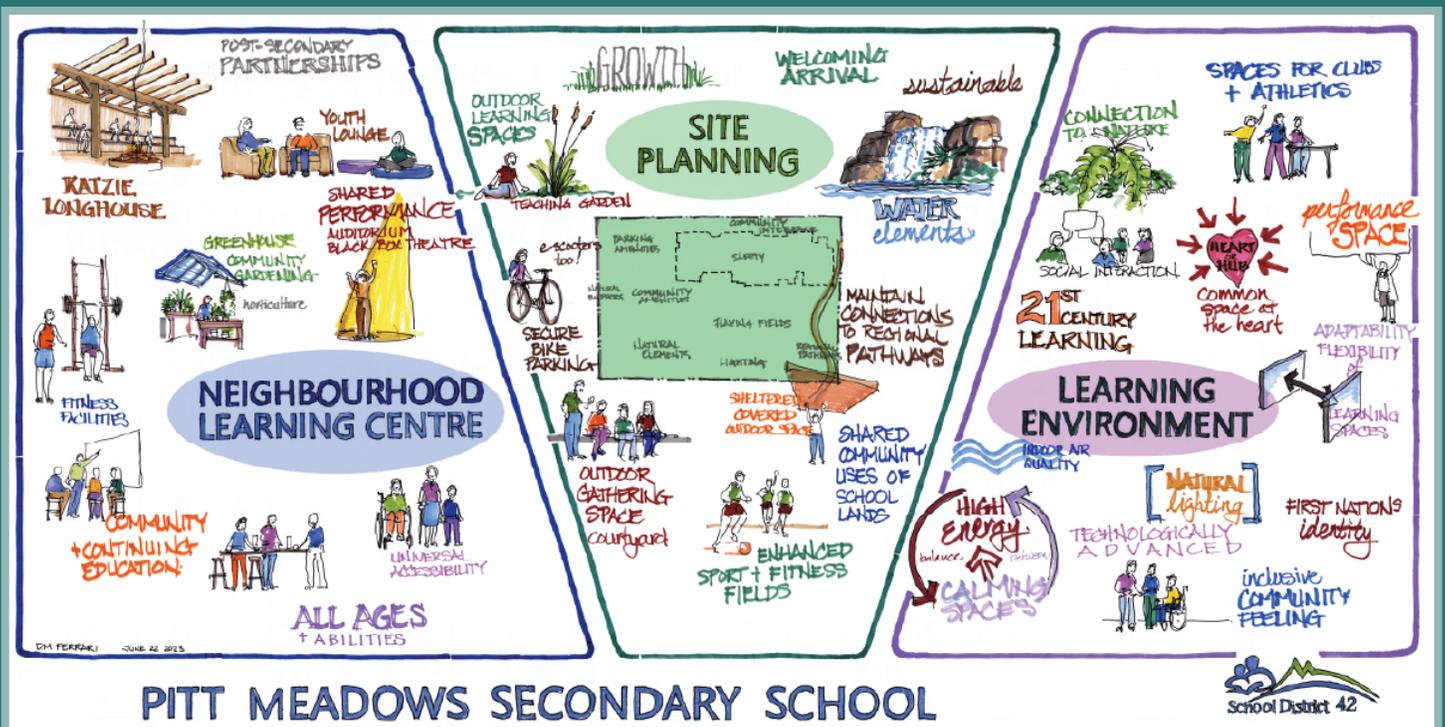




VISION FOR SECONDARY SCHOOL & NEIGHBOURHOOD LEARNING CENTRE IN PITT MEADOWS

PUBLIC ENGAGEMENT SUMMARY

July 2023

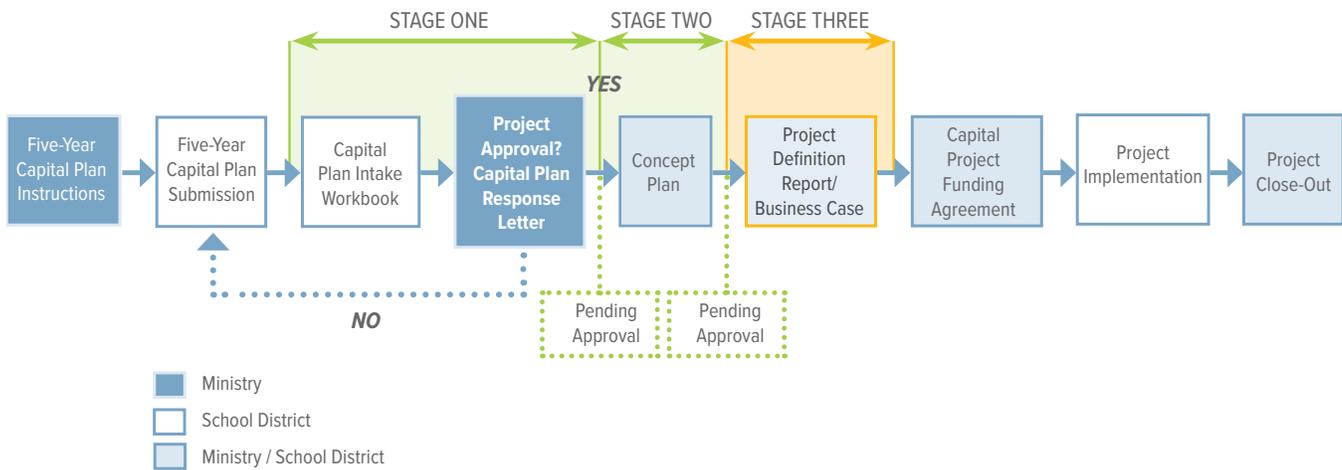




WHERE ARE WE IN THE PROCESS?

Requests made for projects in seismic mitigation program and/or school replacement program undergo a two- or three-stage process, depending on project risk level, complexity, and dollar value. In the case of the Pitt Meadows Secondary replacement project, the school district is currently in stage three - project definition report/business case development (see diagram below).

- Business Case Approval:** Ministry of Education and Child Care identifies the seismic replacement of Pitt Meadows Secondary School as a supported project, allowing the school district to move forward with the development of a business case. *[March 2023]*
- Community Consultation:** Seek to understand the needs of the Pitt Meadows Secondary school community (families, students, staff, agencies), local First Nations, Métis community, urban Indigenous organizations, education partners, stakeholders, people with diverse lived experiences, the public, and the City of Pitt Meadows to ensure these are reflected in the plans. *[June 2023]*
- Project Definition Report/Business Case:** All public input is reviewed and used to inform the development of the project definition report, which is then submitted to the Ministry of Education and Child Care for review and approval. *[Targeting September 2023]*



Engagement Framework



KEY ENGAGEMENT PRINCIPLES

INCLUSIVITY

We will create an inclusive environment that welcomes diverse perspectives, values, and backgrounds.

ACTIVE LISTENING

We will practice active listening by attentively and respectfully hearing others without interruption or judgment.

CONSTRUCTIVE LANGUAGE

We will use language that is constructive, respectful, and focused on ideas rather than personal criticism.

SEEK UNDERSTANDING

Foster understanding by asking clarifying questions and avoiding assumptions or generalizations.

NON-VERBAL RESPECT

Demonstrate respect through open body language and non-verbal cues that convey attentiveness and openness.

EQUAL PARTICIPATION

Encourage equal participation by sharing speaking time and inviting input from all attendees, including those who may be less inclined to speak up.

IDEA-CENTRIC DISCUSSIONS

Engage in discussions that address ideas rather than attacking individuals, fostering a culture of respectful disagreement and diverse perspectives.

CONTINUOUS LEARNING

Embrace a culture of continuous learning and growth, remaining open to new insights and collaborative discussions that expand understanding.



ENGAGEMENT OBJECTIVES

- Communicate information clearly and effectively, including what was heard and how that informed decision making and the plans for the replacement of Pitt Meadows Secondary.
- Encourage meaningful input by providing information that builds awareness and understanding about planning and financial constraints.
- Understand the needs of the Pitt Meadows Secondary school community (families, students, staff, agencies), local First Nations, Métis community, urban Indigenous organizations, education partners, stakeholders, people with diverse lived experiences, the public, and the City of Pitt Meadows to ensure these are reflected in the plans.
- Generate input from Pitt Meadows Secondary school community (families, students, staff, agencies), local First Nations, Métis community, urban Indigenous organizations, education partners, stakeholders, with diverse lived experiences, the public, and the City of Pitt Meadows through a process that is easy, accessible and limits the barriers to participation.



DECISION MAKING

- Responsibility for the review and approval of final design recommendations rests with senior school district executives (superintendent, secretary-treasurer, director of facilities).
- The public, stakeholders, and partners will be advised through the public board meeting process of decisions made.



ENGAGEMENT GOAL

To work with the Pitt Meadows Secondary school community, local First Nations, Métis community, urban Indigenous organizations, education partners, stakeholders, people with diverse lived experiences, the public, and the City of Pitt Meadows to design a school that reflects educational, operational, and community needs now and into the future.



PUBLIC ENGAGEMENT SUMMARY

The Maple Ridge - Pitt Meadows School District and Station One Architects collected feedback through a consultation with elders, a survey of Pitt Meadows Secondary staff, a survey of Pitt Meadows Secondary Students, a meeting with the City of Pitt Meadows, a community workshop on June 22, 2023, and an online survey, which was open from June 23 - 30, 2023.

FEEDBACK OVERVIEW

MEETING WITH ELDERS

The May 30, 2023, consultation with elders was attended by representatives from Katzie First Nation and Golden Ears Métis Society. The feedback provided fell into the following areas:

An identified need for an Aboriginal Learning Centre, preferably located on the ground floor, connected to an outdoor learning space, and well resourced with a commercial kitchen. It was suggested that this centre should be attached to a resource room, have an indoor and outdoor smudge space, and ideally be easily accessible by community members for learning about Aboriginal culture and to attend related community events.

For classroom design, an open and innovative learning approach was recommended, including collaborative spaces, teaching in circles, small classes for increased intimacy, and rooms whose locations align with their functions. The request for a gym or gathering space with telescopic seating was also made.

Finally, it was observed that the narrative of the local land, its natural elements, and Indigenous traditions should be woven into the aesthetics of the potential future school facility, emphasizing community, diversity, and the site's historical significance. The focus of education should be on coexistence, family, and learning from nature and history.

CONSULTATION WITH THE CITY OF PITT MEADOWS

During the June 8, 2023, meeting with the City of Pitt Meadows, the following key topics were discussed: an expansion of the walking track around the field and a community desire for a pickleball field; the potential for a neighbourhood learning centre (NLC) with space for theatre and performing arts, a gymnasium, a multipurpose room and art studio; an acknowledgement of the growing need for child care in the city; and an acknowledgement that alternative parking would not be available should a new school facility be built on the existing parking lot at the school, which suggests building on the field would be the least disruptive and only viable option.

STAFF FEEDBACK

Pitt Meadows Secondary staff had an opportunity to respond to 11 broad survey questions. High-level summaries of the responses received are captured below.

Question 1: What do you like, what is functional about the current Pitt Meadows secondary school? What doesn't work well? Why?

- ▶ Staff expressed an appreciation for smaller breakout classrooms, various room sizes that offer flexibility, a large home economics kitchen, spacious classrooms, a functional multipurpose room space, and good gym facilities. Storage spaces within classrooms

and in hallways were also thought to be adequate, as were the main office space and individual offices. Respondents, however, observed that the layout of the facility was ineffective, that the stairwells were poorly placed, classrooms lack conducive shapes for learning, and the courtyard is too small. Additionally, staff noted that both the washrooms and the air conditioning system were inadequate, that the school had insufficient natural light, that foot traffic in some hallway areas was heavy, that the facility lacked community spaces for social activities, and that the building had inadequate electrical support for devices. Finally, some respondents spoke to the poor air and sound quality in drama and multipurpose room areas and the lack of temperature controls in classrooms. The need to improve the overall facilities for students was stressed.

Question 2: What is the focus at Pitt Meadows Secondary? Is there a strong musical community? Theater and drama? Is there dance? Advanced science or technology programs?

- ▶ When asked to speak to the focus of Pitt Meadows Secondary (PMSS), staff noted the focus is diverse with a particular emphasis on athletics, including specific mention of basketball, soccer, volleyball, wrestling, and a hockey academy. Staff acknowledged that, as the only high school in Pitt Meadows, PMSS was a community school and should better represent the local Katzie community. They noted PMSS was a French Immersion school with a strong culinary program, a strong business program, as well as art and photo programs. Staff observed that music, drama, and theatre programs were growing and highly valued, but that these programs require more suitable spaces and resources for continued development. Similarly, staff expressed the desire to expand into dance, robotics, electronics, and technology programs, but again felt that the current facilities and resources could not support this type of programming. The school is viewed as striving to produce students prepared for post-secondary education, with a traditional focus on math and science. However, the school's identity is seen as somewhat undefined, and its multifaceted programs are challenged by the restrictive environment.

Question 3: How do you envision collaboration with other teachers and students? What do you need to make collaboration effective?

- ▶ Responses to this question showed that PMSS staff envision collaboration via individual classrooms supplemented by reservable communal areas. They prefer separate collaborative spaces or small departmental “hubs” over classrooms with moveable walls, citing noise concerns. They expressed that effective collaboration requires spacious areas to accommodate large groups, storage for multipurpose areas, increased technology access, and erasable surfaces for group work. A large student hub and an expanded library/learning commons were also flagged as desirable. Staff value access to diverse indoor and outdoor spaces for large group collaborations, co-teaching classrooms, and cross-disciplinary spaces for areas like music, drama, art, and film. However, some expressed concerns about compromising in-class instruction for increased collaboration, and noted glass walls can be impractical as they invite distraction. Infrastructure needs include adding bathrooms and water fountains, larger gyms, dedicated fitness/wrestling rooms, additional photocopy rooms, and bookable presentation classrooms. Geographic proximity of departments and interactive hallway spaces were also suggested for enhancing collaboration.

Question 4: What are your ideal prep. time spaces? Lunch and break spaces? Where would they be located?

- ▶ Teachers noted they ideally prefer prep time in their own classrooms or in quiet, designated teacher spaces close to necessary resources like photocopy rooms and staff washrooms. If not individual classrooms, they prefer prep rooms connected to the areas in which they teach, favoring proximity over communal, collaborative prep areas. Some teachers also expressed interest in having office spaces directly linked to their classrooms for convenience. For lunch and break spaces, there is currently a tendency to utilize classrooms or specialized rooms (such as the foods room). The current staff room, located far from some departments, is seen as inadequate due to its size and dual use for custodial storage. A centrally located cafeteria was suggested, along with outdoor eating spaces. Teachers also proposed multiple locations for photocopy rooms and staff washrooms spread across the school to enhance accessibility. Spaces away from regular classrooms that allow for effective downtime were preferred. Additional comforts, such as home-like amenities in communal areas and a large worktable in the copier room, were also suggested.

Question 5: What is the learning commons used for? Are there specific activities that normally take place in this space? How would you like to use the learning commons? What spaces should be adjacent to it and why?

- ▶ When asked to reflect on the functionality and use of the learning commons, staff envisioned large, vibrant, and flexible collaborative spaces, equipped with a variety of seating options and multiple whiteboards. While some advocated for one massive, multi-level learning commons near the main office, others suggested smaller, subject-focused commons areas

spread throughout the school. A key emphasis was on technology integration, with many seeing the commons as a hub for technology use, including spaces for computer labs and safe storage of laptops. Access to technology for various activities, from presentations and research to robotics and other tech-centric projects, was underlined. It was noted the learning commons could also serve as a venue for a range of activities beyond regular classroom instruction. These could include presentations, hosting guest speakers, team teaching, and even extracurricular events like concerts or other leadership activities. Spaces for special class instruction and grade assemblies were also suggested. The learning commons' use during flex time, as breakout areas for group work, and as spare areas when classrooms are booked was also noted. However, some concerns about the potential misuse of these spaces were expressed, suggesting they should be situated near administrative areas for monitoring.

Question 6: What will the multipurpose room be used for? Are there specific activities that normally take place in this space? How would you like to use the multipurpose room? What spaces should be adjacent to it and why?

- ▶ Staff envisioned the multipurpose room as a versatile space for various activities including school dances, drama and band performances, assemblies, and team teaching. It was also seen as a vital space for school spirit and community activities, as well as school-wide meetings and events. The room is currently used as a cafeteria for students during lunchtime, suggesting a need for ample seating and space. Some respondents expressed a desire for a separate teaching kitchen, and emphasized the importance of good acoustics and effective audio/visual setup, considering the room's wide-ranging use. Some suggested the multipurpose room be situated near the school's entrance or the main office for easy access and oversight. Recommendations for adjacent spaces included a stage, theatre/drama rooms, and the gym, enabling seamless transition between these spaces during performances or other activities. Several staff members suggested that the multipurpose room could also be used for extracurricular activities that reflect the school culture, workshops, and collaborative projects across different departments. Suggestions included using the room as a study lounge, a school store, and a gallery, implying the need for a flexible and easily configurable space. Concerns were expressed about the current layout impacting the room's effectiveness, particularly with the stage limiting its use. Proposals to improve usability included creating separations to allow concurrent use of the space, ensuring sufficient size to accommodate large groups, and enabling easy access to technology for presentations.

Question 7: What makes the general office function well? What spaces should be adjacent to it?

- ▶ It was observed that general offices tend to function well when they're centrally located in a school building, ideally at the front and accessible from the main entrance. This location promotes ease of access for staff, students, and visitors. Several respondents mentioned that having multiple entrances to the office enhances functionality. Key adjacent spaces identified included photocopy/prep rooms, counseling offices, the career center, first aid or medical rooms, and potentially a staff bathroom. A suggestion was made for a dedicated space for students sent to the office to work in a different environment. Features identified as contributing to a well-functioning office included an open and inviting design, ample organizational space for staff to remain clutter-free, and a larger central area with peripheral offices. For additional amenities that enhance the office's effectiveness, respondents identified staff mailboxes, adequate storage, a waiting area, and comfortable seating for students. Several respondents expressed the need for clear separation between different roles within the office, such as administration, records, and accounting. Finally, it was suggested the office should ideally be located away from noisy areas like the gym or drama rooms, to maintain a conducive working environment.

Question 8: Based on the 21st century learning presentation and the multiple possible washroom layouts, what do you expect would work well in your school and why? Where should the washrooms be located?

- ▶ Respondents predominantly agreed on the need for separate staff and student washrooms. It was suggested staff washrooms be distributed throughout the entire school, considering the limited time staff have to use them. Some respondents suggested separate washrooms for male and female staff, while others felt gender-neutral staff washrooms would be a better solution. Many respondents were in favor of gender-neutral, single-stall options. It was felt such washrooms would ideally be located near monitored spaces to discourage inappropriate use and misbehavior, such as students hanging out or vaping. Closed single stalls with floor-to-ceiling doors, along with common hand-washing stations, were proposed to further deter such activities. Suggestions were made for "L-shaped" entries into washrooms instead of doors, making the space less enclosed and deterring students from hiding within. There was a shared sentiment that washrooms should be located close to classrooms and learning spaces, ideally within a 2-3 minute walk. Also, some respondents suggested locating washrooms near support rooms or administrative areas for supervision. For sports and events, washrooms and changerooms should

be readily accessible to adults, staff, referees, and performers. Proximity to supervised spaces and classrooms was felt to be essential, along with designs to discourage misuse of these areas.

Question 9: Above all, what is the most important thing you would like to see in secondary school? What would be the number 1 priority?

- ▶ Respondents prioritized a range of elements, with the overarching theme being the creation of a space that fosters a sense of community, pride, and belonging. High on the list was the need for a school environment that was vibrant, light, and colourful, with sufficient space to prevent crowding. The respondents also emphasized the desire for the school not to feel like a typical office space, but rather a place of excitement and wonder. Many of the respondents' preferences revolved around specific facilities. The desire for ample and versatile learning spaces was a common thread. These included separate classrooms (with some reservations about learning pods and super labs), a multi-use computer lab, and dedicated spaces for special programs like a photo darkroom. Spaces for social interaction and relaxation for both students and staff were considered crucial. Sports facilities, particularly the availability of two full-sized gyms, a better weight room, fitness or wrestling room, and outdoor sports facilities, were seen as a priority. The goal was not only to meet the students' needs but also to reduce the pressure on community centers. It was observed that functional departments should be clustered together for better collaboration. Teaching kitchens and improved drama rooms were also desired by some respondents. Air conditioning was mentioned frequently for improved comfort, as was ample parking and the avoidance of portables. Finally, the incorporation of the Indigenous First Peoples' Principles was suggested for the school design. All these ideas tie into the core notion of creating a secondary school that students and staff can be proud of, and that meets the needs of the community.

Question 10: What would make the outdoors an ideal learning space? How does the outdoor space get used at Pitt Meadows Secondary?

- ▶ Staff expressed a desire for more diverse and functional outdoor spaces in the school setting. A strong preference for multiple, well-maintained sports facilities was evident, including a turf field in the current location, tennis and basketball courts, and even the suggestion for pickleball courts. The creation of outdoor seating areas was repeatedly mentioned. These areas would provide spaces for students to eat, socialize, and collaborate, with some undercover for year-round use. Respondents also proposed a variety of seating options, including benches, picnic tables, and outdoor amphitheaters. Another common theme was the incorporation of green spaces, with calls for more trees and flowers, shaded spaces, and a community garden. Maintaining existing mature trees, like the cherry blossom and dogwood trees, was specifically requested. Outdoor learning spaces were desired for teaching purposes, with the recommendation that these spaces be somewhat separated from recreational areas to minimize distractions. However, it was also emphasized that these spaces should be easily accessible and not disrupt other classes when in use. The addition of a courtyard that would serve as a gathering area for students and staff was suggested. The courtyard should be designed to be usable year-round, possibly with coverings and skylights. Lastly, respondents stressed the importance of easy accessibility and multipurpose functionality of the outdoor spaces. These features would allow the areas to serve different needs, from hosting assemblies to providing quiet spaces for breaks and relaxation.

Question 11: What would be beneficial for the community around Pitt Meadows Secondary?

- ▶ Respondents envisioned the new school as a vibrant, multi-purpose hub embodying the spirit of Pitt Meadows. Suggested features include gym spaces, a full-size track, sports fields, a weight room, and pickleball courts for community use. They advocate for a teaching or community kitchen, a theater or auditorium, and integration of services like a health/mental health space, medical clinic, and childcare facilities. They desire the inclusion of local culture and heritage, particularly the Katzie First Nation. Other suggestions include walking trails, a community garden, local art galleries, and improved accessibility, aimed at making the school an inclusive, resourceful space for the community.

Other feedback?

- ▶ When asked if they had any other feedback, respondents again called for individual, adequately sized classrooms for

teachers rather than shared spaces. There was also a strong demand for a teaching kitchen, weight room, and larger spaces for dance and drama activities. Staff expressed concerns about the quality of current facilities, advocating for effective heating and cooling systems, natural lighting, and health and safety measures. Specific space needs, such as windows facing nature for counseling offices and suitable amenities for science classrooms, were mentioned. An accessible, functional elevator and more staircases were suggested for improved mobility within the building. There were also calls for student art showcases and a community Maker Space. Planning for future growth and needs, as well as fostering school pride, were seen as important considerations in the new design.



STUDENT FEEDBACK

From June 5 - 9, 2023, students had an in-school opportunity to provide feedback on what they would want to see in a new school facility. A general summary of student feedback is captured in [a district video](#); high level summaries of the responses received are also below.



Question 1: Which physical spaces do you like in your school? What is your favourite physical place in school and why?

- ▶ Students highlighted a variety of areas. The weight room, the gym, and the library were frequently mentioned, each for different reasons. The weight room was valued for its fitness equipment and compact size, the gym for its large size, multiple courts, and artistic aesthetics, and the library for its peaceful and relaxing atmosphere. Courtyards were appreciated for their tranquility and social opportunities, though requests for more seating were made. Students also expressed fondness for the art room, wrestling room, computer lab, and support rooms. There were multiple calls for wider hallways with functional lockers and counter space, and suggestions to preserve existing trees. Some students mentioned

the main gym and multi-purpose room, with a few noting the appeal of high roofs in the mini gym. Temperature control issues in classrooms were highlighted, with pleas for more comfortable conditions in both winter and summer. The desire for personal bathroom spaces was also expressed.

Question 2: Which physical spaces do you not like in your school and why? What would you change about the physical space in your school?

- ▶ A key concern was the width of the hallways and staircases, with many students describing them as too narrow, crowded, and difficult to navigate. The multi-purpose room was criticized for being plain, crowded, and excessively loud during lunch hours. Bathrooms were also frequently mentioned, with complaints regarding cleanliness, size, and mirror quality. Several students expressed dissatisfaction with the lockers, suggesting they needed to be larger. The mini gym was criticized for being excessively hot and lacking sufficient windows. Some students mentioned specific classrooms like the textiles room, math room, and science room, with comments about their unsuitability for certain subjects, poor air conditioning, and/or lack of windows. A few students suggested the introduction of a student lounge, more sports facilities, better lights, larger cafeteria, better locker rooms, and larger fences around the soccer field. Temperature control issues, particularly a lack of air conditioning and overly hot rooms, were a common grievance. Some students called for more aesthetic appeal through better colors, a fancier entrance, and improvements to the field to make it less plain.

Question 3: What do you do during your free time between classes or at lunch break? What kind of physical spaces would you like to see for you to spend time in during your free time between classes or at lunch?

- ▶ Many students expressed a desire for more comfortable and spacious seating areas both inside and outside the school. These would include couches, beanbags, workspaces in the halls, and outdoor tables. The idea of a lounge or study area with ample seating was frequently mentioned, with some students suggesting grade-specific lounges. Some students also called for quiet spaces, noting existing areas are consistently crowded. Outdoor areas, including a new field with covered bleachers and a track, outdoor seating, and covered spaces were proposed. A few suggested the addition of staircases to hang out on and bleachers outside. There were also requests for outlets for charging devices and large windows to provide a view outside. Several students mentioned the need for a nicer library and improved bathrooms. Other specific suggestions included a public lounge, collaboration areas outside, an indoor soccer field, a ball hockey court, and a weight room. A few students reported spending their free time walking around, talking with friends, or staying in a classroom.

Question 4: Can you easily focus during class, or do you feel distracted by factors such as noise, too little or too much light, or students outside your classroom?

- ▶ Several students identified noise as a major issue affecting their focus, mentioning the thinness of walls and noise from the hallways, courtyard, and neighboring classrooms as problematic. Some even suggested soundproof doors and windows, and rejected the idea of all-glass classrooms due to potential distraction and safety concerns. Other students reported being distracted by bright lighting, expressing a preference for dimmable lights or dimmed lights which they found more conducive to focus. Some students also complained about temperature control, finding classrooms too hot especially in late spring, which affects their ability to concentrate. Some students commented on the distraction of crowded classrooms and high student density.

Question 5: How often do you collaborate with other students? Where do you gather for collaborative work? Do you have enough space to gather?

- ▶ The frequency of student collaboration varies greatly, with some students collaborating daily, while others do so less frequently or not at all. As for where students gather for collaborative work, the most common locations mentioned were classrooms and the art room, but the field, cafeteria, library, and even the mini gym were also mentioned. Many students felt there were few areas suitable for group work and suggested the addition of more spacious or dedicated areas for collaborative work such as flex rooms, lounges, larger tables, or a big study hall. A quieter place separate from the library, which can be utilized during free times like flex or lunch, was also a popular suggestion. Comfort seemed to be important to students when considering collaborative spaces, with several requests for comfy chairs, bean bags, and even more quiet spaces. The need for more outdoor space was also expressed. One student raised concerns about noise levels increasing when classes are combined for collaborative activities. Lastly, a few respondents highlighted the need for teachers to have their own classrooms instead of shared spaces.

Question 6: Do you use quiet spaces in your school? Where are they located? Where would you like to see them located?

- ▶ The students predominantly use the library as a quiet space within the school. However, there was a common sentiment that more quiet spaces were needed throughout the school, with some suggesting that these spaces should be dispersed in different locations for better access. Specific suggestions included flex rooms with ample light, pleasant decorations and window views, and individual “pods” within the library to facilitate quiet group work. Classrooms and hallways are occasionally used as quiet spaces, but it seems this is not an ideal solution for many students. Some have to resort to leaving the school during flex time to find a quiet spot. Suggested locations for quiet spaces included support rooms, lounges, and even the weight room. Overall, feedback indicated students would appreciate more, and more varied, quiet and air conditioned spaces distributed throughout the school.

Question 7: Do you use a locker? If yes, how often do you use it? What item do you need to store? Is your locker big enough?

- ▶ Responses regarding locker usage varied significantly. Many students use their lockers daily or occasionally to store items such as binders, extra clothes, winter coats, umbrellas, lunch, pencil cases, and instruments. They generally felt that lockers could be bigger or wider to accommodate larger items like backpacks, and several students suggest the addition of more shelves for organization. Some students proposed a change in locker design, suggesting shorter lockers with counter space on top to facilitate work in the hallways. Built-in locks were also suggested. A few students commented on the locker color, with one student feeling it needs to change. There are students who do not use lockers at all or find them inconvenient due to their locations, size, or the busy nature of the hallways. These students propose separate locker sections for each grade or in less busy areas of the school to avoid congestion.

Question 8: What activities would you like to be able to do outside?

- ▶ Students expressed a desire for diverse outdoor activities and the infrastructure to support them. Many students wanted facilities for a variety of sports, including basketball, weight lifting, soccer, volleyball, track and field, lacrosse, football, frisbee, tennis, dodgeball, and baseball. Some students wished for more specialized facilities such as a swimming pool and/or an ice rink. Eating and studying outside were listed as common activities in which students would like to engage. Students asked for comfortable outdoor seating or workspaces. There was also a desire for more areas to socialize, relax, or simply enjoy the sun. Specific infrastructure improvement requests included a track around the turf, better basketball courts and soccer fields, outdoor courts, and covered bleachers. One student suggested a running track with nets, basketball nets, a grass hill, chairs, and tables.

Question 9: Knowing that the physical space in the building follows a set of guidelines, describe the types of spaces you would like to see other than classrooms.

- ▶ Students provided a wide array of suggestions for their school’s spaces. They expressed a desire for individual study rooms, cafeterias and cafes for socializing and eating, and a comfortable library for quiet study. Lounges for relaxation and casual social interactions were also favored. For fitness, weight rooms were popular, and better, more plentiful bathrooms, including gender-neutral options, were called for. Outdoor spaces, including green areas and sports facilities, were in demand, as well as indoor sports spaces like gymnasiums, indoor soccer fields, and a swimming pool. Specialized rooms for activities like music performances, spaces for international students, gaming rooms, and subject-specific workspaces were also desired. Infrastructure improvements like wider hallways, better lighting, air conditioning, more water fountains, and spacious, conveniently located lockers were high on students’ wish lists. The feedback underscored students’ desire for diverse, functional spaces that cater to both academic and recreational needs. Students want a comfortable, adaptable school environment that extends beyond traditional learning, highlighting the value of student input in school design and planning.

Other feedback?

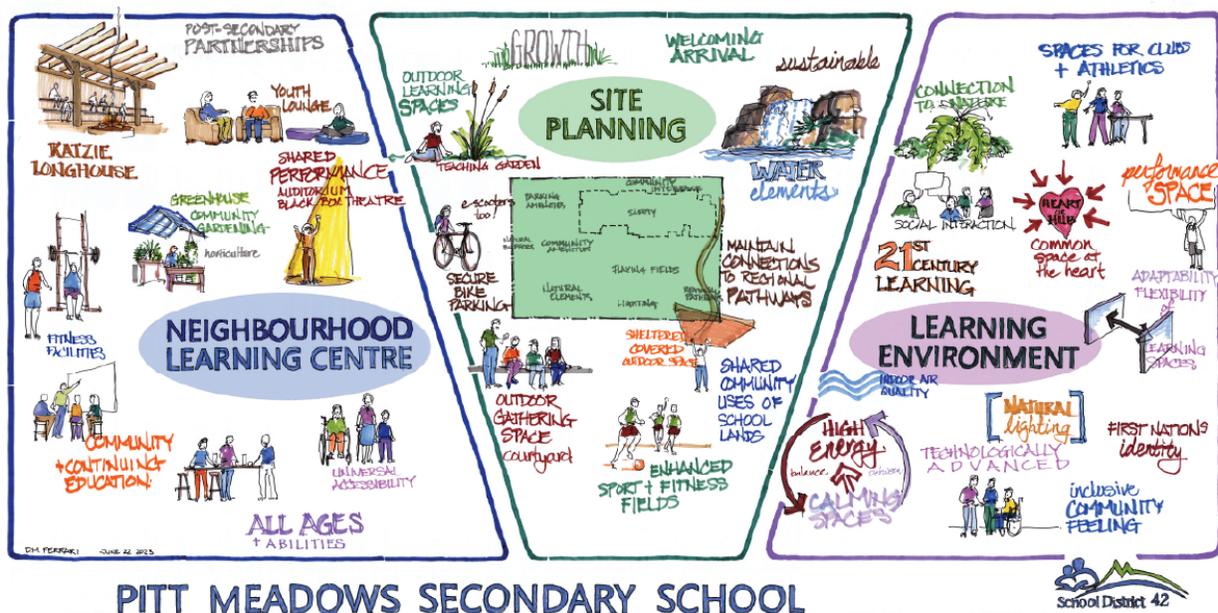
- ▶ There was a strong emphasis on comfort, functionality, and aesthetics in the additional student feedback. The need for air conditioning was reiterated several times, indicating the desire for a more comfortable learning environment. Students also expressed the need for more operational water fountains. The importance of social and study spaces was highlighted

with students suggesting areas for eating, flex work, and lounging. These spaces would serve as places for relaxation and study, but also allow for social interaction. The idea of a café to purchase food was suggested as well. Students wish to see improvements to the physical layout of the school, including wider staircases and hallways, separation of areas by grade, and more modern, brighter bathrooms. They also noted a desire for specific features such as full-length mirrors in changing rooms, more plug-in ports, and better lighting throughout the school. Many students mentioned the desire for a weight room. Students also suggested modernizing the school's aesthetic with modern colors and a more pleasing design. The addition of outdoor elements like a track, football field, and even a rooftop garden were suggested. The need for improvements in certain areas, such as the music and drama room, was expressed with some students questioning the necessity of an amphitheater. The idea of having subject-specific classrooms was also put forward. Lastly, several students noted the importance of a faster construction timeline once the new school is approved, as they want to be able to enjoy the benefits of the improved spaces as soon as possible.



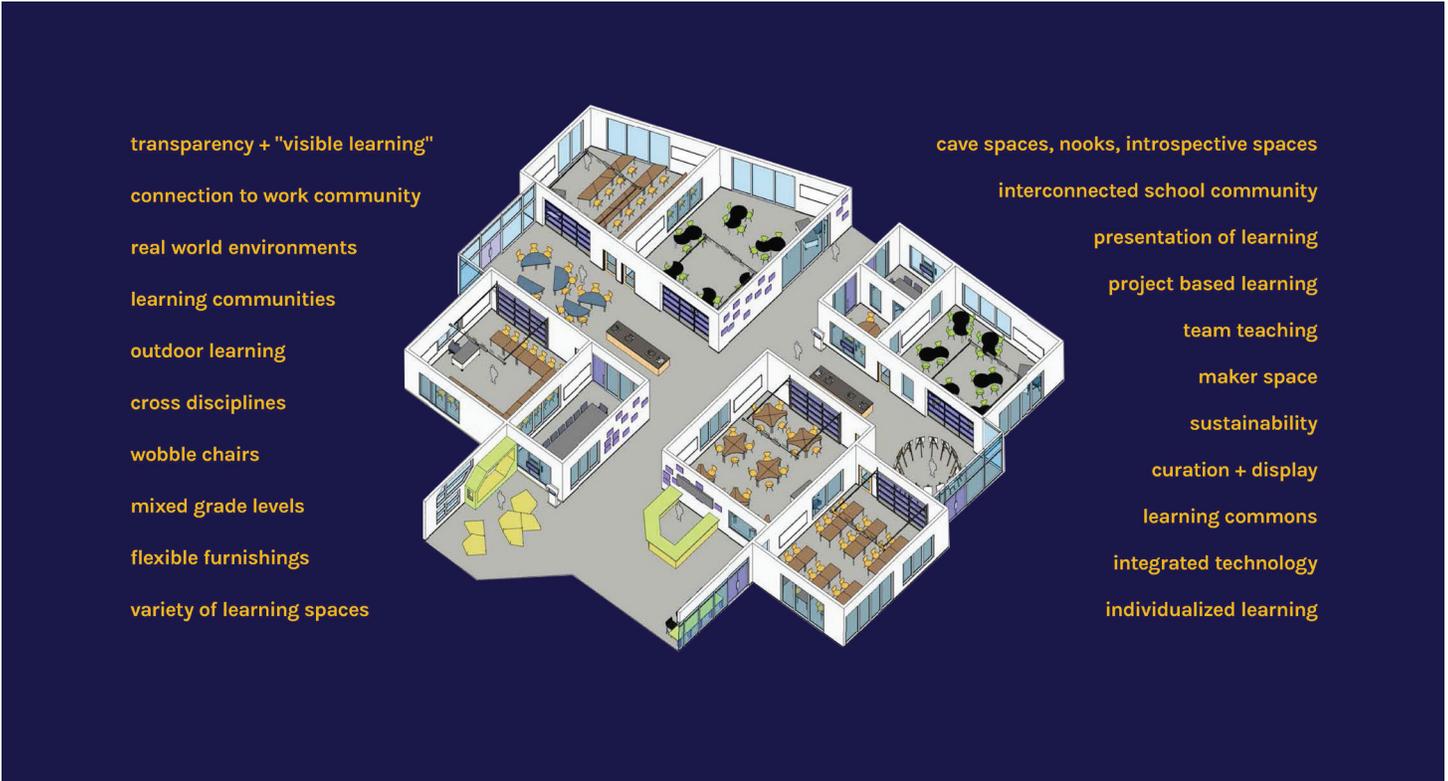
COMMUNITY WORKSHOP

On June 22, 2023, Station One Architects and the school district hosted a community workshop at Pitt Meadows Secondary School. Public feedback was sought on replacement school design, on site and outdoor space design, and on the neighbourhood learning centre. The summaries that follow capture at a high level the input received. This input is also captured in the graphic below:



In both the community workshop and the subsequent online survey, participants had an opportunity to review examples of recent school designs, models of the Pitt Meadows Secondary site plan and neighbourhood context, and other materials. The materials are captured in this section of our summary document, starting with the 21st century learning and past examples images below.

21 CENTURY LEARNING



PAST EXAMPLES

past examples

1. learning stairs
2. nook/cave spaces
3. classroom pods
4. team teaching/flexible classrooms
5. mass timber
6. collaboration space
7. maker space



Question 1: Looking at the examples of learning environments, what is important to your experience of the future secondary school?

► Responses to this question fell into the following general categories:

Comfort and Welcoming Environment: Many respondents expressed a desire for a homely, welcoming vibe in the school with warm lighting, brighter colours, warm inclusive spaces, comfy chairs, couches, and smooth lines. Some respondents also suggested more welcoming energy/spaces and an overall community feel.

Natural Elements: There was a strong emphasis on having more natural light, outdoor learning space, and connections to nature. Suggestions included daylight in classrooms, clear water fountains, indoor trees and plants, earthy stones, incorporation of local art, green roofs, and rooftop gardens. Many respondents emphasized the importance of large windows and skylights for natural light.

Educational and Recreational Spaces: Participants suggested various spaces such as study rooms, support rooms, libraries, computer rooms, learning pods, dedicated spaces for clubs, social interaction, and between block activities, classrooms with seating areas, breakout rooms, and areas dedicated for specific programs like drama, band, dance, cooking, auto mechanics, and digital art. There were also requests for sensory and calming spaces, learning service support spaces, classroom pods/collaboration opportunities, and spaces meeting sensory and self-regulation needs of students. Finally, there were also requests for flexible learning spaces that accommodate different interests and learning styles, considering also the needs of neurodiverse learners.

Technology and Infrastructure: Upgraded technology, better Wi-Fi, mounted screens in halls and classes for presentations, internet access, outlets, and ceiling mounted projectors were some of the requests made. Better flow through the school, wider corridors, better support rooms, spaces for collaboration and interaction, less harsh and boxy structures, bigger restrooms, full height doors in washrooms, classrooms with windows that open, and better elevator were other suggestions related to the school's infrastructure. Noise control and adaptable lighting were also highlighted.

Arts and Sports: There was a strong emphasis on support for arts and sports. This included better facilities for theatre, band, dance, and visual arts, spaces for sports, and facilities supporting the arts. Some respondents suggested a dedicated theatre with a proper sound system, teaching kitchen, band "jam pit" area, as well as a café and a large cafeteria. Sports-related suggestions included bigger gym spaces, fields, and a weight room.

Cultural and Indigenous Influences: Several respondents suggested incorporating Indigenous designs into the school structure and spaces. Celebrating Indigenous culture and history and reflective of the land were other suggestions.

Safety and Accessibility: There were requests for universal washrooms, gender-inclusive bathrooms, safer/newer tools for trades classes, making wood shop safer, better access for people with disabilities, flexibility to meet the needs of diverse learners, safer elevators, and asbestos-free spaces.

School Pride and Community Feel: Some participants mentioned the importance of honouring the current school, celebrating successes, showing school pride, and spaces for student art. There was also a call for a community feel and connections between the school and the community.

Others: A few unique suggestions included noise mitigating designs, better funding for clubs, free feminine products in washrooms, an aviation type trade program, nooks and spaces for study or quiet time, and learning stairs, which can double as a learning and/or collaboration space. There were also calls for a carbon neutral/net zero building design and a general emphasis on building and fostering safe, collaborative, and inclusive school environments.

EXISTING SCHOOL: NEIGHBOURHOOD CONTEXT



existing storage shed
to be demolished following construction of replacement school

existing pitt meadows secondary school
to be demolished following construction of replacement school

existing regional pathways connection
extremely valuable to maintain connections to existing pathway system in future project design



existing tennis courts
replacement school option will determine if the courts are to be demolished

existing basketball courts
replacement school option will determine if the courts are to be demolished

parkside trail
extremely valuable park space providing an asset to the future project design

existing artificial turf play field
replacement school option will determine if the play field is to be demolished



existing school entrance



existing school

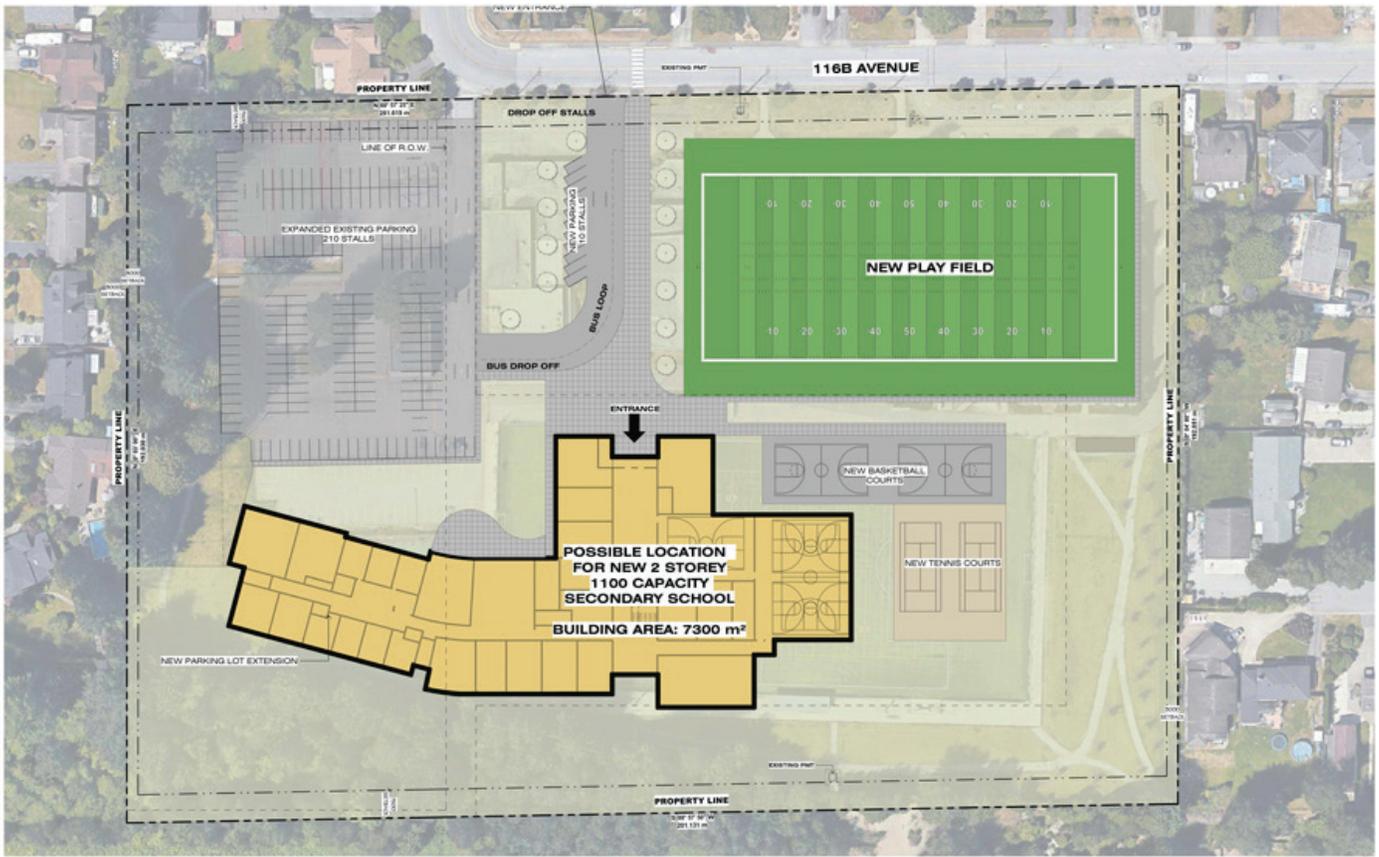


parkside trail



existing artificial turf field

POSSIBLE SCHOOL SITE CONTEXT



past examples

1. outdoor learning
2. natural play elements
3. site significance
4. natural architectural features
5. outdoor amphitheatre
6. local plant species
7. rain water capturing



Question 2: Looking at the site plan options, what is important to you in how the future site is arranged? What happens on the site?

- ▶ The feedback provided by the community about the site plan arrangements for the future site revolves around the following themes:

Outdoor Learning and Gathering Spaces: Respondents emphasized the importance of outdoor classroom or learning spaces. This includes the need for a large courtyard, possibly in a U-shape school layout, that can accommodate around 200 people. Other suggestions included outdoor covered areas, play spaces, and an outdoor amphitheater.

Aesthetics and Local Influence: Many respondents voiced a preference for a west coast aesthetic for the school exterior, with natural colors like greens, blues, whites, browns, and tans. Some mentioned the inclusion of Katzie art and design. Suggestions also included making the building visually appealing to attract intellectually inclined people.

Green Spaces and Natural Features: There's a clear desire for plenty of green spaces, with lots of trees for shade. Suggestions also included a community garden, greenhouse, nursery, and even an agricultural center. Many also wanted to keep the existing trees to act as a buffer between the school and neighboring homes. In the survey, a number of respondents also stressed the importance of integrating the school facility with the natural landscape to support biodiversity (e.g. rooftop gardens, alternative ground cover, etc.).

Athletics and Recreation: Many responses revolved around athletics and recreational facilities. This includes the need for multi-activity spaces, with several specific suggestions such as a football field, basketball court, pickle ball courts, tennis courts, beach volleyball, ball hockey arena, and running track.

Parking and Transportation: Respondents emphasized the need for safe and efficient parking and transportation systems. Suggestions included separate parking and drop-off spaces, safer bike racks, and improvements to traffic flow and parking. Also mentioned were facilities for active transportation, with lockable space for scooters and designated walking and bike paths.

Sustainability Features: Suggestions for sustainability features included rain capture, grey water collection for irrigation, the use of native species in landscaping, and solar panels covering the parking lot.

Safety and Accessibility: There was a clear call for safe pathways to and from school, along with the importance of making the site accessible and open.

Construction Concerns: Respondents expressed concerns about access to the site and parking during construction. Some suggested leveraging the athletic park for sports during construction.

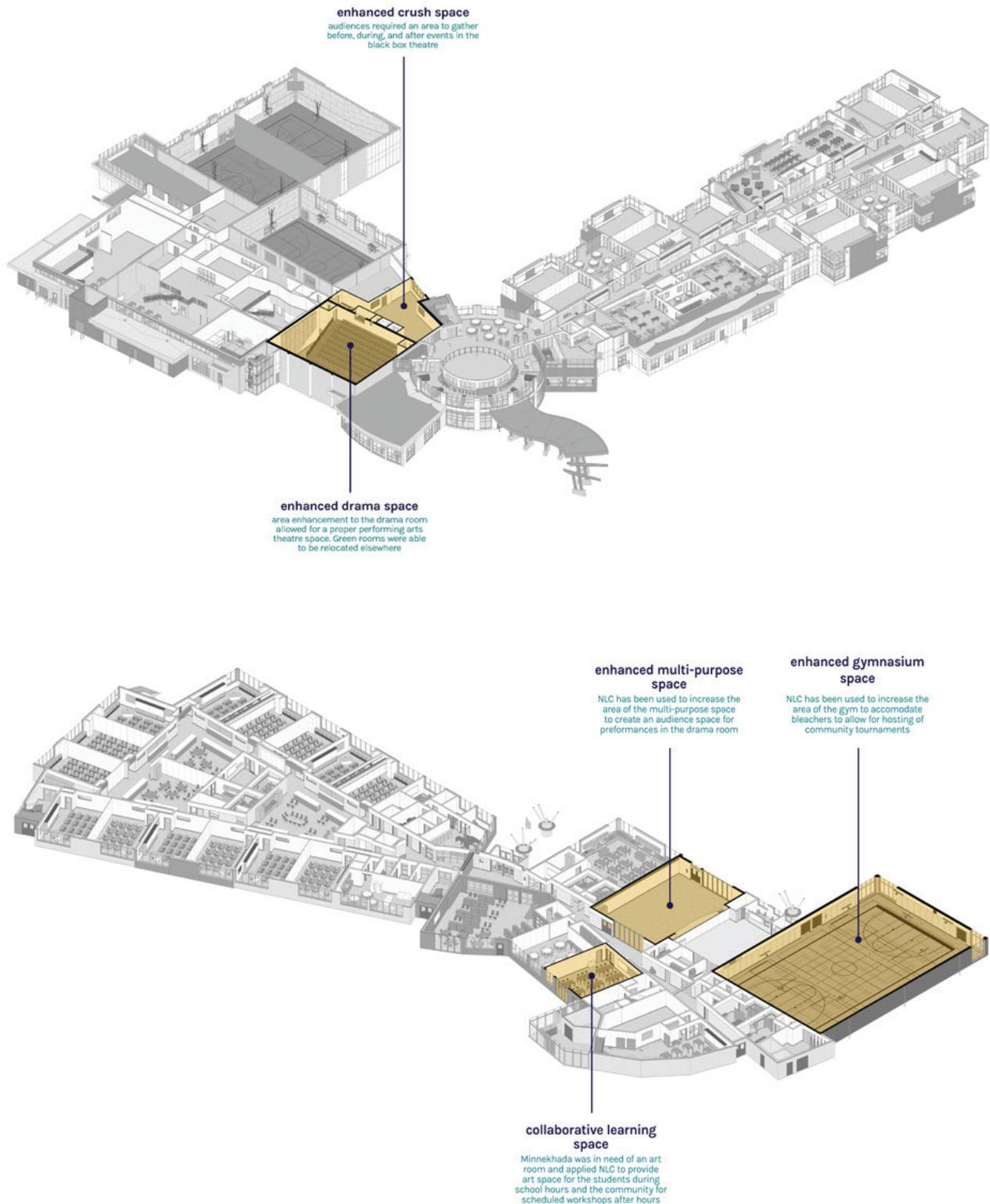
Unique Features: Some unique ideas included a green roof with a teaching garden, outdoor seating areas with charging ports, and a water feature.

In general, respondents seem to desire a site that is welcoming, functional, aesthetically pleasing, sustainable, and accessible, with a blend of learning, gathering, and recreational spaces. Some respondents also stressed the need for ensuring the facility accommodates projected enrolment, while others emphasized the importance of ensuring the secondary school remains central to all of Pitt Meadows.

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.



Question 3: When this is a vibrant neighbourhood learning centre, what would you experience or perceive?

- ▶ The community's feedback on what they would like to see in the neighbourhood learning centre can be grouped into several categories:

Performing Arts and Community Spaces: The desire for performance spaces, including a theatre, auditorium, and spaces for music and dance performances was frequently mentioned. A bookable performance space and a black box theatre were specific suggestions. Some also suggested integrating an outdoor amphitheatre or outdoor theatre space.

Fitness and Sports Facilities: There's a strong emphasis on fitness and sports facilities. This includes requests for more gym space, a larger weight room potentially open to the public, and a variety of specific sporting facilities such as a running track, baseball field, tennis court, and pickleball court. There's also a call for fitness studios that could host activities like yoga and dance.

Educational Spaces and Services: Responses indicated a need for a range of educational spaces, including a larger teaching kitchen, trade shops for courses like aerospace maintenance, welding, and basic carpentry, and a youth lounge with community support and café. Many respondents also showed an interest in shared learning commons with the community and post-secondary partnership opportunities.

Community Access and Inclusion: Several responses indicated the importance of the learning center being accessible to the community outside of school hours, including on weeknights and weekends. Suggestions included gender-inclusive spaces and improvements to wheelchair accessibility. There was also a desire for multipurpose community spaces and co-planning with the city.

Green Spaces and Sustainability Features: There's an interest in integrating green spaces and sustainability features into the center. This includes a community garden and greenhouse, outdoor accessible washrooms, and use of natural lighting and LED lights. Some also suggested a rooftop educational space.

Design and Aesthetics: Respondents had a variety of suggestions for the design and aesthetic of the center. These included having higher ceilings, large windows, comfy couches, and vibrant colors. Some respondents suggested a mood that was "homey," "artsy," "safe," and incorporated elements of nature.

Tech and Innovation: Some responses showed an interest in updated tech spaces and the inclusion of innovative technologies like 3D printers. The suggestion to integrate computer labs near the neighbourhood learning centre for community programs also reflects this theme.

Unique Features: Unique suggestions included a multipurpose room designed to look like a Katzie longhouse, an art gallery, and interactive spaces with seniors. Some also requested a music recording studio and specialized art classes for adults.

In general, the feedback indicates a desire for a centre that supports performing arts, sports and fitness, education, community engagement, and sustainability, while being designed with a focus on inclusivity, modern technology, and appealing aesthetics.



Those who were unable to attend our in-person workshop but wanted to participate in the process had an opportunity to provide feedback through an online survey, open from June 23 - 30, 2023. The survey received 516 responses. A high level summary of the input received is below.

Question 1: Looking at the examples of learning environments, what is important to your experience of the future secondary school?

► The feedback received to this question fell into the general broad categories below:

Environment and Space: Multiple participants emphasized the need for lots of natural light and well-lit, bright spaces. Respondents also highlighted the importance of having open spaces and lots of room for students to gather, collaborate, and socialize. There were multiple requests for outdoor learning spaces to be integrated into the design. While open and collaborative spaces were valued, several participants also voiced the need for quiet, low-stimulation spaces and areas for individualized learning. Some participants noted the need for multi-purpose rooms that can accommodate various disciplines and interests, from arts to sports and academics. A safe, secure, clean, and comfortable learning environment was highlighted as crucial. Aspects such as air conditioning, better ventilation, temperature control, easy maintenance, and safety during lockdowns were pointed out.

Learning Experience and Facilities: Many participants stressed the importance of diverse learning spaces, including classroom pods, makerspaces, and spaces for various learning styles. There were requests for state-of-the-art, technology-friendly spaces and integrated tech tools to enhance learning. A number of responses highlighted the need for flexible spaces to accommodate different learning needs and styles, as well as group work and collaboration. Some participants expressed a desire for a focus on arts and culture, such as spaces for theater, music, painting, and other creative arts. Several responses highlighted the need for quality gymnasiums, fitness centers, and outdoor sports fields. The provision of spaces for collaborative, team teaching, and self-directed student learning was frequently mentioned. Some participants wanted opportunities for practical, real-world learning and teaching of life skills. There were requests for inclusivity, with spaces designed to accommodate students with mobility issues, sensory diversity, and neurodiversity. Better cafeteria areas, with kitchens for hot food provision and learning experiences, were highlighted. The need for spaces dedicated to mental health supports and spaces where students can decompress was brought up. Aspects like high ceilings, wider hallways, areas that cannot be seen from the doorway (safe zones), special alarm system sounds, and surveillance systems were mentioned.

Community and Capacity: Many participants emphasized that the school should be large enough to accommodate a growing community and future population increase. The school should have spaces for community engagement, such as meeting rooms, and foster a sense of community within the school itself. Spaces for a variety of student interests (e.g., clubs, sports, drama, music, tech) should be accommodated. Spaces for children with special needs, and considerations for students who are deaf or hard of hearing, were brought up.

Aesthetic and Design Considerations: While some participants were in favor of aesthetically pleasing designs and features to make the school environment engaging and inspiring, others voiced the opinion that money should be spent on functionality rather than on aesthetics. There were concerns about the potential for distractions and lack of privacy in “visible learning” environments. There were also concerns about safety in the event of an intruder. One participant mentioned the need for neurodivergent-friendly furniture, such as wobble chairs. The design should facilitate easy cleaning and maintenance. The potential for vandalism and destruction of decor was brought up.

Other Considerations: The need for better support for teaching trades and providing students with more options to try different trades was pointed out. Some participants expressed the desire for spaces designed with a trauma-informed lens. The role of the surrounding area around the school was mentioned in the context of student success and relationship building. The need for dedicated spaces for staff to work and collaborate was highlighted.

Question 2: What is important to you in how the future site is arranged?

- ▶ Responses to this question fell into the general categories below.

Accessibility and Safety: Easy access and drop-off areas for students, including consideration for public transit and transportation of equipment. Safety measures, including well-lit areas, clear sight lines, and security cameras. Ensuring accessibility for all students, including wheelchair access. Sufficient parking and drop-off space to accommodate students, staff, and visitors. Addressing traffic congestion during drop-off and pick-up times. Efficient access to parking lots. Encouraging alternative transportation methods and providing safe walking and cycling paths. Secure bike parking and consideration of traffic flow. Addressing parking needs for staff, students, and visitors.

Outdoor Spaces and Greenery: Incorporating outdoor spaces into the design, such as seating areas, benches, and picnic tables. Retaining trees and natural architectural features. Requests for a track, shaded areas, outdoor study spaces, gardens, and school garden for culinary students. Sustainability features, such as rainwater collection and environmentally positive construction materials. Preserving green spaces, native vegetation, and integrating with the natural landscape. Collaboration and consultation with the Katzie nation and honoring First Peoples' principles of learning. Indoor and outdoor accessibility, including covered areas for study and group activities. Incorporating nature and natural play elements into learning spaces. Integration of technology and natural light for students' well-being. Creating a welcoming entrance and incorporating the natural aesthetic of Pitt Meadows. Use of natural materials, large windows, and wood trims. Design features that enhance the overall aesthetics of the school.

Community Engagement and Accommodating Future Growth: Community use of field and buildings, including spaces for sports and after-school activities. Outdoor spaces for socializing, gatherings, and community events. Consideration of the needs of neighboring residents. Incorporating flexible spaces for various activities, including arts, theater, and after-school groups. Addressing concerns about the capacity of the new school to accommodate future population growth.

Sports Facilities and Fields: Proper field space with lighting, spectator seating, and accommodations for various sports. If possible, retaining and incorporating the existing turf field. Requests for a track, basketball courts, tennis courts, and bleachers.

Other Considerations: Consideration of neighbors' privacy, minimizing light pollution, and respecting their properties. Creating spaces for relaxation and outdoor socializing. Maximizing space utilization, potentially through multi-level designs. Minimizing disruption during construction to maintain a functioning school.

Question 3: What kind of activities does this site host and how would these spaces be used?

- ▶ Responses to this question showed a clear emphasis on the need for sports, recreational, and outdoor learning facilities, as well as community spaces. The feedback received fell into the general categories below:

Sports and Recreational Facilities: A variety of sports facilities were suggested, including a multisport field, a 400m track, soccer field, basketball court, tennis court, volleyball, and badminton playgrounds. The importance of having facilities for both indoor and outdoor sports, including swimming, was also stressed.

Outdoor Learning Spaces: Many community members emphasized the importance of outdoor learning spaces. There were suggestions to have a community garden for practical learning in science and social studies. A park side trail for outdoor learning was also mentioned.

Community Usage: The community would like to see these spaces used not just for school-related activities but also for community events. There is a desire for free usage by community groups like Scouts and Girl Guides. Suggestions were made to have spaces for regional and provincial sports events, local concerts, and city events.

Student Needs: There were mentions of the need for spaces where students can socialize and also be alone. One suggestion was for the school to annually consult with students about their needs.

Arts and Music Facilities: There is a call for a proper venue for concerts and play performances, a proper music room, and possibly an art gallery.

Sustainability: Some respondents mentioned the need for sustainability, including the preservation of biodiversity and the promotion of environmental and physics learning.

Multipurpose Spaces: A key theme was the need for versatile, multi-use spaces, particularly for sports. A multi-use field that could host football, soccer, and field hockey was suggested.

Facilities for Other Activities: There were suggestions for a shop for students interested in car maintenance, a gymnasium for hosting other schools for tournaments, and even a Coquitlam forum-type building for box lacrosse and other community sports.

Building Design and Maintenance: There were concerns about building maintenance, with calls for fewer parking stalls to avoid attracting undesirable activities. Respondents also suggested creating spaces that are hard to vandalize.

Infrastructure for Community Events: A need was expressed for infrastructure to support community events, such as bleachers, parking, and access to washrooms.

Food and Security: There was a suggestion to provide food options and a security station.

School and Community Integration: There were suggestions to create spaces that promote community integration and can accommodate a variety of activities, from sports to gardening to quiet natural spaces.

Question 4: When this is a vibrant neighbourhood centre, what would you experience or perceive?

► Responses to this question fell into the following general categories:

Safety and Accessibility: Ensuring the space is safe for all ages, particularly students, with considerations for appropriate safety measures and restricted access during school hours. Need for the area to be open, welcoming, and inclusive to everyone, with easy access and less traffic. Concerns were raised about potential issues like excess traffic, loss of privacy, and ensuring student safety with community access.

Community Engagement and Involvement: Enhancing community involvement through volunteer opportunities, community classes, and events. Encouraging cross-generational interaction and a greater sense of community connection. Promoting a sense of shared history and culture, with inclusive representation.

Educational Opportunities: Providing a variety of course choices and non-traditional learning opportunities outside the core curriculum, including adult education. Consideration for more teachers for new subjects, potential mental health support areas, and private spaces for concentrated learning.

Multipurpose Spaces and Facilities: Offering multi-use spaces that are comfortable, with natural light, and can be used for various activities. Prioritizing areas for arts, music, drama, performance, and culinary training. Suggesting modernized, adaptable facilities like a large media lab, an enhanced gym, and a theatre.

Community Services and Amenities: Utilizing the space for community meetings, events, and out-of-school activities. Providing opportunities for groups like scouts, toastmasters, and clubs to use the space. Mention of specific services like daycare and fitness activities.

Design and Aesthetics: Creating inviting, bright spaces that celebrate diversity and inclusivity. Advocating for modern, clean aesthetics that are neutral/natural and inspiring. Avoiding sensory overload and keeping design representative of the local culture.

Question 5: What types of educational and/or recreational experiences or services would you and/or others be participating in? When would you do these and for how long?

► Responses to this question fell into the general categories below:

Sports and Outdoor Activities: Respondents expressed a high interest in sports and outdoor activities, including soccer, basketball, lacrosse, hockey, badminton, tennis, and gymnastics. A running track and field use was mentioned multiple times, along with weight room facilities. Several respondents also showed interest in after-school sports and community team formation for various sports.

Arts and Music: The arts and music were significant areas of interest. This category included drama programs, music, and art classes, with a notable emphasis on having a proper theatre or stage for performances. Visual and fine arts, pottery, painting, sculpting, and band concerts were mentioned multiple times.

Educational and Special Interest Courses: Many respondents expressed an interest in evening classes for general interest, continuing education, and language learning programs (e.g., French). Computer classes and workshops focusing on career opportunities were also mentioned. Some participants suggested offering classes or workshops in financial management and artificial intelligence art.

Community Spaces and Facilities: Responses showed a strong demand for multi-purpose spaces, including an enhanced gymnasium, library services, and flex rooms for meetings or workspaces. A number of respondents also expressed a desire for a community kitchen and suggested the possibility of renting out rooms to generate revenue.

Children's Activities and Services: Responses included a desire for childcare, inclusive daycare for children with disabilities, and various children's activities and sports. There was also interest in services and spaces that can host kids' spring/summer camps and after-school groups.

Cultural and Indigenous Learning: A few respondents mentioned cultural shows and Indigenous learning/reconciliation programs. Interest in First Nations education was also expressed.

Fitness and Wellness Activities: There is interest in fitness classes and wellness activities, including yoga and dance. Some suggested having group exercise classes and making an elevated track available for the public.

Special Events and Performances: Respondents mentioned attending or participating in performances (theatre, music, dance), shows, motivational talks, and fundraisers. The idea of a drive-in theatre project for theatre students was proposed.

Additional Suggestions: Other suggestions included a skatepark, facilities for wheelchair basketball and pickleball, and expanding the cooking classroom to allow for public serving once a month. There were also requests for spaces to host debates/public speaking events, job fairs, first aid training, and leadership training.



School District 42

Maple Ridge & Pitt Meadows

Learning Today, Leading Tomorrow