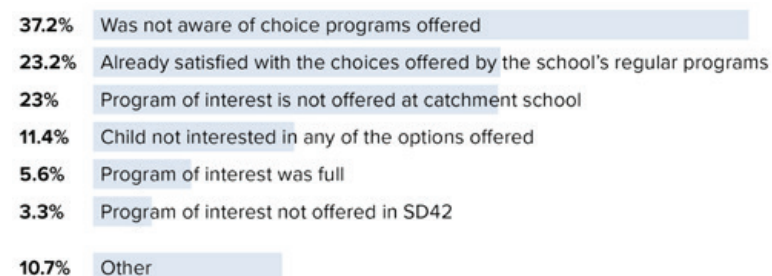
Respondents were then asked if their child or children were enrolled in an SD42 choice program other than French Immersion. 717 respondents (84.2%) replied no, and 135 (15.8%) replied yes.



Why is/are your child(ren) not enrolled in a choice educational program in the Maple Ridge – Pitt Meadows School District?

Responses received: 717

The 717 respondents who indicated their child was not enrolled in an SD42 choice educational program other than French Immersion were asked to indicate why not. We provided a number of likely options but also presented respondents with the opportunity to identify other factors as appropriate. 267 (37.2%) respondents noted they were not aware of the choice programs, and 166 (23.2%) were already satisfied with the choices offered at their child's school. Only 24 (3.3%) indicated that the program of interest was not offered in the Maple Ridge - Pitt Meadows School District.



77 respondents indicated that they had a reason other than those listed on our survey. Those who provide further clarification listed motivating factors that included the following: the programs are not offered in schools that are nearby; student(s) have special needs; the child is not old enough yet; the family has moved into the district from a different school district; preference for English stream so that child develops strong English literacy skills; the program of choice was full and waitlisted; the programs offered do not meet the child's needs; the catchment school is good and there isn't a feeling that a choice program is needed; and availability of after school care.



FINAL THOUGHTS SHARED

? Any final thoughts that you would like to share with us?

👤 Responses received: 299

299 respondents took the opportunity to provide further feedback at the end of the survey. This feedback fell into the following general categories:

- A number of respondents advocated for a **new school** in the Silver Valley area of Maple Ridge; one respondent stressed the need for a new elementary school in Pitt Meadows.
- The need to use **population density and planned development forecasts** to drive decision-making.
- A call for more **gender-neutral, single-stalled bathrooms** at secondary schools, as well as a call for washrooms that are not gender neutral.
- Emphasis on the need to consider how students use spaces, **incorporating natural spaces**, keeping trees for shaded play areas, more windows, make use of natural light, more storage, updated furniture, longer overhangs to provide shelter from the rain.
- Some stressed the importance of focusing on the **provision of strong academic programs** (including math, science, STEM curriculum, and additional languages), strong fine arts programs, trades programs, and addressing student needs. This category also included the call for specialized support for student with special needs (e.g. dyslexia, attention deficit hyperactivity disorder), and additional resources for resolving conflicts among students, including incidents of bullying.
- A number of respondents suggested the school district **prioritize repairs and expansions of existing facilities and playgrounds** before building new facilities, while others advocated in a similar vein for the need to invest in meeting student needs before making any investments in infrastructure. This category of suggestions included providing specialized support for students struggling with dyslexia and other learning needs, and finding more effective ways to limit conflicts between students.
- A number of respondents advocated for **school and community after school programs**, including social groups for high school students, childcare and after school sports programming. In this category, one respondent spoke to the importance of lunch programs at schools, and another suggested the district consider bringing back optional morning or lunch library time.
- Several respondents expressed their desire for more **flexible catchment boundaries** to accommodate choice, while one requested that the school district consider a middle school option.
- A number of respondents spoke about the need for **safe travel to school, and safe pick-up and drop-off areas**. In this category, some respondents spoke about the benefits of being able to walk to a neighbourhood school, both in the context of health benefits and climate change.
- Finally, some respondents also made **suggestions for specific schools**. These included the following: the need to improve outdoor spaces that can accommodate athletics at Garibaldi Secondary; the possibility of designating Kanaka Creek a choice school as it has a balanced calendar that may not work for all families; the need for an improved playground at cəsqənelə Elementary; the need for an expansion at Samuel Robertson Secondary; the request to address pick-up/drop-off congestion at Yennadon Elementary; the need for more programming options and facility upgrades at Pitt Meadows Secondary; a request for a larger space to house the district Aboriginal Education Department; a suggestion the school district renovate or rebuild the Maple Ridge Annex; as well as a number of suggestions that some district programs of choice be expanded (e.g. Connex, Odyssey, Environmental School, Montessori, French Immersion).

