

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



KIM DUMORE
TRUSTEE



MIKE MURRAY
TRUSTEE



PASCALE SHAW
TRUSTEE



KATHLEEN SULLIVAN
TRUSTEE



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

FOLLOW-UP WORKSHOP WITH EXPANDED EDUCATION ADVISORY

Date: Wednesday, February 2, 2022 from 4 p.m. to 6 p.m. via Zoom

Participants: members of the Aboriginal Education Committee, Education Committee, helping teachers, school district trustees and senior staff

Participants discussed recommendations made in the key areas of future education priorities, existing facilities, and new facilities. For each area, participants were asked to indicate whether the recommendations reflect what was heard through the Facilities of the Future engagement process, to identify any issues or gaps with these recommendations, and to voice questions that the recommendations may raise in terms of next steps/implementation. A summary of key themes is provided below:

- The desire for continued public input on possible future programs of choice was identified.
- The need to define a common understanding of the terms used was highlighted. This included terms such as "safety," "accessibility," "SOGI," "equity," "sustainability," or "Indigenous language," which should encompass First Nations, Métis, and Inuit.
- Questions about whether the social emotional aspect was adequately addressed, and an acknowledgement that student feedback must be carefully considered.
- An acknowledgement of the benefits of a collaborative approach with the community when building new facilities, introducing new programs, etc.
- The value of using outdoor spaces for instruction, and of incorporating more natural building materials into the design of facilities was acknowledged.
- The importance of ensuring facilities are accessible for students with physical disabilities, and the importance of accessibility from the perspective of addressing the various needs our students may have.
- An acknowledgement of the role that neighbourhood schools play in communities, and of the benefits of ensuring programs of choice are available in such schools.
- Participants observed that the implementation of the recommendations must be supported with appropriate staffing.

FOLLOW-UP WORKSHOP WITH STUDENT VOICE

Date: Wednesday, February 9, 2022 from 10 a.m. to 11:30 a.m. via Zoom

Participants: Students from all elementary and secondary schools, School District Trustees and Senior Staff

Participants discussed recommendations made in the key areas of future education priorities, capital plan priorities for existing facilities, and capital plan priorities for new facilities. Students were asked to reflect on whether these recommendations provide a framework/structure/recipe for the creation of educational programs that meet student needs. A summary of the feedback is provided below:

- **Future education priorities:**
The need to more clearly define terms used in the recommendations was flagged (e.g. "health and safety," "Indigenous") and the suggestion was made that the teaching of Indigenous language should be a priority. Recognition that trades in the district can be expanded to include business and computer courses. Caution that we should ensure the continued availability of safe spaces that support mental health/wellness in schools when programs are expanded. There was also acknowledgment of the value of life skills (e.g. financial literacy), which participants should begin to be introduced in earlier grades. The benefit of place-based learning and of the availability of sports programs was also reaffirmed.



- **Capital plan priorities for existing facilities:**

A recognition that gender neutral washrooms fall under the umbrella of health and safety. A preference to have separate washrooms from primary and intermediate students was expressed. Meal programs were acknowledged as having great value and the suggestion was made that these be expanded to meet the needs of each school. Feminine hygiene products in washrooms were appreciated. The suggestion was made that these products be placed where primary students cannot reach them. Dividers in boys washrooms were requested.

- **Capital plan priorities for new facilities:**

The design of new facilities should consider the environmental impact of the facility, including the use of fossil fuels. A need to reduce the use of portable classrooms, which were felt to be ineffective learning environments. A request to place more emphasis on supporting student mental health through greater availability of counselors, as well as larger, more welcoming spaces that change the counselling structure, and quiet spaces where students can study. The importance of gardening opportunities, courtyards, and green spaces was recognized. Accessibility was also flagged as important, as was access to a variety of up-to-date library resources. The importance of inclusion through gender neutral washrooms was highlighted.

CONSULTATION WITH LOCAL FIRST NATIONS AND GOLDEN EARS MÉTIS SOCIETY

The meetings with Katzie First Nation, Kwantlen First Nation and Golden Ears Métis Society representatives sought to review recommendations made in the areas of future education priorities, existing facilities, and new facilities. A summary of key themes is provided below.

Katzie First Nation:

- Expressed support for incorporating more Indigenous artwork into facilities. Preference for open/free spaces with room to breathe and sense of comfort. Support for rooms/spaces where Indigenous culture can be practiced, which can include traditional medicines, smudge bowls, etc. Strong support for making Indigenous (First Nations, Métis, and Inuit) language classes available to all students.
- Highlighted the importance of environmental sustainability and effective waste reduction programs.
- Confirmed the need for gender neutral washrooms, and stressed the need to carefully consider and prioritize student feedback.

Kwantlen First Nation:

- Expressed support for gender neutral washrooms, for the introduction of Indigenous (First Nations, Métis, and Inuit) language classes, and for the provincial Integrated Child & Youth Teams initiative. Highlighted the importance of continuing to support student mental health. Ensuring students have safe spaces in facilities (away from classrooms or administrative offices) was flagged as a priority.
- Support was also expressed for finding ways to develop a sense of community in a school/classroom through peer mentorship and/or the hosting of community elders as appropriate (e.g. for sharing stories and other activities).
- Support for outdoor programs and covered outdoor spaces that enable learning in all weather conditions.
- Strong support for ongoing collaboration with First Nations.

Golden Ears Métis Society (GEMS):

- Considerations in the area of education: The importance of including and promoting First Nations, Métis, and Inuit Studies (FNMI) at grade 11/12 levels, and ensuring the district uses FNMI instead of the broader reference to First Peoples. Additionally, Indigenous language programming should include Michif language for Métis learners, which is approximately 50% of the Aboriginal Education population. Deepening FNMI education and equity will support wholistic success of FNMI learners, families, and communities. A request that Métis are invited to contribute to environmental and land studies.
- Considerations in the area of capital planning for existing and future facilities: A request to consider FNMI education rooms; ensure inclusion and visibility of Indigenous students, including Métis students. Support for integrating Métis imagery and natural landscapes into the design of facilities. Support for prioritizing themes and initiatives that address environmental sustainability.



CONSULTATION WITH POST-SECONDARY INSTITUTIONS

The meetings with British Columbia Institute of Technology (BCIT), Vancouver Community College (VCC) representatives reviewed recommendations made in the areas of future education priorities, existing facilities, and new facilities. A summary of key themes is provided below.

British Columbia Institute of Technology:

- Programs in the following growth industry areas should be considered and made available to all students: environment, technology, health.
- Highlighting the benefits of consulting early with post-secondary institutions so that K-12 programming replicates industry trends.
- Curiosity about post-secondary programming that may benefit K-12 students (e.g. technology, entrepreneurship, environmental education). Encouragement of expansion into more technology-based trades and off-site opportunities, as well as increasing trades program options.
- Electrical programs are best kept to one site for staffing/resource purposes.
- The possibility of a motorcycle program, which is currently in industry demand.
- The importance of giving grade 8/9 students metal and wood shop experience to inform future decisions.
- The importance of training the trainer and taking advantage of the 2-day instructor training offered by shop teachers.
- Support for gender neutral washrooms expressed.

Vancouver Community College:

- Observation that Samuel Robertson Technical Secondary (SRT) trades spaces should be prioritized for upgrading (e.g. ventilation upgrades, washroom upgrades, stylist chairs for theory work - no whiteboard). Aesthetic renovations of the facility may also be required as the overall aesthetic of the facility is important when it comes to attracting students.
- Students suggest the location of the culinary program is not convenient and there are barriers in terms of commute. The same is true for the hairdressing program. Additionally, the hairdressing program relies on proximity to town for clientele; a more central location is therefore preferable.
- Opportunity to add programs (e.g. cosmetology), and acknowledgment that additional training would make students competitive with professionals who have more "formal" training in hair design, as an example.



SECOND ONLINE SURVEY

To give our community an opportunity to provide feedback on the draft recommendations, we prepared a follow-up survey that was open from February 1, 2022, to February 15, 2022. The survey received 372 responses. A high level summary of responses is provided below.

DEMOGRAPHICS

? In which area do you currently live?

? Responses received: 372

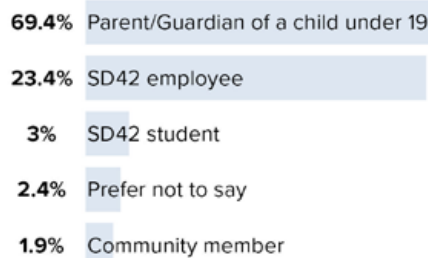
Of the 372 respondents, 287 (77.2%) lived Maple Ridge, 47 (12.6%) lived in Pitt Meadows, and 28 (10.2%) lived in other communities. Of the 287 respondents who lived in Maple Ridge, 112 (39%) lived in Zone 1 (East Maple Ridge), 89 (31%) lived in Zone 2 (Central East Maple Ridge), 48 (16.7%) lived in Zone 3 (Central West Maple Ridge), and 38 (13.2%) lived in Zone 4 (West Maple Ridge).

? Which category best describes you?

? Responses received: 372

We asked respondents to identify the category or categories that best describe them. Respondents could select as many categories as applied.

Parent/guardian of a child or children under 19 was selected by 258 (69.4%) respondents; *SD42 employee* was chosen 87 times (23.4%); *SD42 student* was selected 11 times (3.0%); 9 (2.4%) respondents *preferred not to say*; and 7 (1.9%) identified as *community members*.



FUTURE EDUCATION CONSIDERATIONS

The first question presented the following five recommendations in the area of future education considerations:

RECOMMENDATION(S)

The development of thriving new programs of choice requires the commitment of school staff and the school community. It is recommended that an in-depth review of the viability of new programs of choice in the areas of computer science, environmental studies, entrepreneurship and business be completed by February 2024 with recommendations for next steps presented to the Board by March 2024.

It is further recommended that a review of the viability of expanding existing trades programming at other secondary schools, including a review of enhanced partnerships with post-secondary institutions, be completed by February 2024 with recommendations for next steps presented to the Board by March 2024.

With ample space for enrolment growth, it is further recommended that staff explore the addition of a program of choice at Westview Secondary that would draw the interest of Grade 7 students as they transition to high school.

It is also recommended that an in-depth review of the viability of Indigenous language programming be explored along with all other educational programming recommendations forthcoming in the report – Deepening Indigenous Education and Equity to Support the Wholistic Success of Indigenous Learners, Families and Communities in School District 42.

In addition, it is recommended that staff explore the feasibility of expanding programs of choice at new schools or schools that have available space to host programs of choice.

? *Do these recommendations provide a framework for the creation of educational spaces and educational programs that meet student needs?*

👤 Responses received: 372

When asked if the recommendations in the area of future education considerations provide a framework for the creation of educational spaces and educational programs that meet student needs, 112 (30.1%) of respondents felt that the recommendations provide this framework fully, 165 (44.4%) felt that they provide it somewhat, 83 (22.3%) weren't sure, while 12 (3.2%) felt the recommendations did not provide this framework at all.



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

👤 Responses received: 120

120 respondents took the time to provide additional feedback on these recommendations when invited to identify any issues or gaps. This feedback fell into the following general categories:

- With respect to **expanding programs of choice to other schools in the district**, some expressed support for this expansion, but a number of respondents flagged the potential difficulty of finding qualified staff and properly resourcing programs that are spread across the district. A question was raised about how the expansion of programs of choice to all schools might affect cross-catchment enrolment.
- A number of respondents advocated for the expansion of programs of choice at Pitt Meadows Secondary, while others suggested that new programs at Westview Secondary should seek to address the needs of the students currently attending the school.
- A number of respondents felt that the **timeline** for making recommendations on next steps on the viability of additional programs of choice should be more compressed.



- **Suggestions were made for specific programming**, including additional clubs and sports teams, robotics/mechatronics, programs geared toward students with special needs, Indigenous history and culture as an alternative to Indigenous language studies, French Immersion program options in other areas, place-based learning, mandatory financial literacy courses, programming to support students who struggle with mental health and/or attendance, and programs that focus on supporting physical health.
- A number of respondents felt that the recommendations did not sufficiently address needs at the elementary level. Several respondents advocated for an expansion of after school programming, and some noted that the call for more fine arts programming is not reflected in the list of recommendations.
- A number of respondents emphasized the need to ensure there is strong base-level programming in all schools.

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

👤 Responses received: 87

When asked what questions these recommendations raise in terms of next steps/implementation, responses fell into the following general categories:

- A number of respondents raised questions about the **proposed timeline** for reviewing potential new programs of choice, feeling that February 2024 was too far in the future.
- Some respondents highlighted the need to consider the **enrolment and capacity of schools** when contemplating adding programs of choice, as well as the need to consider the **needs of the students currently** at these schools. Questions were asked about whether there would be opportunities for cross-catchment enrolment, and whether the school district would give families an opportunity provide additional feedback once specific programs of choice are proposed. The question was also raised whether spreading programs of choice across the school district would not compromise the quality of these programs.
- A number of respondents flagged the need to protect existing programs and to ensure these programs are not replaced once new program options are introduced.
- Other feedback included the following: some respondents stressed the need to provide programs that challenge students academically. Finally, a number of respondents noted they would prefer to see more specific recommendations.

NAMING OF SCHOOL FACILITIES

The next question presented the following recommendation in the area of naming of school facilities:

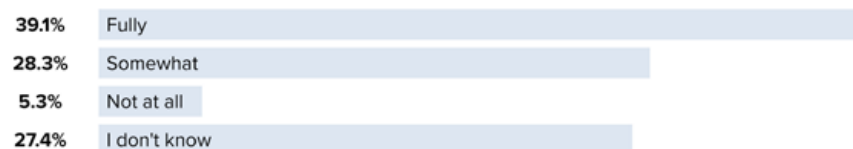
RECOMMENDATION(S)

It is recommended that the feedback collected through the Strategic Facilities Plan consultation process be used to update [Policy 6600: Naming of School District Facilities](#).

? *Do the recommendations reflect what we heard through the Facilities of the Future engagement process?*

👤 Responses received: 361

When asked if the recommendation reflects what was heard through the engagement process, 141 respondents (39.1%) felt that it reflects this feedback fully, 102 (28.3%) said that it reflects it somewhat, 19 (5.3%) said it does not reflect it at all, and 99 (27.4%) were not sure.



? What issues or gaps do you see with these recommendations?

Responses received: 57

When asked to identify issues or gaps with the recommendations, 57 respondents provided feedback, which fell into the following general categories:

- Attention must be paid to historical background when new names are contemplated, and community feedback should be sought and considered.
- Respondents also expressed varied preferences on which considerations should be prioritized in the naming of facilities (e.g. geographical features, Indigenous names, etc.).
- Clear guidance on pronunciation should be provided in cases where correct pronunciation is not self-evident.

? What questions does this raise for you in terms of next steps/implementation?

Responses received: 43

When asked what questions this raises in terms of next steps/implementation, respondents stressed the need for a public consultation process when the naming or renaming of a facility is being contemplated so that community members have an opportunity to express their preferences or flag any concerns. Respondents also acknowledged the challenge of the name selection process and the difficulty of prioritizing the naming criteria.

CATCHMENT AREAS

The next survey question presented the following recommendation in the area of determining catchment areas:

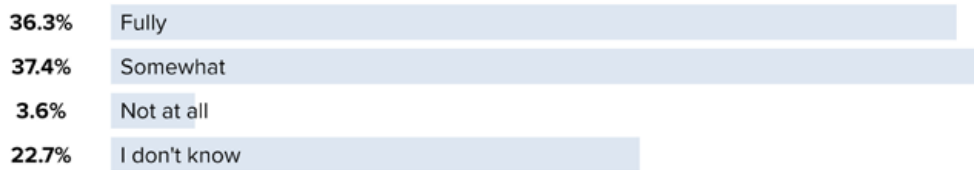
RECOMMENDATION(S)

It is recommended that the feedback collected through the Strategic Facilities Plan consultation process be used to update [Policy 9200: School Catchment Areas and Student Placement](#) and its procedures.

? Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 361

When asked if the recommendation reflects what was heard through the engagement process, 135 respondents (37.4%) felt that it reflects this feedback somewhat, 131 (36.3%) said it reflects it fully, 82 (22.7%) didn't know, and 13 (3.6%) felt it did not reflect the feedback received at all.



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

👤 Responses received: 60

When asked to identify issues or gaps with the recommendations, 60 respondents provided feedback as summarized below:

- A number of respondents provided feedback on current catchments and expressed preferences for future catchment changes and/or for the ranking of considerations when catchment changes are made. These considerations include the following: daycare, housing development, current enrolment challenges, impact on choice educational programming, location of French Immersion programs, public transportation access, distance from the elementary school to secondary school in the same catchment.

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

👤 Responses received: 47

When asked what questions this raises in terms of next steps/implementation, 47 respondents provided additional feedback as summarized below:

- A number of respondents highlighted the need to be flexible in contemplating catchment changes so that school boundaries can be adjusted as needed based on fluctuating enrolment. Respondents also acknowledged the challenge of managing enrolment in areas of growth, and stressed the need to accommodate siblings in cases where catchments may have been changed or consider the proximity of the school to residences. Some asked for more overlap between elementary and secondary catchments, while others wondered how catchment changes would be consulted upon and implemented.

CAPITAL PLAN PRIORITIES FOR EXISTING FACILITIES

The next question presented the following recommendation in the area of capital plan priorities for existing facilities:

RECOMMENDATION(S)

It is recommended that capital plan priorities for existing facilities be determined using the following:

Guiding principles

- improved health and safety
- improved accessibility
- enhanced sustainability
- improved building condition
- improved functionality
- increased building capacity to accommodate increased enrolment

Facilities data

- seismic risk
- facility condition
- energy management rank
- future utilization



? *Do the recommendations reflect what we heard through the Facilities of the Future engagement process?*

👤 Responses received: 372

When asked if the recommendation reflects what was heard through the engagement process, 184 respondents (49.5%) felt that it reflects this feedback fully, 121 (32.5%) said it reflects it somewhat, 54 (14.5%) didn't know, and 13 (3.5%) felt it did not reflect the feedback received at all.



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

👤 Responses received: 59

When asked to identify issues or gaps with the recommendations, 59 respondents provided feedback as summarized below:

- A number of participants provided feedback on specific schools in terms of what improvements they felt should be made, including seismic work on specific schools, improvements to specific school fields, updates to shutters at specific schools, and improvements/renovations to specific classroom spaces.
- A number of respondents stressed the need to further define some of the terms used to establish common understanding and avoid misinterpretation. In this vein, "accessibility" was felt to need additional refinement, and the category of "health and safety" was felt should extend to the exterior of the school facilities as well as interior features such as gender neutral washrooms.
- Students who responded to this question stressed the importance of gender neutral washrooms.
- Some respondents commented on the continued enrolment growth the school district is seeing in a number of areas, and others noted plans for existing facilities should take this growth into consideration.

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

👤 Responses received: 37

When asked what questions this raises in terms of next steps/implementation, 37 respondents provided additional feedback. This feedback included questions about how the school district would prioritize the guiding principles and facilities data, questions about the timeline, and comments about the importance of proper ventilation and the work required at specific schools.



CAPITAL PLAN PRIORITIES FOR NEW FACILITIES

The next question presented the following recommendation in the area of capital plan priorities for new facilities:

RECOMMENDATION(S)

It is recommended that the following guiding principles are utilized when designing new facilities:

- accessible for all users
- sustainable (the impact on the environment is minimized)
- connected to the environment
- use of outdoor spaces is maximized
- informed by education research and trends
- informed by community input

It is recommended that new school site acquisitions and new space requests be prioritized in the capital plan based on the following data:

- long-term enrolment projections by capital zone
- development areas and the associated projected student enrolment in each development area
- available space in existing facilities
- potential for expansion of existing facilities
- potential for joint development with the City of Maple Ridge or City of Pitt Meadows

? Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

👤 Responses received: 372

When asked if the recommendation reflects what was heard through the engagement process, 174 respondents (46.9%) felt that it reflects this feedback fully, 127 (34.2%) said it reflects it somewhat, 59 (15.9%) didn't know, and 11 (3%) felt it did not reflect the feedback received at all.



? What issues or gaps do you see with these recommendations?

👤 Responses received: 52

When asked to identify issues or gaps with the recommendations, 52 respondents provided feedback. Input included the following:

- Requests that specific existing facilities be prioritized; appreciation of outdoor spaces being maximized; requests for public consultations to help shape the design of new facilities; the need to look beyond the next five years in terms of facility needs; the need to establish an order of priority for the guiding principles that have been identified; the need to ensure facilities have sufficient parking; transportation and walkability should be considered; planning for after school spaces; covered outdoor for students at elementary; flexible design that allows for repurposing of some spaces in future; ensuring new facilities include calm safe spaces for students; and considering student safety when contemplating joint developments.
- Finally, a number of respondents noted they would have preferred more focused/specific recommendations.



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

Responses received: 31

31 respondents provided additional feedback when asked what questions this raises for them in terms of next steps/implementation. Input included the following:

- Ensuring accessibility is at the forefront of planning; accessing funding outside of what government is able to provide; the need to prioritize the guiding principles; ensuring there is adequate parking at new facilities; ensuring we are focused on future growth and not just current needs; question about timelines for building new schools once the need is identified; as well as feedback relating to specific schools and neighbourhoods.

WEST CAPITAL ZONE

The next question presented the following recommendation in the area of the West Capital Zone:

RECOMMENDATION(S)

Based on the data available, there is no projected need for additional elementary or secondary space in the West Capital Zone for the foreseeable future.

SCHOOL SITES

The school district owns the Bonson Road school site. Based on current data, development of this property is not recommended before 2035. Given the limited developable land available in Pitt Meadows, it is not recommended that this property be declared surplus.

No additional school site acquisitions are recommended in this capital zone.

? *Do the recommendations reflect what we heard through the Facilities of the Future engagement process?*

Responses received: 361

When asked if the recommendation reflects what was heard through the engagement process, 150 respondents (41.6%) felt that it reflects this feedback fully, 99 (27.4%) said it reflects it somewhat, 76 (21.1%) didn't know, and 36 (10%) felt it did not reflect the feedback received at all.



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

Responses received: 44

When asked to identify issues or gaps with the recommendations, 4 respondents provided feedback. Input included support for the replacement of Pitt Meadows Secondary; questions about accommodating increases in enrolment moving forward (both at elementary and secondary level); requests to look at upgrading specific facilities in this zone; a need to consider the condition of any portables in this area; and a request for a second French Immersion program option in Pitt Meadows.



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

Responses received: 22

22 respondents provided additional feedback when asked what questions this raises for them in terms of next steps/implementation. Input included requests that plans be made for potential future growth, support for keeping the Bonson Road site, and support for public consultations on facilities-related matters.

CENTRAL CAPITAL ZONE

The next question presented the following recommendations in the area of the Central Capital Zone:

RECOMMENDATION(S)

SCHOOL SITES

Based on the projected continued enrolment growth in from the Silver Valley area it is recommended to pursue the acquisition of a school site in the Silver Valley area jointly with the City of Maple Ridge. This will allow for joint development of the site in the future.

SCHOOL SPACE

It is recommended that the following schools be expanded:

- Eric Langton Elementary – new addition of 9 classrooms (40K + 175)
- Harry Hooge Elementary – new addition of 10 classrooms (40K + 200)

It is further recommended that, if needed, Maple Ridge Secondary Annex be seismically upgraded, renovated and reopened as an elementary school with a nominal capacity of 40K + 350.

? *Do the recommendations reflect what we heard through the Facilities of the Future engagement process?*

Responses received: 361

When asked if the recommendations reflect what was heard through the engagement process, 163 respondents (45.2%) felt that they reflect this feedback fully, 107 (29.6%) said they reflect it somewhat, 61 (16.9%) didn't know, and 30 (8.3%) felt they did not reflect the feedback received at all.



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

Responses received: 68

When asked to identify issues or gaps with the recommendations, 68 respondents provided feedback, which included the following:

- Support was expressed for a new school in the Silver Valley neighbourhood of Maple Ridge; preference for building smaller elementary schools; question about where and when new school(s) could be built in this zone in the future; the need to improve public transportation to/from Silver Valley if a new secondary school is not built in the area; the need to address population growth at Yennadon Elementary; ensuring adequate access to Eric Langton Elementary; question about the need to potentially rebuild the Maple Ridge Secondary Annex; and concerns about pick-up/drop-off and impact on school culture if Harry Hooge Elementary is expanded.



? What questions does this raise for you in terms of next steps/implementation?

Responses received: 42

When asked what questions this raises in terms of next steps/implementation, 42 respondents provided additional feedback. Input included questions about the timeline for and long-term necessity of the additions to Eric Langton and Harry Hooze elementary schools; the challenges of increasing staffing levels; impact the potential repurposing of Maple Ridge Annex might have on enrolment at Glenwood Elementary; timeline for upgrading schools with a high Facility Condition Index (FCI); question about whether the recommendations made will be sufficient to address future increases in enrolment; the need to consider public transportation limitations and parking availability and safe pick-up/drop-off; question about whether an expansion of Yennadon Elementary is not required; impact(s) on school culture when elementary school capacity is increased; question about timeline for upgrades to secondary schools in this zone; and an expressed desire for neighbourhood schools.

EAST CAPITAL ZONE

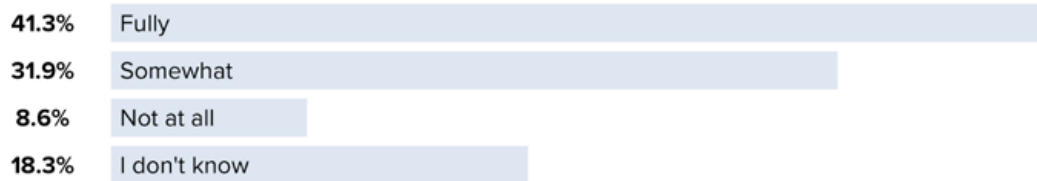
The next question presented the following recommendations in the area of the East Capital Zone:

RECOMMENDATION(S)
<p>SCHOOL SITES The school district owns a school site in the Albion area. Based on current data, development of this property is not recommended before 2035. With development continuing in this region, the school district will continue to closely monitor enrolment and prioritize the development of this property when needed to accommodate new students.</p> <p>No additional school site acquisitions are recommended in this capital zone.</p>
<p>SCHOOL SPACE It is recommended that the following schools be expanded:</p> <ul style="list-style-type: none"> • Blue Mountain Elementary – new addition of 15 classrooms (60K + 300) • Samuel Robertson Technical Secondary – new addition of 28 classrooms (700)

? Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

Responses received: 361

When asked if the recommendations reflect what was heard through the engagement process, 149 respondents (41.3%) felt that they reflect this feedback fully, 115 (31.9%) said they reflect it somewhat, 66 (18.3%) didn't know, and 31 (8.6%) felt they did not reflect the feedback received at all.



? What issues or gaps do you see with these recommendations?

👤 Responses received: 70

When asked to identify issues or gaps with the recommendations, 70 respondents provided feedback. Input included the following:

- Reflections that additional spaces will continue to be needed at both elementary and secondary level in this zone; impact of Blue Mountain expansion on traffic, pick-up/drop-off; suggestion that the proposed timeline should be accelerated; a question on whether the additions would be build-outs or portables; request to add French Immersion to Blue Mountain; question about how Blue Mountain expansion will impact enrolment at Garibaldi Secondary, which is already full; reflection that portables at Samuel Robertson Technical (SRT) should be eliminated and students reabsorbed into the building; question about where on the school sites the additions would occur; consider need for increased childcare in areas where elementary additions/expansions occur; lack of recreational and wellness facilities in this zone; suggestion that other schools in this zone also require additions/expansion.

? What questions does this raise for you in terms of next steps/implementation?

👤 Responses received: 40

When asked what question this raises in terms of next steps/implementation, 40 respondents provided additional feedback. Input included questions about the impact of large elementary schools on school culture; whether the timeline for the expansions/additions should not be expedited; need to ensure greater alignment between elementary and secondary catchments (school boundaries); question about whether the SRT expansion will be sufficient to address enrolment growth; question about whether there will not be a need to increase the building capacity of Garibaldi Secondary to accommodate enrolment growth; questions about placement of additions; and an observation that building new schools is less disruptive to school communities than the expansion of existing schools.

CAPITAL PLAN PRIORITIES FOR OTHER FACILITIES

The final question presented the following recommendations in the area of the capital plan priorities for other facilities:

RECOMMENDATION(S)

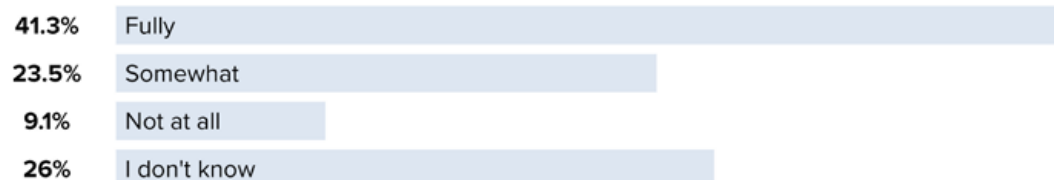
It is recommended that the school district allocate funds, on an annual basis, within local capital reserve to fund major renovations, expansion, and upgrades for school district administrative buildings not funded by the Ministry of Education.

In 2017, the school district declared the Alouette River Campus surplus property and received approval from the Minister of Education to dispose of the property. It is recommended that the school district proceed with the sale of the property and use the proceeds to support required capital investments in the school district.

? Do the recommendations reflect what we heard through the Facilities of the Future engagement process?

👤 Responses received: 361

When asked if the recommendations reflect what was heard through the engagement process, 149 respondents (41.3%) felt that they reflect this feedback fully, 85 (23.5%) said they reflect it somewhat, 94 (26%) didn't know, and 33 (9.1%) felt they did not reflect the feedback received at all.



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

👤 Responses received: 34

When asked to identify issues or gaps with the recommendations, 34 respondents provided feedback. Input included the following:

- **Alouette River Campus:** Suggestion that Alouette River Campus (ARC) could be used for an elementary school despite the fact it is not large enough to accommodate a school, or that it can be used as a general storage facility for the school district; observation that the district Environmental School uses the ARC site; suggestion the school district hold on to the ARC property while the land continues to increase in value; suggestion that proceeds from the sale of the ARC property can go towards funding a new school in Silver Valley; and the suggestion the property can be used for First Nations studies.
- **Administrative buildings:** The suggestion was made that remote work at the district level offers opportunity to manage building capacity issues. One respondent also stressed the importance of transparency when investments are made.

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

👤 Responses received: 21

When asked what questions this raises in terms of next steps/implementation, 21 respondents provided additional feedback. Input included the suggestion the land be sold at full market value; a question about how much is to be set aside annually to achieve these goals; request for continued transparency about how the money is being used; question about whether there is opportunity to repurpose the land for other district uses, including possibly hosting a trades program.

