

**ERIC LANGTON DESIGN**  
*PUBLIC ENGAGEMENT SUMMARY*

June 14, 2023

# WHERE ARE WE IN THE PROCESS?



**Project Approval.** Ministry of Education and Child Care approves project [November 2022]

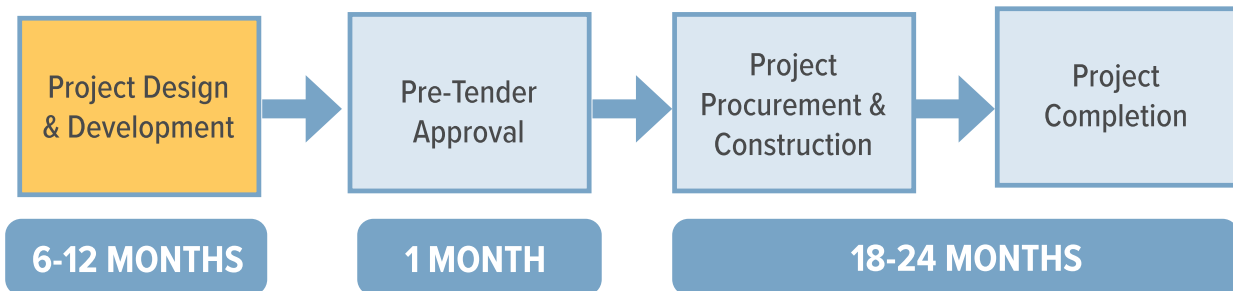
**Project Design and Development.** Work with Eric Langton Elementary school community, Katzie First Nation, Kwantlen First Nation, Métis community, urban Indigenous organizations, education partners, stakeholders, people with diverse lived experiences, the public, and the City of Maple Ridge to identify opportunities that will support learners at the school into the future. [March 2023 - June 2023]

**Pre-Tender Approval.** Ministry of Education and Child Care provides pre-tender approval to proceed with construction. [Targeting September 2023]





**Construction.** Construction process begins. Includes site preparation, building construction, parking, landscaping. [Targeting January 2024]

**New School Opens.** [Targeting September 2025]

**New Playfield.** Current school facility is demolished, a new playfield is built, and site development is completed. [Targeting by December 2026]



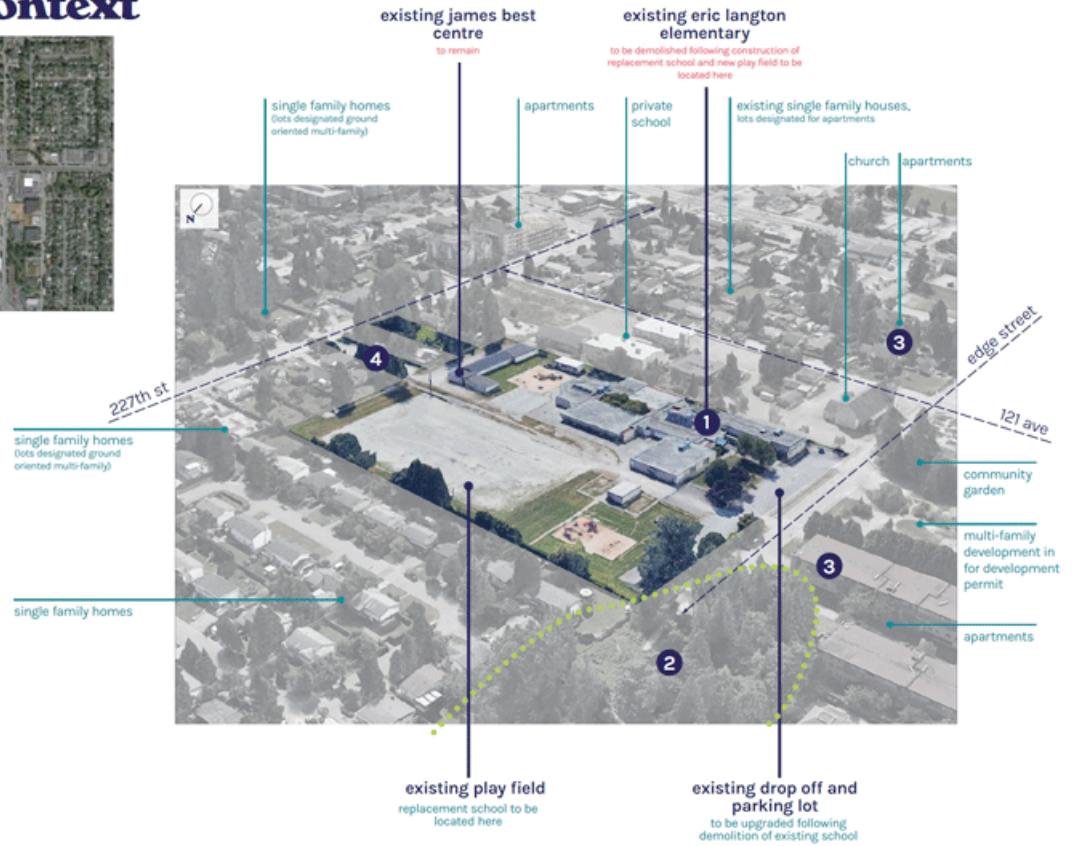
## Engagement Framework

 <p><b>KEY ENGAGEMENT PRINCIPLES</b></p>	<p><b>TRANSPARENT AND ACCOUNTABLE</b></p> <p>We will take a proactive approach to communicating accurate and consistent information about the facility design process, issues, and constraints, while also conveying how input provided will be considered in pending school district, municipal or provincial decisions.</p> <p><b>INCLUSIVE</b></p> <p>We will make a fair and reasonable effort to include those affected by school design decisions in the engagement process.</p> <p><b>ACCESSIBLE</b></p> <p>We will ensure that our communications are clear and provide information about plans, issues and constraints in order to support people in sharing meaningful input.</p> <p><b>FUTURE ORIENTED</b></p> <p>We are committed to working collaboratively and innovatively with the Eric Langton Elementary school community, Katzie First Nation, Kwantlen First Nation, Métis community, urban Indigenous organizations, education partners, stakeholders, people with diverse lived experiences, the public, and the City of Maple Ridge to identify opportunities that will support learners at the school into the future.</p> <p><b>SUSTAINABLE</b></p> <p>We will engage with the public using the foundation provided by our Action Plan, our Strategic Facilities Plan, and a vision for environmentally and socially sustainable facilities of the future.</p>
 <p><b>ENGAGEMENT OBJECTIVES</b></p>	<ul style="list-style-type: none"> <li>• Communicate information clearly and effectively, including what was heard and how that informed decision making and the plans for the replacement of Eric Langton Elementary.</li> <li>• Encourage meaningful input by providing information that builds awareness and understanding about planning and financial constraints.</li> <li>• Understand the needs of the Eric Langton Elementary school community (families, students, staff, agencies), Katzie First Nation, Kwantlen First Nation, Métis community, urban Indigenous organizations, education partners, stakeholders, people with diverse lived experiences, the public, and the City of Maple Ridge to ensure these are reflected in the plans.</li> <li>• Generate input from Eric Langton Elementary school community (families, students, staff, agencies), Katzie First Nation, Kwantlen First Nation, Métis community, urban Indigenous organizations, education partners, stakeholders, with diverse lived experiences, the public, and the City of Maple Ridge through a process that is easy, accessible and limits the barriers to participation.</li> </ul>
 <p><b>DECISION MAKING</b></p>	<ul style="list-style-type: none"> <li>• Responsibility for the review and approval of final design recommendations rests with senior school district staff (superintendent, secretary-treasurer, director of facilities) and the Ministry of Education and Child Care.</li> <li>• The public, stakeholders, and partners will be advised through direct communication and the school district website of decisions made.</li> </ul>
 <p><b>ENGAGEMENT GOAL</b></p>	<p>To work with the Eric Langton Elementary school community, Katzie First Nation, Kwantlen First Nation, Métis community, urban Indigenous organizations, education partners, stakeholders, people with diverse lived experiences, the public, and the City of Maple Ridge to design a school that reflects educational, operational, and community needs now and into the future.</p>

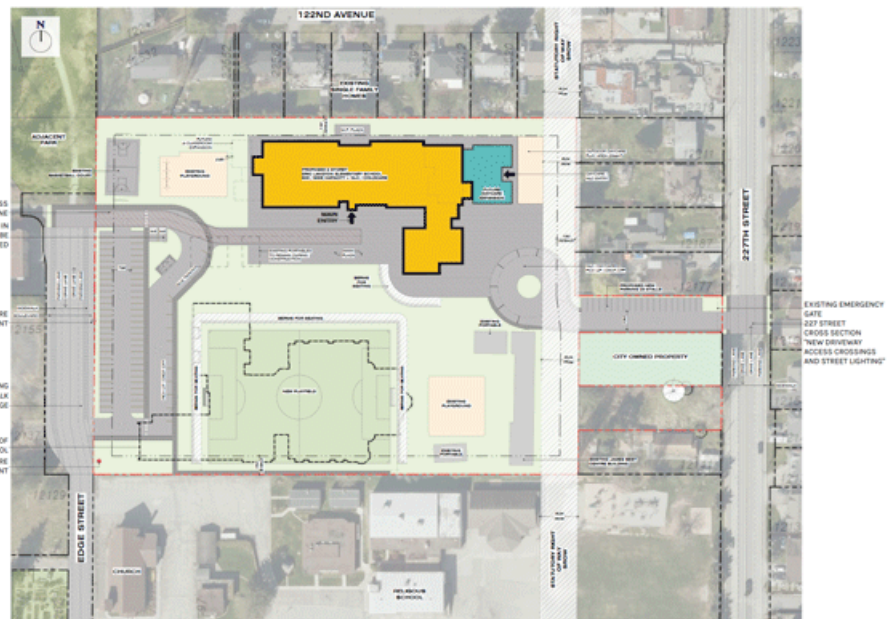
# EXISTING SITE CONTEXT AND CONCEPTUAL SITE PLAN

At the April 13, 2023, public consultation, Station One Architects and the school district presented a draft of the design and collected ideas on the general use of the building, the site, and on program suggestions for the Neighbourhood Learning Centre (NLC) that will be hosted in the new school. The following plans were shared for input.

## existing site context



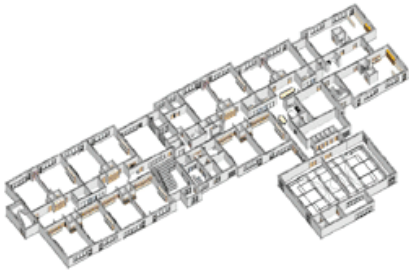
## conceptual site plan



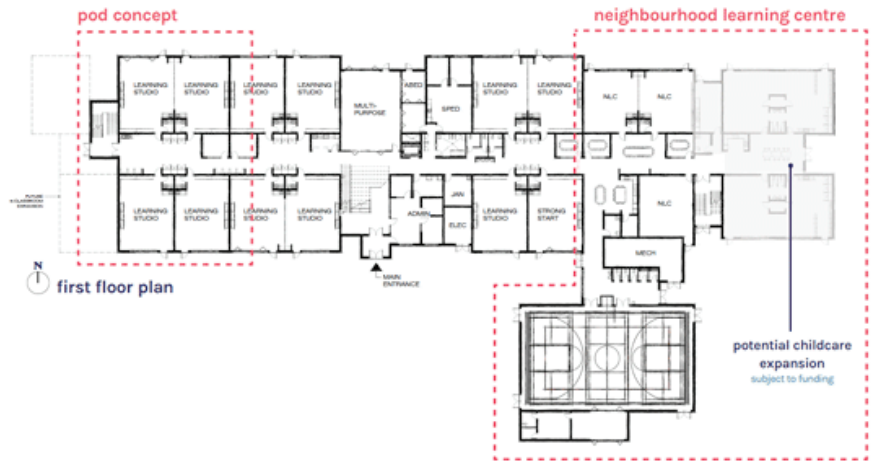


# CONCEPTUAL PLANS

## conceptual plans



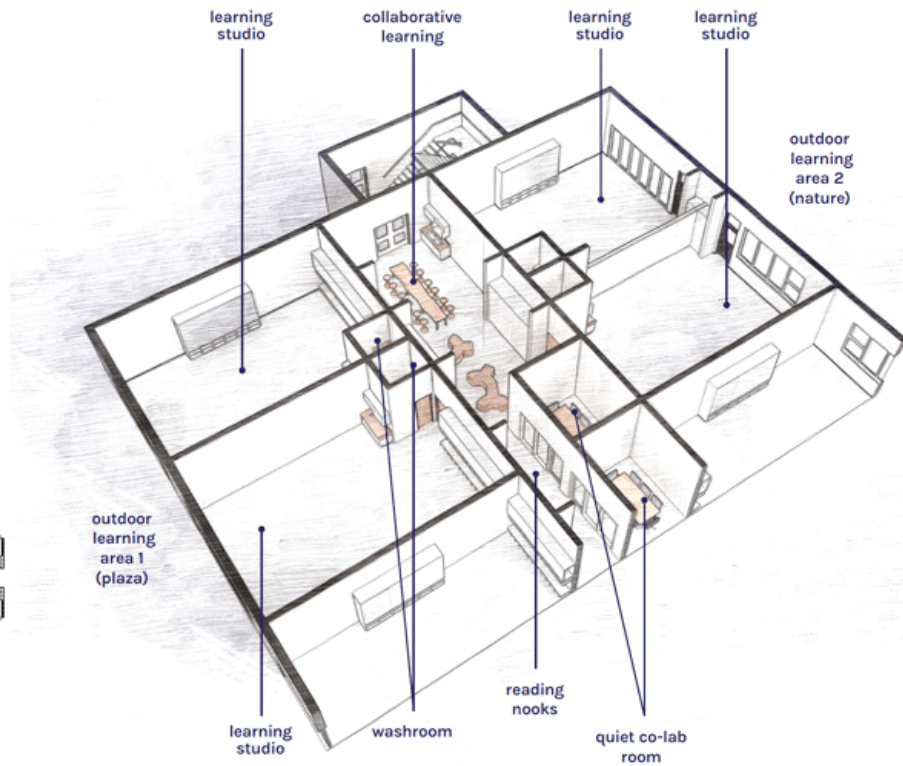
first floor axonometric



second floor axonometric



## pod concept



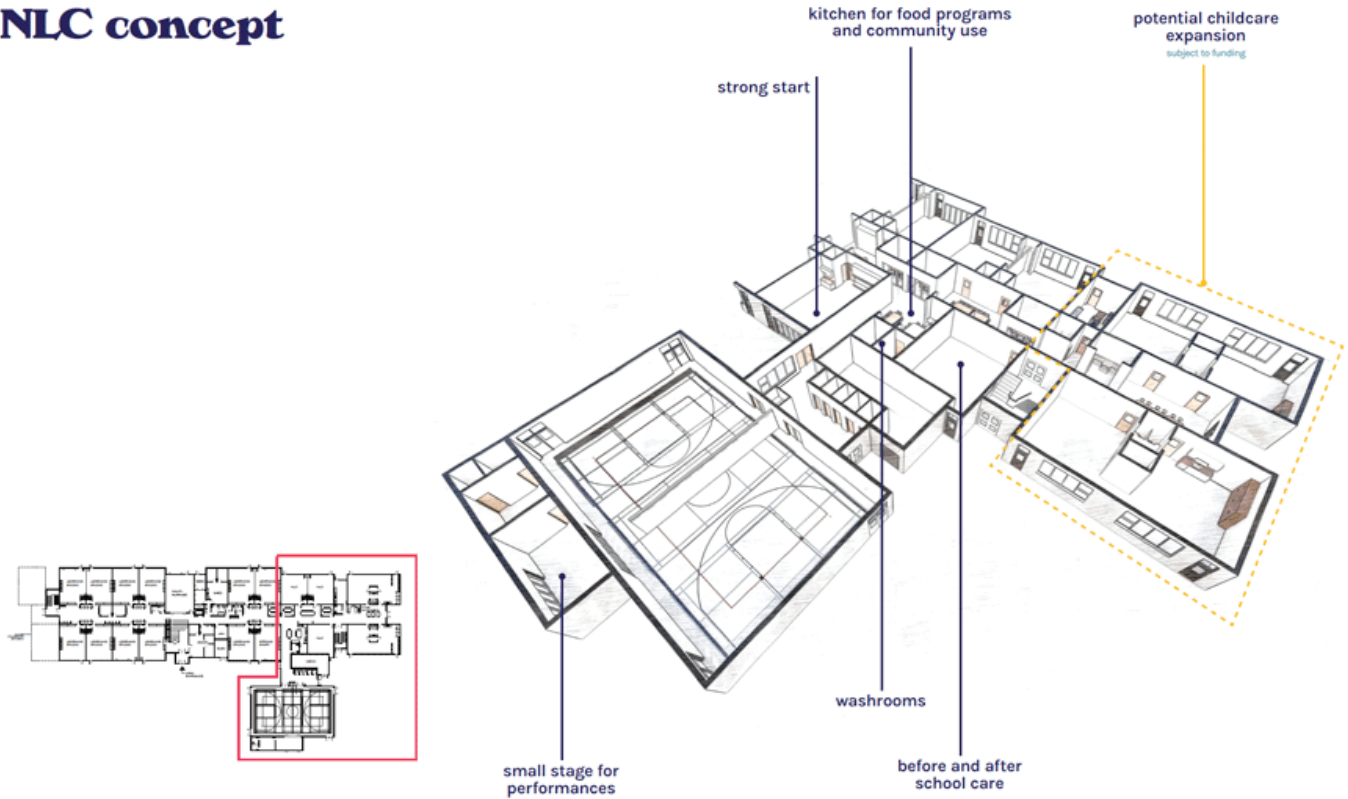
## WHAT IS A NEIGHBOURHOOD LEARNING CENTRE?

Neighbourhood Learning Centres are inviting places where everyone can access education, community services, recreation and culture. Every centre is unique, offering programs and services most relevant to its community members.

A Neighbourhood Learning Centre is funded by the Ministry of Education and Child Care, is physically integrated within the school, and offers services complementary to the educational programming within the school.

The draft NLC concept presented for public input is below.

### NLC concept



## **PUBLIC ENGAGEMENT SUMMARY**

In the Project Design and Development phase, the Maple Ridge - Pitt Meadows School District and Station One Architects collected feedback through a workshop with current Eric Langton Elementary staff; meetings with the City of Maple Ridge; meetings with Katzie First Nation; meetings with staff from key departments; a community open house on April 13, 2023; and an online survey that ran from April 14, 2023, to April 28, 2023. A second community open house will take place on June 14, 2023, followed by a second online survey from June 15 to June 22, 2023.

## **FEEDBACK OVERVIEW**

### ***SCHOOL STAFF***

Feedback provided by Eric Langton staff fell into the following general areas: sound-proofing considerations, equipment to facilitate learning, learning commons space layout, classroom space storage and design, StrongStart and child care spaces, special education and support staff spaces, English Language Learners (ELL) spaces, Aboriginal education spaces and supplies, and office space and staff room logistics.

### ***DISTRICT STAFF***

Maintenance and operations staff provided detailed feedback in the areas of custodial management, storage logistics, waste and recycling management, and on the selection of materials for the school. Information technology staff spoke to several aspects of the school's technology and sustainability infrastructure, including learning commons technology, communication and safety systems, and server room and network infrastructure. Trades staff provided feedback in the areas of mechanical systems, plumbing, landscaping and grounds maintenance, carpentry, and painting.

### ***KATZIE FIRST NATION***

Katzie First Nation Elders offered feedback in the following areas: the importance of recognizing the teachings of the land and its people, the value of Aboriginal support workers in the daily school experience of children; the history of neighbouring St. Patrick's School; the placement and orientation of welcome posts; the value of outdoor learning; the need to be sensitive to the materials used from a historical perspective and the importance of incorporating natural elements; request for a space for Katzie First Nation and community; suggestions for designs reminiscent of longhouses; suggestions on circular gathering spaces; recommendations about location of Aboriginal support worker room; and that the school's name should also reference the land. Follow-up meetings highlighted the importance of the seven ancestral teachings (courage, humility, honesty, love, respect, wisdom, truth); the association of the lizard with strength, courage, and adaptability; the interconnectedness of all living creatures; and the suggestion that students can plant trees or seedlings as spiritual protection to all.

### ***COMMUNITY***

Community feedback was gathered through the April 13 open house event and an online survey that was open from April 14 to April 28, 2023. The input received is categorized below.

### ***AREAS OF HIGHLIGHTED CONCERN***

#### **Environmental School (James Best Centre)**

Environmental School uses the James Best Centre, which is located on the Eric Langton Elementary site, for several months of the school year. Feedback from Environmental School families highlighted concerns about how changes to the site would impact their school. Areas of concern included the impact of roundabout and parking on safe access and use of the annex site, ensuring James Best Centre families continue to have parking spaces, and ensuring Environmental School students continue to have access to safe outdoor play and learning space(s).

#### **Eric Langton Elementary Neighbours**

Community members who are direct neighbours of the school raised concerns about the proposed location of the new school, feeling the proximity of the building to their homes would impact privacy and introduce noise and light pollution. It was observed that the noise from the school field that currently neighbours these home is also an issue. One resident explained that a major gas line travels on two sides of the school, preventing residents from adding trees or cover as privacy barriers. A request was made for the school to be moved away from neighbouring homes and a tall soundproofing wall to be erected between the houses and the school. Another resident rejected the notion of a wall, however, stating a preference for children's voices.

## DESIGN INPUT

### Question 1: Referring to the site plan images above, how do you envision using the outdoor space/site?

- ▶ Feedback to this question fell into the following general categories: concerns about impact on James Best (*see Areas of Highlighted Concern*); suggestions for recreational programming, including gardening, playgrounds with swings and other play areas, space(s) for soccer, basketball, hockey, and room for other extracurricular and community sports; smooth flow of traffic for pick up/drop off; importance of vegetation/treed areas; spaces that will be used by day camps during spring and summer seasons; enhanced recreation opportunities for public and after school programming; sheltered (treed) outdoor learning spaces; and a bike path along 121st Avenue. One respondent suggested the old playground should be removed or relocated and that the parking lot entrance on the west side should have angled parking, and another envisioned being able to watch school and community events at the field.

### Question 2: What are your priorities for outdoor space/site design?

- ▶ Feedback to this question fell into the following general categories: concerns about impact on James Best and immediate neighbours (*see Areas of Highlighted Concern*); emphasis on the importance of year-round outdoor learning and play opportunities; reminders about the importance of accessible (e.g. wheelchair and walker access, etc.) and inclusive spaces; requests for natural and sustainable design (natural grass rather than synthetic turf); Indigenous art; calls for playground, large basketball court, and a soccer field with nets in goals; requests for green space and good drainage around playgrounds; areas for different ages (i.e. from youngest to oldest citizens). The safety of the site was identified as a priority, including clean sight lines, a bike lane, a well-lit parking lot, and quick access in case of emergency.

### Question 3: Anything else we should consider when designing the outdoor space/site?

- ▶ Additional feedback on the outdoor space reiterated the importance of considering impact on James Best and immediate neighbours (*see Areas of Highlighted Concern*), and the importance of accessible spaces for learning and play and the inclusion of native plants and species. One respondent noted there are enough soccer fields in the community but that there is a need for track and field areas, as well as areas for lacrosse and hockey. The need to ensure good drainage, good traffic flow and adequate parking was also highlighted. At the same time, one respondent noted the importance of ensuring the school site has adequate infrastructure, including secure indoor and outdoor bike parking, to enable students to bike to school. Finally, one respondent raised concerns about how the loss of the field during construction will impact students and how this impact can be mitigated.

### Question 4: Referring to the conceptual plan images above, how do you envision using the building?

- ▶ Feedback to this question fell into the following general categories: a reiteration of the need to consider impact on James Best (*see Areas of Highlighted Concern*); the importance of a good gym space as well as spaces for child care and community programming; request for a well-lit, open space interior with opportunities for collaboration; questions about the location of student services areas such as sensory room(s); appreciation of the pod concept; a question about the utility of reading nooks in hallways; a question about whether the Environmental School project could not have a space within the main building; a suggestion to add access point from the classrooms to the quiet co-lab rooms; a wonder about how the learning studios would be used; an observation about the need for custodial closets; and a general request that the interior spaces are safe, comfortable, and that they effectively support student learning.

### Question 5: What are your priorities for building design?

- ▶ Feedback to this question fell into the following general categories: a reiteration of the need to consider impact on James Best and immediate neighbours (*see Areas of Highlighted Concern*); a preference for a smaller footprint for the facility; ensuring there is space for community; friendly, warm, welcoming, clean, accessible, natural, inviting spaces full of natural light; exterior lighting for safety and the use of Crime Prevention through Environmental Design (CPTED) principles; elevator access for the second floor; suggestions for attaching a performing arts space to the gym; a suggestion that collaboration spaces are not needed and that the space should go to classrooms instead; request for gender neutral washrooms and for a safe space for the Indigenous Peoples, Black Peoples, and Peoples of Colour (IBPOC) community; a space that supports play-based indoor



learning for K-1; prioritizing functionality and safety functionality over aesthetic and community access; resourced spaces that support food programs; staff washrooms on both floors; public announcement systems contained to the inside of the building; more of a traditional rather than modern aesthetic; and the suggestion to separate any community learning spaces from student spaces if community learning spaces are to be used when school is in session.

**Question 6: Anything else we should consider when designing the new school building?**

- ▶ Feedback to this question reiterated many of the reflections offered in response to previous questions. Additionally, the following suggestions were made: requests that local First Nations be consulted on interior and exterior design elements; a question about creating an annex facility that can accommodate programs such as Environmental School or Odyssey; suggestion to locate cubbyholes and lockers in the hallways; a request for water fountains; request for spaces that will support community rentals; courtyard with green space inside the building; sufficient storage and cubbyholes for students; the need for custodial room on both floors; large space for library learning commons; and sinks in all classrooms as well as a generous space for Aboriginal education.

**Question 7: What educational programs and services can the school and Neighbourhood Learning Centre (NLC) host?**

- ▶ The following suggestions were made in response to this question: the NLC hosted education and services could include workshops on environmental topics, craft sales, continuing education classes, community-building events, food security and intergenerational programming, arts and culture programming, newcomer programming, after school programs, extracurricular sports programs, breakfast programs, early learning and StrongStart programs, leadership youth programs, free cycle events, gardening, indoor farm markets during inclement weather, Indigenous education, the HIVE, counselling services, summer and spring break camps, immunization basic health programs, mental health programs for children and youth, Active Kids club, and whatever else the community may need.

**Question 8: How would you envision using the NLC in the morning? During the day? In the evening?**

- ▶ The following suggestions were made in response to this question:  
**Mornings:** early years and StrongStart programming, breakfast programs, child care, intergenerational activities, daycare-based programs for parents, and community fitness or art classes.  
**Afternoons:** after school programming, activities that build community, cooking programs, drama programs, licensed child care programs, and preschool programming.  
**Evenings:** adult/senior/youth and intergenerational programming, community dinners, events and learning classes, after school care programs, community group activities (e.g. Brownies, Girl Guides, Scouts, etc.), youth activities, and parent education programs.

# **SCHOOL DESIGN**

*Presented at the June 14 second open house*



## HOW FEEDBACK INFLUENCED DESIGN

**Requests to incorporate Indigenous design and consider feedback of Katzie First Nation.** The consultation process included two meetings with Katzie First Nation Elders. The building will include design elements by a local Indigenous artist and will also have design elements reflective of the seven ancestral teachings of courage, wisdom, sabe, humility, truth, love, and respect. The design of the school gymnasium is inspired by a traditional longhouse.

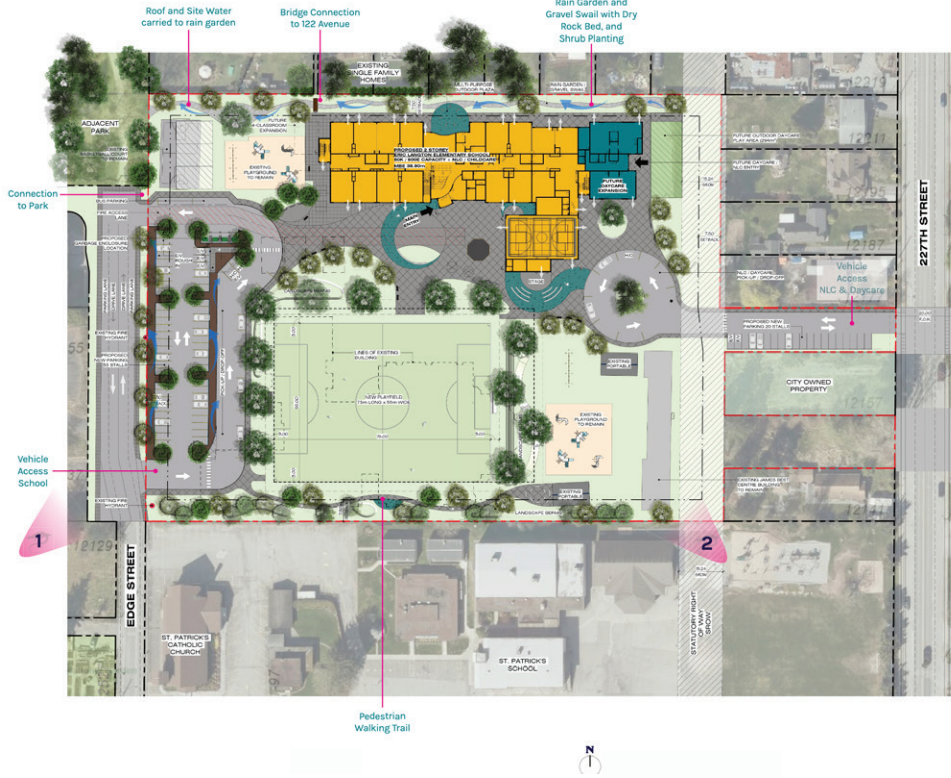
**Impact on James Best Centre.** The district Environmental School uses the James Best Centre, located on the same site as Eric Langton Elementary, three months of the school year. To mitigate impact on Environmental School students, the design incorporates direct access to green space and a new play field for Environmental School, direct access to the learning path along the south property line, and a path landscaped with native planting and trees. While a number of participants asked if the Environmental School can be absorbed into the main building, this is not something that the Ministry of Education and Child Care has funded.

**Impact on immediate neighbours.** Neighbours immediately north of the school expressed concerns about drainage on the north property line and how the placement and height of the new school would impact privacy. To ensure good drainage, the design situates a dry riverbed along the north property line, and also proposes a swale and a rain garden. These solutions will absorb and naturally manage the flow of stormwater runoff. The design also includes tall landscape on the school district side of the north property line, as well as a 6' solid fence. While the request was made that the school be situated on the Edge Street property line, this request cannot be accommodated as the existing school fronts Edge Street and must remain in operation while the new school is being constructed. Additionally, Edge Street is the primary site access for pick up and drop off. Finally, neighbours also expressed concerns about the height of the building. The school district has been funded for a two-storey building. Although a one-storey design was considered, this option did not fit on the site for the base building and/or for future portables and expansion.

**Other common requests.** Other shared requests included space for Indigenous Peoples, Black Peoples, and Peoples of Colour, which the design addresses through a dedicated Aboriginal education space; dedicated child care space, which is considered in the design pending funding; community programming space, which the design accommodates through spaces for various programs including the breakfast program, and early learning and StrongStart programs; an opportunity for collaboration, which the design considers through pod and nook space, small collaboration space, learning stairs, and bright and large classrooms; smooth flow of traffic at pick up and drop off, which will be ensured through a review by a civil engineer; the inclusion of vegetation and a natural and sustainable design, which is being addressed through the an emphasis on trees and vegetated areas; accommodation of recreational programs, which is being addressed through the inclusion of a full-size soccer field; and considerations of site safety, which the design addresses through generous site lighting, clear sight lines, the elimination of hiding nooks, clear purpose assigned to spaces, pedestrian and vehicle access, safe pedestrian route(s), and a highlighted main entrance.



# OVERALL SITE PLAN



1 South West Perspective



2 South East Perspective

### Site & Building Conditions:

Site Area - 3.13HA (31,337m<sup>2</sup>)  
 Building Area - 4,998m<sup>2</sup> + Childcare  
 Building Height - 2 Storeys  
 Total Parking - 75 New Stalls  
 Total Pickup/Dropoff - 17 School + 8 NLC/Childcare  
 School Capacity - 80 Kindergarten & 600 Grades 1-5

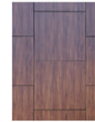
# EXTERIOR ELEVATIONS



Material - A



Material - B

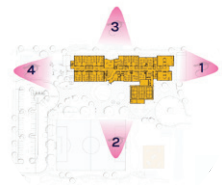


### design influences

Long House

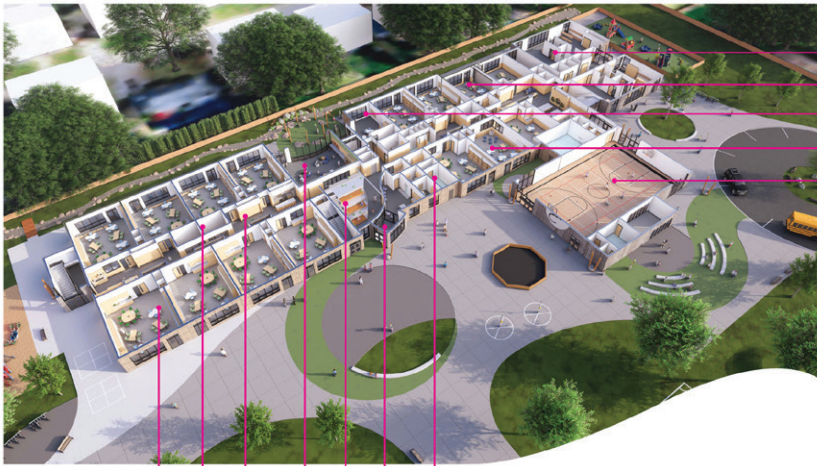
Lizard

Cedar





# MAIN FLOOR, NORTH PERSPECTIVE, SECOND FLOOR

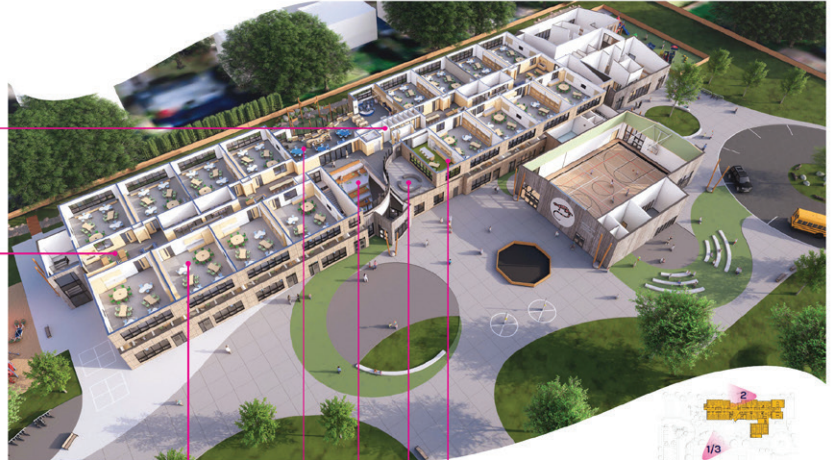


1 Main Floor 3D ISO View

- Learning Studios
- Collaborative Learning
- Breakout Offices
- Multi-Purpose
- Main Entrance
- Administration



2 North Perspective



3 Second Floor 3D ISO View

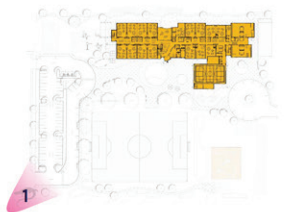
- Learning Studios
- Learning Commons (Library)
- Learning Stair
- Outdoor Learning
- Staff Room



# SOUTH WEST PERSPECTIVE



1 South West Perspective



## NEXT STEPS



**Second Open House [June 14, 2023], online survey [June 15 - 22, 2023]**



**Pre-Tender Approval.** Ministry of Education and Child Care provides pre-tender approval to proceed with construction. [Targeting September 2023]



**Construction.** Construction process begins. Includes site preparation, building construction, parking, landscaping. [Targeting January 2024]



**New School Opens.** [Targeting September 2025]



**New Playfield.** Current school facility is demolished, a new playfield is built, and site development is completed. [Targeting by December 2026]

For additional information about and updates on the Eric Langton Elementary Design project, visit the school district website at <https://www.sd42.ca/eric-langton-design/>