



**VISION FOR SECONDARY SCHOOL &
NEIGHBOURHOOD LEARNING CENTRE IN PITT MEADOWS**
PUBLIC ENGAGEMENT SUMMARY - SUPPLEMENTAL

July 2026

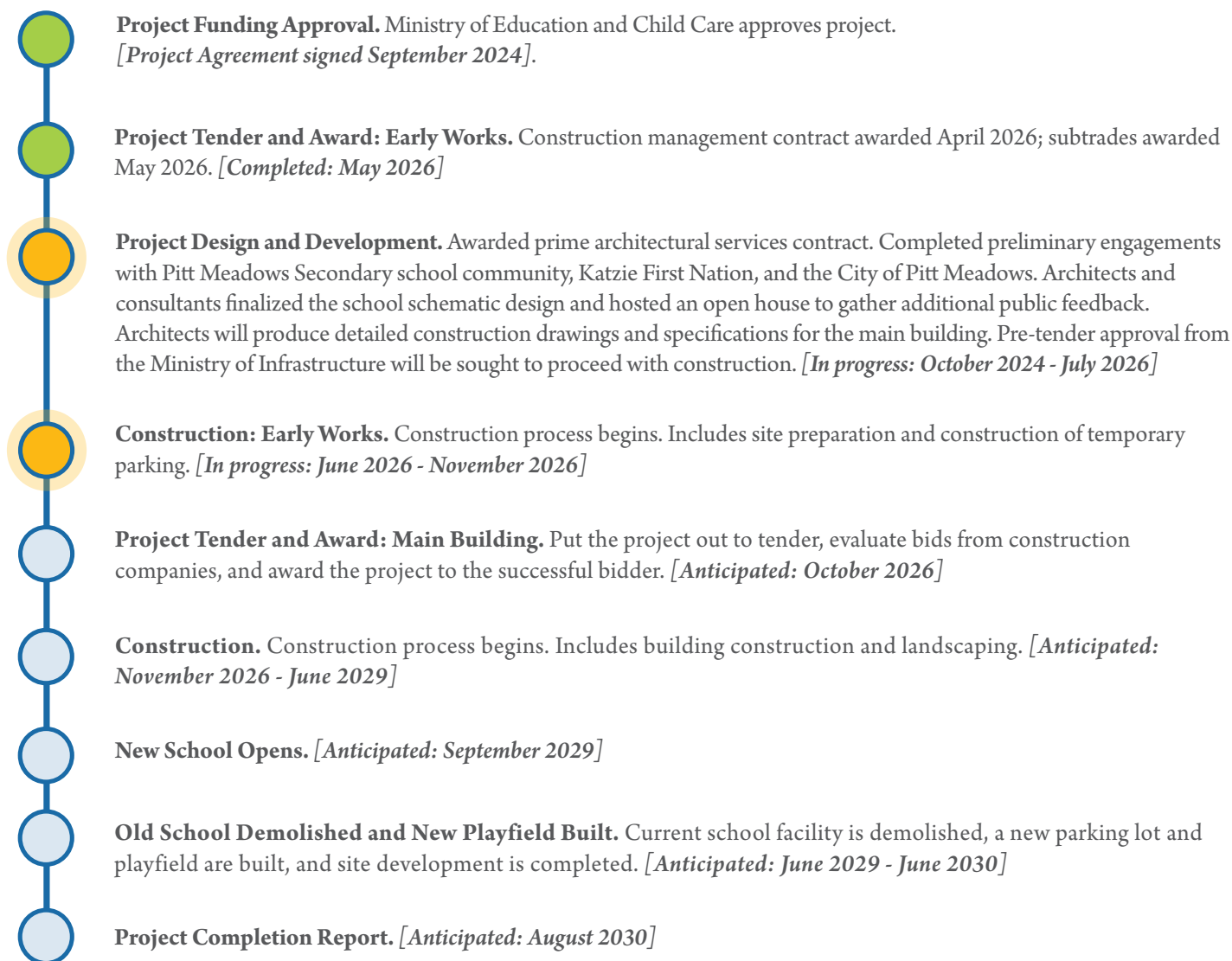


ABOUT THIS DOCUMENT

This supplemental summary is the second part of the public engagement process for the replacement of Pitt Meadows Secondary School. The first phase of engagement, conducted in spring 2023, helped define the vision for the new school and Neighbourhood Learning Centre. That phase included a consultation with Katzie First Nation and Golden Ears Métis Society elders, surveys of Pitt Meadows Secondary staff and students, a meeting with the City of Pitt Meadows, a community workshop, and an online survey that drew 516 responses. Student voice featured prominently in this early phase, and the input gathered (captured in the [July 2023 Public Engagement Summary](#)) directly informed the development of the school's design.

This document summarizes the engagement activities that followed as the design progressed and was finalized, including consultation sessions with Katzie First Nation, school staff, and specialty program educators; functional workshops with district representatives and department heads; and public engagement on the developed design, where students, staff, parents/guardians, neighbours, and community members provided feedback. It also documents how this input shaped the final design.

PROJECT TIMELINE: WHERE ARE WE IN THE PROCESS?



FEEDBACK OVERVIEW

ONGOING CONSULTATION WITH KATZIE FIRST NATION

The design team conducted three consultation sessions with Katzie First Nation over the course of the design process for the new school. The first session focused on visioning for the Indigenous Learning Centre, where Katzie representatives shared their vision, cultural values, and design requirements, including the cultural significance of cedar trees - knowledge that was later incorporated into the project's tree management strategy, with cedar trees identified for removal salvaged and donated to Katzie First Nation for cultural and community use where feasible.

The second session reviewed the proposed program locations within the school, with discussion centred on the Indigenous Learning Centre's relationship to adjacent amenities, circulation, visibility, and accessibility. The third session addressed the interior program layout and landscape design, including spatial requirements, cultural considerations, and opportunities to incorporate Indigenous perspectives.

Following these sessions, the design team continued working with SD42 Indigenous Learning staff to refine the interior design and integrated operational and program requirements into the final design. Katzie First Nation also informed the development of outdoor learning and gathering spaces. Feedback emphasized the importance of creating welcoming, flexible spaces that support cultural activities, learning, gathering, and connections to the land while remaining open and accessible to the broader school community. Engagement participants also provided input regarding opportunities for ethnobotany, Indigenous artwork, carvings, cultural gathering spaces, and outdoor learning environments that encourage cultural understanding and the sharing of knowledge.

ONGOING CONSULTATION WITH CITY OF PITT MEADOWS

The design team met regularly with the City of Pitt Meadows throughout the design process. Five meetings were held with the city's Parks, Recreation & Culture department to review the location and design of the artificial turf field and its supporting amenities. A further fifteen meetings were held over the past year with the city's planning, engineering, and permitting departments to keep the city informed of school planning and to ensure the design meets municipal requirements. Consultation will continue through the construction phase, with meetings scheduled twice monthly with the city's permitting department to provide updates on construction status and to address any concerns raised by neighbours during construction.

SPECIALTY PROGRAM STAFF CONSULTATION

SCHOOL CHEFS AND CULINARY PROGRAM CONSULTATION

The design team held three meetings with culinary instructors and chefs to develop the school's teaching kitchen facilities. The first meeting involved a tour of two existing teaching kitchens with culinary instructors to understand operational workflows, kitchen organization, equipment requirements, and instructional methods, with lessons learned documented and carried into the design process. The second and third meetings focused on kitchen design development: proposed layouts were presented and refined based on instructor feedback regarding workflow efficiency, supervision, student safety, and functionality. Culinary equipment selections were also reviewed and finalized in collaboration with the chefs to ensure the facilities support both educational programming and industry-standard practices.

SCHOOL SHOPS CONSULTATION

The design team conducted three consultation sessions with shop teachers and staff to develop the trades and technology education spaces. The first session included visits to all three existing shop facilities on multiple occasions, with discussions focused on current operations, equipment requirements, instructional needs, and opportunities for improvement in the new facility. In the second session, the Furniture, Fixtures, and Equipment (FF&E) consultant completed a detailed inventory and documentation of existing shop equipment and furnishings, which informed the development of preliminary shop layouts and equipment arrangements. The third session involved a review of the proposed layouts with teaching staff, addressing equipment placement, operational workflows, supervision requirements, and safety clearances around machinery and workstations, with feedback incorporated into the design.

THEATRE, DRAMA, MUSIC, AND CHORAL PROGRAM CONSULTATION

The design team held two consultation sessions with drama, music, and theatre educators over the course of the design process. In the initial consultation, the architect met with school district drama and theatre representatives and toured an existing secondary school with drama, music, and choral programs, documenting observations on program operation, storage requirements, performance spaces, and student circulation. These findings were incorporated into the development of the new drama, music, and choral facilities. In the design development review, proposed layouts were reviewed with teaching staff and refined based on feedback regarding functionality, acoustics, storage, and program requirements.

DISTRICT AND DEPARTMENT HEAD WORKSHOPS

The design team conducted 32 functional workshops with school district representatives and department heads throughout the project. The first phase of workshops, held at the beginning of the project, focused on needs assessment and validation, confirming educational requirements, operational needs, and program objectives for the new school, with department heads providing input on curriculum delivery, space requirements, storage needs, and future program growth. Subsequent workshops, held mid-way through and toward the end of the design phase, focused on design review and refinement: the architects presented updated floor plans and design developments, and feedback from department heads was incorporated into the evolving design to ensure the facility supports educational programming and operational requirements.

IN-PERSON PUBLIC INFORMATION SESSION

The school district and Public Architects hosted a community open house on October 30, 2025, at Pitt Meadows Secondary School to share updated draft designs and the anticipated project schedule. Members of the project team, including Public Architects, were available to answer questions and discuss how the ideas and feedback shared by community members during consultation in 2023 helped shape the designs. Those who were unable to attend the open house but wanted to share their reflections were invited to participate in a survey from October 30 to November 6, 2025.

Question 1: What stands out for you in both the site design and the site plan?

Feedback to this question centred heavily on outdoor athletics and gathering spaces. The most frequently raised topic was a running/walking track — multiple notes requested a track for students and the community, asked whether the existing natural walking route around the school could be retained, or suggested at minimum a rubberized surface around the field for training and walking.

Outdoor amenities were another strong theme, including covered/undercover eating areas with benches, additional places to eat lunch beyond the cafeteria, a playground, and a garden.

Several comments addressed washrooms, requesting more privacy (doors), and a mix of gender-neutral and boys'/girls' facilities. The location of the Indigenous Learning Space drew attention, with multiple attendees (and several “agree” notes) commenting that it should not feel hidden or out of the way, with a suggestion to locate it near the fine arts area.

Other suggestions included more fine arts classroom space (including foods and a photography darkroom), a Marauders Market, half-lockers alongside full lockers, moving a set of support rooms upstairs, more staircases, score clocks, a washer/dryer and ice machine in the physical education area, site circulation items (multiple crosswalks, a recessed bus stop, lighting in outdoor sports areas), saving the cherry blossom trees, and a



question about the value of the tennis court given past maintenance. A few notes expressed a desire for students to have more say in the process, and support was voiced for the trades programs offered.

Question 2: Is there anything else you'd like to share?

This question captured a broader range of site, traffic, and operational feedback. Traffic and parking was the most prominent theme: attendees called for better traffic management on 116B (including turn restrictions and street parking permits) and sufficient parking, and noted that current conditions feel unsafe for students, with several notes agreeing.

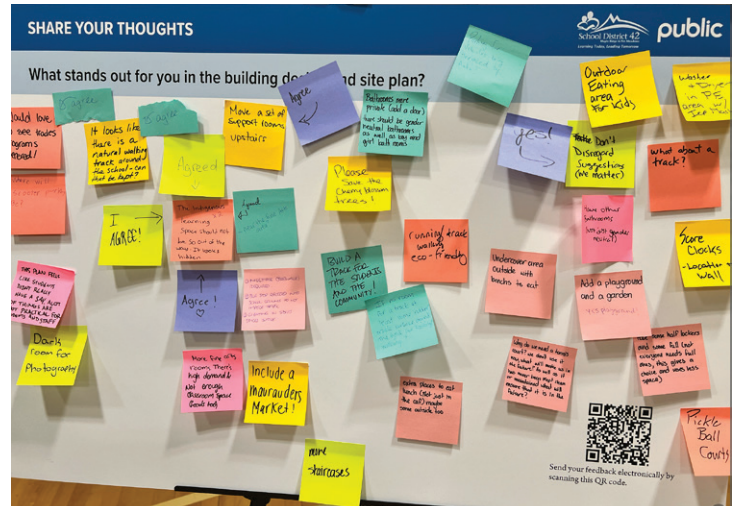
Landscape and site comments included keeping the landscape berms and pathways, retaining elevation changes relative to surrounding properties, adding a landscape buffer on the east property line similar to the west, and clarifying connections to existing pathways to the south.

Outdoor learning spaces were a recurring topic, with multiple requests to provide cover (sun/shade/rain) for these areas, noting the southern outdoor learning space currently lacks shade or rain protection. Performing arts feedback included support for the inclusion of a theatre space, requests for more stage seating, washrooms adjacent to the performing arts space for audiences, and strong sound attenuation between the performing arts space, gym, and music room.

The Indigenous presence in the school was again raised, with requests to make Indigenous Education more central and to give Katzie First Nation a central, visible presence (such as the foyer rather than a back corner), echoed by several “agree” notes.

Turf field comments asked that the existing turf be salvaged (cut up and sold or donated rather than landfilled), that the new turf be non-toxic, and that the district avoid the supplier associated with clumping turf at other schools.

Additional items included a practice wall if tennis courts are included in the design, enclosed bike and scooter parking, lighting at the back of the school during construction, refuse bins closer to pick-up access, bottom-up window blinds or frosted glazing on ground-floor classrooms for safety, sufficient staff washrooms, a public maker space for community-driven education with access to machinery and tools, a question about whether the design accommodates future building growth, and a note about the need to persuade the Ministry to increase usable space to offset area lost to seismic requirements.



ONLINE SURVEY

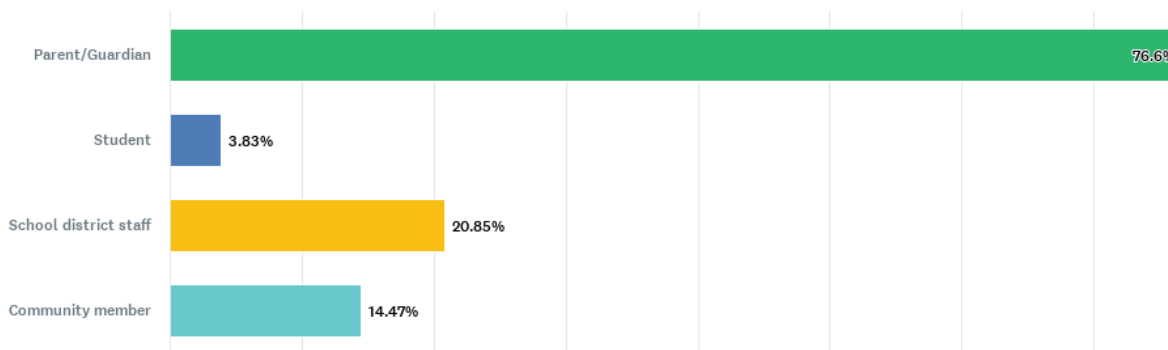


Those who were unable to attend our in-person open house but wanted to participate in the process had an opportunity to share their thoughts through an online survey, open from October 30 - November 6, 2025. The survey was accessed by 236 respondents. The demographics of respondents and a high level summary of the input received are documented below.

Question 1: Tell us a bit about yourself. What is your relationship with this project? (Select all that apply.)

► This question received 235 responses.

180 respondents (76.6%) self-identified as parents/guardians, 49 (20.85%) as school district staff, 34 (14.47%) as community members, and 9 (3.83%) as students. For this question, respondents were able to select all the demographic categories that applied to them.



Question 2: What stands out for you in the building design and site plan?

► **99 respondents** provided written feedback when asked what stands out to them in the proposed building design and site plan. This feedback fell into the following broader categories:

School Capacity and Future Growth: A large portion of respondents expressed concern that designing the new school to match the current student capacity is short-sighted. Many pointed to rapid residential development, densification, and the high number of young families moving into Pitt Meadows as signals of future enrollment growth. Several highlighted fears of returning to portables or overcrowded spaces within a few years of opening. A number of comments suggested adding another floor, increasing the number of classrooms, or intentionally designing for expansion. Overall, the sentiment was that the community wants assurance the new school will meet long-term needs, not just today's enrollment.

Parking, Traffic Flow, and Drop-Off Circulation: Feedback on parking and traffic flow was frequent and detailed. While some respondents appreciated that the design includes improved drop-off access, many felt that locating the parking lot in front of the school may create safety issues and an uninviting entrance. Concerns included congestion on surrounding streets, blocked driveways, pedestrian safety, and parking pressures during both school and community events. Several offered alternative suggestions such as relocating staff parking, revising the drop-off loop, or consolidating parking in a different part of the site.

Aesthetic Design and Architectural Presence: Community opinions on the architectural character were mixed. Some respondents described the building as modern, efficient, and well-designed, while others felt the design appeared cold, plain, or institutional. Several expressed a desire for warmer materials, more visible Indigenous or nature-inspired elements, and indoor or outdoor spaces that feel welcoming and community-oriented. A number of respondents asked for a more visible "heart of the school," such as a courtyard, atrium, or gathering space that reflects local identity. While the functionality of the layout was widely acknowledged, many hoped for a design that felt less industrial and more inspiring.

Gathering Spaces - Indoor and Outdoor: Many respondents appreciated the outdoor learning spaces, teaching kitchen, and community-focused features, but felt that indoor gathering areas were limited or unclear. The absence of a dedicated cafeteria was a concern for several families and staff, especially given the rainy climate. Others noted a lack of student lounges, breakout rooms, or informal learning spaces across all three floors. Parents and staff emphasized that accessible, sheltered spaces are essential for students to eat, connect, study, and spend time together throughout the year. Overall, respondents encouraged clearer definition—and potentially expansion—of shared spaces that support student well-being and social connection.

Trades, Tech-Ed, and Specialized Program Spaces: A number of respondents highlighted the importance of trades training, dual-credit programs, and hands-on learning. Some felt the proposed plans did not provide sufficient space or visibility for trades and technology programs, while others noted that industrial areas face residential properties, which may create noise challenges. Requests included additional workshop space, robotics or engineering rooms, and improved access for automotive programs. Overall, the feedback shows strong support for expanding applied skills and trades opportunities, and ensuring these programs are positioned as key strengths of the new school.

Construction Timeline and Transitional Impacts: Several respondents expressed concern about the length of construction and the effect it may have on current students. The prospect of multiple years in an aging building, temporary loss of field space, and noise or disruption during learning were common worries. Families asked how the district will maintain access to gym and field amenities, ensure student safety around construction zones, and protect the learning environment during the transition. Although many appreciated that the phasing plan allows the school to stay operational, respondents were looking for reassurance that day-to-day school life will remain consistent and safe throughout the build.

Neighbour Concerns: Pitt Meadows Secondary neighbours highlighted the need to mitigate the impact of potential light pollution on neighbouring homes, and expressed concerns about the loss of the berm and walkway on the east/south property line, and the loss of privacy when some of the existing trees are removed.

Other Observations: Other input included questions about the proposed location of the Indigenous Learning Centre and Career Centre, an appreciation for the inclusion of a theatre in the design, and the impact of construction on students.

Question 2: Is there anything else you would like to share?

- ▶ 76 respondents provided feedback when asked if there is anything else they would like to share. This feedback fell into the following general broader categories:

School Capacity and Future Growth: Many respondents reiterated concern that the new school does not appear large enough to meet the needs of a growing community. Frequent references were made to development in South Bonson, increased densification, and the risk of returning to portables soon after opening. Several asked whether additional capacity can be built in from the beginning, or whether the building allows for future expansion. Some also questioned classroom size, storage space, and whether rooms are large enough to support collaborative and 21st-century learning. Overall, respondents wanted reassurance that the new school will serve both current and future enrollment pressures.

Parking, Traffic Flow, and Drop-Off Circulation: Parking, vehicle congestion, and circulation remain persistent concerns. Respondents asked for clear drop-off zones, staff-only parking, and routes that reduce backup onto 116B. Some suggested alternative traffic patterns, one-way routing, or separate bike access. Several are worried about heavy congestion during construction and wanted to know how parking will function during the transition. Residents living near the site expressed concern about overflow parking in front of homes, while others recommended improvements like secure bike parking and accessible pathways. The overall sentiment was that student, staff, and neighbour safety will depend on well-planned traffic management.

Aesthetic Design & Architectural Presence: While some respondents felt the designs look modern and appealing, others again described the building as sterile or institutional and asked for warmer, more community-reflective materials such as wood or stone. Several wanted the school to better incorporate nature and local identity, including Katzie-inspired elements, blue herons, water, or natural textures. Some respondents expressed disappointment that elements shown in earlier public engagement (e.g., outdoor amphitheatre space or stronger community-oriented design) were not visible in the new renderings. Overall, there was interest in a school that feels welcoming, inspiring, and rooted in its local environment.



** Architect rendering only. Design details may change.*

Gathering Spaces – Indoor and Outdoor: Respondents were enthusiastic about features such as the teaching kitchen, theatre, and outdoor spaces, but many were unsure whether indoor gathering areas, a cafeteria, or student social spaces are included in the current design. Repeated questions were raised about the absence of clearly defined dining spaces, indoor hang-out areas, multipurpose zones, and accessible outdoor gathering space for year-round use. Some suggested amphitheatre-style seating, track or field amenities, or improved space to support community events. The common theme is that students need both sheltered and open spaces that support connection, supervision, accessibility, and community programming.

Trades, Tech-Ed, and Specialized Program Spaces: There was strong advocacy for strengthened trades and STEM capacity. Respondents asked for prominent shop space, robotics rooms, tech-ed labs, and purpose-built environments that reflect modern program growth. Some felt the current drawings under-represent trades and applied skills relative to arts, culinary, or athletics. A number of comments emphasized that storage, electrical capacity, breakout space, and flexibility are crucial for hands-on learning. Community members highlighted that trades pathways are a major priority in Pitt Meadows and want to ensure the building reflects those opportunities.

Construction Timeline and Transitional Impacts: A number of respondents questioned how learning conditions will be protected during what may be several years of construction. Concerns included noise, access, traffic management, safety around work zones, and the loss of field or gym amenities during the build. Some expressed worry that current students may have an inferior experience for the benefit of future students. Others asked whether haul routes would be separated from school circulation, how outdoor space will be maintained during construction, and whether facilities such as changing rooms, bathrooms, and accessibility supports will remain available.

DESIGN CHANGES IN RESPONSE TO CONSULTATION FEEDBACK

Community and stakeholder input gathered through the engagement process helped shape the design of the new school. Following the public open house and engagement sessions, the design team reviewed all feedback and, where feasible within the project's scope, budget, and site constraints, incorporated changes into the evolving design. This section documents the significant changes made as a result of consultation feedback, along with the rationale for each, to provide transparency about how community and stakeholder input influenced the final design. Where suggestions could not be accommodated, this is noted along with the reasons.

► School Capacity and Future Growth

A large number of participants expressed concern that the school is not being designed to accommodate future growth in this rapidly developing community. School capacity for capital projects in British Columbia is determined by the Ministry of Education and Child Care, which establishes the funded capacity of a new or replacement school based on current enrolment and ten-year enrolment projections, along with provincial capital planning criteria. The capacity of the replacement school reflects the projections available at the time of the project's approval, and the design team is required to work within this Ministry-approved capacity and funding envelope. The current three-storey design minimizes the building footprint and preserves site area for long-term flexibility. While the new school is designed to meet projected enrolment, the preserved area means the site could accommodate potential expansion in the decades ahead, should the province approve funding for it.

► Location of the Indigenous Learning Centre

During the October 2025 public engagement process, some participants expressed concern that the Indigenous Learning Centre was not centrally located within the school. The centre's location, however, reflects the preference expressed by Katzie First Nation during consultation, and this guidance was maintained in the final design. Positioned on the south side of the building, the centre faces the Fraser River and sits adjacent to the outdoor social gathering area and the gymnasium, supporting larger community gatherings, cultural events, and shared activities.

► Student Gathering Spaces

A number of participants expressed a desire for additional informal gathering spaces for students, both indoors and outdoors. While the building's footprint is fixed by the Ministry-approved project area, shared spaces throughout the school (including a multipurpose area and library) have been designed to function flexibly as gathering space in addition to their primary uses. The central entry/multipurpose space has been designed to serve as a gathering hub for students, including a student store to draw activity throughout the day. Outdoors, the south side of the building features landscaped gathering areas with informal seating, planted mounds, and trees, offering students a variety of places to meet, eat, and socialize.



** Architect renderings only. Design details may change.*

► **Tennis Court Removal and Soccer Field Expansion**

During consultation, the City of Pitt Meadows raised concerns about the lack of warm-up space to support soccer field activity. This prompted the school district to review whether dedicated tennis courts were needed on the school site. The review found that the city already offers four tennis courts and six pickleball courts at locations throughout Pitt Meadows, some in close proximity to the school, and that no educational programming at the school requires dedicated tennis courts. Based on this review, the tennis courts were removed from the design and the soccer field was expanded to provide the requested warm-up space.

► **Integration of Nature in the Design**

Feedback from the engagement process included requests for greater integration of nature in the school's design through natural colours, textures, and materials. Connection to the natural environment was a guiding consideration throughout, and the design team incorporated colours and textures reflective of the local geographical context wherever feasible. The team also balanced these aspirations against the project's funding envelope and the practical demands of durability and long-term maintenance in a high-use school environment. The resulting design reflects a careful balance between a strong connection to the natural setting and a facility that remains cost-effective, durable, and maintainable over its lifespan. A notable example of this approach is found in the landscape design: selected cedar trunks from the site's tree removal will be preserved and repurposed as natural bench seating throughout the school grounds, honouring the cultural significance of cedar while giving the site's own materials a second life.

► **Cafeteria**

Several participants sought clarification about whether the new school will include a cafeteria. While the school does not include a formal cafeteria, the design provides this function through the central multipurpose space, which has been designed with the flexibility to serve as an informal dining and gathering area where students can warm up and eat their lunches. The school also includes a teaching kitchen as part of the culinary program; while it is an instructional space rather than a food-service cafeteria, it supports food programming within the school.

► **Interface with Neighbouring Properties**

The consultation process included feedback regarding the school's relationship with neighbouring properties. In response, the turf field was positioned to preserve as many existing trees as possible along the west property line, and the landscape design adds a new row of trees along the north side of the field to enhance privacy for adjacent properties. To the east, the building incorporates acoustic wall and rooftop screen panels to contain and reduce noise from shop activities.



** Architect renderings only. Design details may change.*

