



# **LONG-RANGE FACILITIES PLAN**

March 24, 2024



## **ᑲᓐᓂᓐ swéyəl**

We respectfully acknowledge that Surrey Schools reside on the traditional, unceded, and shared territories of Coast Salish peoples:

The ᑲᓐᓂᓐ - Katzie, the ᑲᓐᓂᓐᓂᓐ - Kwantlen  
and the SEMYOME - Semiahmoo First Nations:  
the stewards of this land since time immemorial.

We highlight this history knowing that relationships and partnerships based on respect with the Indigenous peoples of this land is important for truth and reconciliation.

**háy čx<sup>w</sup>ᑲᓐ**

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## Preamble

The School Act (S. 142(1)) that states that a Board must prepare and submit a capital plan to the Minister of Education and Child Care. These plans take two forms, both a Long-Range Facilities Plan (LRFP) and a Five-Year Capital Plan (FYCP). These two documents, working hand in hand describe both the short and long-term planning and capital needs for a school district. A Long-Range Facilities Plan takes into consideration not only school enrolment and capacity, but trends in developments in the City including demographics and changes in land use. As the City of Surrey evolves and grows, so must the Long-Range Facilities Plan as it must reflect the changing needs of our rapidly growing and evolving City.

Most familiar to Boards of Education and the public is the Five-Year Capital Plan. The Five-Year Plan highlight the top priorities for new schools, land acquisition, school additions or replacements, and seismic upgrades. The funding of these major projects requires careful and detailed planning which is supported by Project Definition Reports for individual school projects that emerge from the Five-Year Capital Plan. These projects are brought forward to Treasury Board as they consider government's capital planning in each year.

The Long-Range Facilities Plan is a much broader look at the capital needs of a District and sets the stage for the Five-Year Plan. The LRFP considers not only current and emerging needs, but anticipated needs based on the changes in society in our local context. The LRFP examines all aspects of capital planning including:

- The organization and structure of the school district including grade configurations;
- Educational programming including not only in permanent schools but in leased or temporary space and consideration for relocation of programming to ensure effective utilization use of space;
- The distribution of magnet or specialized programs providing specialized curriculum and contemplating changes in programming in response to instructional methods, technological advances or in response to new programming directions;
- Detailed student enrolment trends and projections both district-wide and by regions, including considering how the City's development may impact enrolment shifts and changing demographics;
- A comprehensive examination of the status of current infrastructure including building condition, seismic mitigation, heritage conservation, and post-disaster shelters;
- School capacity information including how Collective Agreements may impact class size and school utilization;
- Transportation of students including not only where transportation is a requirement based on where students reside but how operational and maintenance costs for transportation is warranted;
- How schools and facilities provide space for community use including operational arrangements of playfields, tracks, playground equipment or space for childcare; and
- The methods of public consultation that the District will use in the development and communication of the Long-Range Facilities Plan.





The broad scope of the LRFP underscores the comprehensive nature of planning that school districts are required to perform. It is also important to recognize that in a rapidly growing urban centre such as Surrey, the LRFP will require ongoing review and updating. New and emerging development in the City such as the Skytrain or the rapid development of the Grandview area necessitate that there is a well-articulated plan that shows not only how the District is responding now, but how they are planning to respond as the City evolves and grows.

This LRFP is the latest edition in a series of plans that are continually refined to reflect the needs of our District and City. It brings together not only information from various departments within the District to show our collective work, but it also demonstrates our close collaboration with the City as we continue to provide quality education to the families and children of Surrey.

## Executive Summary

The Long-Range Facilities Plan (LRFP) is a Ministry requirement and a foundational document to support the planning for the expansion of the capital infrastructure of Surrey Schools. The District annually updates a Five-Year Capital Plan which has a list of current and future priorities for new schools and expansion of existing schools. The Long-Range Facilities Plan helps establish those short-term priorities, but also closely examines the 10 to 30-year plans of the City of Surrey as a means to inform and guide district planning. The Five-Year Capital Plan answers the question, what are our current capital priorities? The Long-Range Capital Plan answers the questions, how is the City of Surrey developing and growing and how should Surrey Schools plan and adjust accordingly?

The LRFP is organized by the City Zones which are:

- Cloverdale;
- Fleetwood;
- Guildford;
- Newton;
- South Surrey; and
- Whalley.

The School District also encompasses the City of White Rock, and it is included in the section on South Surrey.

In each section, an examination of the City's plans, and the implications for the School District are presented. The zonal sections conclude with a summary of Future Need which highlights the pressures that are specific to each zone. Finally, the report ends with a set of recommendations for Surrey Schools to consider as they work to deal with significant over-capacity across the District.

Surrey is one of the fastest growing cities in Canada. A May 2023 report<sup>1</sup> by the City of Surrey states that the City has grown by close to 43,000 people in the past 5 years and is projected to grow by another 50,000 in the coming 5 years. This growth is creating substantial pressure on Surrey Schools to be able to provide adequate facilities to deliver quality educational programs for all children.

Currently, the District is short over 6,500 seats for students in schools and by 2032, that number is projected to double to a shortage of over 13,500 seats. The current shortage of over 6,500 seats represents the capacity equivalent to a 1,500 student secondary school and ten 500 student elementary schools. The 2032 projected shortfall represents more than the combined capacity of all 32 school construction projects that the District has completed in the since 2008.

In the Five-Year Capital Plan approved by the board in May 2023, the District requested approval to proceed on the construction of 10 new schools and 17 new additions to existing schools, as well as 14

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<sup>1</sup> City of Surrey 2023-2027 Financial Plan. <https://www.surrey.ca/sites/default/files/media/documents/2023-2027SurreyFinancialPlan.pdf>

site acquisitions. In March 2024, the Ministry of Education and Child Care announced support for one new elementary school, one addition to an existing secondary school and one site acquisition for a future secondary school.

There are also massive escalations in costs associated with construction. Ten years ago, a new elementary school was about \$12M. In the current Capital Plan, new elementary schools can exceed \$90M and a new secondary school is approaching \$250M, which is larger than the entire budget for the 5 Year Capital Plan in 2012. It is likely that the traditional concept of a single school with large playgrounds, gyms, and fields is simply untenable in today's urban setting. As populations densify and costs for land skyrocket, Surrey needs urban schools closer to where families live, and these schools need to be on smaller footprints. The land simply is unavailable or cost prohibitive for taxpayers.

Surrey Schools is currently working actively with the City and the Ministry to find solutions for our rapidly growing city so that it can continue to serve students well and to provide high-quality educational programs. The District is exploring partnerships and stretching the boundaries of what constitutes a school in today's urban settings. As the District moves forward, it is looking toward engaging the community on how to meet these urgent needs and to envision a sustainable future for children where they learn in quality educational settings.

The Long-Range Facilities Plan includes several recommendations to help support this future need. Each of these recommendations is intended to guide the District in its work and to lay the foundation for the planning that must be considered. The recommendations not only challenge the traditional thinking of schooling, but also call for the partnerships that are necessary and the re-examination of all of the assets that the District holds and is not fully utilizing. The recommendations fall into these broad categories with a short description of each theme provided below.

- Urban School Design and Development Partnerships
  - The district needs to consider new designs of schools and new partnerships to construct schools of the future in dense urban settings. These recommendations challenge the historical vision of a school.
- Refine and Examine Capacity and Boundaries
  - Given the extraordinary pressures on school capacity, these recommendations push the District to re-examine and reconsider not only boundaries but the implication of densification along transit corridors and the resulting student yields from urban residences.
- Review and Reconceptualize Programming Including Calendar Options
  - These recommendations challenge the traditional concepts of how schools are organized, structured and scheduled. The District should be using technology to enhance and expand capabilities not only in response to capacity issues, but also to address the challenges of obtaining the staff needed to deliver programs.
- Continue and Expand Strategic Partnerships with the City

- The District already has strong working partnerships with the City. These partnerships need to expand and potentially include new partners such as developers to explore the concepts and possibilities of a rethinking of land and schooling.
- Encourage the Ministry to Provide Transparency in their Capital Planning Priorities
  - School Districts across BC are required to have a transparent and publicly available 5-Year Capital Plan. The District is certain that the province must also have an annually updated list of priorities and encourages the Ministry to share their priorities and to provide districts with Capital Project Offices sufficient budget to manage their priorities.
- Refinement of Existing Long Range Capital Planning
  - As the District re-imagines schooling and the use of all assets, there are other implications that should be considered including ensuring the careful stewardship of public lands and facilities.

It is hoped that this Plan and the subsequent recommendations lay the foundation for a bold vision and for the intentional leadership that is needed to respond to the excitement and diversity of Surrey Schools.

## Introduction

### Ministry of Education Requirements and District Objectives

The development of the Long-Range Facilities Plan is guided by legislation and ministerial requirements. The Ministry publishes [Guidelines](#) which detail what should be considered when creating a plan. These Guidelines specify not only what should be included in a plan, but what schedules or appendices can support and enhance the document.

The LRFP is a capital planning document and ultimately all capital planning serves to allow the delivery of quality educational programming to the students of Surrey. The District has a well-articulated vision for learning termed [Learning by Design](#) and an accompanying [Strategic Plan](#). The LRFP is designed to share and articulate the appropriate comprehensive plans that are in place to ensure that the vision for learning can be sustained across the district in an equitable manner.

In addition to the core requirements of an LRFP following Ministry guidelines, the District wants to ensure that the LRFP considers the recent changes to the mandate of the Ministry and other factors such as environmental sustainability and responding to climate change. In February 2022, the Ministry of Education became the Ministry of Education and Child Care. This news ensures that child care considerations are deeply embedded in the planning for the future of the District. The Guidelines for creation of an LRFP were written in 2019 and while likely to be updated in the coming years, the District will ensure that the LRFP reflects the changing mandate of education.

### Vision for Learning and Strategic Plan

[Learning by Design](#) is Surrey's vision for how educational programs and opportunities are provided in an equitable manner to all children. There are three fundamental principles to Learning by Design which are:

- Learning - Honours our diverse cultures and traditions. Inspired by individual passions, interests and connected to real-world experiences and challenges. Supported by all who work with, and for our students;
- Structures - Time, physical space, access to information, and connection to community provide the flexibility to support powerful learning; and
- Tools - Tools that enable digital citizenship support access to information and demonstrations of learning. Tools to support learning extend beyond digital technologies.

In alignment with the Ministry of Education's Framework for Enhancing Student Learning, [Surrey's Strategic Plan](#) outlines how Learning by Design comes to life in classrooms across the District. The five key areas of focus for Surrey as articulated in the Strategic Plan are Literacy and Numeracy, Student Transitions, Student Well-Being, Racial Equity, and Indigenous Student Success and Reconciliation.

From a Capital Planning perspective, we believe that our students need to have quality learning environments that present no constraints or barriers to learning. These environments are outlined in our Guiding Principles of Capital Planning.

## Guiding Principles of Capital Planning

The creation of quality learning spaces is more than the construction of areas where students gather to learn. These spaces come to life through the human interactions that emerge through the design of engaging learning environments. This creation of spaces for engagement are at the heart of Learning by Design.

When we do consider construction and the design of learning spaces, there are a core set of principles that are forefront in our planning:

1. Our environments are learner-centered: Schools should be designed to accommodate diverse learning styles, providing flexible spaces that encourage collaboration, independent study, and interactive learning experiences.
2. Technology can empower and enhance learning and engagement: Engaging learning environments must seamlessly incorporate technology, offering digital devices, high-speed connectivity, and the ability for a range of digital tools to connect and deepen opportunities for collaboration and interaction.
3. Our schools should model environmental sustainability: School design should prioritize eco-friendly practices, utilizing renewable materials and energy-efficient systems and allow for the seamless use of outdoor spaces for learning where students learn about how to care for themselves and the environment.
4. Inclusion, safety, and community engagement: Inclusion is about a sense of belonging, identity, and access. The school design should present no barriers to learning and should allow for the creation of culturally responsive environments which reflect the diverse communities we serve. Schools need to prioritize safety including sightlines and emergency plans, while also integrating with the surrounding community to foster a sense of belonging and engagement for all.
5. Well-being and Lifelong Learning: The designs of our schools promote well-being through natural lighting, ventilation, and physical activity spaces, as well as providing flexible areas for all learners and continuous professional development for all staff. The school should seamlessly integrate with the surrounding area so that it looks and feels as part of a larger community.

These Guiding Principles for Capital Planning also are informed by and support the First Peoples Principles of Learning. Our learning environments provide physical and visual connections to the outdoors for nature learning. We create spaces for collaborative and experiential learning. We actively design opportunities for self-reflection and multiple access points for learners to join activities. Finally, we intentionally consider how we can use outdoor spaces for community gathering and intergenerational relationships.

By integrating these design principles, schools can create comprehensive and supportive learning environments that cater to diverse student needs, promote technology integration, environmental sustainability, inclusivity, safety, well-being, and lifelong learning. The incorporation of First Peoples Principles of Learning acknowledges the importance of cultural interconnectedness and enriches the educational experience for all.

## The Approval Process for Capital Projects

Receiving approval for capital projects, including the acquisition of land for future schools, building additions onto schools or building new schools is a multi-year process. The process begins with a needs assessment rooted in the Long-Range Facilities Plan and what is called a Project Request Fact Sheet which is a Ministry requirement. Once the Ministry provides “support” for a project, there are then two further steps in developing a business case which is provided to the Ministry. These steps include both a Concept Plan, and a Project Definition Report.

Districts must have the support from the Ministry before they proceed with a Concept Plan. The Concept Plan explores options to address the capital need. Once an option is selected, the District is then required to complete a Project Definition Report. The Project Definition Report further develops the chosen option. Upon review and analysis, if the Ministry believes the project is the best option and all issues have been professionally considered, then the final step is “approval.” The notice of approval is the funding necessary to proceed with the project and the district then moves to its internal processes to begin securing the construction firms and resources necessary and to break ground and to begin construction.

This process is highly structured and involves several steps to ensure the appropriate level of priority and need in addition to collaboration between the District and Ministry. It is typical that from the identification of a project through to support, approval and construction takes at least 5 years. Surrey is fortunate to have a Capital Project Office which includes representatives of the Ministry, District and City who work closely together in an attempt to ensure that all projects are identified, supported and completed in a timely fashion. Even with the Capital Projects Office, new school construction takes an exceedingly long time.

## Methodology and Process

The Long-Range Facilities Plan is a collaborative process including several people. Initiated from Executive Committee (Superintendent, Secretary-Treasurer, Deputy Superintendent), the overall intentions of the District for the design and creation of the Plan are passed to the Planning Department along with other supporting resources.

In Surrey, the key partners include representatives from several departments including Capital Planning, Community Use, and several members of the Senior Leadership Team including Assistant Superintendents and Directors. Guided by direction from Executive, the core requirements of the LRFP as indicated in the March 2019 Long-Range Facilities Plan Guidelines form the backbone of the Plan. A central writer of the document is responsible for the outreach, collaboration with departments, and ongoing liaison with a core advisory group which consists of the Deputy Superintendent and the Executive Director of the Capital Projects Office.

As the Long-Range Facilities Plan evolves and comes to life, regular updates through the advisory team will be brought to Executive Committee to ensure ongoing alignment with, and support of, the work of Surrey Schools and the Board of Education.

## Context

### School District Organization

The dominant feature of Surrey School District is its rapid and ongoing growth. For several years Surrey Schools has been one of the fastest growing districts in British Columbia. The Ministry of Education and Childcare’s [enrolment statistics](#) identify Surrey as having 67,225 students in 2007/08 and 78,421 in 2022/23. This increase of 11,000 students during this period includes the closure of borders and decline of immigration through the pandemic. Student growth in the past year was 2,488 students (75,933 to 78,421) and this rapid escalation of growth is projected to continue with increased immigration in the post-pandemic era.

In [the City of Surrey’s Official Community Plan \(OCP\)](#), written in 2013 identified Challenge #1 as Continued Population Growth. The City projected growth of close to 250,000 additional residents by 2041 and the overall population of the City moving from 502,000 in 2012 to 770,000 in 2041 (OCP, p. 20). This growth is a backdrop to all the daily work that occurs in Surrey Schools. Since the publication of the OCP, the City has surpassed projected growth and has now [revised their figures to 800,050](#) residents by 2041.

Surrey School District is BC’s largest school district and serves the City of Surrey (population approx. 600,000) and the City of White Rock (population approx. 20,000) with a combined student population of close to 80,000 learners. The District’s grade configuration is K-7, 8-12 and there are 103 elementary schools and 21 secondary schools. While the City of White Rock has two elementary schools within its municipal boundaries, White Rock is a vibrant and growing community which is served by, and substantially influences, the other schools that serve South Surrey including four secondary schools.

Surrey offers a range of other programs including through 5 Learning Centres serving secondary students, and the Surrey Academy for Innovative Learning which is an online school. For adult learners, Surrey operates two Adult Education centres and Surrey Community College. There is also a rich and vibrant International Education program hosting over 800 students across the District and Surrey has a very large summer learning program for both elementary and secondary students typically enrolling well in excess of 12,000 students annually.

Capital planning and school construction in Surrey is guided by the Capital Project Office (CPO) which includes regular participation from the District, the Ministry of Education and Child Care and the City of Surrey. All planning and projects in Surrey are vetted through the CPO and Surrey has had a strong recent history of successful projects.

As of April 2024, there are 10 active capital projects that have received Ministry funding at:

- Ta’talu Elementary                      27 classroom new school
- South Meridian Elementary            8 classroom addition
- Semiahmoo Trail Elementary        10 classroom addition
- Snokomish Elementary                27 classroom new school
- Kwantlen Park Secondary            20 classroom addition
- Guildford Park Secondary            18 classroom addition



- Tamanawis Secondary            23 classroom addition
- Woodland Park Elementary    16 classroom modular addition
- Lena Shaw Elementary        8 classroom modular addition
- Walnut Road Elementary      12 classroom modular addition

There are an additional 5 projects supported to proceed to a Project Definition Report at:

- Fleetwood Park Secondary    20 classroom addition
- Clayton Heights Secondary   20 classroom addition
- Forsyth Road Elementary      8 classroom addition
- Darts Hill Elementary        37 classroom new school
- Grandview Heights Secondary 20 classroom addition

Recently completed projects include:

- Sullivan Heights Secondary   28 classroom addition
- KB Woodward Elementary     8 classroom addition
- White Rock Elementary       8 classroom addition
- Morgan Elementary            8 classroom addition
- Sullivan Elementary          17 classroom addition
- Sunnyside Elementary        10 classroom addition
- Coyote Creek Elementary     4 classroom addition
- Frost Road Elementary        6 classroom addition
- Grandview Heights Secondary 60 classroom new school
- Maddaugh Elementary        25 classroom new school
- Douglas Elementary          27 classroom new school
- Edgewood Elementary        27 classroom new school
- Regent Road Elementary     27 classroom new school
- Holly Elementary              Seismic upgrade
- George Greenaway Elementary Seismic upgrade
- Prince Charles Elementary   Seismic upgrade
- Queen Elizabeth Secondary   Seismic upgrade
- MJ Shannon Elementary      Seismic upgrade

These completed projects were all approved between March 2017 and July 2020. The reason to include this list of active and recently completed projects is to highlight the rapid growth in Surrey School District and how the Capital Project Office has guided the construction and planning processes. It has been an ongoing challenge for Surrey to manage and contain its growth and a very active Capital Plan is a central piece of governance and strategic direction for Surrey's Board of Education.

### Map of the District

The District is divided into six educational regions as indicated in Figure 1 below. Each region is home to 3 to 4 secondary schools and their associated family of elementary schools with enrolment in each region typically in the range of 12,000-15,000 students. The regions are created to provide a balance of

support and effective communications across the district and each region is the responsibility of an Assistant Superintendent.

As the City grows and the population increases, these educational regions have been adjusted as necessary. These changes are required as the District manages the growth of its student population. As a result of these changes, for the purposes of the Long-Range Capital Plan, the long-established zones of the City of Surrey are used as reference points for multi-year capital planning.

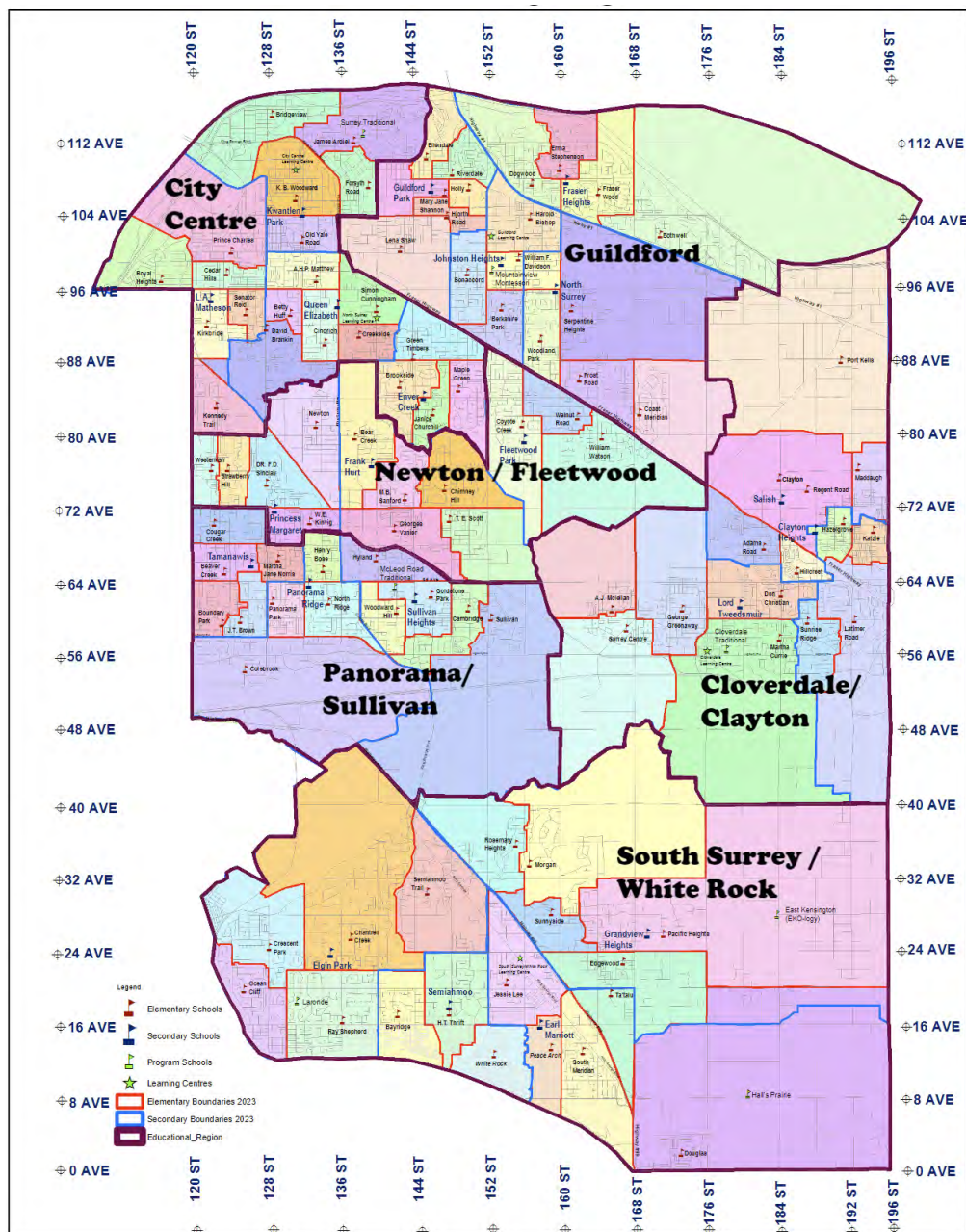


Figure 1 - Map of Surrey School District with Educational Regions

## The City of Surrey

It is necessary to have close alignment between the capital planning teams of the City of Surrey and Surrey Schools. The Educational Regions are designed to provide communications and supports to schools in a balanced way across the District. For planning purposes, the District aligns with the City's Zones which are historical in nature. In this way, the Neighbourhood and Official Community Plans can be tracked and monitored by the District as they work with the City. This also provides for consistency of communications as Educational Regions may change or be altered as the District grows and changes boundaries, but the City's regions remain stable.



Surrey's Official Community Plan was adopted in October of 2014 but since that time there have been many amendments which are included in the online version of the OCP. For example, the [Land Use Density map](#) included in the OCP was amended in March 2020 and secondary planning areas were amended in July, 2022. The OCP is therefore a living document which routinely has changes, and it is important that these changes are reflected in the LRFP.

Within the six regions of the City, there are independent land use plans with several detailed planning regions. There are several active areas within each City region, and these are referred to as [Secondary Planning Areas](#) and can be found in Appendix II. The Secondary Plans include Local Area Plans (primarily for employment), Neighbourhood Concept Plans (NCP), and Infill Area Plans (primarily for residential neighbourhoods). The Secondary Plans provide more detailed and specific land use than the OCP and are helpful in informing the school district of future development and growth. In all, there are over 40 Secondary Planning Areas in various stages of development. As the City evolves and future planning is underway, the Secondary Planning Areas include [land use plans that are currently in progress](#) as referenced in the map in Appendix IV. These areas under progress include public consultation and form much of the current focus of the City's progress reports to Council. The partnership between the City of Surrey and Surrey Schools means that not only does the District sit in on many of these planning meetings, but they also actively contribute supporting numbers and planning commentary to the City's public reports. Some of these planning areas naturally overlap City Zones but in general, the land use plans currently in progress and referenced by City Zones are:

- Whalley
  - City Centre Plan
  - Scott Road Corridor (Imagine Scott Road)
  - South Westminster
  
- Cloverdale
  - Clayton Corridor Plan
  - East Cloverdale Plan

- Fleetwood
  - Fleetwood Plan
  
- Guildford
  - Guildford Plan
  
- Newton
  - Scott Road Corridor (Imagine Scott Road (with Whalley))
  - Newton – King George Boulevard Plan
  
- South Surrey
  - Grandview Area 5 (east)
  - South Campbell Heights

With a vibrant and growing city and ongoing rapid development, it is imperative that there is a strong and mutually beneficial relationship between the City of Surrey and Surrey Schools. District staff meet with and participate in the planning processes of the City in a number of ways, through participating in and commenting on areas of growth and development, but also in collaborating on projections and capital planning – not only for the District, but also for the City. On many Corporate Reports, which are high-level documents that inform City Council on the direction of development in the City, the School District will comment and add to the reports. One example of this collaboration is included in the upcoming [Fleetwood Plan](#) where the District provides comments to the Plan (page 14). With Skytrain development looming this will change the nature of the City of Surrey and working in concert with the district is essential so that plans are shared and coordinated.

### The City of White Rock

The City of White Rock includes many of the same planning elements and components as the City of Surrey. [Appendix V includes maps of Land Use Development and Permit Areas](#). The White Rock Population Centre for the Canada Census program does not align with the boundaries of the cities of Surrey and White Rock and this results in no official Census population for the City of White Rock. The 2021 Census report of 109,167 residents includes much of South Surrey in addition to White Rock. The City of White Rock itself reports a population of “about 20,000 residents” (<https://www.whiterockcity.ca/387/Background-Population-Housing-Trends>).

The City of White Rock Official Community Plan includes a population projection to 2045.

| White Rock Population, Dwelling, and Employment Projections to 2045 |        |        |        |        |        |
|---|--------|--------|--------|--------|--------|
|   | 2016*  | 2021   | 2031   | 2041   | 2045   |
| Population  | 19,950 | 20,925 | 22,870 | 24,820 | 25,600 |
| Dwellings   | 10,860 | 11,670 | 13,290 | 14,910 | 15,560 |
| Employment  | 7,400  | 7,800  | 8,400  | 9,300  | 9,600  |

Table 1 White Rock Population, Dwelling and Employment Projections to 2045

With the very close proximity of two secondary schools to the White Rock municipal boundary (200m and 70m away), the secondary schools that sit within the City of Surrey boundaries serve the entire population of the City of White Rock. This one example shows the importance of the overlapping boundaries and the necessity of close and ongoing collaboration with the City of White Rock in addition to the City of Surrey.

### Response to Growth: School District Mitigation Strategies

In a region undergoing substantial growth, the School District has had to respond in several ways. Throughout this report, in each Zone of the City, current mitigation strategies will be identified.

Overall, the School District has responded to school overcrowding in the following ways (in no specific order):

- **Elimination of Neighbourhood Learning Space**  
It has been common practice to be forced to use space in schools that was targeted for Neighbourhood Learning Space including early learning and before and after school programs as space for enrolling programs.
- **Reduce services and programming to accelerate capital expansion**  
It has been routine practice that to obtain approval for new capital projects, the School District has been required by the Ministry of Education and Child Care to remove funds from their Operating Budget to obtain approval for capital projects. This means a reduction in programming and services to students as a means to obtain approval for and to accelerate capital expansion.
- **Close in-catchment enrolment for students to their neighbourhood school**  
It is common in Surrey to have in-catchment registrations closed for new registrations and students re-directed to other schools in the region.
- **Close out-of-catchment registrations**  
Due to the number of schools with substantial over-capacity issues, it is routine practice to close schools to students who do not live within the school's catchment boundary. There are currently 26 elementary schools that are closed to out-of-catchment enrolment.
- **Cap International Student Program**  
Surrey believes in a quality International Student program and has a set of guiding principles to monitor enrolment and the program is capped at no more than 2% of total enrolment.
- **Thorough registration processes**  
With so much demand for programs and with so many schools closed to out-of-catchment registration it is essential that the District exercises appropriate diligence through a careful, thoughtful and supportive registration process that confirms the residence of students. There is an annual review of registration processes and diligence to make sure that those who are in-catchment obtain access to their school.

- **Boundary changes**

It is very common for the district to adjust boundaries to alleviate enrolment in certain areas of the District. This is an annual process in Surrey and numerous changes have been made over the past decade.

Since 2010, boundary moves have been made involving 50 schools at the elementary and secondary levels. These moves do not include adjustments that occur when new schools have opened. From 2013 – 2023, When new schools have opened, there have been additional boundary moves which have impacted an additional 25 schools.

- **Transport students to out-of-catchment schools**

The District has, in certain circumstances, had to provide transportation over multiple years to move students to another school while awaiting confirmed capital expansion and to alleviate immediate over-crowding.

- **Movement of programs**

In multiple circumstances, the District has moved specialty programs including Montessori and French Immersion. In other cases, programs have been capped, or have opened in schools in other parts of the district to redistribute and balance the enrolment in any one school. The District has also moved programs for Students with Diverse Abilities or Disabilities. Program moves have included:

- Gifted Programs (Multi-Age Cluster Classes) (Multiple moves)
- French Immersion (Redistributed, capped, moved)
- Montessori (Moved)
- International Baccalaureate (redistributed between schools)
- Discovery Program (closed)
- Inter-A Program (moved)

- **Installation of Portables**

The use of portables is a top mitigation strategy in Surrey. Despite an aggressive capital expansion program, the District retains a growing inventory of portables that was 236 in 2000 and 353 in 2023. The ongoing purchase, installation, and maintenance of portables is a significant District expense.

Each year, several portables are moved to adjust to growth and to mitigate overcrowding. Since the 2016/17 school year, the district's inventory of portables has grown by 106 despite the opening of 6 new schools during that period (Salish and Grandview Heights Secondaries, and Goldstone Park, Katzie, Douglas, Edgewood, Madaugh and Regent Road Elementaries).

- **Extended Day Scheduling**

The Extended Day Schedule in secondary schools includes expanding the timetable and having some students in attendance on a different schedule. This requires many students to start classes up to 60 minutes before the regular school day starts, and other students to finish classes up to 75 minutes



**Newton**

- Snokomish Elementary 27 classroom new school
- Tamanawis Secondary 23 classroom addition
- Sullivan Elementary 17 classroom addition
- Goldstone Park New School 2014

**Cloverdale**

- Maddaugh Elementary 25 classroom new school
- Regent Road Elementary 27 classroom new school
- Katzie Elementary New School 2014
- Salish Secondary New School 2018
- Clayton Heights Secondary 20 Classroom addition pending

**South Surrey**

- Ta'talu Elementary 27 classroom new school
- South Meridian Elementary 8 classroom addition
- Semiahmoo Trail Elementary 10 classroom addition
- White Rock Elementary 8 classroom addition
- Morgan Elementary 8 classroom addition
- Grandview Heights Secondary 60 classroom new school
- Douglas Elementary 25 classroom new school
- Edgewood Elementary 25 classroom new school

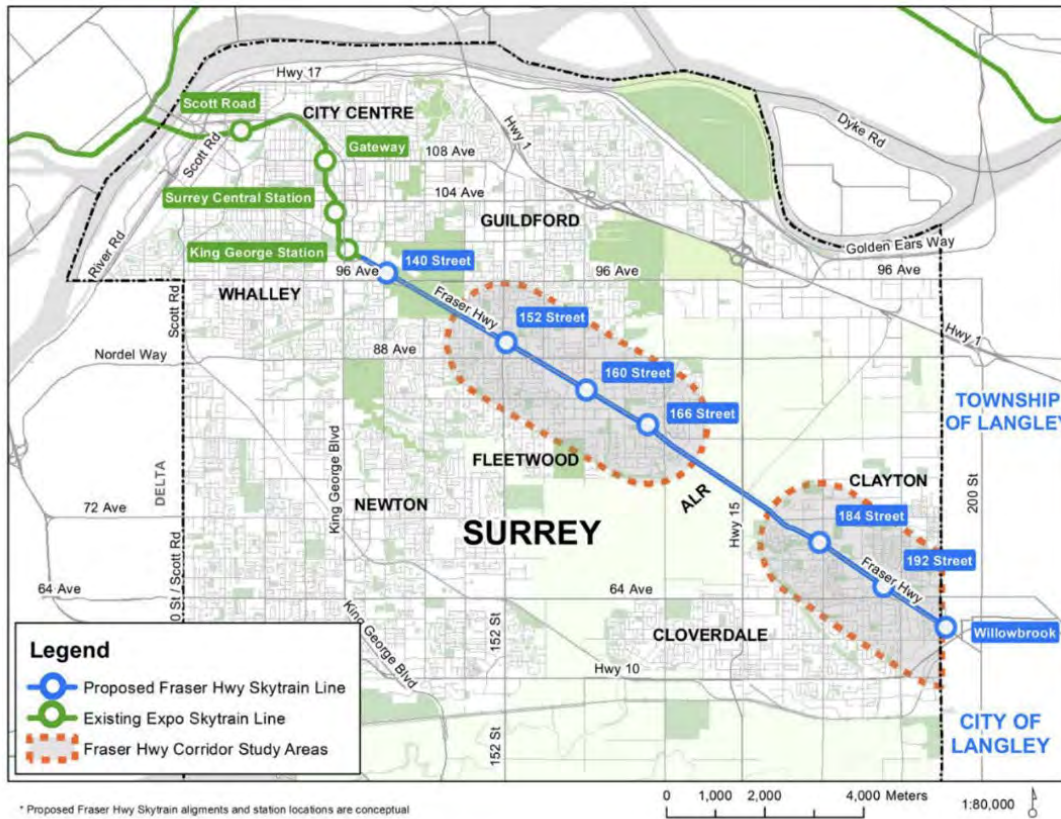
### Future Growth and the Impact on Capital Plans

These completed capital projects and their locations have mirrored the areas of high growth in the City. As the City evolves, the current status of the OCP and NCPs and subsequent focus on secondary planning areas demonstrates the development priorities for the City.

*Figure 2 - 2019 Review of Fraser Highway Corridor, Source: City of Surrey*



One of the overarching features that will substantially impact growth in Surrey is the expansion of Skytrain along the Fraser Highway as illustrated in Figure 2. A 2019 Corporate Report to Mayor and Council authorized staff to commence a Fraser Highway Corridor Plan Review and to update the Official Community Plan. This Review will impact the Official Community Plan and will influence transit corridors and growth across the City.



The Transit Corridors impacted in other areas of the City are illustrated in Figure 3 which further identifies how Skytrain will be linked across Surrey.

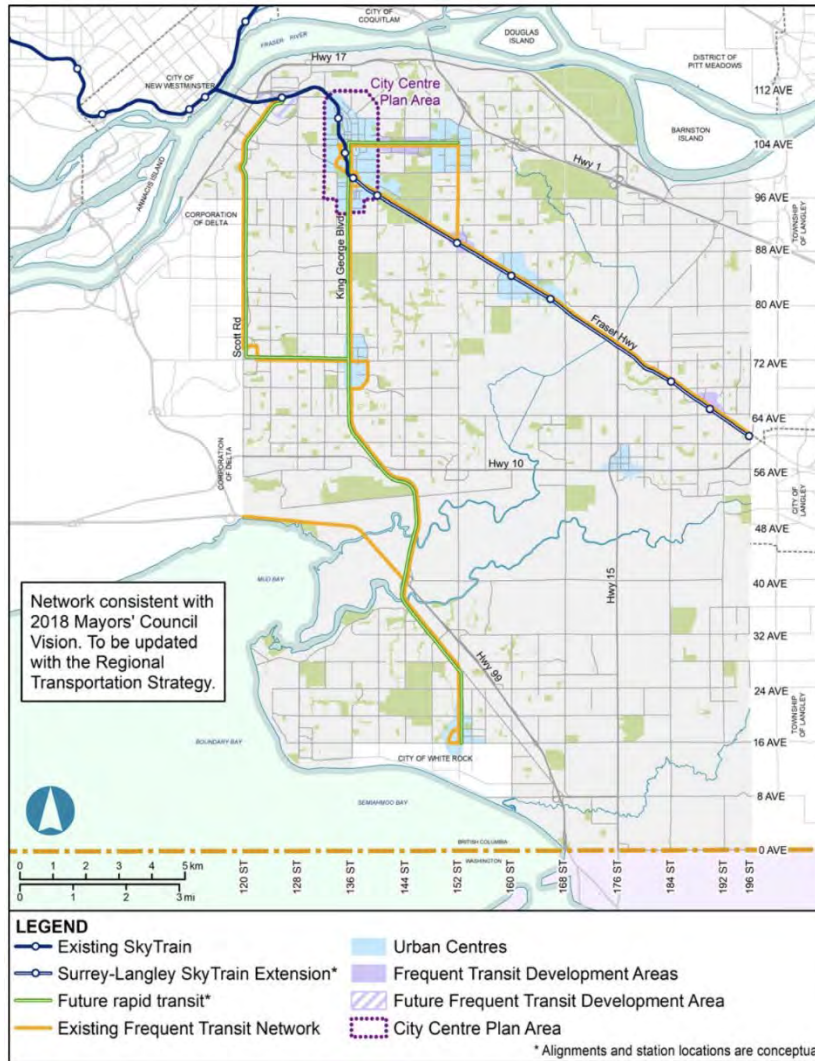


Figure 3 - Centres of Transit and Corridors, Source: City of Surrey

Future growth along the Fraser Highway Corridor will be substantial and the Long-Range Facilities Plan shows the District's planning in anticipation of that growth. The Skytrain and transit expansion is a key feature of the coming decade in Surrey and will impact all Zones. In concert with the expansion of Skytrain, planning is well underway in each Zone of the City in anticipation of ongoing aggressive growth across Surrey.

### Land Use Plans in Progress

On an annual basis, City staff report on the status of Neighbourhood Concept Plans across the City. These updates confirm a 5-stage planning process for development across Surrey. That planning process lays the foundation for planning and development and articulates timelines and process for all development as prioritized and directed by Council.

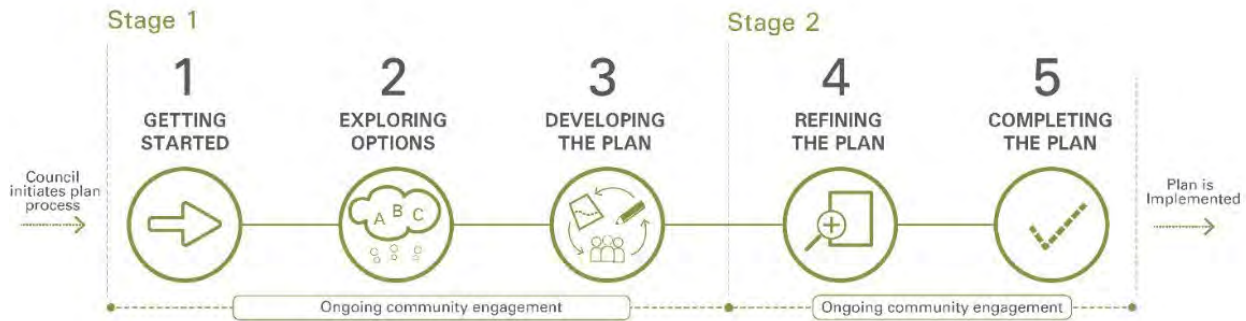


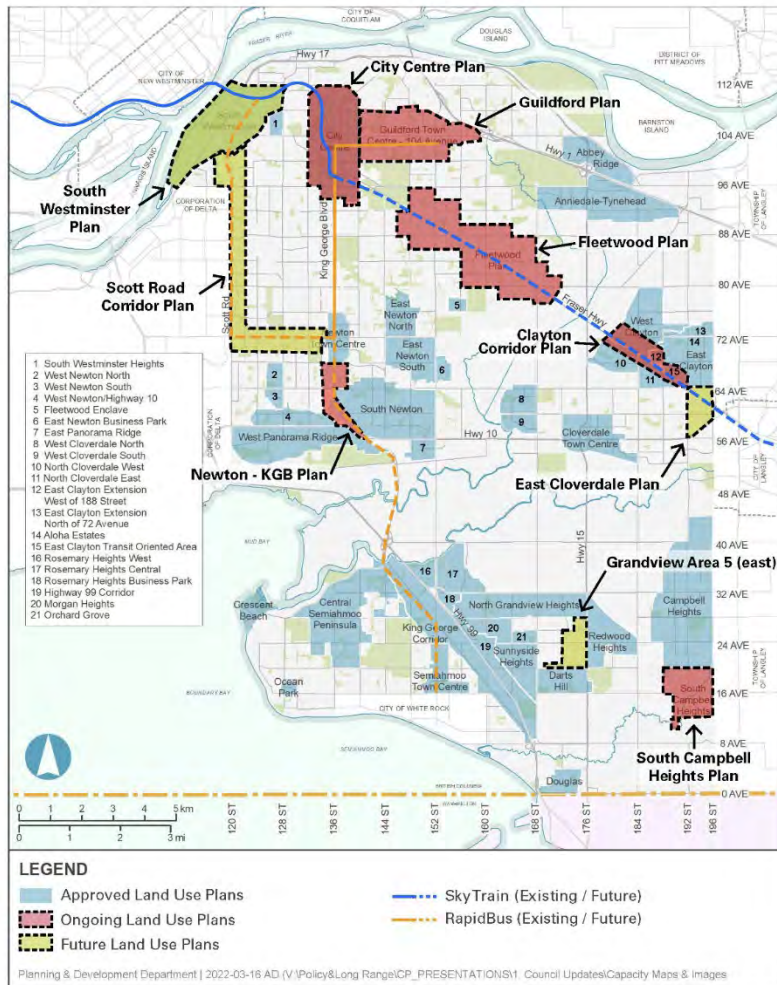
Figure 4 - City of Surrey stages of Land Use Development

In the March 2022 Report, it highlights that 48 secondary Land Use Plan areas have completed Stage 1 and most growth in the City occurs in these areas. These areas of high activity are highlighted in Figure 5 and [Appendix IV](#). The City reports “a significant long-term supply of serviced and developable land in its six Town Centres” with 38,150 dwelling units either constructed or issued development or building permits. An additional 35,800 units are currently under application and in the development review process. The remaining capacity is reported to be 182,350 units.

In addition to these Town Centre Plans, the City is anticipating “considerable” development in new growth areas including, Anniedale-Tynehead, Clayton Heights, and Grandview Heights. These areas are reported to be less than half built out with 58,750 dwelling units of remaining capacity. Work is currently underway to increase services to these areas to support ongoing development. While a focus of the City will remain on expansion of Skytrain, the continued growth of Surrey City Centre, and RapidBus service, there is active work underway across Surrey.

Figure 5 - Map of Land Use Plans in Progress

Map of Land Use Plans in Progress



## City Zones: Analysis and Impact

This section of the LRFP explores the City Zones and the work underway across the City. In each of the Zones, there is extensive planning and development currently in progress. As this progress is documented, several key topics will be explored for each Zone. The topics are:

- City of Surrey Planning and Development;
- Schools that Serve the Region;
- Enrolment Pressures and Capacity;
- Five-Year Capital Plan Response;
- Current Mitigation Strategies;
- Recent Enrolment Trends; and
- Future Need.

In these sections, it is important to note that, in many cases, the catchment areas for schools cross City Zones. In addition, school boundaries change and move as new schools are added and as the District responds to growth and pressures. The District has chosen to write the Long-Range Facilities Plan to align with the City's zones since these are well established and do not move over time. These Town Centre organizers provide a solid framework not only for current but future planning.

With this framework, and in the Long-Range Facilities Plan, there will be overlap as some schools will be listed in two zones. This is to ensure that pressures from each City Zone are considered in the Capital Planning of the School District. For example, both Johnston Heights Secondary and North Surrey Secondary sit between Guildford and Fleetwood and thus are impacted by the growth in both areas. The City Zones allow for the District's planning to align with the City's planning and each Zone will impact schools differently.

For a complete map of the School District, see [Appendix VI](#). A full map of all elementary schools can be found on the [Surrey Schools District Website](#) along with an [interactive map](#) which allows selection of both elementary and secondary levels where catchment areas can be viewed.

In the sections that follow, each Zone of the City will be explored and assessed for its growth and capital needs consistent with the topic areas identified above. In each Zone, the intention is to demonstrate growth as planned by the City, the resulting impact on the School District, and how plans are being put into place to respond to the ongoing need.

## Cloverdale

Cloverdale has been an area of substantial growth over the past decade. As this area continues to develop and as the Surrey-Langley Skytrain Expansion is completed, there will remain a high level of activity and growth. There are land use plans that are developed for:

- Aloha Estates
- Clayton Corridor
- Clayton General Land Use
- Cloverdale Town Centre
- East Clayton
- North Cloverdale
- West Clayton NCP
- West Cloverdale NCP



Within these plans, there is current planning and development underway specifically in Clayton, Cloverdale Town Centre, and East Clayton (Latimer Road). An additional consideration for the area is the announcement of a second hospital which will be located in Cloverdale adjacent to the Kwantlen Polytechnic Campus located on Highway 10 and 180<sup>th</sup> Street. There is no question that an additional hospital will bring development and growth.

City of Surrey Planning and Development

*Clayton Corridor Plan*

One of the main focus areas in Cloverdale is future Skytrain stations along the “Clayton Corridor.” The Clayton Corridor Plan is significant in that it updates and consolidates several other plans including 4 NCPs and the Clayton Transit Area Plan. The Clayton Corridor Plan will follow the updated Fleetwood Stage 1 Plan and is targeted to be brought forward to Council in 2024.



Figure 6 - Clayton Corridor Stage 1 Plan, Source: City of Surrey

Similar to the Fleetwood Corridor plans, there are increases in density in many areas along this corridor, particularly in the northwest and southeast.

*East Cloverdale Neighbourhood Concept Plan*

East Cloverdale refers to the area that borders Langley along the Skytrain Corridor and includes the proposed Skytrain Station (Willowbrook) on 196<sup>th</sup> street. This area will require a new Land Use Plan and is part of future development that is scheduled to begin in the fall of 2023 and culminating in 2025.

While this process is in its early stages, it will impact the School District in the long term as this is an area that has traditionally been over capacity.



Figure 7 - Proposed East Cloverdale NCP, Source: City of Surrey

### Schools that Serve the Region

There are 3 secondary schools and associated families of elementary schools that serve the Cloverdale region. They are:

| Secondary Schools                       |              |                 |
|---|--------------|-----------------|
| Lord Tweedsmuir                         | Ecole Salish | Clayton Heights |
| Elementary Schools                      |              |                 |
| *French Immersion feeds to Ecole Salish |              |                 |
| AJ McLellan                             | Adams Road   | Hazelgrove      |
| Cloverdale Traditional                  | Hillcrest    | Katzie          |
| Don Christian                           | Maddaugh     | Latimer Road    |
| George Greenaway                        | Port Kells   | *Sunrise Ridge  |
| *Martha Currie                          | Regent Road  |                 |
| Surrey Centre                           |              |                 |

The entire Cloverdale region has grown substantially and, in particular, the Clayton region has seen rapid and ongoing development. As a result of this growth, almost all schools in the region are subject to enrolment pressure. Development in this region has changed the landscape of Cloverdale and as a result, the District has had to respond and adjust.

### Enrolment Pressures and Capacity

The total enrolment in the Cloverdale region in September 2015 was 9304 students. The total enrolment in September 2023 was 11817 students. This is 27% growth in total enrolment in 7 years. As Clayton has built out, this has been one of the regions of significant capital planning for the School District.

There have been three new elementary schools (Maddaugh, Regent Road, and Katzie), one new secondary school (Salish) and a business case is currently underway for a 20-classroom addition to Clayton Heights Secondary School. While the opening of Ecole Salish Secondary provided relief in the area, Lord Tweedsmuir Secondary continues to be well beyond capacity. The addition at Clayton Heights will also provide needed relief to that school.

Of the 18 schools that serve the region, 12 of them are over 100% capacity and 8 of these are over 120% capacity. By 2032, the projections are that the average capacity of schools in the region will be <sup>2</sup>120%. Considering all schools in the region, there is projected to be a shortage of over 2500 seats by 2032.

### Five-Year Capital Plan Response

On the 2024/25 Five-Year Capital Plan, the following projects are identified and requests have been made to the Ministry for support:

#### Additions:

- Clayton Heights Secondary      500 seat addition increasing capacity to 1500
- Lord Tweedsmuir Secondary      600 seat addition increasing capacity to 2000
- Martha Currie Elementary      150 seat addition increasing capacity to 805
- Latimer Road Elementary      150 seat addition increasing capacity to 665
- Adams Road Elementary      375 seat addition increasing capacity to 900

#### New Schools:

- Anniedale-Tynehead      Elementary school capacity 655
- Clayton      Replacement elementary school capacity 655
- South Port Kells      Secondary school capacity 1500

### Current Mitigation Strategies

Numerous mitigation strategies have taken place to stem the tide of substantial growth. The most significant mitigation strategy is school expansion and new construction. Since 2010 there the following projects have been completed:

- 2011    Adams Road Elementary      New School

---

<sup>2</sup> Excluding Port Kells which is a tiny rural school with a capacity of 159 students and is scheduled for replacement.



- 2011 Hazelgrove Elementary New School
- 2012 Hillcrest Elementary New School
- 2014 Katzie Elementary New School
- 2016 Adams Road Elementary 10 classroom addition
- 2018 Ecole Salish Secondary New School
- 2021 Maddaugh Road Elementary New School
- 2022 Regent Road Elementary New School

With these numerous projects being completed, there have also been several boundary changes involving several schools in the region. The school registration processes have been closed to out of catchment enrolment in 6 elementary schools.

Portables are used extensively in Cloverdale. There are 66 portables currently in use at 16 sites, 20 of which are located at two secondary schools. These numbers can change frequently as populations shift.

There have been program moves in Cloverdale and in 2018 French Immersion was moved from Lord Tweedsmuir to Ecole Salish. In 2023, the District passed a motion to move the Montessori program out of Latimer Road Elementary.

Future site acquisition is part of the long-range planning for the District.

- Site #002 - There is a one-acre parcel of land attached to Port Kells Elementary School (capacity 159), which could be used as an extension to the existing site and could help provide space for a future larger replacement school or the land could be used in exchange with the City for another appropriate site.
- Site #209 - The District owns 4.98 acres at 17909 92<sup>nd</sup> Avenue which could be appropriate for a future elementary school serving the Anniedale-Tynehead area.
- Site #204 - The District owns 5.01 acres at 9108 184<sup>th</sup> Street which could be appropriate for a second elementary school serving Anniedale-Tynehead. This site has stream setback rules which may decrease useable land.
- Site #215 – The District owns 10.11 acres at 18996 and 19010 80<sup>th</sup> Avenue. This site could hold a future elementary school and is also a candidate for exchange with the City as useable park space in exchange for a new school site in close proximity and within the NCP.
- Site #217 – The District owns 9.43 acres at 18789 76<sup>th</sup> Avenue. Due to the construction of Ecole Salish Secondary and of Regent Road Elementary, this site is not suitable for construction but could play a role in the acquisition of other lands.

Exploration of Urban School Design has been part of the conversation with the City of Surrey as the Clayton Corridor develops and as Skytrain approaches. In their recent consultation processes, the City of Surrey has identified three locations along the Corridor where an urban school design could be explored.

Consolidation and reconfiguration have also been part of the planning in Cloverdale. The very small historic site of Clayton Elementary (capacity 178) is too small for future expansion. With the recent

opening of Regent Road Elementary, there is an opportunity to revision the Clayton Elementary site and to relocate the school to a future site identified to the southwest but north of the Fraser Highway.

### Recent Enrolment Trends

Figure 8 shows the enrolment trends from the previous 4 years. It also shows the projected enrolment for 2032. The trends from 2020 to 2023 include actual student numbers from all regular enrolling schools.

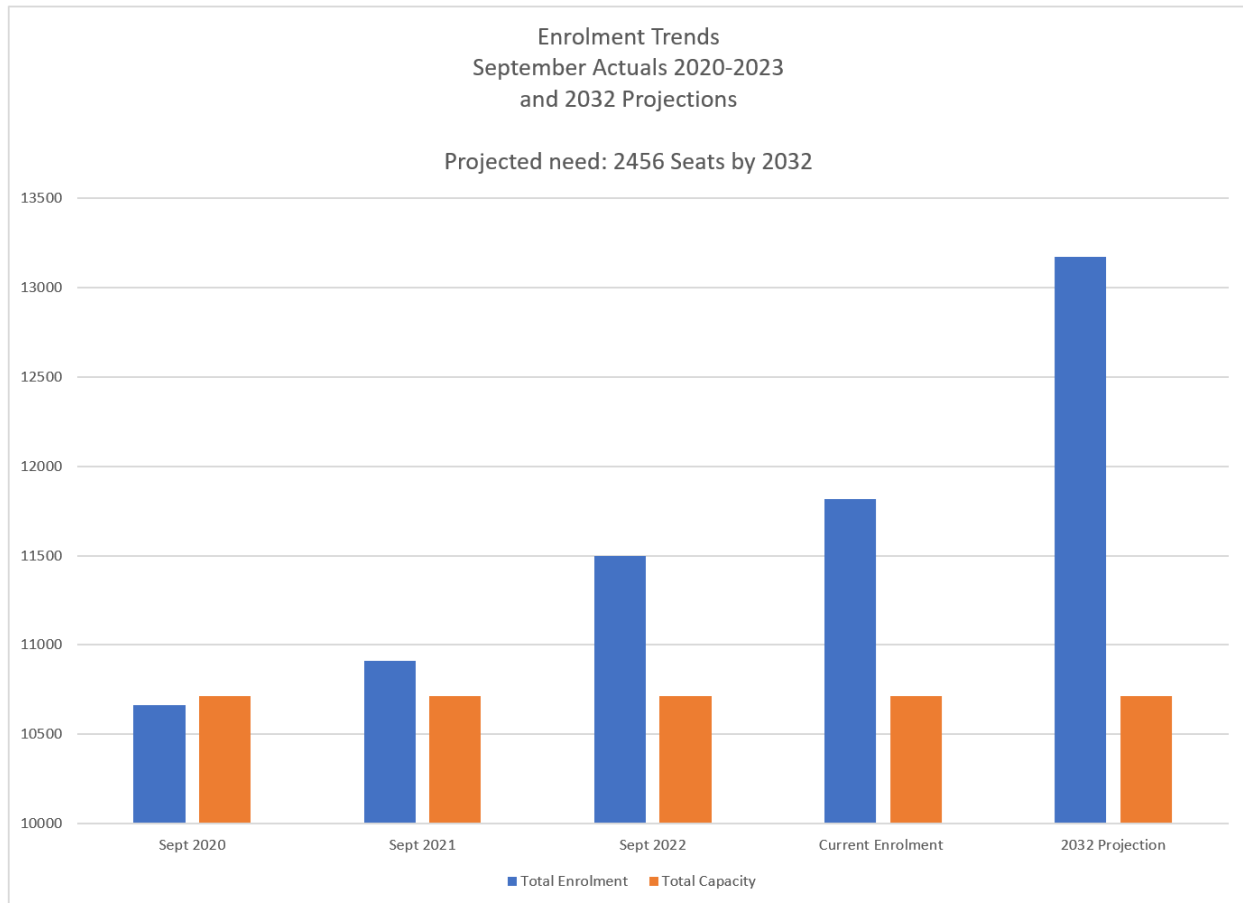


Figure 8- Enrolment Trends All Cloverdale Schools

### Future Need

There will continue to be substantial growth in this area including the evolution of development in Clayton. As West and North Clayton receive services, development will move quickly consistent with Anniedale-Tynehead and South Port Kells in Guildford. The Clayton Corridor will become an urban centre and increased density can be expected which will put pressure on schools.

While the School District holds some land in the northern part of Cloverdale, not all of the sites are suitable for future schools and land exchange, or new acquisition, is needed to support this region as

new developments come into play. Density in the East Clayton has shown the quick escalation of growth, with almost all of the new school builds being already over capacity as of 2023. It was wise to acquire land and build both Regent Road and Maddaugh Road Elementary schools as they will serve this northern part of Clayton for the near future but will clearly be far from sufficient for the future. The relocation of Clayton Elementary School is another way to respond to the coming growth.

In the southern part of Cloverdale, land acquisition is much more difficult and the District holds no sites. The coming hospital, and the development of an East Cloverdale NCP will bring development and ongoing growth. There is a school of choice, Cloverdale Traditional, and it may be that site becomes the focus of a future conversation.

While elementary schools are over capacity, the secondary situation is perhaps even under more pressure. The three secondary schools that serve the region are clearly insufficient. Clayton Heights is undergoing an addition which will provide some temporary relief, Ecole Salish which opened in 2018 has reached capacity and has grown by 315 students in three years and will soon be well beyond capacity. Lord Tweedsmuir was given relief by the opening of Salish and subsequent boundary adjustments, but the relief was short lived. Tweedsmuir remains substantially over capacity (130% in 2023). The region could be well served by a new secondary school and there is no Cloverdale Secondary identified on the Five-Year Capital Plan in a location that would relieve the pressure on Lord Tweedsmuir although a South Port Kells Secondary that is on the 5 Year plan would provide relief in the North.

## Fleetwood

Fleetwood is the smallest of Surrey's Town Centres and is one of the youngest. While the current neighbourhoods are mostly single-family dwellings, this is rapidly changing as the Surrey Langley Skytrain extension becomes a reality.

### City of Surrey Planning and Development

Fleetwood is an area undergoing transformation in response to ongoing growth and the newly approved Surrey Langley Skytrain expansion which will run down the centre of Fleetwood. This region of Surrey is poised to become a major hub in the City.

In March of 2022 the City's land use, transportation and parks concepts for Fleetwood were approved and development applications began including developments that are greater than 6 stories in height. The area is targeted for ["concentrated growth with high and medium density housing."](#) It is stated that the Official Community Plan will be revised and updated to reflect recent and emerging changes.



The March 2022 Corporate Report identifies Growth Projections stating an existing population of approximately 40,000 residents with that number more than doubling to 84,000 by 2051 (p. 11). Growth is predicted to be over 1000 people annually.

In addition to the examination of land use plans, the City also contracted a report on revisions to [Market Supply and Demand](#). The report was received in December 2022. The report signals the substantial shifts in the Fleetwood area and states that “As a direct result of both land use planning efforts and changing market conditions...the Fleetwood Plan area is considerably different than previously observed” (p.4). The summary observations and conclusions are that there are expected to be “major shifts” in growth and development in the Fleetwood area.

*With the extension of the Surrey-Langley SkyTrain line, Fleetwood is going to become an even more attractive place to live. The plan provides a new vision for Fleetwood. One with a distinct urban heart centered around 160 Street and Fraser Highway, that is walkable, vibrant, and green. The Plan focuses on opportunities to integrate new housing, job space, and amenities in the town center, and near Skytrain along the Fraser Highway Corridor.*

*City of Surrey Land Use Planning*

The City has completed the Stage 1 process, and is currently in public consultation on the expansion of Areas A and B as identified in Figure 9.

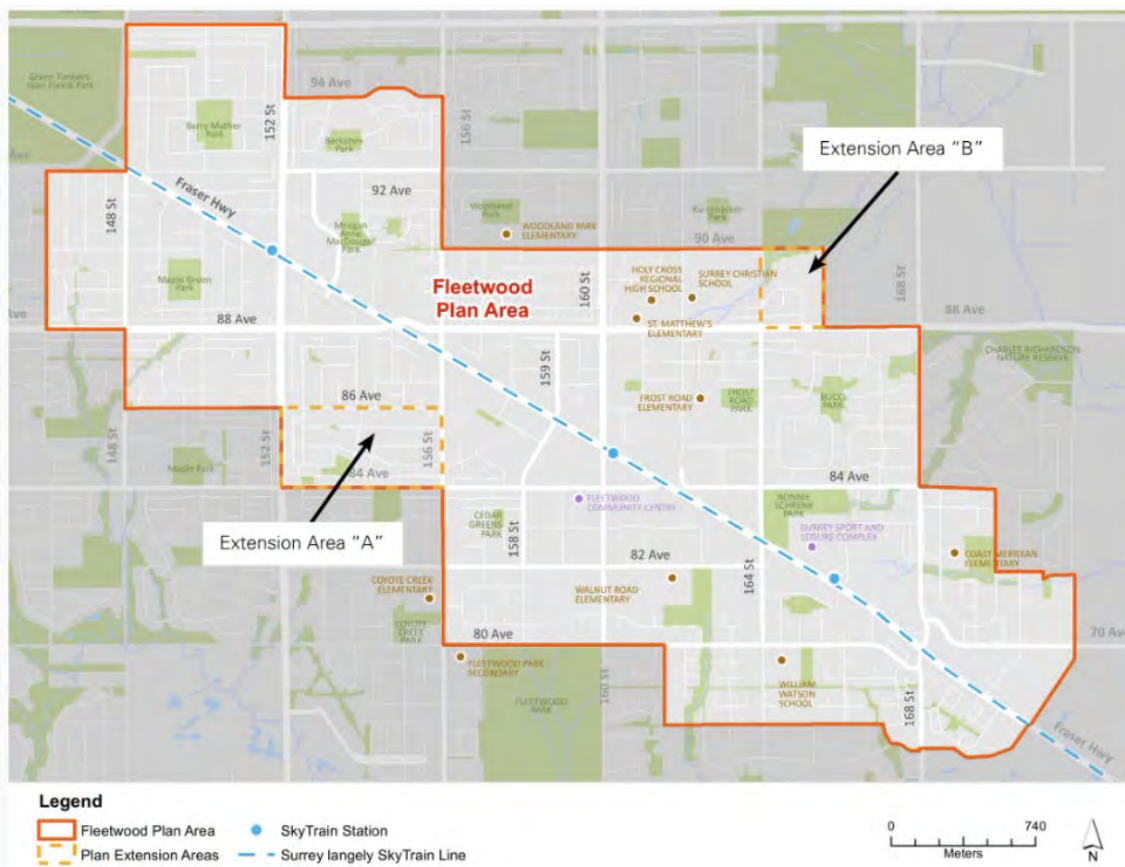


Figure 9 - Fleetwood Extension Area Consultation Maps. Source: City of Surrey

### Schools that Serve the Region

Surrey Schools has 4 Secondary Schools and associated families of elementary schools that serve Fleetwood. The term shared indicates that the school feeds to two different secondary schools. The schools are:

| Secondary Schools    |                  |                |                      |
|----------------------|------------------|----------------|----------------------|
| Johnston Heights     | Enver Creek      | Fleetwood Park | North Surrey         |
| Elementary Schools   |                  |                |                      |
| Berkshire Park       | Brookside        | Coyote Creek   | Coast Meridian       |
| Bonnacord            | Green Timbers    | Walnut Road    | Frost Road           |
| Harold Bishop        | Janice Churchill | William Watson | Serpentine Heights   |
| Mountainview         | Maple Green      |                | WF Davidson (shared) |
| Montessori           |                  |                | Woodland Park        |
| WF Davidson (shared) |                  |                |                      |

There are 11 elementary schools that either border Fraser Highway or are in close proximity to be impacted by rapid changes in this area along this major transit corridor and the future line of Skytrain. The schools are:

- |                |                    |
|----------------|--------------------|
| Berkshire Park | Maple Green        |
| Bonnacord      | Serpentine Heights |
| Coast Meridian | Walnut Road        |
| Coyote Creek   | William Watson     |
| Frost Road     | Woodland Park      |
| Green Timbers  |                    |

### Enrolment Pressures and Capacity

While there are, as identified earlier, several other elementary schools in this region, these 11 are projected to be the most significantly impacted. The combined current utilization of these schools is 103% but it is projected to grow to 117% in 10 years. When looking at those schools most impacted by the Fraser Corridor, the top four have an average capacity of 128% and this is projected to grow to 148%

in the coming 10 years. If there is no additional capacity, this region is projected to have 7 elementary schools between 600 and 850 students by 2032 which is far beyond their current capacity.

In response to this high level of activity and the changing nature of the City, the School District has focused several projects on the quickly expanding Fleetwood area. Recently completed projects include a 4-classroom addition at Coyote Creek Elementary and an addition at Frost Road. There is a substantial need for expansion of Fleetwood Park Secondary School which is currently operating at over 130% capacity. A 20-classroom expansion has received support from Government and is in the planning phase. As noted in the process for approval of capital projects, the project is still in the planning phase and has not received funding to proceed to construction.

### Five-Year Capital Plan Response

On the 2024/25 Five-Year Capital Plan, the following projects are identified, and requests have been made to the Ministry for support:

#### Expansion

- Fleetwood Park Secondary      Increase Capacity from 1200 to 1700
- William Watson Elementary      Replacement on site and increase capacity from 332 to 900
- Walnut Road Elementary      Addition increasing capacity from to 542 to 875
- Woodland Park Elementary      Addition increasing capacity from 457 to 875

#### Site Acquisitions

- Four sites for future elementary schools
- One site for a future secondary school

#### Replacement

- Mountainview Montessori      Replace on current site at same capacity (365)

### Current Mitigation Strategies

Fleetwood has been an area of constant growth and the addition of the Surrey Langley Skytrain running through the centre of Fleetwood has accelerated the growth in this area. The District has adopted several mitigation strategies considered to address enrolment over capacity. The strategies used to date have included:

- Boundary changes
  - There have been boundary changes at Green Timbers, Frost Road, and Woodland Park.
- Portables: Where space is available, portables have been sited to support growth. Currently there are portables located at:
  - William Watson
  - Walnut Road
  - Coyote Creek
  - Frost Road

- Capital Construction (completed and on 5-Year Capital Plan)
  - Coyote Creek – 4 classroom addition – completed 2021
  - Frost Road – 4 classroom addition – completed 2020
  - Fleetwood Park Secondary – 20 classroom addition supported and in planning

### Recent Enrolment Trends

Figure 10 identifies the recent enrolment patterns of the schools along the Fraser Highway in the corridor area. This chart includes both elementary and secondary enrolment and includes the capacity achieved through recent additions.

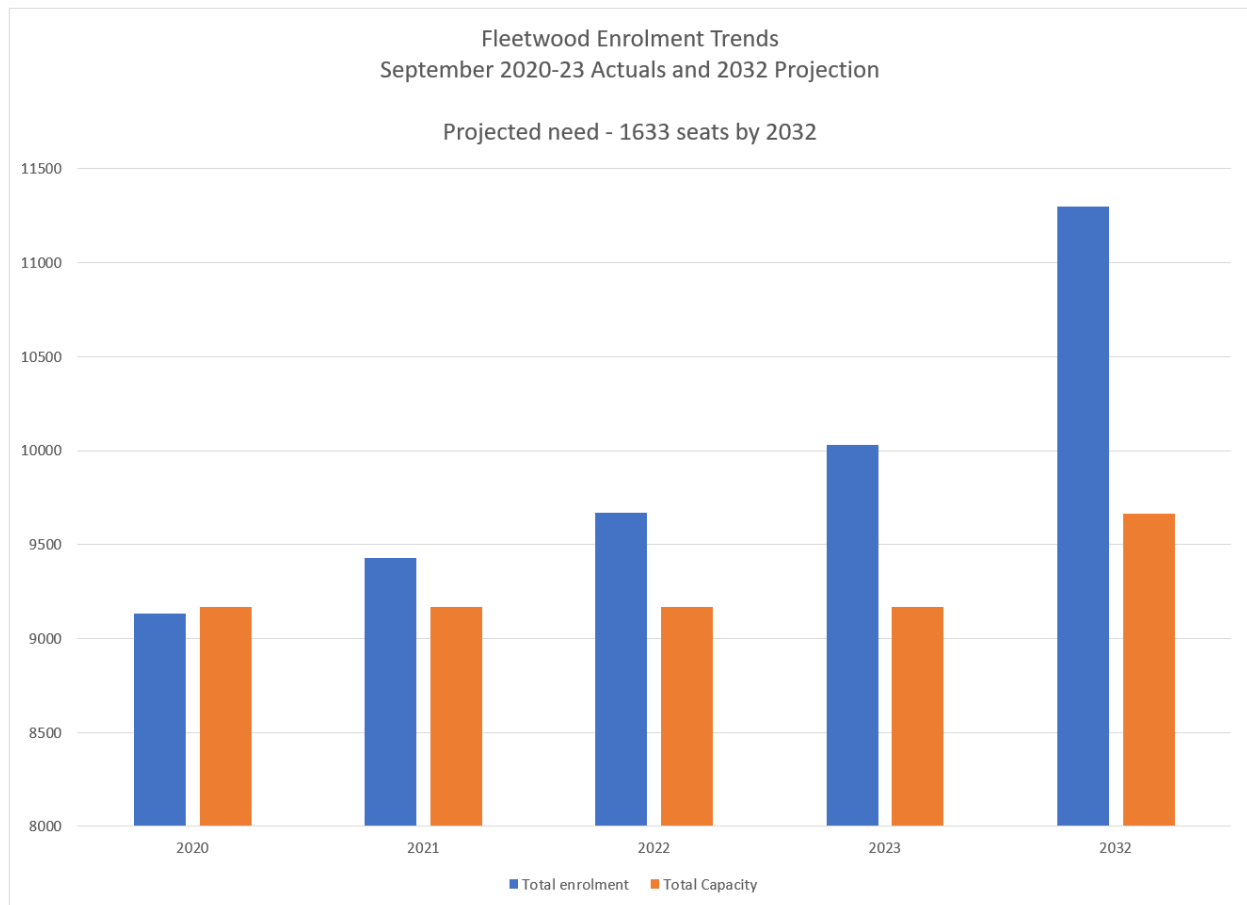


Figure 10 - Enrolment trends, Fleetwood schools. Capacity includes supported 20 classroom expansion at Fleetwood Park Secondary

### Future Need

The Fleetwood zone in the City of Surrey will continue to be the focus of significant growth and densification. The School District has been working closely with the City and a number of projects have already been completed. In addition to those completed projects, this area will remain a high focus for

the 5 Year Capital Plan and the district will continue to prioritize both expansion and site acquisition in this area in response to the coming need.

The challenge for the School District in site acquisition particularly in the Fleetwood area is that the densification along the Fraser Highway and the Surrey Langley Skytrain project will mean that there will continue to be extreme pressure on the schools along that corridor. In particular, the families of schools that feed Fleetwood Park Secondary and North Surrey Secondary. Currently an addition to North Surrey is a high priority for the 5 Year Capital Plan. It may be necessary in the coming years to consider other mitigation strategies in the neighbouring families of Johnston Heights Secondary and Enver Creek Secondary.

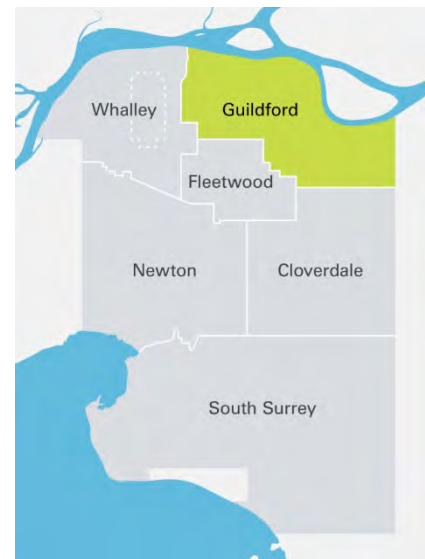
With the growth centred on such a small region and the significant density to come, the District is also actively pursuing how the concept of an urban school design would fit into the future of Fleetwood. There will be opportunity with rapid development to consider alternate designs that meet the needs of this community which will undergo substantial transformation.

### Guildford

Guildford is a mature region of Surrey that has grown around the Guildford Town Centre Mall complex and its surrounding businesses and the Fraser Heights subdivisions. Guildford also encompasses the area of Tynehead to the southeast which will be an area of focus for future growth in this region.

Guildford has not had a current land use plan for many years. In 2016 the City approved that a planning process be undertaken which included the development of a land use and density concept with a focus on the 104 Avenue Corridor.

This original planning was to take into account the development of a Light Rail Transit (LRT) system that would travel along 104 Avenue. Since that time, these plans have changed from an LRT system to the Surrey Langley Skytrain (SLS) expansion. The Skytrain expansion will run down Fraser Highway which creates more of an impact for Fleetwood than it does for the earlier Guildford plans of LRT.



### City of Surrey Planning and Development

There are currently four land use plans that are in process. These include:

- Abbey Ridge Land Use Plan
- Anniedale-Tynehead NCP
- Guildford Town Centre Plan
- South Port Kells General Land Use Plan



Currently, active consultation and collaboration is under way on a planning study for Guildford Town Centre along 104 Avenue. Council approved the Stage 1 Plan in 2019 and the City is in the final phase of public consultation.

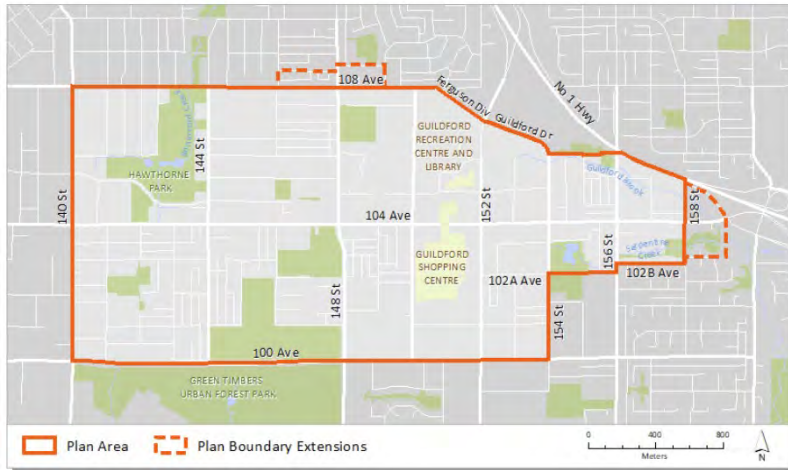


Figure 11 - Guildford 104 Avenue Planning Area. Source: City of Surrey

As stated earlier, the original planning that began in 2016 included the Light Rail System and those plans have changed to the adoption of the Surrey Langley Skytrain. Regardless, the plan for the 104 Avenue Corridor remains highly active and is nearing completion with a summary report likely due in 2024.

Abby Ridge is another area that is under current planning and development. In 2017 Council approved a land use plan for this area. Originally characterized by suburban acreages, this region is now a focus for urban development. The planning area is located between Highway 1 and the Fraser River.

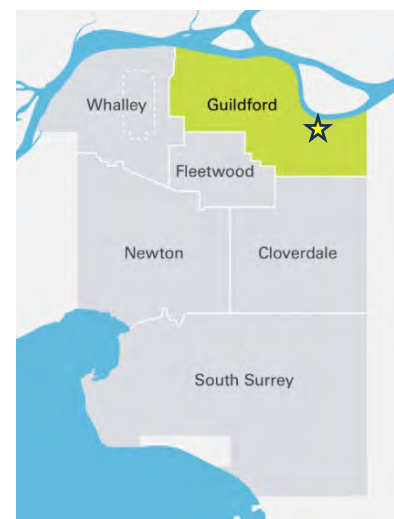
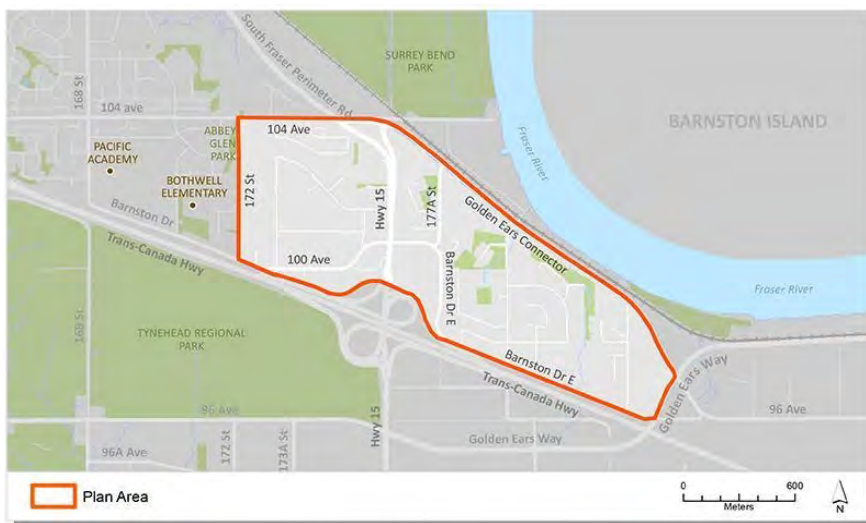


Figure 12 - Abby Ridge: Source City of Surrey

The 2017 Land Use Plan included decisions on density. In the current Land Use Concept Plan, there are areas of increased development. In particular, there are townhouse complexes that have been approved for the southeast and southcentral areas of Abby Ridge. In the southcentral area close to the highway interchange, approval has been given for 203 townhomes. In the southeast area, approval has been given for 128 townhomes. The locations of these approvals is indicated on Figure 13 by the stars.



Figure 13 - Townhouse approvals Abby Ridge

Anniedale-Tynehead is also an area where change is occurring. This represents a large neighbourhood south of Highway 1, east of Guildford Town Centre and north of the agricultural land reserve. Originally comprised of large rural acreages and agricultural uses, the City now projects this to be the future home of up to [20,000 residents](#).

The planning for

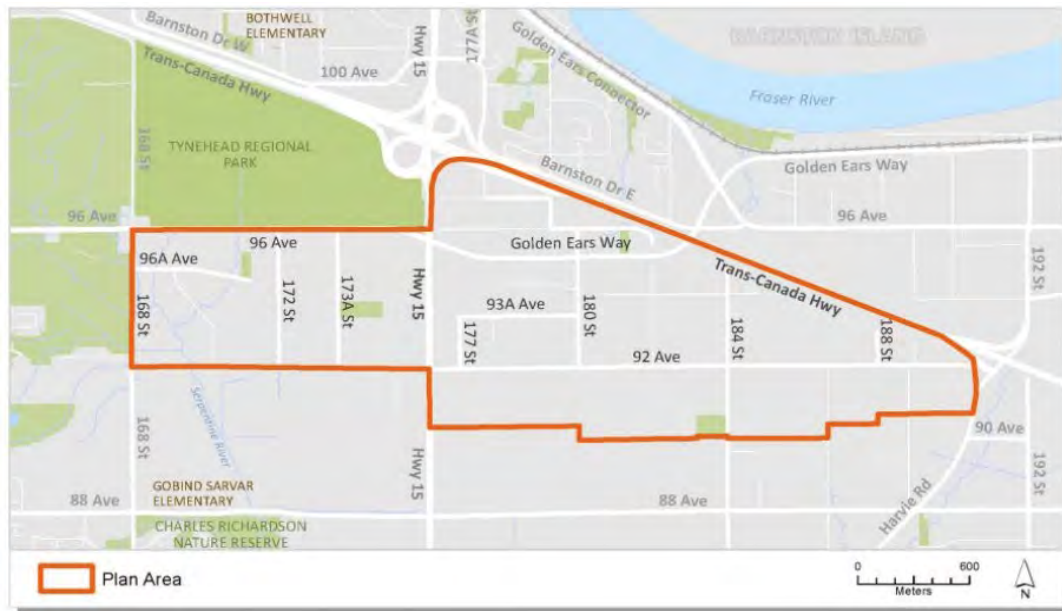


Figure 14- Anniedale-Tynehead - Source: City of Surrey

Anniedale-Tynehead has been decades in process. In 2003 the City identified South Port Kells, including Anniedale-Tynehead as a region for new development. A general land use plan was approved in 2005 as an overall guide for the region.

In 2009 City Council endorsed an NCP process and in 2010 a draft Land Use Plan was completed. Further refinements to the Land Use Plan, including engineering service plans, transportation and land use concepts were approved in 2012. Council approved the Stage 1 Land Use Concept and authorized staff

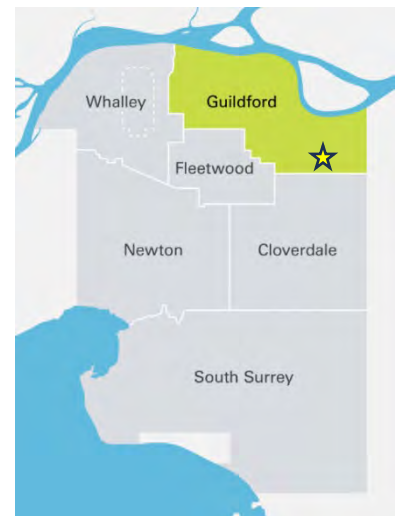
to proceed with processing development applications in July of 2022. These applications are to be held pending completion of Stage 2 of the NCP. A Corporate Report from City Staff in July of 2023 recommended the completion of the Stage 2 planning.

South Port Kells is the other active area under planning in Guildford. This region encompasses a large section of land that includes Anniedale-Tynehead and Port Kells. The General Land Use Plan for South Port Kells was endorsed in 2005. It was after completion of the General Land Use Plan that the City endorsed the preparation of a Neighbourhood Concept Plan for Anniedale which has subsequently included Tynehead.

*The Anniedale-Tynehead NCP is a significant new development area in North Surrey with the capacity to accommodate homes for up to 18,000 new residents and space for approximately 4,000 new jobs. Facilitating a speedy resolution to the*



Figure 15- South Port Kells General Land Use Plan. Source: City of Surrey



Planning in Guildford will continue to focus on the growing areas of Abby Ridge, Anniedale-Tynehead and the Guildford Town Centre 104 Avenue regions. As these areas continue to evolve and grow and as services are provided, it will be likely that there will be continued growth in the northeast region of the City.

### Schools that Serve the Region

The District has 5 Secondary Schools and associated elementary schools that serve the Guildford region. They are:

| Secondary Schools       |                               |                    |                         |             |
|-------------------------|-------------------------------|--------------------|-------------------------|-------------|
| Johnston Heights        | Guildford Park                | Fraser Heights     | North Surrey            | Salish      |
| Elementary Schools      |                               |                    |                         |             |
| Berkshire Park          | Ellendale                     | Bothwell           | Coast Meridian          | Adams Road  |
| Bonnacord               | Hjorth Road                   | Dogwood            | Frost Road              | Clayton     |
| Harold Bishop           | Holly                         | Erma<br>Stephenson | Serpentine<br>Heights   | Hillcrest   |
| Mountainview            | Lena Shaw                     | Fraser Wood        | WF Davidson<br>(shared) | Maddaugh    |
| Montessori              | MJ Shannon                    |                    | Woodland Park           | Port Kells  |
| WF Davidson<br>(shared) | *Riverdale<br>(Kwantlen Park) |                    |                         | Regent Road |

With most of the growth and development centred in Guildford Town Centre and the Abby Ridge, Anniedale-Tynehead areas, it is anticipated that enrolment pressures will grow along the 104 Avenue Corridor and Abby Ridge, and there will be a need for expansion and new sites as Anniedale-Tynehead begins to build out. Schools most impacted along these growing areas are:

|             |                    |
|-------------|--------------------|
| MJ Shannon  | Harold Bishop      |
| Holly       | Bothwell           |
| Lena Shaw   | Port Kells         |
| Hjorth Road | Serpentine Heights |

### Enrolment Pressures and Capacity

In 2020, this region and the schools most impacted as identified above were nearing 100% capacity. Since 2020, these schools have added over 1000 new students. The current average utilization rate of the 7 schools that are over-capacity in the region is 122% and by 2032 that is projected to increase to 10 schools over-capacity with an average utilization of 133%. In this region, by 2032 there is projected to be

a shortage of over 2000 seats and this includes a recently approved 450 seat expansion at Guildford Park.

Given that in this region is just crossing the 100% capacity threshold, there have not been any expansion projects completed in recent years. There have been two seismic projects completed at Holly and at Mary Jane Shannon. In response to the current and anticipated growth, the District has focused capital responses on future need. The Guildford Park Secondary 18 classroom addition is underway and scheduled to be completed in 2028

### Five-Year Capital Plan Response

On the 2024/25 Five-Year Capital Plan, the following projects are identified, and requests have been made to the Ministry for support:

#### Expansion

- Guildford Park Secondary      Increase capacity from 1050 to 1500 (approved)
- Fraser Heights Secondary      Increase capacity from 1200 to 1700
- North Surrey Secondary      Increase capacity from 1175 to 1700
- Hjorth Road Elementary      Relocation to increase capacity from 229 to 655
- Lena Shaw Elementary      Increase capacity from 569 to 805
- Anniedale-Tynehead      New 605 student elementary school
- South Port Kells      New 1500 student secondary school

#### Site Acquisition

- Anniedale-Tynehead Elementary
- Hjorth Road
- South Port Kells Secondary
- Abby Ridge Elementary

#### Replacement

- Ecole Riverdale (replace on site)
- Port Kells Elementary (replace on site)

### Current Mitigation Strategies

- Portables
  - There have been numerous portables used in this region. Current Portables include:
 

|                              |    |
|------------------------------|----|
| ▪ Guildford Park Secondary   | 11 |
| ▪ Hjorth Road Elementary     | 6  |
| ▪ Holly Elementary           | 4  |
| ▪ Johnston Heights Secondary | 1  |
| ▪                            |    |
| ▪ North Surrey Secondary     | 8  |
| ▪ Riverdale                  | 2  |
  - Include historical portable growth in the enrolment section or mitigation.

- Capital construction
  - There is an active expansion project at Guildford Park Secondary and other priority projects are listed in the Five-Year Capital Plan above.
- Program moves
  - The GROW program which served teen parents was located at Guildford Park Secondary for many years was moved to make space for additional student growth.
- Extended Day Schedule
  - North Surrey Secondary
- Future Site Acquisition
  - The district has a future site at 17859 and 17909 92 Ave. The future of this site is discussed in the [section on Land Use](#).

### Recent Enrolment Trends

Figure 16 identifies the recent enrolment patterns of the schools most impacted by the City's secondary planning areas. This chart includes both elementary and secondary enrolment and includes the capacity achieved through recently approved additions at Guildford Park.

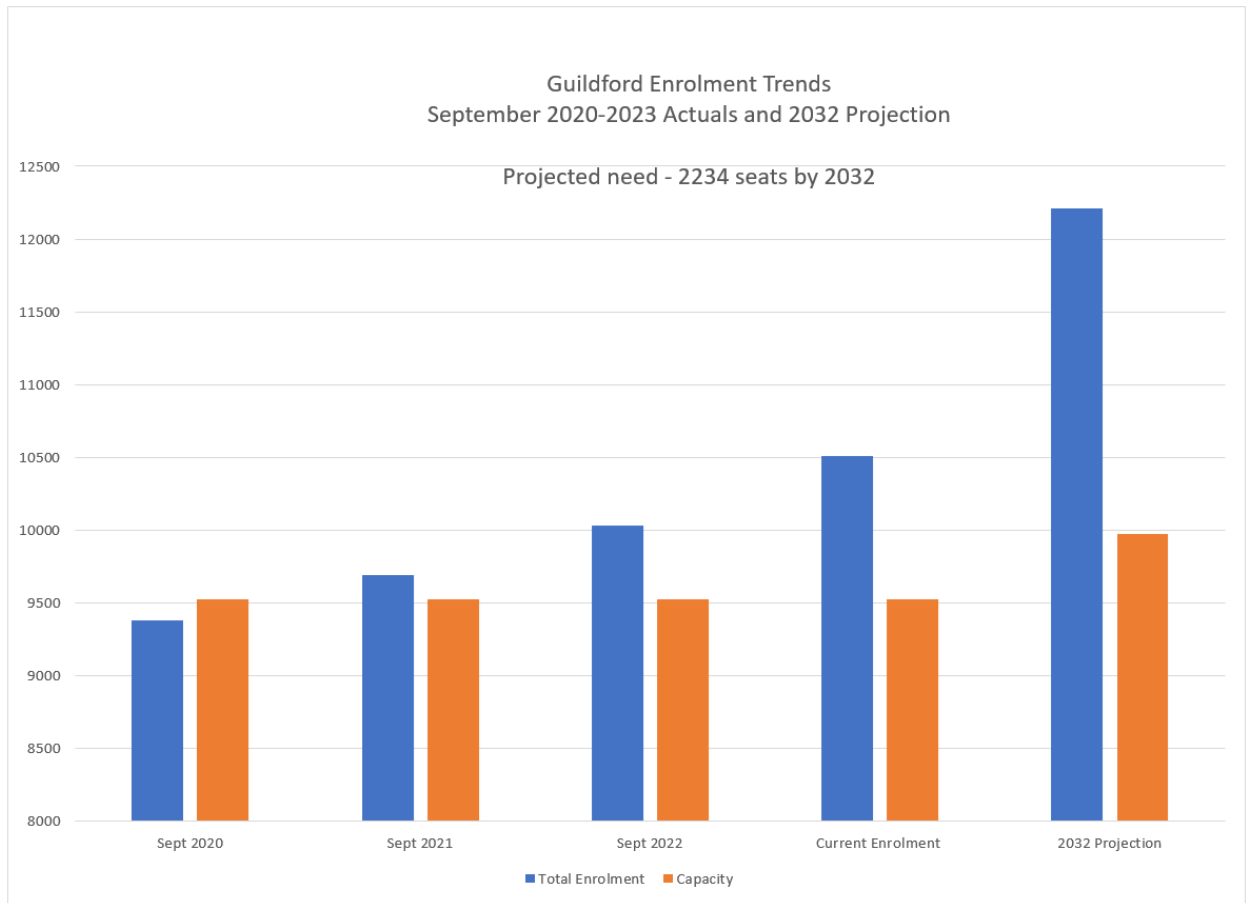


Figure 16- Enrolment Trends Guildford. Capacity includes 18 classroom addition currently supported at Guildford Park Secondary.

### Future Need

The Guildford region of the City of Surrey includes both mature neighbourhoods that are transforming along the Guildford Town Centre and the expanding areas of Abby Ridge, Anniedale-Tynehead and Port Kells. The maturation and development of these areas will provide rapid density increases particularly as Anniedale-Tynehead receives utility services and development begins in earnest.

Final Planning for Guildford Town Centre and the 104 Avenue Corridor is scheduled to be completed by the end of 2023 with Anniedale-Tynehead completing by 2025. It is likely that as the Anniedale-Tynehead plans come to fruition, the District will see growth similar to Clayton in Cloverdale and Grandview in South Surrey. In both these areas new elementary and secondary schools were required to support the growth. The District should continue to work to prioritize new schools on the horizon and should actively be working to acquire the sites necessary to plan for this growth. This work is well underway as highlighted on the Five-Year Capital Plan but additional sites and schools may need to be identified in the decades ahead as well as ongoing development of new and adjusted school boundaries.

## Newton

Newton is at the heart of Surrey and is an extremely culturally rich and diverse area. The region includes Sullivan which is an historic village and the Panorama neighbourhood. Newton is home to the region's largest South Asian community.

Newton shares its western border with Delta and the region is also home to significant industrial and manufacturing services.

Major transportation thoroughfares intersect Newton with Scott Road at the western border with Delta and King George Boulevard running north-south. Highway 10 is near the southern border of Newton and links highway 99 to highway 1.

There are several Land Use Plans for Newton including:

- East Newton NCPs
- East Panorama Ridge
- Imagine Scott Road
- Newton Cultural Commercial District
- Newton Town Centre Plan
- Newton-King George Boulevard Plan
- South Newton Plan
- West Newton NCPs

Of these plans, the Newton-King George Boulevard and Imagine Scott Road (Scott Road Corridor) Plans are currently actively in process.

### City of Surrey Planning and Development

The King George Boulevard Plan is a key corridor for Surrey linking City Centre in the north with Semiahmoo in the south. On June 28, 2021, Council approved the Stage 1 Plan and Stage 2 was completed in March 2023. The report included a vision for Rapid Transit expansion and updated land use concepts.





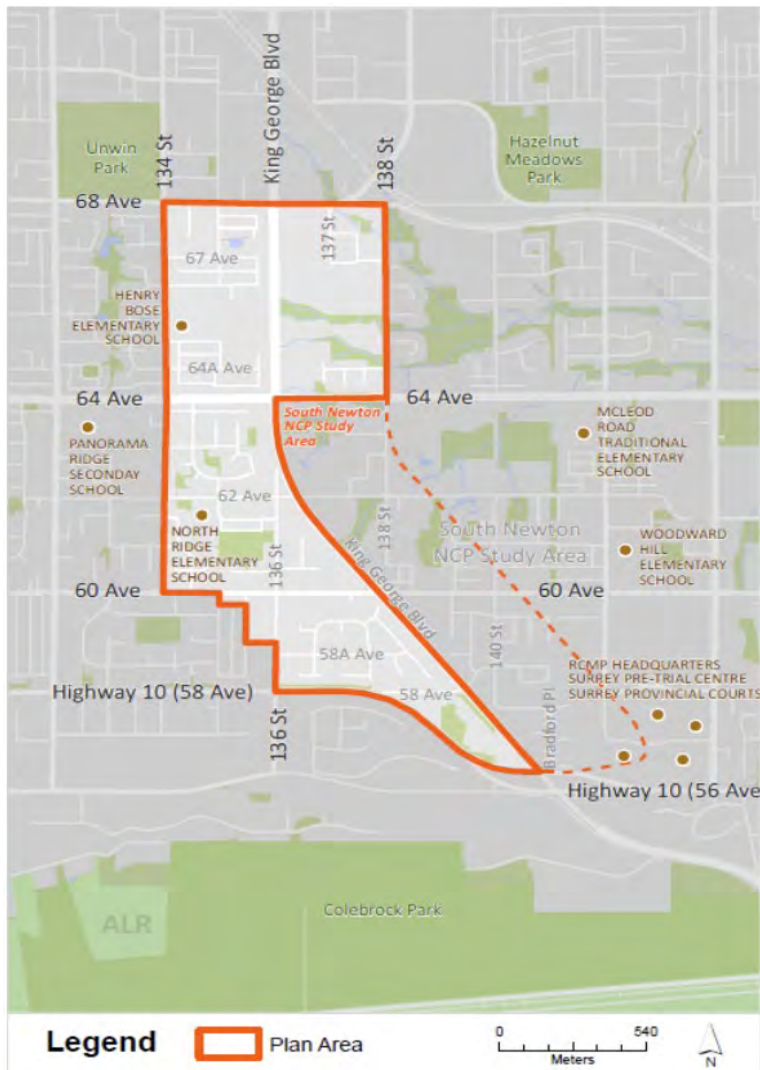


Figure 17- Newton King-George Boulevard Plan. Source: City of Surrey

In the [Stage 2 plan](#), there are population projections including projections for students. The population is projected to grow from the current 6,187 residents to 17,149 over the next 20 to 30 years.

Housing numbers are projected to increase threefold and there are an additional 800 elementary students and 1,100 secondary students projected once full build out is achieved.

The updated Land Use Plan shows increased density along King George Boulevard in the proximity of North Ridge and Henry Bose elementary schools. Henry Bose is a small school (capacity 434) currently operating at 74% capacity. North Ridge (capacity 434) is currently operating at 115% capacity. Hyland Elementary includes the northeast portion of this Plan and Woodward Hill Elementary borders to the east along King George Boulevard. Hyland is at 98% capacity and Woodward Hill is at 115% capacity.

A recently completed plan is the Newton Town Centre. In July 2020 Council adopted the planning process and approved the updated Plan. This has been the culmination of work since 2008 and creates a new vision for the heart of Newton.

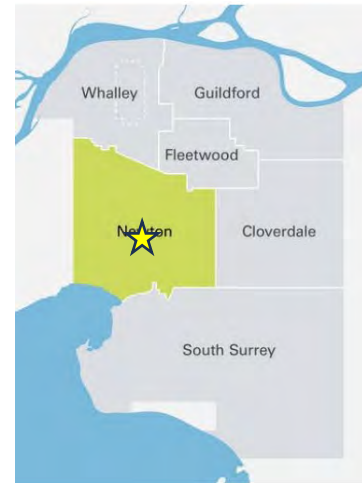


Figure 18 - Newton Town Centre, Source: City of Surrey



Figure 19- Newton-King George Boulevard Land Use Plan, Source: City of Surrey

The revisioning of Newton Town Centre projects that over the next 30 years, the population will grow by a minimum of ten fold from a current 1,385 to a projected maximum of 30,240 residents. The corresponding change in housing projections and densification will see housing units increase from the current 445 up to 13,700. The City acknowledges that the growth will happen over several decades and may require a catalyst such as rapid transit investment.

The Scott Road Corridor is a plan that runs along the western region of Newton and includes an update to the existing South Westminster NCP. Together these plans will form the basis of the development of

transit to support secondary land use plans with a coming RapidBus Corridor. In March of 2022 Council endorsed the plan.

This Scott Road Corridor Plan is only at its inception with a Planning Review endorsed by Council in April of 2022.

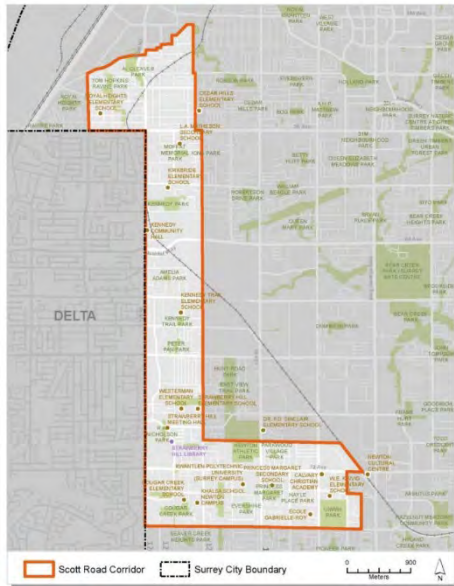


Figure 20- Scott Road Corridor Plan, Source: City of Surrey

Combined with the South Westminster Plan, these will form a major transit route which will bring future growth and development. The City of Surrey currently has the focus on these plans entering Stage 1 of planning in early 2024.

While there are several other plans in the Newton region, the Scott Road Corridor and the Newton Town Centre are the most recent and active. For illustrative purposes, it is helpful to reference the South Newton NCP. This NCP was amended in 2004 and Council approved “to increase the opportunity for small lot development” (Corporate Report R298, Dec. 2004).

In the subsequent 20 years since that report, this NCP has undergone substantial growth, and it is illustrative of the importance of effective long-range planning.

The other reason that it is helpful to look at the South Newton NCP is that it neighbours the Newton-King George Boulevard Plan which is currently underway, and development may be consistent as the KGB plan builds out.

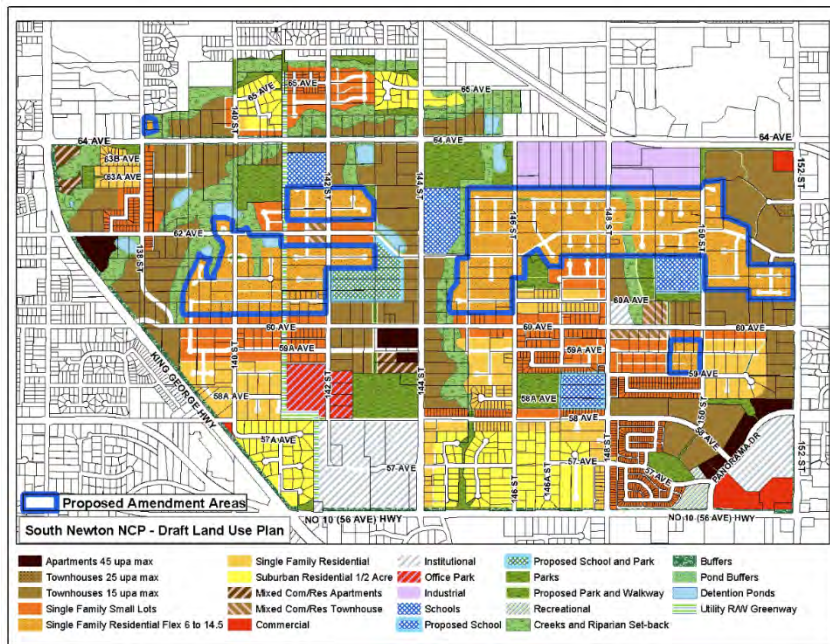


Figure 21- South Newton NCP Proposed Amendment Areas, Source: City of Surrey

In Corporate Report 298 (Nov. 2004), increases in housing and school populations were identified. “Assuming a medium/high growth estimate” it was projected that the number of elementary school students would grow between 292 and 473 students and secondary students would increase between 245 and 400 students. The report further states that “The School District advises that the current allocation of existing and planned elementary schools through the NCP are, could absorb the projected increase in the number of elementary schools children” and that “Sullivan Heights Secondary School may require expansion to accommodate the additional secondary school student population.”

The School District provided a written submission to address concerns raised about the adequacy of schools at the time. The submission states that the current schools, McLeod Road, Sullivan, and Hyland serve the region and that the District “will construct” three new elementary schools in the area. The District also comments that growth “could marginally exceed the current student capacity of Sullivan Heights Secondary School.” The District comments on the potential for 100 additional secondary students which would have Sullivan Heights reach 1300 which would be 100 students over capacity and that “expansion would be difficult.” The District’s submission concludes with commenting that complete build out of the NCP would take at least 10 years and that “the School District and the City have agreed to coordinate efforts in monitoring student growth in relation to capacity and to consider development and school provision options as development in the area occurs.”

In 2005, according to District enrolment data, there were 2279 student enrolled in this region in the 4 schools (Hyland, McLeod Road, Sullivan, Sullivan Heights). By 2023, the District had indeed constructed three additional schools, Cambridge Elementary, Goldstone Park Elementary, and Ecole Woodward Hill Elementary and an addition has been completed at Sullivan Heights to expand its capacity from 1200 to 1700. Current enrolment in these schools is:

|                                  |      |
|----------------------------------|------|
| ● Hyland Elementary              | 469  |
| ● McLeod Road Traditional        | 209  |
| ● Sullivan Elementary            | 370  |
| ● Cambridge Elementary           | 780  |
| ● Goldstone Park Elementary      | 737  |
| ● Ecole Woodward Hill Elementary | 710  |
| ● Sullivan Heights Secondary     | 1878 |

The net effect of growth in this region has added 2,874 students since 2005 compared to the estimated 873 (400+473) at the time of the NCP development. This is the entire NCP and not solely the regions of the amendment in the Corporate Report, but it illustrates the significance of growth over time.

The region currently is still significantly over capacity. As of September 2023, there are 27 portables on Cambridge, Goldstone Park and Woodward Hill combined. There is another elementary school approved and under construction and there is planning underway to secure a future site of a neighbouring secondary school to relieve Sullivan Heights Secondary. Such plans, if approved, would likely take significant time to unfold through to construction. The current projected enrolment for Sullivan Heights Secondary School in 2032 is for 2120 students which is almost double the secondary projection from the City's 2004 Corporate Report.

Another active Plan is the East Newton Business Park NCP Amendment. This area is above 64<sup>th</sup> avenue and east of 152<sup>nd</sup> Street. As the District looks to establish a location for a new secondary school, it is looking toward East Newton.

The East Newton Business Park is bounded by 152<sup>nd</sup> on the west and ALR to the East and North.

In March of 2020, the City, amended the NCP to remove the intention for this to have a "Live and Work" designation and replace it with a "Business Park" designation. This removed residential uses within the NCP. The Park land was originally intended to provide park amenities for residents but this is no longer needed. In Figure 23, the shaded area indicates the region removed from the Live and Work designation and it is currently listed by the City as "Preference is for Business Park."

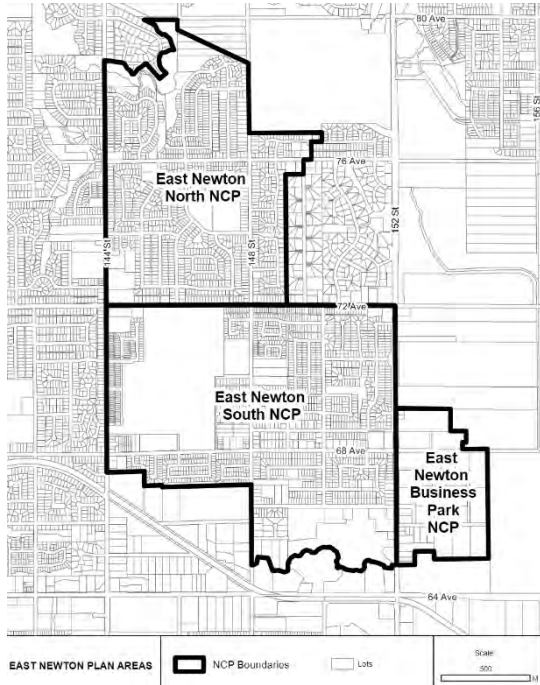


Figure 22- East Newton NCPs, Source: City of Surrey

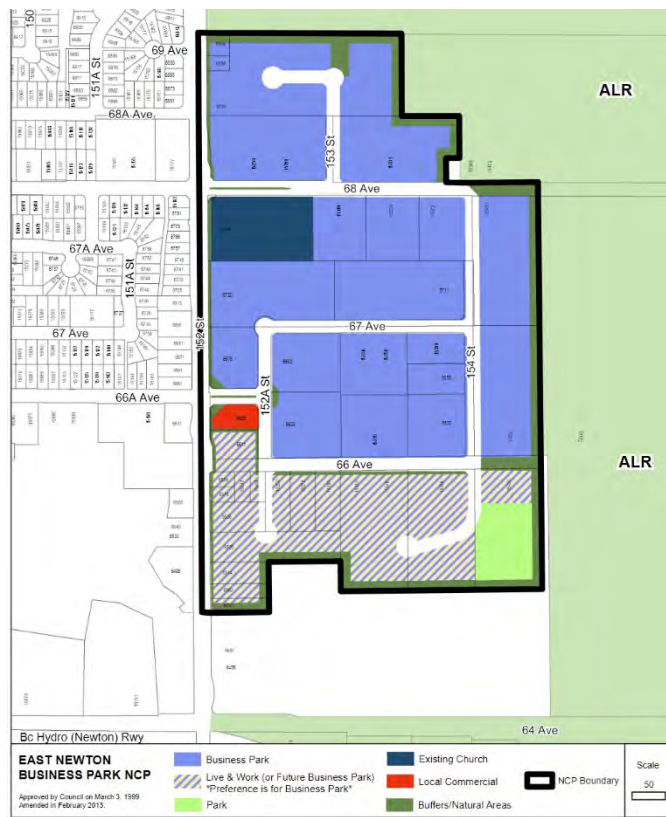


Figure 23- East Newton Business Park NCP, Source: City of Surrey

The purpose of including an amendment to an NCP for a Business Park in this document is to shed light on the future acquisition of an adequate site for a Newton Secondary School. Land assembly is particularly challenging in the East Newton area and this NCP amendment is likely of interest to the District.

All other land use plans in the Newton area date back significantly and are not currently actively being updated.

### Schools that Serve the Region

Newton is in the heart of Surrey. As a result, there are several secondary schools and associated elementary schools that serve the region. The families of secondary schools are:

- Enver Creek
- Fleetwood Park
- Frank Hurt
- L.A. Matheson
- Panorama Ridge
- Princess Margaret
- Queen Elizabeth
- Sullivan Heights
- Tamanawis

L.A. Matheson and Queen Elizabeth have boundaries which, while they cross into Newton, do not significantly capture students from the Newton area. For that reason, they will be excluded from this portion of the document and will be attended to in the Whalley Zone. Enver Creek also overlaps Newton, and the impact of Enver and its families of schools were considered in the Fleetwood section of this report so while it is listed here, the schools will not be part of the enrolment pressures analysis.

The schools that primarily serve the region then are:

| Secondary Schools  |                  |                |                |               |                  |                |
|--------------------|------------------|----------------|----------------|---------------|------------------|----------------|
| Princess Margaret  | Enver Creek      | Frank Hurt     | Panorama Ridge | Tamanawis     | Sullivan Heights | Fleetwood Park |
| Elementary Schools |                  |                |                |               |                  |                |
| Dr. F.D. Sinclair  | Brookside        | Bear Creek     | Colebrook      | Beaver Creek  | Cambridge        | Coyote Creek   |
| Newton             | Green Timbers    | Chimney Hill   | Henry Bose     | Boundary Park | Goldstone Park   | Walnut Road    |
| Strawberry Hill    | Janice Churchill | Georges Vanier | Panorama Park  | Cougar Creek  | Hyland           | William Watson |
| WE Kinvig          | Maple Green      |                |                | JT Brown      | McLeod Road      |                |

|           |  |                           |  |           |                              |  |
|-----------|--|---------------------------|--|-----------|------------------------------|--|
| Westerman |  | MB<br>Sanford<br>TE Scott |  | MJ Norris | Sullivan<br>Woodward<br>Hill |  |
|-----------|--|---------------------------|--|-----------|------------------------------|--|

### Enrolment Pressures and Capacity

Of the schools listed above, 16 of them are above 100% capacity. Given the overlap with the analysis done in the Fleetwood corridor, we would exclude elementary schools William Watson, Walnut Road, Coyote Creek, and Green Timbers, and also exclude Enver and Fleetwood Secondary.

The remaining schools that are substantially over capacity and that serve the core of Newton are:

|                     |                         |
|---------------------|-------------------------|
| Cambridge Elem      | McLeod Road Traditional |
| Goldstone Park Elem | Panorama Ridge Sec      |
| Tamanawis Sec       | Woodward Hill Elem      |
| T E Scott Elem      | Georges Vanier Elem     |
| Frank Hurt Sec      | Beaver Creek Elem       |
| North Ridge Elem    | Sullivan Heights Sec    |

In addition to the above list, while not currently at 100% capacity currently, these schools are projected to be beyond 100% capacity by 2032 and are included in our chart on enrolment trends (Figure 24):

- Bear Creek Elementary
- Hyland Elementary
- J.T. Brown Elementary
- Sullivan Elementary
- Newton Elementary

These schools will thus be included in the enrolment trend analysis portion of this report.

### Five-Year Capital Plan Response

In the current Five-Year Capital Plan, there are projects that are identified and are awaiting a response. The proposed projects are:

- Frank Hurt Secondary 800 student expansion
- Site acquisition for East Newton Secondary
- New East Newton Secondary



### Current Mitigation Strategies

In addition to the identified responses sought through the Five-Year Capital Plan, there have been several projects that are either underway or have been completed. The projects are (Completion Date or Anticipated Completion Date):

- Tamanawis Secondary                    575 student expansion (Spring, 2028)
- Snokomish Elementary                New 27 Classroom (675 student) school (Spring, 2026)
- Sullivan Elementary                    8 classroom (200 student) addition (Aug. 2021)
- Bear Creek Elementary                Seismic Upgrade (Nov. 2018)
- Panorama Park Elementary            Expansion to 700 students (Feb. 2020)
- Sullivan Heights Secondary           700 seat addition (Dec. 2022)
- Woodward Hill Elementary            8 classroom (200 student) addition (April 2018)
- Panorama Ridge Secondary           15 classroom addition + 2 Neighbourhood Learning Centres (April 2014)
- Goldstone Park Elementary           New 700 student elementary school (Jan. 2014)
- Cambridge Elementary                4 Classroom (100 student) addition (Aug. 2011)
- Woodward Hill Elementary            New 490 student school (May 2010)

Portables have been used extensively in this region. Currently, in the schools considered for this Zonal analysis there are 63 portables currently in use. There are 50 portables in use at 9 schools in the south Newton area. Portable use is a highly fluctuating variable depending on annual enrolment. These portable figures are as of August 25, 2023.

There have been boundary moves between schools in this region. Programs of choice have been reduced, moved and attempted to be relocated in other areas of the District. In new builds, neighbourhood learning space has been eliminated and is used for enrolling classes.

In-catchment enrolment is carefully monitored and out of catchment is closed at three elementary schools in the region. The Extended Day schedule has also been implemented at Sullivan Heights Secondary School.

The District had to go to the expropriation process to acquire the land for the coming Snokomish Elementary school. In addition, the District is aggressively seeking a future site for a secondary school in east Newton.

### Recent Enrolment Trends

Figure 24 identifies the recent enrolment patterns of the schools most impacted by the City's secondary planning areas as documented above. This chart includes both elementary and secondary enrolment and includes the capacity achieved through recent additions and the anticipated completion dates of projects already approved at Tamanawis, Snokomish, and the recently completed Sullivan Heights Secondary addition. While the overall capacity of the region is projected to be getting closer to sustainable, the new elementary school (Snokomish) and the expansion at Tamanawis will not adequately support Frank Hurt Secondary and the schools down King George Boulevard.

Frank Hurt Secondary, TE Scott Elementary, Bear Creek Elementary and Northridge Elementary are projected to be substantially over capacity by 2032. Frank Hurt is currently at 120% capacity and is projected to go to 137% by 2032.

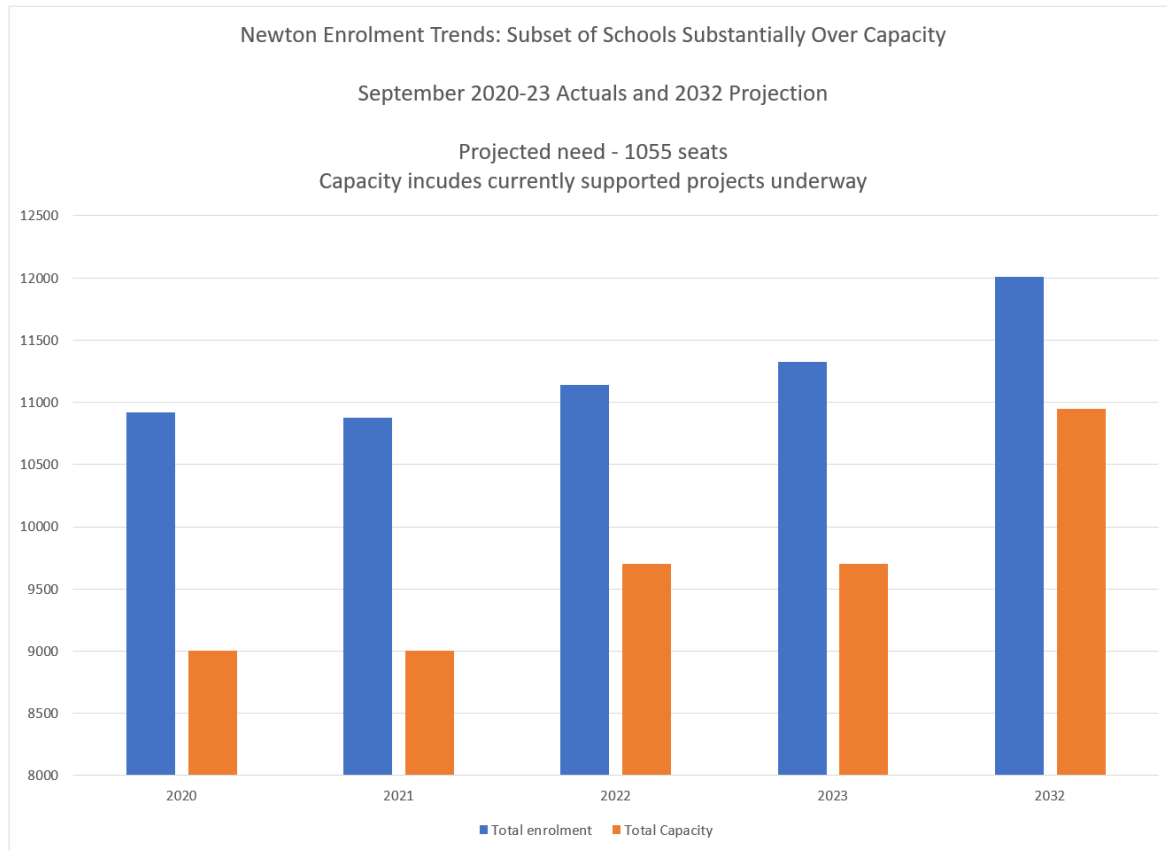


Figure 24- Newton Schools with substantial capacity issues. Schools included are: Bear Creek, Beaver Creek, Cambridge, Georges Vanier, Goldstone Park, North Ridge, TE Scott, Woodward Hill, Frank Hurt, Panorama Ridge, Sullivan Heights and Tamanawis.

### Future Need

As stated earlier in the report, there is considerable need to acquire a future site for a new secondary school to relieve the pressure on Frank Hurt and Sullivan Heights. While these existing pressures are addressed in the Five-Year Capital Plan, it is likely that given the recent work by the City on plans for Newton Town Centre and South Newton-King George Boulevard that the District’s long-range enrolment projections may substantially underestimate future growth.

As an example of potentially unanticipated future growth, recent activity in Newton has seen the approval of substantial development particularly in the area immediately north of Newton Town Centre. One application calls for 2,450 multi-family units in nine (9) six storey buildings. The second application in an adjoining property calls for 1,450 multi-family units in six (6) six storey buildings. These two applications alone would create 3,900 homes inside the current catchment of Bear Creek Elementary and Frank Hurt Secondary Schools. Frank Hurt is currently operating at 120% capacity and Bear Creek at 98% capacity. These applications are not considered in the current 10-year student projections.

Another future consideration is to carefully monitor the development of the Scott Road Corridor. While this planning is in early stages, the upgrading and enhancements to this major transportation corridor will certainly bring new housing and changes in population. In an April 2022 Corporate Report, City Staff state:

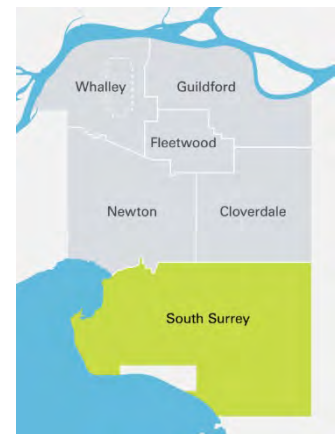
*An assessment of existing population and demographics will be derived from 2021 Census data for consideration in land use planning and public engagement. This information, along with the City's building model, will also be used to develop preliminary population and employment forecasts for utility servicing and community amenity considerations.... New land use plans will need to be established for the Scott Road portions of the Corridor, as well as potentially the area around Kwantlen Polytechnic University along 72 Avenue.... Staff will also coordinate with the City of Delta to ensure the alignment of long-term plans and priorities including but not limited to the City of Delta's Mayor's Housing Task Force for Scott Road Recommendations Report.*

The schools along the western border of Surrey between Newton and Delta will no doubt start to feel the impact of these changes as planning and development continues into the future. Currently, these bordering elementary schools (Kennedy Trail, Westerman, Cougar Creek, Beaver Creek and Boundary Park, Strawberry Hill) are generally operating well within capacity. As the corridor matures and as development begins, significant pressures could begin to emerge.

### South Surrey

South Surrey is the City's largest town centres by land area. It includes the two border crossings to the United States and the City of White Rock is also encompassed by South Surrey. It is also separated from the rest of Surrey by ALR and the lowlands of the Serpentine and Nicomekl rivers. Within South Surrey, there are distinct regions in Crescent Beach, Grandview Heights, Darts Hill, Rosemary Heights, Campbell Heights and the commercial centre is Semiahmoo Town Centre which borders White Rock.

South Surrey is an area of high activity for development including the recently completed (2016) Grandview Heights Aquatic Centre. There are several active plans in place and growth has been accelerated in recent years. There are 17 Secondary Planning Areas including 15 Land Use Plans in South Surrey including:



- Campbell Heights Local Area Plan
- Crescent Beach Land Use Plan
- Darts Hill NCP
- Douglas NCP
- Grandview Heights General Land Use Plan
- Highway 99 Corridor Local Area Plan
- King George Corridor
- Morgan Heights NCP
- North Grandview Heights
- Orchard Grove NCP
- Redwood Heights NCP
- Rosemary Heights NCPs
- Semiahmoo Town Centre Plan
- South Campbell Heights Local Area Plan
- Sunnyside Heights NCP

City of Surrey Planning and Development



Figure 25- Secondary Planning Areas, South Surrey. Source: City of Surrey

- 16 Rosemary Heights West
- 17 Rosemary Heights Central
- 18 Rosemary Heights Business Park
- 19 Highway 99 Corridor
- 20 Morgan Heights
- 21 Orchard Grove

With numerous planning areas, an examination of the activity and status within each area will demonstrate the regions of focus.

The Campbell Heights Local Area Plan was approved by Council in 2000 and is currently under development and build out. The Area is designated industrial with the exception of some land on the periphery which is agricultural. It is not anticipated that there would be substantial housing and population in the area given its designation.

The Crescent Beach Land Use Plan represents a small community at the mouth of the Nicomekl River where it reaches the ocean. This area was last reviewed in 2016 and “No changes to land uses were expected as a result of the review” (City of Surrey).

The Darts Hill NCP was approved by City Council in May, 2021 and represents “a vision of a compact, environmentally friendly, and sustainable community” (City of Surrey). This will be an area of high activity and increased densification in the coming years. Darts Hill is part of the overall Grandview Heights General Use plan which encompasses 7 distinct planning areas. To begin the analysis of these

regions, starting with Darts Hill, it is first important to understand this overall Grandview Heights General Land Use Plan.

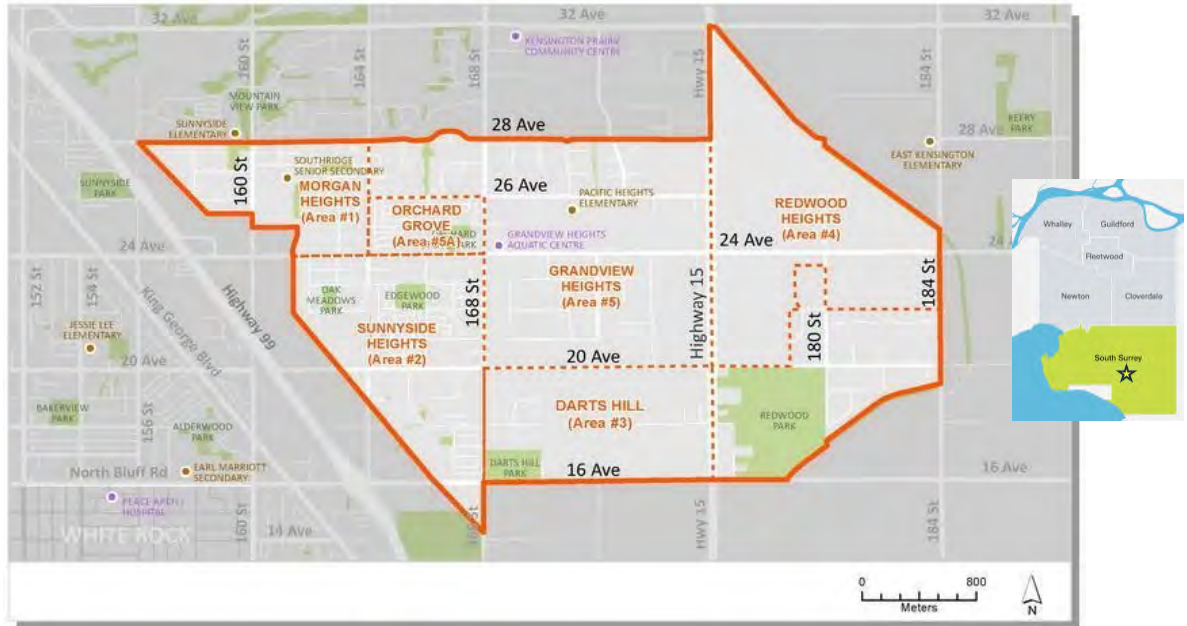


Figure 26 - Grandview Heights General Land Use Plan, Source: City of Surrey

The Grandview Heights General Land Use Plan encompasses an area of over 1000 hectares with Highway 99 on the West and Agricultural Land Reserve to the east. It is bounded north and south by 28th and 16<sup>th</sup> avenues.

*The Grandview Heights General Land Use Plan (GLUP) establishes the vision for the broader Grandview Heights area. It provides an overall planning framework that will guide the servicing, development, and build-out of Grandview Heights as a comprehensively planned community. (City of Surrey)*

There is a group of NCPs, referred to as areas, that have been initiated or already have been completed in this area. They include:

- Morgan Heights (Area 1);
- Sunnyside Height (Area 2);
- Darts Hill (Area 3 in progress);
- Redwood Heights (Area 4 in progress); and
- Orchard Grove (Area 5a).

It is important to note that a land use plan for Grandview Heights (Area 5) has not yet been initiated.

In October of 2003, Council began the process of preparations of a General Land Use Plan for the Grandview Heights area. In 2005, the Land Use Plan was endorsed. All NCPs within the General Land Use Plan will be based upon the policies of the larger Grandview Heights General Land Use Plan. At the time of endorsement, the original full build out population “is expected to be between 20,600 and 32,700 ”

([City of Surrey](#)). The report (2005-C012) indicates that “four elementary schools and one secondary school are required to support the projected population build-out of Grandview Heights” and that the first school will be located at the current site of Pacific Heights Elementary.

In those early reports, it is indicated that the detailed planning for the Grandview Heights area will take place at the NCP planning stage. Throughout the planning process, it was determined that higher residential densities would be on the west side, closer to the Highway 99 Corridor, and on the eastern side of 176<sup>th</sup> Street (Highway 15). There was a diversity of opinion about the “Edgewood Drive” area, with Council directing that the issue of density in that area being examined more in detail as the City planned for development in the coming 10 years. The report concludes with a focus shifting to NCP progress with the completion of Morgan Heights and the initiation of Sunnyside Heights.

### Morgan Heights

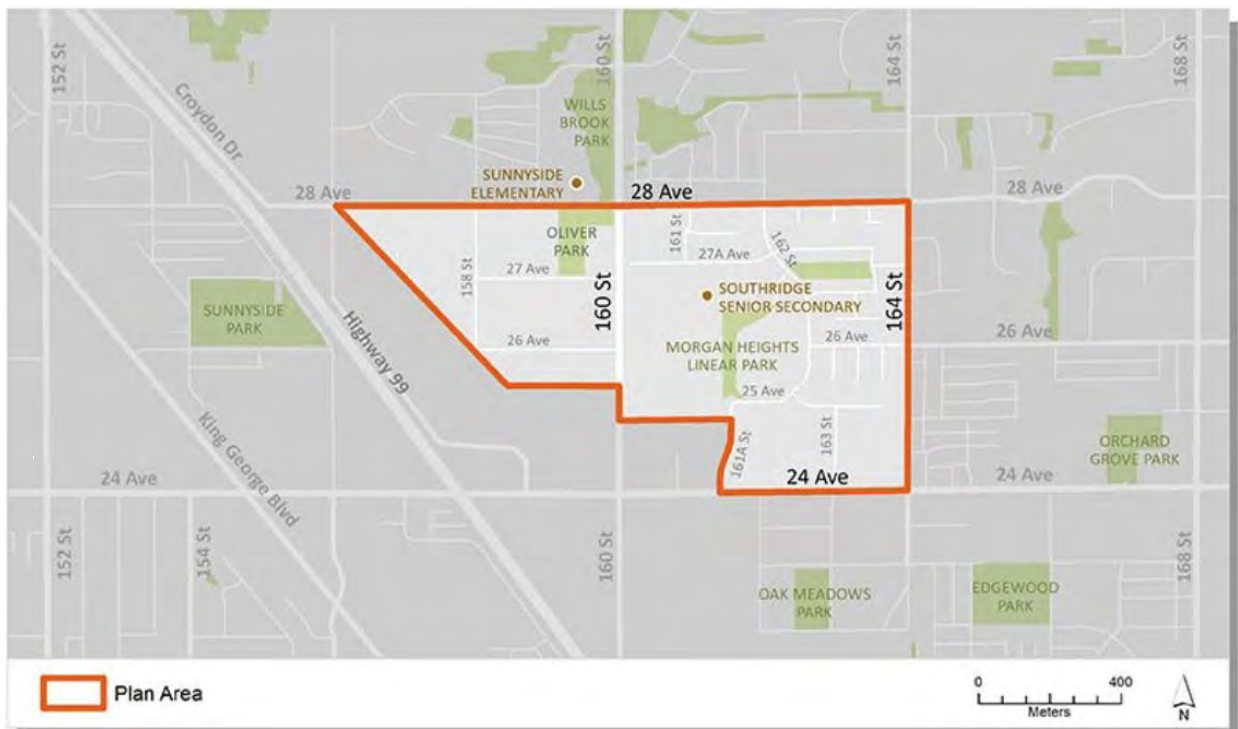
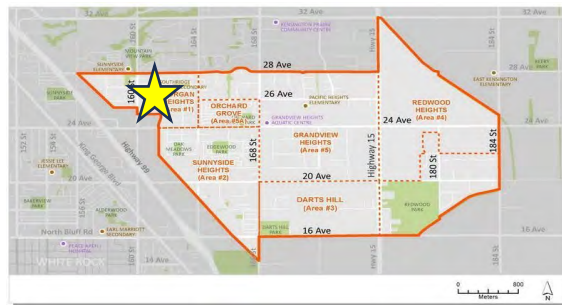


Figure 27- Morgan Heights NCP. Source: City of Surrey

The endorsement of the Morgan Heights NCP was completed in September of 2005 (Corporate Report C015) and was the first NCP to follow the updated General Land Use Plan. This NCP saw residential densities ranging from “6 to 45 units per acre” and “townhouses and row houses will be permitted.” The Land Use Plan, when fully implemented was projected to result in a population of 5,400 people. As of September 2022, from School District enrolment data, there are 798 students who reside inside the Morgan Heights NCP and who attend Surrey schools. Of the 798 students, 503 are elementary and 295 are secondary.

### Sunnyside Heights

Sunnyside Heights NCP #2 is immediately south of Morgan Heights and completes the western border of the Grandview Heights General Land Use area.



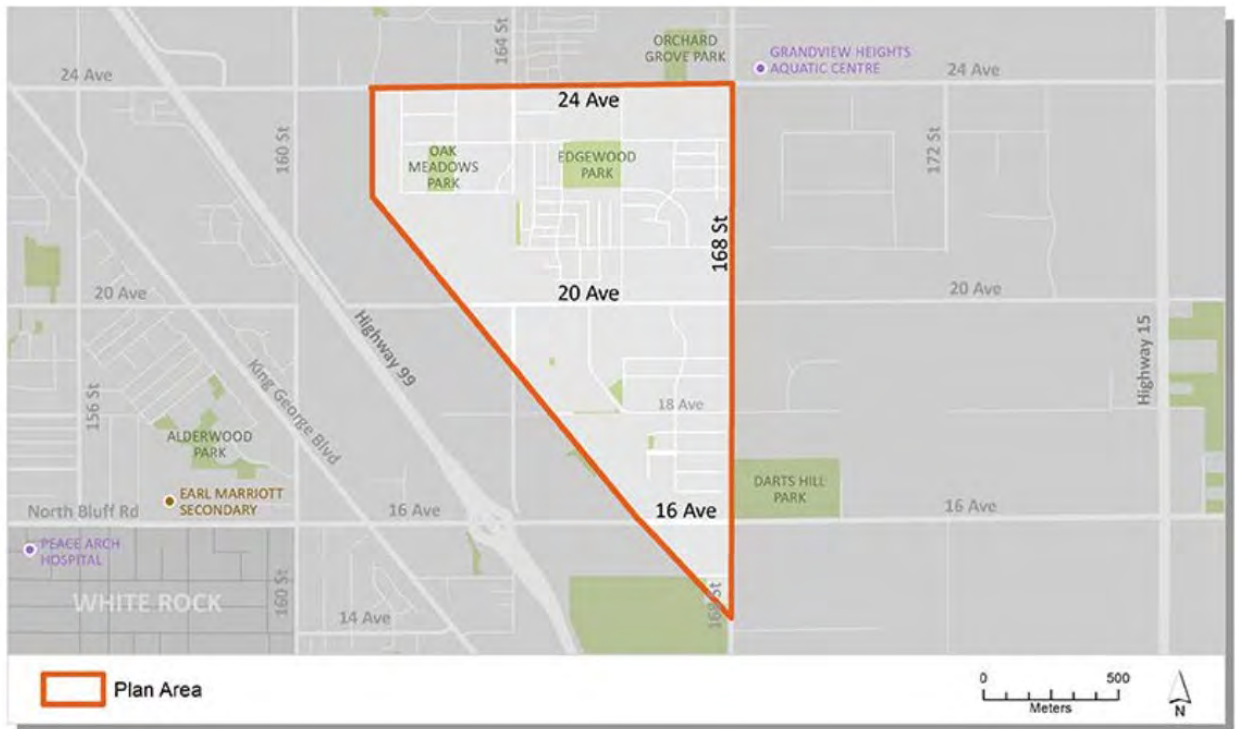


Figure 28 - Sunnyside Heights NCP, Source: City of Surrey

After the Grandview Heights General Land Use Plan was endorsed in 2005, NCPs at Morgan Heights and Sunnyside Heights were the next priority. In 2007 planning was initiated in Sunnyside Heights and in 2010 Council endorsed the Stage 2 report which included approving the land use concept.

In 2017, Council paused consideration of any further development applications for six months until a preferred location for an additional elementary school in the region could be considered and then incorporated into the City's planning. The report was specific to the buildout of the Sunnyside Heights NCP and implications for school capacity.

Initial build out of the Sunnyside Heights NCP were estimated at 4,250 residential units. At the time of the 2017 report, approximately 63% of units were either constructed or in application and in progress.

City staff reported that:

*To date, the approved and in-stream applications have generally conformed to the densities established in the Sunnyside Heights NCP; however, there have been some minor adjustments in the form of housing. Essentially, townhouse projects have been proposed in areas of the plan where either apartments or townhouses were permitted. These adjustments in housing form result in a larger number of family-oriented housing units and a corresponding increase in the number of school-aged children. In addition, staff has recently received a number of applications for amendments to the NCP for densities that exceed those in the plan. These applications, along with the adjustments in the form of housing mentioned above, have led to concerns about elementary school capacities within the NCP and in the surrounding Grandview Heights area.*



The School District had completed construction of Sunnyside Elementary which opened in September 2013. It also received approval for the construction of Grandview Heights Secondary in October of 2016 and the project would go to tender in 2019. The District also moved forward with an addition to the nearby Pacific Heights Elementary which serves the region. The addition would be sent to tender in 2018 and was completed in 2020.

The City noted in the 2017 report that the market demands for housing was changing. The report indicated that “there is a growing demand for more affordable family-oriented housing options such as townhouses, smaller lot size housing, and single-family homes with secondary suites. Trends in other Surrey neighbourhoods show that more families are living in townhouses and in secondary suites, and that those families are staying in these units longer than they may have in the past.”

As a result of these changes and market pressures, modifications were proposed that included increased density. The changes were most noticeable in multiple-residential units up to 45 units per acre. With the combination of higher density and units being more family oriented than previously anticipated, the build out was creating more school aged children than anticipated.

The report talks of the collaboration between the City and the School District to review the current trends and to adjust the student yield ratios to “better reflect the changing family household numbers.” While it was felt that the expansion of Pacific Heights and “program movements” in Sunnyside Elementary would initially be able to accommodate growth in the area, with the changes in densification and more families emerging, there clearly was now a need for an additional elementary school. That site was secured and what is now Edgewood Elementary was in process. The report further goes on to state that even with a new elementary school, the new projections for this NCP were for 1015 students and a second new elementary school would be required. At the time of publication of this report, the School District and City were closely working to establish a site for a second elementary school which eventually would be located at the corner of 20<sup>th</sup> Avenue and 165A Street. The school is anticipated to be substantially completed in the spring of 2025 and fully operational for that September.

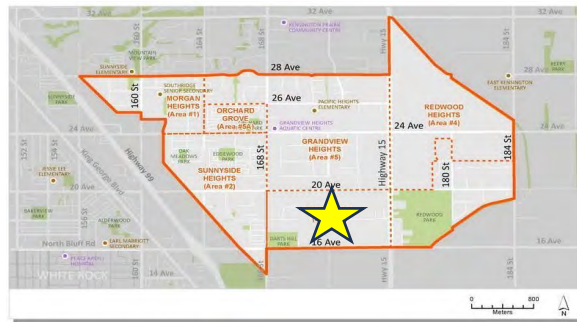
For this NCP, it is important to note that the groundwork for the development clearly began in earnest in 2010 when the Stage 2 report was completed. It was 2017 before the build out had proceeded to the stage that schools were under substantial pressure for enrolment, and it will be 2025 before the anticipated second elementary school (Ta’talu Elementary) will open. The first new elementary school, Edgewood, opened in January of 2021. With a capacity of 607 students, in its first September it was a 100% capacity and by September 2023, its enrolment was 869 students. Grandview Heights Secondary, the new 1500 capacity secondary school opening in September 2021 with 1143 students. It was at full capacity by the next year and in September 2023 it enrolled 1701 students which is well beyond capacity.

As of September 2022, there were 945 students living within the Sunnyside Heights NCP and attending Surrey Schools. This includes 280 secondary students and 665 elementary students. It is important to note that in the June, 2017 Corporate Report that City staff recommended that up to a six month pause be put in place to consider applications that proposed “an amendment” to the Sunnyside Heights NCP as

the City and District worked to select the location of a second elementary school. “Development applications that confirm to the approved NCP would proceed as usual.”

### Darts Hill

In 2016 the City received a petition requesting preparation of an NCP at Darts Hill. Council authorized staff to begin the planning process. The planning process followed the City’s five step process with Council endorsing stage 1 in July of 2019 and initiating stage 2. This stage 2 planning included a small region of lands east of 176<sup>th</sup> Avenue.



Darts Hill NCP was approved by Council on May 10, 2021. This is the fifth planned neighbourhood within the Grandview Heights community.

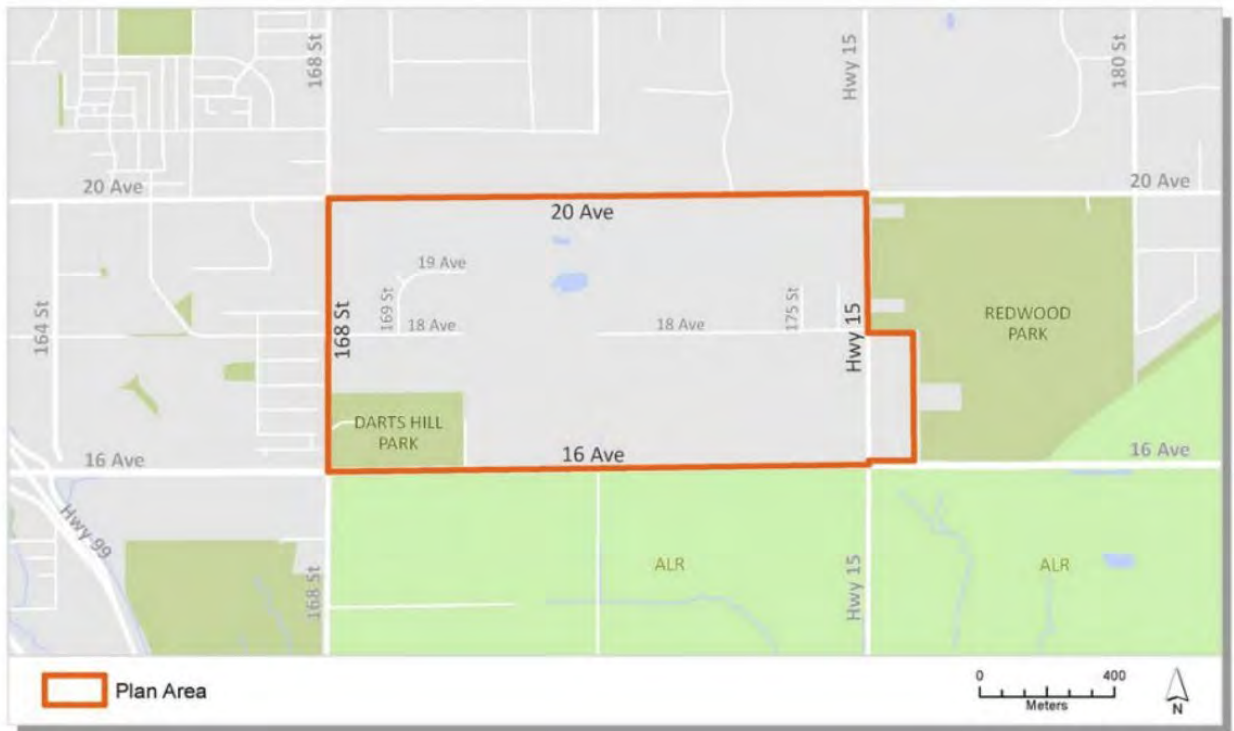


Figure 29 - Darts Hill NCP, Source: City of Surrey

At the time of the May, 2021 report, City staff report that urban development within these NCP areas (Morgan Heights, Sunnyside Heights, Orchard Grove, and Redwood Heights), is “well underway, with most approved plan areas under application, in development, or built out.”

A village core is planned for 171<sup>st</sup> and 20<sup>th</sup> Avenue as a focal point for the neighbourhood with development densities greatest in this core along with adjacent roads and connectors. Growth projections based on build out assume an eventual population of 9,600 residents. The School District’s student projections are indicating for up to 801 elementary students and 403 secondary students in this area.

In this report, the City states that to meet this demand, a new elementary school is being planned at the corner of 20<sup>th</sup> Street and 174<sup>th</sup> Avenue and that the School District has acquired this property. Although still at the proposal stage, the report suggests that the school would open approximately 2025. It is suggested that in the interim, students would attend Edgewood Elementary. The report states that Edgewood opened with 363 students and has a capacity of 605. This number does not represent the full opening number for Edgewood as when Edgewood opened in January of 2021, this simply transitioned a portion of the student population over from a substantially over-crowded Pacific Heights as an interim measure. When the school opened its doors that first September in 2021, just a few months later, it enrolled 606 students which is full capacity.

The demand for secondary students at the time of the Corporate Report was anticipated to be met by the newly opening Grandview Heights Secondary (capacity 1500) which had received approval and would be opened in 2021. As stated earlier, while it opened, again in a transition year, with 1142

students. The following year it was beyond capacity and in September 2023 it is enrolling more than 1700 students.

### Redwood Heights

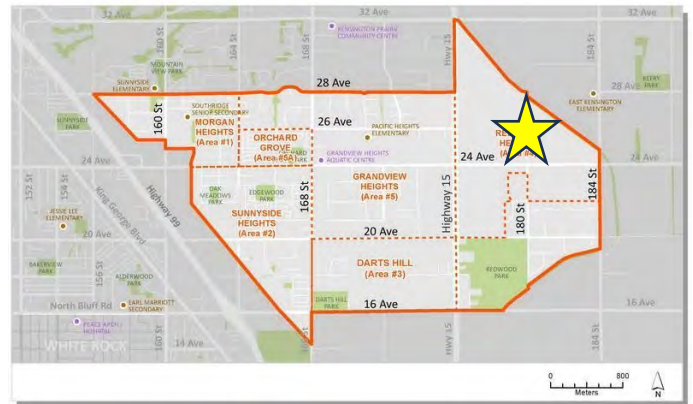
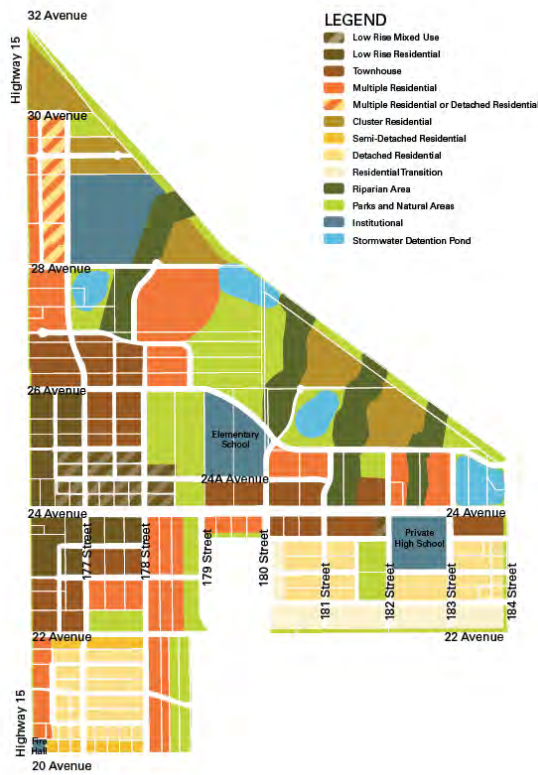


Figure 30 - Redwood Heights Density Map. Source: City of Surrey

Redwood Heights NCP sits at the northeast end of the Grandview Land Use Plan and is a comprehensive strategy for the establishment of a new community in South Surrey. In September of 2009 Council adopted recommendations to proceed with preparations for Stage 1 planning and In May of 2020, Council approved the Stage 2 final report and extensive planning has been completed. The Report included changes to land use and transportation networks and lays the foundation for an estimated 6,000 residential units. The approval of Redwood Heights follows the approval of NCPs at Morgan Heights, Sunnyside Heights, and Orchard Grove. “Urban development within these NCP areas is well underway, with most approved plan areas built out, under application, or in development” (City of Surrey, CR2020-R079).

The NCP envisions a “compact, sustainable and livable community” concentrating higher density land uses around a neighbourhood commercial centre near 28<sup>th</sup> Street and 178<sup>th</sup> Avenue. In all, there are over 200 acres of land designated for residential use. The Report indicates that the School District has

secured a site for a future elementary school within the NCP. The site was purchased in January of 2020. This school will be instrumental in serving the growing population.

The Stage 2 Report projects that there will be 584 students from within the NCP that will attend Surrey Schools by 2027 with the number projected to grow by up to 945 students by 2032. In the report, they state that the future demand for elementary students will come from the new school supplemented by the capacity at East Kensington Elementary<sup>3</sup>. At full build-out, the Redwood development is projected to produce 1615 students (1,069 elementary, 546 secondary).

### Orchard Grove

In 2012 City Council approved the Stage 2 Plan for Orchard Grove. This region within the Grandview Heights Land Use Plan was amended in 2016 and again in 2018.

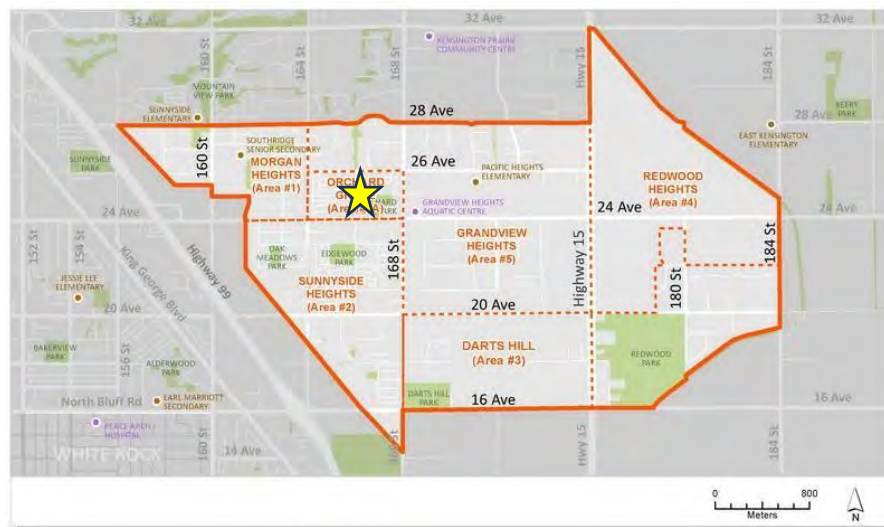


Figure 31 - Orchard Grove Highlighted within Grandview General Land Use Plan.

This is a small area, between 164<sup>th</sup> and 168<sup>th</sup> Street and 24<sup>th</sup> and 26<sup>th</sup> Avenue. In the Corporate Report, there is mention of pathways to a proposed elementary school south of this development. There is no mention of school aged student projections. The September 2023 enrolment from this region includes 216 elementary students and 129 secondary students for a total of 345 students. There has been very active development over the past few years with more development underway. This development includes a current application for a six-story mixed use building including 144 residential units at the northwest corner of 24<sup>th</sup> Avenue and 168<sup>th</sup> Street.

### Semiahmoo Town Centre

Bordering the City of White Rock, the Town Centre in Semiahmoo is another area of active development. The Town Centre Plan was approved in January 2022 and envisions the cultural heart of

<sup>3</sup> East Kensington is the smallest school in the District with a capacity of 93 students.

South Surrey. The Plan maps out the growth and development that is projected to occur over the next 30 years.

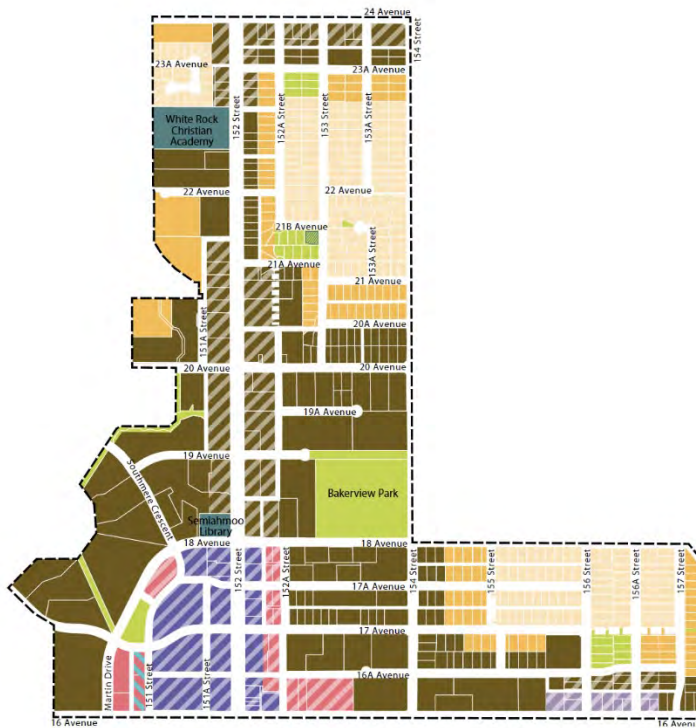
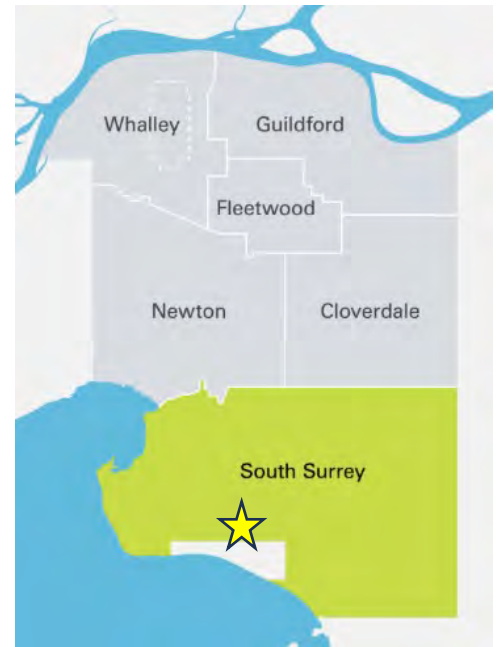


Figure 32 - Semiahmoo Land Use Map. Source: City of Surrey



The Stage 2 Report indicates that this is a slow growing community with approximately 6400 residents and the demographics have a much higher proportion of seniors (35%) than the rest of Surrey (14%). Family sizes in this area are also much smaller than the City-wide with 37% of households being single person. The Stage 2 process included refining land use and building heights.

Given that the Plan anticipates slow growth over decades, development is not projected to result in a rapid increase in student numbers and enrolment. The Report comments that the School District has confirmed that it has the capacity to meet projected demand in school population and that all elementary schools have capacity for expansion.

The Semiahmoo Town Centre Plan projects modest population growth over several decades. At full build out, it is projected that there will be an increase from 421 students to approximately 1479 students.

### Campbell Heights and South Campbell Heights

Campbell Heights including South Campbell Heights is a region of southeast Surrey that borders Langley. This is an area that is an industrial and business park area with South Campbell Heights also including the designation of mixed employment. The area contains conservation designated lands as well as a large business park. Campbell Heights has a Local Area Plan that was last updated in 2004. The Campbell Heights plan does not include any designation for residential use.

There is an active Land Use Plan for South Campbell that was updated and endorsed in July, 2023. The changes in 2023 were minor and a Stage 2 Plan is anticipated to come forward in mid 2024. The area has a large designation of “Mixed Employment” which includes a mix of “industrial, business, office, and supportive commercial uses that are not suited for Town Centres” (Corporate Report R036, Feb. 2022). Residential Uses have been removed from the Plan and staff at the City of Surrey project that the remaining industrial and commercial capacity will build out over the next decade.

Student enrolment in this area is very low given the nature of the land use. There are fewer than 30 students in this region.

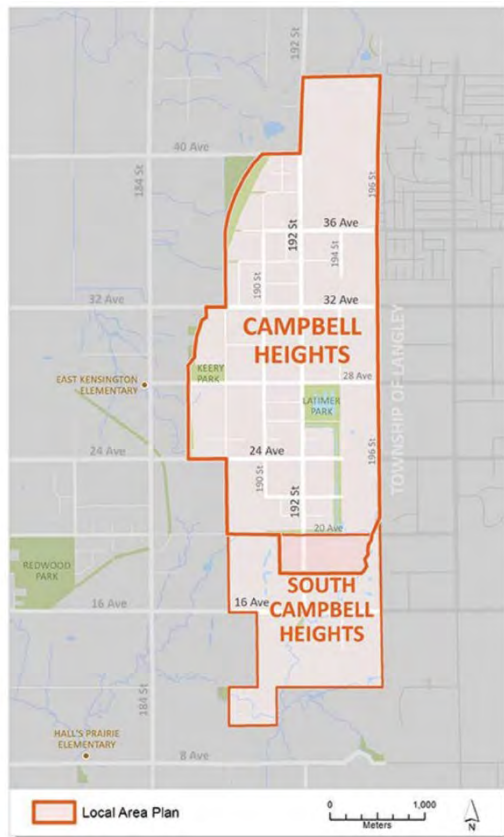


Figure 33 - Campbell Heights Land Use Area. Source: City of Surrey

## Douglas

Douglas is Surrey’s most southern urban neighbourhood. This area borders the United States and neighbours to the Peace Arch and Pacific border crossings. The region is mainly residential and includes some commercial shops as well as recreation parks and an elementary school. The area is also bordered by ALR and a golf course to the north.

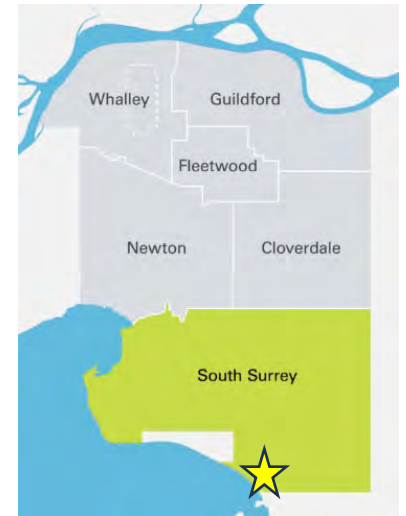


Figure 34 - Douglas Land Use Area. Source: City of Surrey

The City’s Stage 2 Plan was adopted in 1999. At the time of adoption, the area was semi-rural and development had not begun in earnest. At the time, with development on the horizon, a school site was identified at the location of what is now Douglas Elementary. The Land Use plan at the time projected 954 housing units and roughly 2900 residents at build out.

The original Land Use Plan that was proposed in 1999:

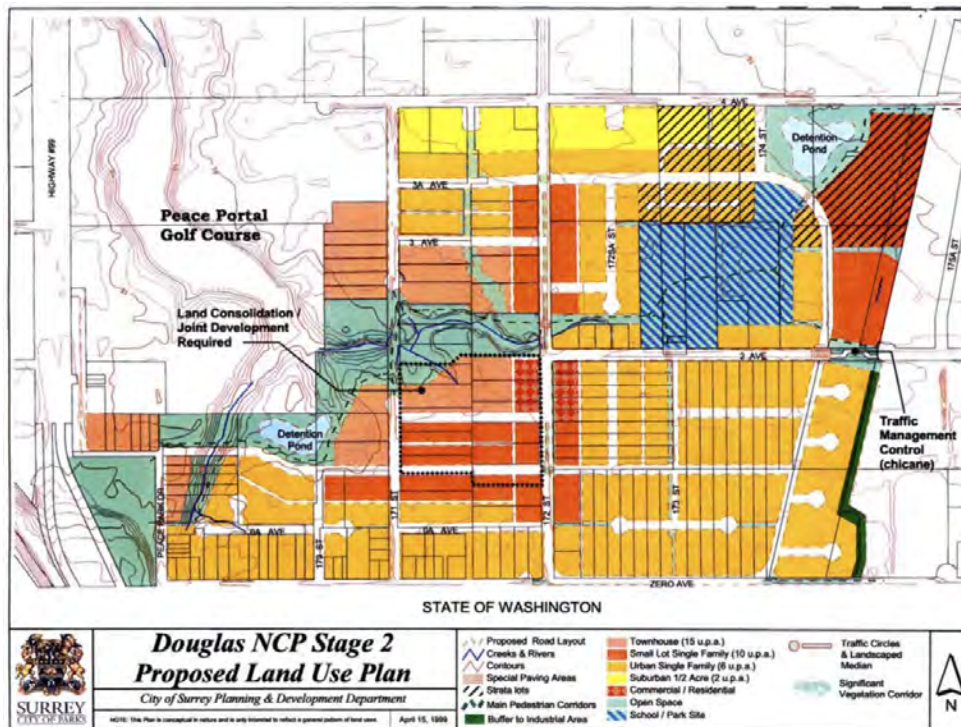


Figure 35 - 1999 Douglas NCP Land Use Plan. Source: City of Surrey



The current Land Use Plan that was amended in 2007:

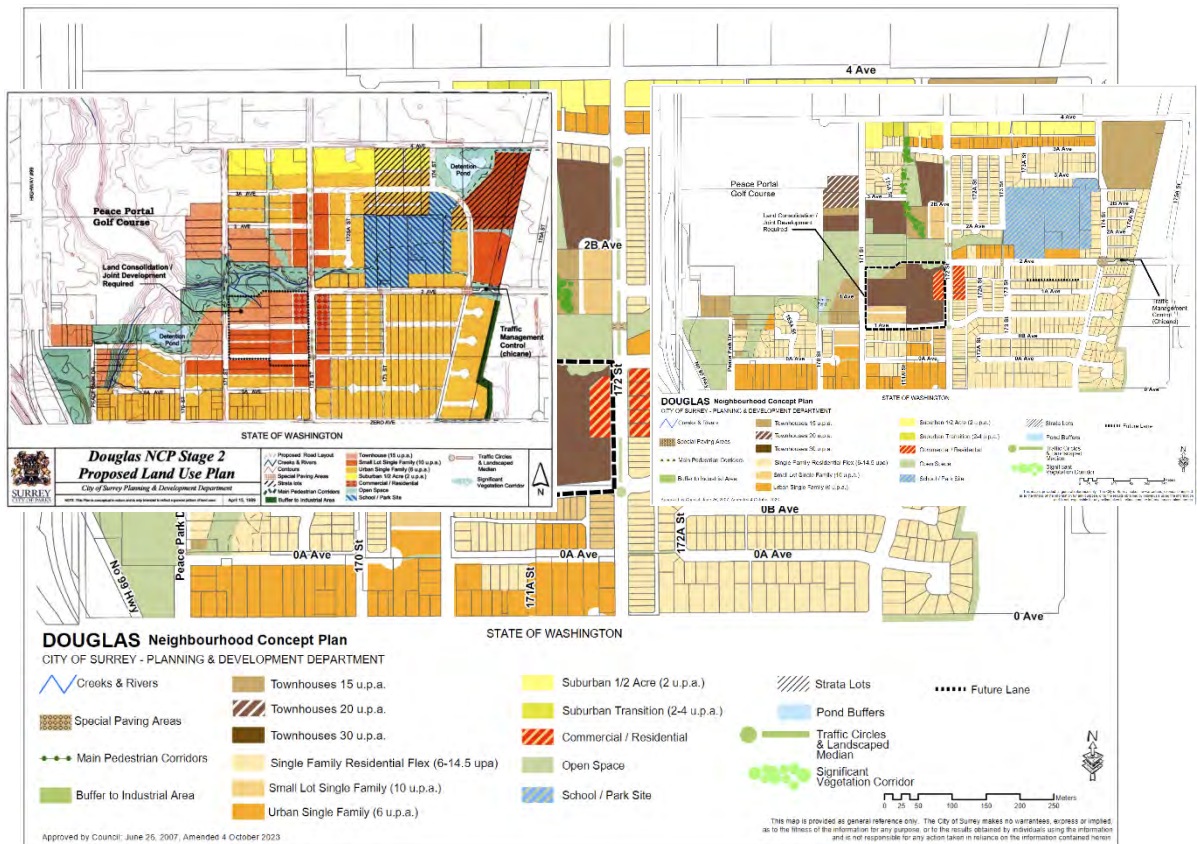


Figure 36 - 2007 Douglas NCP Land Use Plan. Source: City of Surrey

A side-by-side view shows the differences that have evolved over time and how density has shifted.

The area has built out significantly and there are still development applications underway. As of September 2023, there were 569 students who reside in the Douglas NCP. This includes 399 elementary students and 170 secondary students. It is important to remember that the catchment of the elementary school extends well beyond this small NCP, eastward to the Langley border and north to 20<sup>th</sup> Avenue for much of the catchment given the rural nature of the region to the east of this NCP.

The City of Surrey’s current data lists 2,183 units in the Douglas elementary school catchment in 2023. There are currently additional applications (application numbers included) within the Douglas NCP for additional residences that include:

- 39 townhomes and 77 apartments; (16-0679-00);
- 18 townhouse units (20-0045-00);
- 38 townhouse units (22-0281-00);
- 57 apartments (21-0251-00); and
- 28 townhouses and 64 apartments (17-0146-00).

In total, this is an additional 321 units (123 townhome and 198 apartments). Douglas is currently operating at 83% capacity with approximately 100 empty seats.

### King George Corridor

The King George Corridor is an area that has largely been built out. The region lies between King George Boulevard and Highway 99.

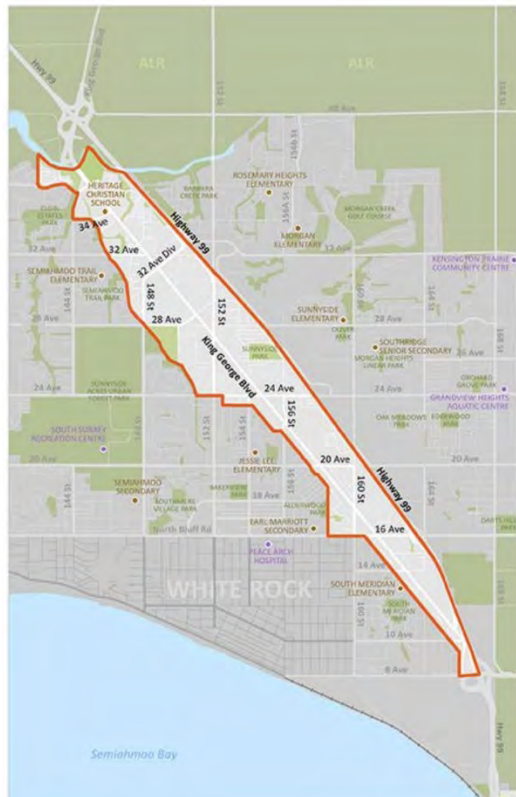


Figure 37 - King George Corridor. Source: City of Surrey



The Land Use Plan for this region was endorsed in 1995 but this historical document is an important opportunity to reflect upon lessons learned as a way to solidify and reinforce planning for the future. This Corridor is an essential access point to South Surrey and White Rock. Connectors and transition points allow the flow of people east and west from these major arteries of King George Boulevard and Highway 99.

The 1995 Land Use Plan summary carefully considered the regions between 24<sup>th</sup> and 32<sup>nd</sup> Avenues and states:

*The nodal commercial development concept is possible if residential development is encouraged in between the nodes to cap potential lineal expansion of the commercial uses along King George Highway. To achieve this long term objective, it will be necessary to allow redevelopment at higher residential densities or clustering of densities on the large, deep lots existing on both sides of King George Highway north of 24<sup>th</sup> Avenue.*

As development in the area progressed, there is, in fact, substantial commercial development between these avenues and much of the region along King George is now zoned commercial. There is also residential development, as was anticipated and encouraged in the 1995 Plan. The Plan recommended densities of 15-45 units per acre (u.p.a.) between 24<sup>th</sup> and 32<sup>nd</sup>. In other areas the city anticipated density between 8 and 15 u.p.a. The current zoning for this region has single family residential and comprehensive development areas with density ranges from 16 to 30 u.p.a.

At the time of the Plan, the region in this Corridor that faced the most substantial change for the School District is the area north of 24<sup>th</sup> Avenue. In 1995, this region was served by the original Sunnyside Elementary which was located at the intersection of 152<sup>nd</sup> Street and King George Boulevard. In addition, there was a new school on the horizon named as “Elgin Estates Elementary.” This school later became Semiahmoo Trail Elementary which opened in 1997.

In the 1995 Plan, which included substantial consultation with the School District, speaks to adjusting catchment areas to accommodate the coming growth. In 2005, City Council endorsed the Grandview Heights Land Use Plan and development of NCPs at Morgan Heights and Sunnyside Heights were a top priority. In early 2009 the Board of Education consulted with the community on the closure of Sunnyside Elementary School and on April 16<sup>th</sup>, 2009 passed a motion to close the school with the re-opening of a new Sunnyside Elementary scheduled for September 2011 on the East side of Highway 99 to accommodate the new growth. In 2012 the School District tendered the construction a new Sunnyside Elementary Site on the east side of Highway 99 and moved to dispose of the old site. The new Sunnyside would open in September 2013 with 422 students, only 35 below it’s operating capacity of 457. It would grow to 578 in two years, and to 656 by 2018 with 12 portables on site. In 2020 a 10-classroom addition was approved and the school would also be relieved by additions at Pacific Heights and a new school at Edgewood which, in its first September would be at full capacity of over 600 students.

The new Sunnyside addition would open in the spring of 2023 and the school currently enrolls over 640 students. The region in the King George Corridor where the old Sunnyside was located and subsequently closed and disposed, now serves 661 students. Of these, 389 are elementary aged and 282 are secondary aged. Semiahmoo Trail elementary was constructed with a capacity of 275 and enrolled 461 students in September 2023. A 10 classroom addition is currently underway. Part of the region now falls within Jessie Lee’s catchment and this school is also at capacity.

### The City of White Rock

The City of White Rock is encompassed by South Surrey and lies along the shores of Semiahmoo Bay. The City has just over 20,000 residents and covers approximately 5 km<sup>2</sup>.

The City’s planning documents includes an updated Official Community Plan that was completed in 2021. That Plan projects that the population will grow to just over 25,000 people by 2045. The focus for planning is on the Town Centre. The Town Centre is part of the Metro 2040 vision which includes the City of Surrey’s Semiahmoo Town Centre as identified in Figure 38. The Metro 2040 plan encompasses all municipalities in the Greater Vancouver Region and the City of White Rock has accepted and endorsed the plan and will continue to ensure alignment between their planning and the larger regional vision.

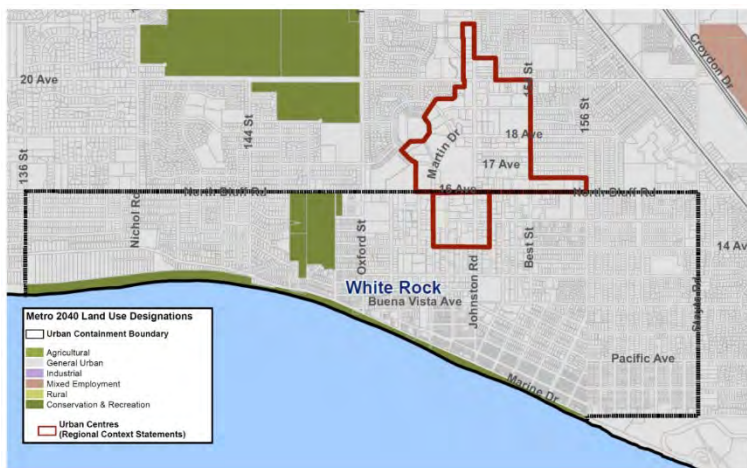


Figure 38- City of White Rock Town Centre, Source: City of White Rock

Two schools are located within the boundaries of White Rock. White Rock Elementary and Peace Arch Elementary. Residents in White Rock have access to three Surrey Secondary Schools, Earl Marriott, Elgin Park, and Semiahmoo Secondary.

Given the small increase in population projected for White Rock, it is not anticipated that this growth will have a large impact on school capacity. The schools that are situated within White Rock include specialty programs such as French Immersion and Fine Arts. As a result, there is a substantial number of students who live outside the City of White Rock but attend schools in White Rock. For the City of White

Rock, as of September 2023, there were 1882 students who live in the City (854 secondary, 1028 elementary).

### Schools that Serve the Region

South Surrey and White Rock represent a large area which is separated from the rest of Surrey by ALR and the lowlands of the Nicomekl and Serpentine Rivers. Given its large ALR and farming areas to the north and east, the greatest concentration of population is in the south and southwest of the region.

Within South Surrey, the secondary schools and their associated elementary schools which make up the families of schools that serve the region are:

| Secondary Schools |                     |                  |                     |
|-------------------|---------------------|------------------|---------------------|
| Elgin Park        | Earl Marriott       | Grandview        | Semiahmoo           |
|                   |                     |                  |                     |
| Chantrell Creek   | Douglass            | East Kensington  | Bayridge            |
| Crescent Park     | Jessie Lee (shared) | Edgewood         | HT Thrift           |
| Ocean Cliff       | Laronde             | Morgan           | Jessie Lee (shared) |
| Ray Shepherd      | Peace Arch          | Pacific Heights  | White Rock          |
| Semiahmoo Trail   | South Meridian      | Rosemary Heights |                     |
|                   |                     | Sunnyside        |                     |

### Enrolment Pressures and Capacity

Of the schools listed above, over half of them are over 100% capacity with the current average capacity of those 12 schools being 126%. The current pressures on schools and their capacities is projected to grow by 2032 to 16 schools over 100% capacity with an average capacity of 140%. In the entire region, there are only a small handful of schools, that are projected to be within capacity (Ray Shepherd, Ocean Cliff, and White Rock). White Rock Elementary received a recent 8 classroom addition to provide additional long-range capacity.

### Five-Year Capital Plan Response

In the current Five-Year Capital Plan, there are projects that are identified and awaiting a response to address capacity issues in South Surrey. The projects are:

- Grandview Heights Secondary                      Addition 500 students
- Darts Hill Region                                      New 900 capacity elementary school
- Grandview Heights Region                      New 1500 capacity secondary school
- Redwood Heights Region                      New 900 capacity elementary school
- Grandview Heights Region                      New 900 capacity elementary school

- Pacific Heights/Sunnyside Heights      New 880 capacity elementary school

The list above demonstrates the rapid growth and development that is occurring east of Highway 99 in the Grandview area with all proposed projects serving that region.

### Current Mitigation Strategies

South Surrey has been an area of intense capital planning in response to growth. Since 2010 there have been several projects either underway or completed. These projects include:

- Sunnyside Elementary      421 capacity new school opened 2013
- Rosemary Heights Elementary      2 classroom addition 2016
- Morgan Elementary      4 classroom addition 2016
- Pacific Heights Elementary      12 classroom addition 2020
- Douglas Elementary      607 capacity new school opened 2020
- Edgewood Elementary      607 capacity new school opened 2021
- Grandview Heights Secondary      1500 capacity new school opened 2021
- Morgan Elementary      8 classroom addition 2023
- White Rock Elementary      8 classroom addition 2023
- Sunnyside Elementary      10 classroom addition 2023
- Ta'talu Elementary      27 classroom (675) new school projected opening 2025
- South Meridian Elementary      8 classroom addition projected opening 2025
- Semiahmoo Trail Elementary      10 classroom addition projected opening 2025

Given the pressures in the region, portables are used extensively across many schools. Some of these portables are temporary while new construction projects are underway. However, given the growth in the region, the use of portables is likely to play a major role as an ongoing mitigation strategy. As of August 2023, there were 75 portables in use for instruction in South Surrey. This represents the enrolment sufficient for 3 elementary schools.

Given the building and growth in the region, there have been several boundary moves. In addition to those boundary moves, in one case, students from Pacific Heights were bussed across two secondary catchment areas to attend Elgin Park for two years while awaiting construction of the new Grandview Heights Secondary School due to insufficient space at Earl Marriott Secondary despite both an extended day schedule and numerous portables.

Program moves have also been common in this region. Consideration or movement has included Montessori, French Immersion, the MACC (Gifted) program, Speech and Language Services, Social Development Programs and the development and adjustment of an Outdoor Education Program.

### Recent Enrolment Trends

Figure 39 shows the trends and patterns of enrolment in South Surrey. This includes the capacity achieved through projects recently completed and under construction which are anticipated to open prior to the 2032 projections. It does not include projects identified as proposed on the Five-Year Capital Plan.

From the projected 2032 enrolment, it is clear that there is significant need in the region and the district will continue to prioritize and plan to meet this need.

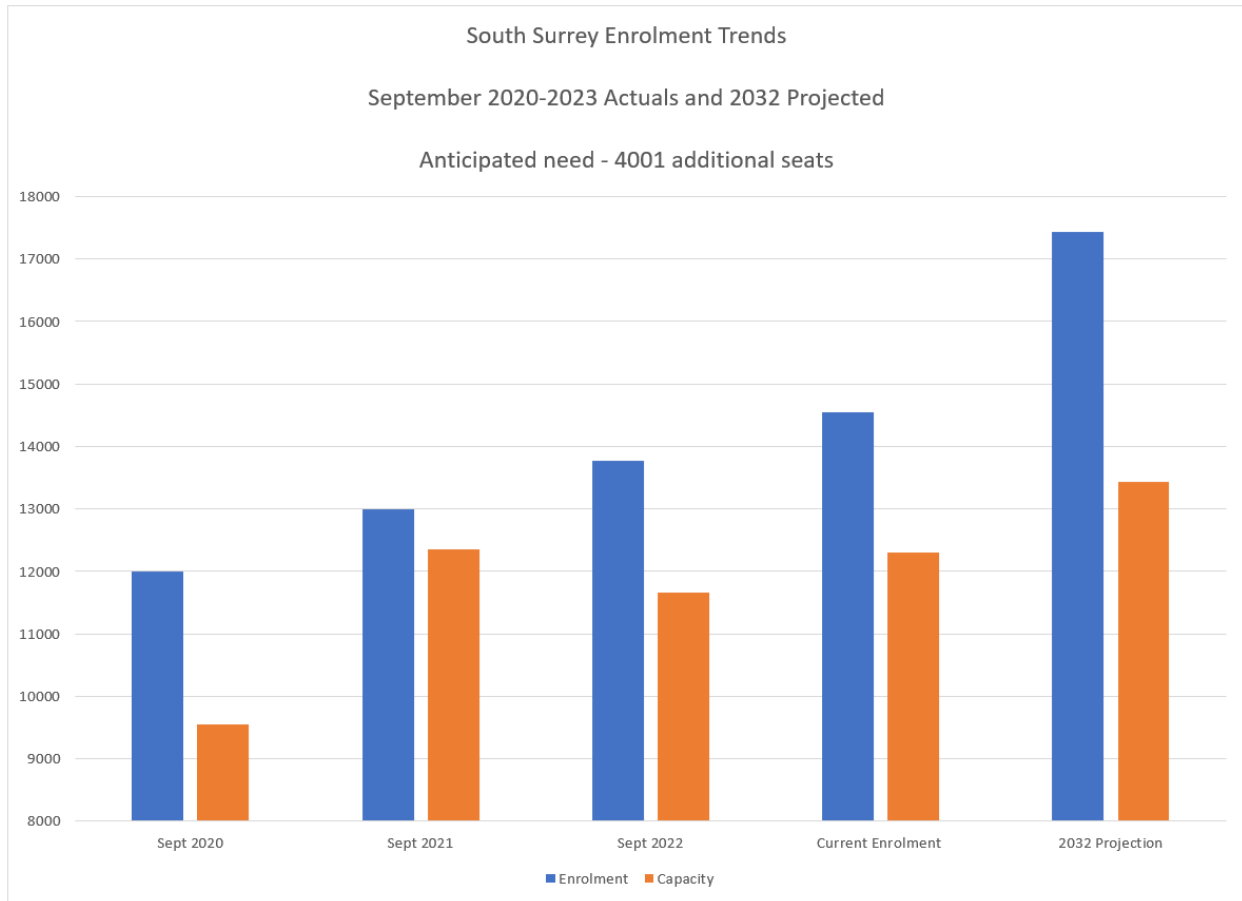


Figure 39– South Surrey enrolment trends and capacity. Includes projects currently in construction.

### Future Need

As indicated by the number of proposed projects on the Five-Year Capital Plan, there is substantial need in an area that is undergoing significant growth. Looking back at the past, the City of Surrey endorsed the Grandview Heights Land Use Plan in 2005 and NCP development began at Morgan Heights and Sunnyside Heights. Morgan Heights Stage 2 plan was endorsed in 2005, Sunnyside Heights in 2010, and Orchard Grove in 2012. These three NCPs have driven significant development in the area and the School District has responded with several projects.

On the horizon, the Redwood Heights NCP was completed in 2020, and Dart’s Hill in 2021. These are substantial areas and if patterns of development continue, the District can anticipate growth consistent with Sunnyside Heights and Orchard Grove as the most recent NCP completions. As one example, in the region immediately surrounding the proposed new school at Darts Hill, there currently are applications in process for 1316 townhomes. This area represents early development applications in just over 2 city blocks. In the immediate single city block surrounding Edgewood elementary, which is building out quickly, there are 498 students, 349 of which are elementary and 149 secondary. The comparison

between Edgewood and the proposed school in Darts Hill is to show the potential for new students as the region continues to build out.

While there are always variances in timing, the Morgan and Sunnyside NCPs have developed over an approximate 10 year period. Sunnyside (2010) and Orchard Grove (2012) are not yet fully built out but already have substantial population putting pressure on schools and creating 2 new elementary schools (Edgewood and Ta'talu) and 4 additions (Pacific Heights, Sunnyside, Morgan (two additions)). With Darts Hill (2021) and Redwood Heights (2020) NCPs completed, the District should anticipate significant development. The critical future need of selecting sites is in place in both these NCPs, but there is yet to be a new site for a future secondary school.

There are currently 5997 secondary students enrolled in 4 schools which is 497 students over capacity. There are projected to be an additional 1564 secondary students by 2032 which would total 2061 students over capacity. Grandview Heights Secondary was approved in October of 2016 and opened in September 2021 with a time span from approval to opening of 5 years. Over the past 4 years, secondary enrolment has grown by over 300 students each year (average growth 358 students per year). At that current rate, the District will be 1500 students over capacity in its secondary schools by September 2026 and will surpass its 2032 projection by 2028 when the district would be over 2200 students over capacity. The need for a site is critical as are contingency plans for substantial over capacity while awaiting approval for a new secondary school to be opened. At this time, as stated above, the District has not received approval to acquire land for an additional future secondary school.

With most of the growth surrounding the Grandview Area, there is also the school at Hall's Prairie. All students were moved from Hall's Prairie to Douglas and Douglas is currently operating at 100 students below capacity. It is a long-range view to consider the future of Hall's Prairie and East Kensington and how these schools will continue to serve the region given East Kensington's specialty program and small size, and Hall's Prairie's small size and well-maintained building that was temporarily vacant. After a recent review of use, the District has committed to re-opening Hall's Prairie in September 2023 where it will host an outdoor focused program which has been very popular at East Kensington. It is anticipated that Hall's Prairie will re-open at capacity.

### Whalley

Whalley is located in the northwest corner of the City and is one of Surrey's oldest neighbourhoods. Bounded on the north by the Fraser River, it is home to City Hall, Simon Fraser University, Kwantlen Park University, City Centre Library and Surrey Memorial Hospital. This region is a major transportation hub



and hosts Surrey’s 4 Skytrain stations. In the centre of Whalley is Surrey’s City Centre which is undergoing major transformation and development and it is the business heart of the City of Surrey.

### City of Surrey Planning and Development

There are three land use plans in place in Whalley. The City Centre, The South Westminster Concept Plan and South Westminster. There is also active work underway with the Imagine Scott Road Visioning Study which travels north-south through Newton and these plans were covered in this report under the Newton zone of the City.



### South Westminster Heights Neighbourhood Concept Plan

The South Westminster Neighbourhood Concept Plan area rests atop the Scott Road Corridor along the Fraser River as illustrated in Figure 40. This is a largely industrial area served by the Fraser River.



Figure 40- South Westminster NCP, Source: City of Surrey

The area is characterized by a port and associated industrial lands with business and mixed use to the north. In 2001 the City investigated rezoning and land use opportunities in the area with the intention of advancing employment and higher quality development. In 2003, public consultation concluded, Council endorsed amendments to zoning and the NCP was approved. In 2022 Council authorized staff to update the NCP to reflect market conditions and to further refine transportation networks. This update was linked to, and combined with, the Scott Road Corridor which has its northern end in South Westminster. The work proposed “will form the basis for the development of transit supportive secondary land use planning along the planned R6 Rapid Bus Corridor” (Corporate Report R071).



The NCP update is anticipated to be presented to Council in summer of 2024. The initial report will include engineering strategies and design guidelines. It is not anticipated that this region will generate significant population. The updates to this area are more focused on transportation and access, which will impact Whalley and the Scott Road Corridor down into Newton.

### [Surrey City Centre](#)

Surrey City Centre is the heart of Whalley and as stated earlier is the core of the City of Surrey. This area is undergoing significant transformation and is an area of intense development and renewal. The City’s vision is for “high density residential, commercial, mixed use, and institutional development.”



Figure 41- Surrey City Centre, Source: City of Surrey



In 1991 the City was planning for the concentration of density at the coming Skytrain Stations that would run through the heart of the City. This was the first time of planning for a compact downtown core. In 2003 the City initiated a Whalley Enhancement Strategy and a reaffirmed urban design concept was created to encourage growth and density along the transportation services. In 2006, Council directed staff to update this vision and a comprehensive revisoning and planning process began. Given the scope of this undertaking, the process culminated in January 2017 with the approval of a Stage 2 Plan in the receipt of a 565-page report. The vision proposed was “a walkable high density, transit-oriented downtown for South of the Fraser...envisioned to be the Fraser Valley’s metropolitan centre” (Corporate Report R014). The existing population of 32,000 is projected to double to 68,000 by 2033.

The plan for City Centre includes several distinct neighbourhoods.

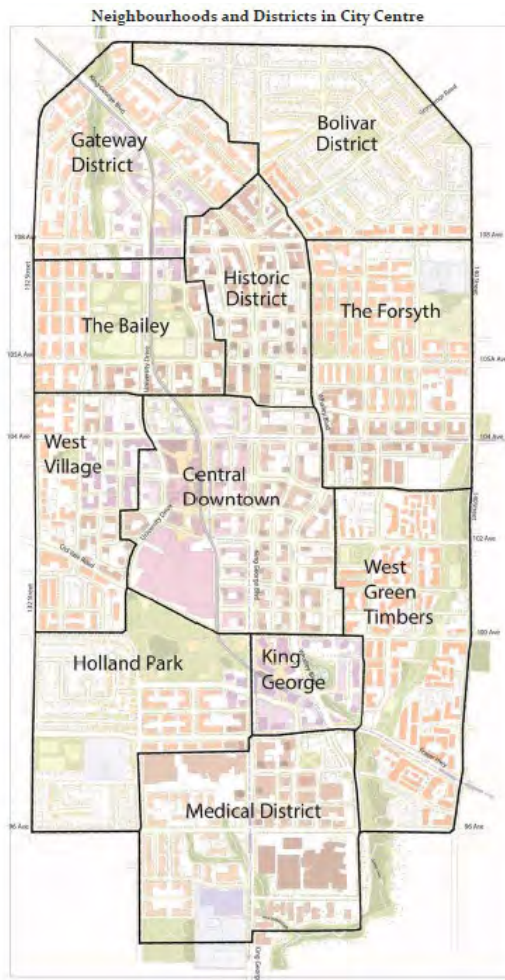


Figure 42 - Neighbourhoods and Districts in City Centre.  
Source: City of Surrey

Each of the neighbourhoods has their own distinct character and intention and the neighbourhoods are arranged into Districts as indicated in Figure 42. There are Mixed Use Neighbourhoods, that run down the core of the City Centre from Gateway and many of the surrounding neighbourhoods have been identified as residential.

**Mixed Use**

- Central Downtown
- King George
- Gateway
- Historic District
- The Forsyth

**Residential**

- Bolivar
- Green Timbers
- Holland Park
- The Bailey
- West Village

- Medical District

In each of the residential neighbourhoods identified, Figure 43 shows the counts of existing populations and then population projections out to 2043.

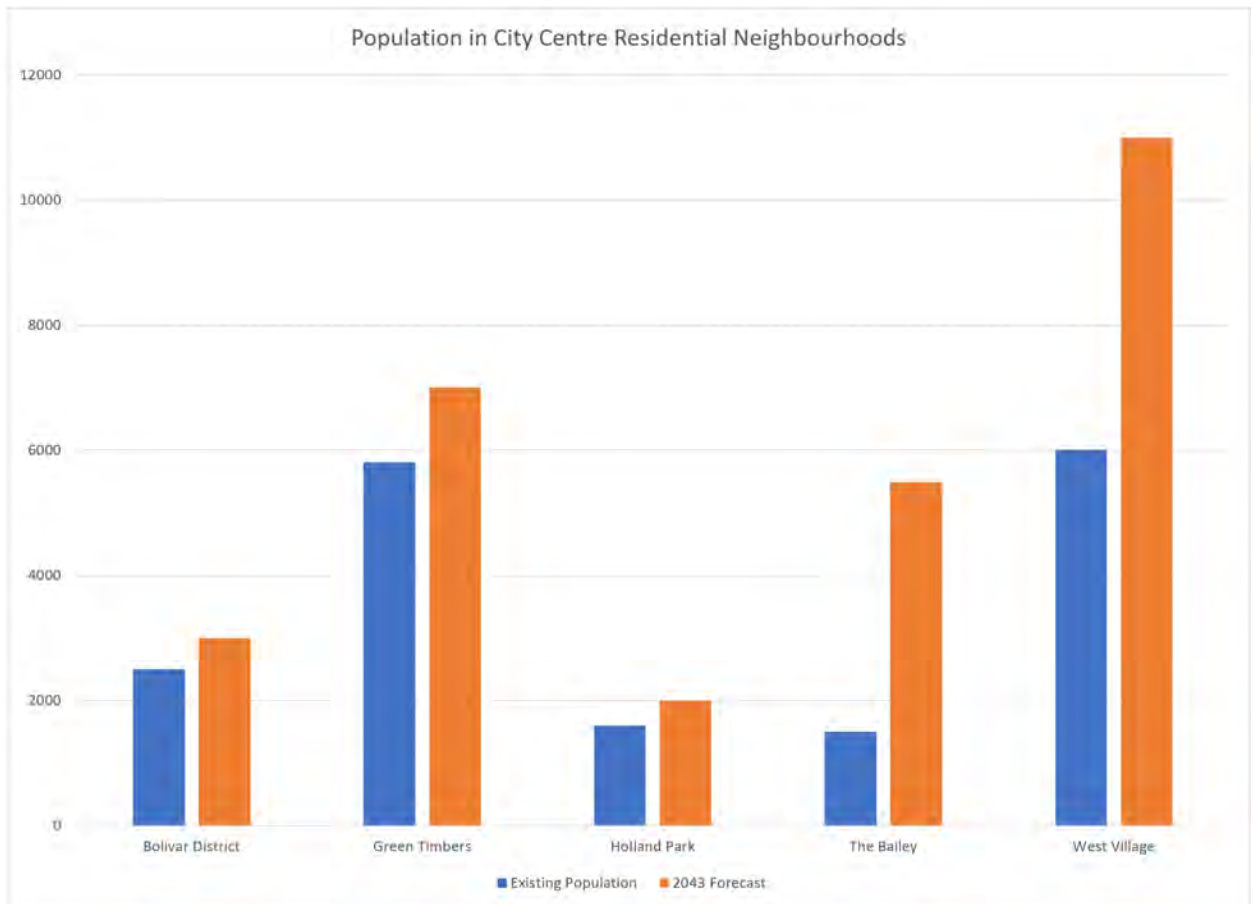


Figure 43- Existing and Projected Population City Centre Residential Neighbourhoods, Source: City of Surrey

The

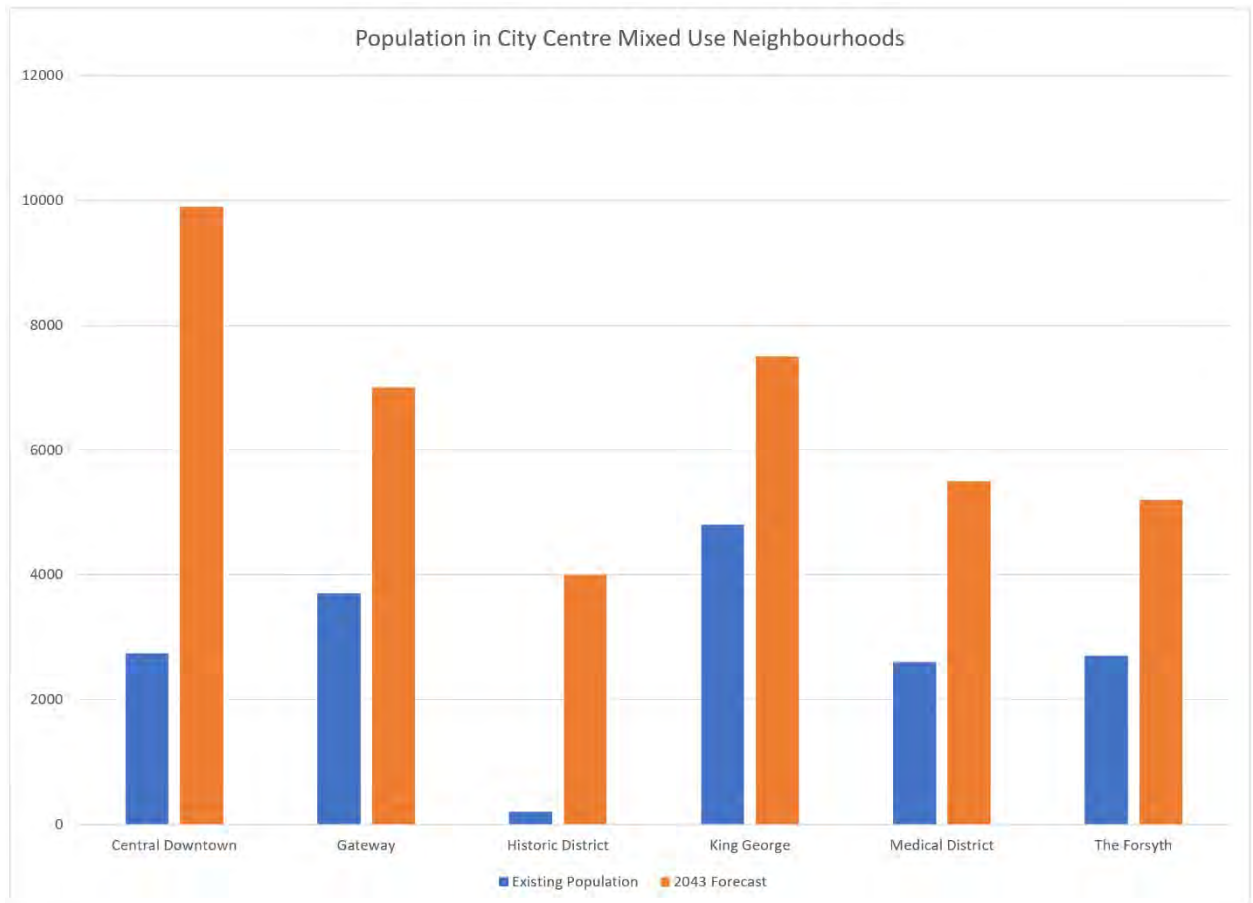


Figure 44- Existing and Projected Population City Centre Mixed Use Neighbourhoods, Source: City of Surrey

population projections in Figures 43 and 44 project growth by over 10,000 residents in the residential neighbourhoods and 20,000 in the mixed use neighbourhoods by 2043. Using current enrolment data in the School District as a ratio of students to total population, the projected number of new students for City Centre by 2043 would be over 3000 new students. This is consistent with a doubling of the total current population. All of these projections are taken from the City’s 2017 report. In July of 2022, in response to “changing conditions and ongoing growth in City Centre, including the extension of Skytrain along Fraser Highway” there was a further update to City Council. The intention of this review was to create a renewed vision for land use planning.

In this 2022 update, The City indicates that it has received inquiries for denser forms of housing including low rise apartments and townhouses throughout the Bolivar Neighbourhood. Council has approved applications for “multiple low rise apartments” so an update to land use is necessary. The Green Timbers District requires an update due to Skytrain and the City has expanded the boundaries of the City Centre planning area with minor adjustments on the southern and northwest ends.

Schools that Serve the Region

In Whalley, there are 5 families of schools that serve the region as indicated by Figure 45.

Secondary and Elementary School Boundaries for City Centre



Figure 45 - School Catchment Areas overlapping City Centre. Source: City of Surrey

The secondary schools and their associated families of elementary schools are:

| Secondary Schools  |               |                |                 |
|--------------------|---------------|----------------|-----------------|
| L.A. Matheson      | Kwantlen Park | Guildford Park | Queen Elizabeth |
| Elementary Schools |               |                |                 |
| Cedar Hills        | Bridgeview    | Ellendale      | AHP Matthew     |
| Kennedy Trail      | Forsyth Road  | Hjorth Road    | Betty Huff      |
| Kirkbride          | James Ardiel  | Holly          | Cindrich        |
| Prince Charles     | KB Woodward   | Lena Shaw      | Creekside       |
| Royal Heights      | Old Yale      | MJ Shannon     | David Brankin   |

|              |                    |           |                              |
|--------------|--------------------|-----------|------------------------------|
| Senator Reid | Surrey Traditional | Riverdale | Simon Cunningham<br>(Shared) |
|--------------|--------------------|-----------|------------------------------|

Guildford Park’s enrolment and associated families of schools were reviewed in the Guildford section of this report. Given the enrolment pressures, comments considering Guildford’s capacity will be made here as well as there is substantial overlap with the Whalley region.

### Enrolment Pressures and Capacity

Of the schools listed above, there are substantial differences between the schools in the L.A. Matheson family and all other families in this region. The LA Matheson catchments fall largely in industrial and commercial land and in contrast to much of the rest of Surrey, this is a family of schools with excess capacity. No school in this family is over 90% capacity. The average September 2023 utilization is 78% and this is not projected to change by 2032. If this family of schools is excluded from capacity calculations in Whalley, the current average jumps to 97% and 18 of 26 schools are over 90% capacity. By 2032, these remaining schools are projected to have an average utilization of 116%.

For enrolment analysis of this region, the LA Matheson family will be excluded and in the future needs section, comments will be provided to consider how boundaries may be changed to help resolve some of the lower capacity issues.

### Five-Year Capital Plan Response

The current Five-Year Capital Plan identifies projects that support growth in the region. A current project that has been proposed to the Ministry and awaits response is:

- Old Yale Elementary                      10 classroom addition raising capacity to 705

### Current Mitigation Strategies

Recently approved projects have included expansions at both KB Woodward (8 classrooms) which opened in September 2023 and a 20 classroom addition underway at Kwantlen Park Secondary. In addition the Ministry has supported the Design Phase of an 18 classroom addition at Guildford Park Secondary.

There is extensive use of portables in this region with 48 portables current on school sites as of August 2023. A majority of these portables are at KB Woodward and at Kwantlen Park supporting both the growth and the construction projects.

Given the overall low enrolment in the regions surrounding City Centre, there have been few mitigation strategies needed in this region beyond portables. That pattern of not having to provide mitigation strategies beyond portable is quickly changing considering how the downtown core is quickly developing. For example, at the February 12, 2024, City Council meeting approval was given for 5 residential towers of 21, 24, 37, 33 and 38 stories totalling 1789 residential units. These approvals were in addition to the approvals in January of three towers of 56, 60 and 65 stories with an additional 1541



residential units. The actual student yield from these large tower developments will need to be closely examined to adequately adjust the long range student projections.

### Recent Enrolment Trends

The recent enrolment trends show the development and densification of the City Centre region of Whalley. It is expected that as the further development and expansion of City Centre is undertaken, that these projections will require significant revision.

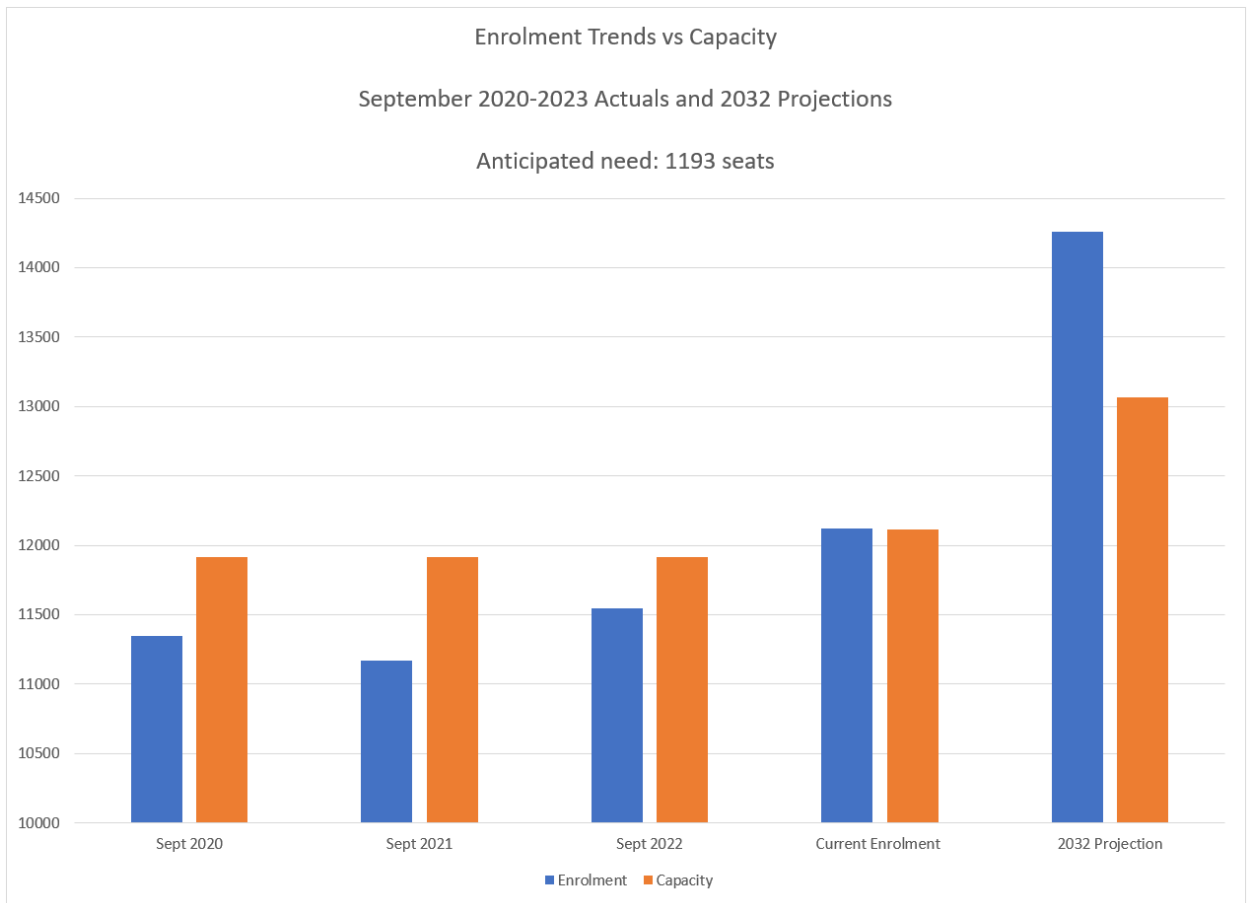


Figure 46– Whalley Enrolment trends vs Capacity, including recently completed or approved projects

The enrolment trends in the heart of Whalley show a shortage of close to 1200 seats by 2032 given current projections. These projections do not include the updated City Centre Plan which in 2022 was updated to “introduce multi-family residential and mixed-use of moderate to high densities” in the Bolivar and Green Timbers Districts. The capacity numbers in these projections also include the projects

at both Guildford Park Secondary and Kwantlen Park Secondary in addition to the completed project at KB Woodward Elementary.

### Future Need

Whalley is an area undergoing significant transformation. The past 15 years have seen substantial growth and development as populations shift to the creation of a city core designed to be a major metropolitan hub south of the Fraser River. The revitalization of City Centre, with the completion of Stage 2 planning in 2017 and now a 2022 update demonstrates the rate of activity not only underway but looming. The expansion of Skytrain will further fuel this expansion and development.

The 2017 Surrey City Centre Report (City of Surrey) states that secondary schools that serve the region are nearing capacity. As of 2023, the three secondary schools that serve the immediate core (Queen Elizabeth, Kwantlen and Guildford Park) are over 600 students beyond capacity. The 20-classroom addition (500 seats) at Kwantlen and an 18-classroom addition (450 seats) will help this however Guildford Park also serves a much larger region beyond Whalley and well into the Guildford Zone of the City. It is likely that by the time these additions are completed (2027 (KP) and 2028 (GP)), the schools will remain at or beyond capacity.

The 2017 Report also states that in the long term, there are insufficient schools to accommodate the growth in City Centre. The City suggests opportunities to work with the School District to explore joint development of facilities and future urban school concepts. This report will include recommendations on urban design.

The core set of elementary schools that serve the City Centre region are approximately 300 students over capacity as of September 2023 including the newly opened addition at KB Woodward. By 2032 they are projected to be over 1100 students over capacity without including the newly adopted increased density in City Centre as of 2022.

Similar to Fleetwood, this is an area where an urban school design is urgently needed. There will be insufficient land to accommodate a traditional school site, and with over 30,000 additional residents on the long horizon, there will be no means to accommodate these children in school without rethinking school design.

### Educational Programming

Surrey is a large and diverse school District which operates a wide range of schools and programs. The District has 103 elementary schools, 21 secondary schools, five student learning centres, three adult education centres, a distributed (online) learning program and a variety of satellite and inter-agency programs serving a wide range of specific student needs. The District is organized as a K-7 and 8-12 system.

In Early Learning, Surrey provides Ready, Set, Learn events throughout the district to provide three and four-year-old children and their families with an opportunity to participate in a series of play-based learning activities within the school setting. Parents/caregivers learn more about community supports and receive helpful tips to support their child's learning and development.

StrongStart is a free drop-in program where parents/caregivers and their children, from infants to 5 year-olds, can participate together in a range of early learning experiences with an opportunity to play, learn and grow together. Parents and caregivers discover new ways to support their children’s learning at home and may make valuable connections with others in the community who are also attending the centre. Locations and other details are available at [www.surreyschools.ca](http://www.surreyschools.ca) under “Early Learning”.

In regular schools, the District offers a variety of specialized and “choice” programs for students. The range of programs includes:

- Indigenous Learning supports Indigenous students and families across all schools;
- Learner Support Teams, English Language Learner programs, and Gifted Education;
- Community Schools Partnership provides programming, support and resources to our vulnerable students before and after school, and during school breaks;
- Core French, French as a Second Language, French Immersion and Intensive French programs;
- Punjabi Language program;
- Advanced Placement courses and International Baccalaureate programs for secondary students;
- Montessori, Traditional and Intensive Fine Arts elementary school programs;
- Learning Centres, Growing Together (pregnant and parenting moms);
- Inter-A (Integrated Academics);
- Settlement and multicultural support through the Surrey School District Welcome Centre;
- Post-Secondary Training for Education Assistants, Applied Behaviour Analysis Support Workers, Building Service Workers, Clerical, and Hairdressing;
- Adult and Continuing Education opportunities;
- International Education short and long-term programs;
- Surrey Academy of Innovative Learning (SAIL): A Blended Learning Online School (K-12)”;
- District Career Education Partnership programs, career- oriented programs, Co-op Education, Secondary School Apprenticeship and work experience placements; and
- EKOLogy: East Kensington Outdoor Learning elementary program.

## School Capacities and Projected Enrolment

[Appendix VIII](#) includes a complete list of all schools, their operating capacity and the 10-year projected headcount enrolment. These projections are updated annually and are also aligned with the City of Surrey’s long-range projections of housing units.

The tables provided in this Appendix also include the actual September 2023 enrolment and current capacity utilization of all schools.

As a key mitigation strategy, Surrey maintains an extensive inventory of portables. Portables are used for a range of things including supporting capital projects, providing specific programming such as band or music, but most importantly, portables are the single largest way to deal with capacity overflow. The District maintains a wide inventory of portables and [Appendix IX](#) includes this inventory. The Portable

Inventory is as of August 2023 and does not include the modular classrooms used for full day kindergarten.

## Facility Condition and Renewal

The Facilities Condition Index (FCI) is a measure of the overall physical condition of a building. The FCI is calculated based on the eligible requirements and building replacement value. These numbers are obtained from building assessments performed by VFA Canada. On an annual basis, the District provides updates to the Ministry on any upgrades that have been completed under Minor Capital Projects and VFA documents are then updated.

Every five years, all sites are visited and VFA documents are subsequently updated. The last full update for Surrey Schools was done in 2019. When there are additions to schools that may not be reflected in the VFA, then visual inspections are performed, and the Ministry is provided with the updates.

Surrey has a Capital Project Office which handles many projects. The District is currently working to ensure that any projects completed by the Capital Project Office, including Building Envelope (BEP) and Seismic upgrades are provided to the Ministry. In the next full round of assessments, all BEP and seismic projects updates will be provided to the Ministry so that records can be accurately updated. These updates may change the FCI for any particular facility.

The Five-Year Capital Plan includes consideration of the FCI as part of its priority list of schools considered for replacement. The FCI is not always the determining factor for school replacement as other variables may apply. [Appendix VII](#) includes the current Facilities Condition Index.

## Environmental Sustainability

The District has several strategies to reduce environmental impacts and to commit to environmental stewardship. In particular, energy management and sustainability activities are coordinated by the active participation of site personnel at key locations across the district.

District personnel identify cost effective and energy efficiency measure to be taken and they apply for incentives and grants to support projects. Building energy performance is regularly monitored and there is an [annual report](#) on energy use and greenhouse gas emissions.

Strategies are developed to achieve the energy and sustainability targets and there are educational campaigns that build environmental awareness and create energy savings. The Capital Project Office is making gains in energy efficiency and low carbon approaches in new buildings and also in school additions.

## Land Holdings and Future Use

In a rapidly growing urban context, the District has continually sought out sites for future schools and, over time and with new schools arriving, has consolidated or held lands that remain in the District's inventory. The District has been actively considering how to best use existing land and how to create partnerships and opportunities that allow it to make the most of its land holdings. This section examines

any land that is currently not used solely for the purposes of regular enrolling schools and explores current discussions underway as to potential use of that land.

The District has been actively engaged with a consulting firm to explore any vacant or underutilized land and how it could be used in other ways to support the District or the City and community.

This section of the LRFP provides an overview of all land under consideration and options that have been explored. All discussions are in early stages but are actively being pursued.

### Potential Uses of Vacant or Underutilized Land

In general, the District land consolidation and optimization falls into three categories which describe how land could be repurposed for greater efficiency and public benefit. Such sites are characterized by:

- a school having large amount of open space which is not necessary for educational or playfield use;
- a non-enrolling facility which could be relocated to a better area in order to serve the needs of the community; and
- properties which are underutilized – characterized by large amounts of surface parking, low-rise buildings, and vacant areas.

If the District is able to free up land, there are several potential uses beyond providing K-12 education. These public lands could serve the community through:

- Child care or daycare;
- Affordable workforce or community housing;
- Rental or strata housing;
- Other public community services; or
- Other residential use.

These core “other residential or community uses” will apply to several of the points below. Rather than repeat the list, for the purposes of the LRFP, simply “other residential or community uses” will be stated knowing this includes the above list.

Examples of more efficient use of certain school district properties include:

- Consolidating facilities from two or more sites to one location  
There is the potential to have two district sites relocated to one location. An example would be the potential for all or portion of the District Facilities Centre (DFC) to be relocated to the current site of the District Education Centre which has additional adjoining land that is unused. Such a move would free up a portion or all of the existing DFC site. Considerations include:
  - existing facilities can be modernized and centralized, often in locations where transit and community service areas are more accessible.
  - freeing up properties for other uses, including new or expanded schools, educational facilities; or
  - Other residential or community uses.

- **Exchanging a property, or subdivided portion of a property**

Excess or vacant land which is not needed for core education purposes in the District can be exchanged with another public or private-sector property owner to make use of two or more properties. Land exchange participants could include the City of Surrey, BC Housing, the Canada Mortgage Housing Commission, Crown Corporations or the private sector. In return for the exchange of land that the District currently does not need, the District would receive land of equivalent value which is more suitably located for educational purposes. Considerations include:

  - exchanging lands for the City to use as parks or open space; or
  - other residential or community uses.
  
- **Developing, or co-developing a property, or subdivided portion of a property**

Excess or vacant land which is not needed for core educational purposes can be contributed towards a joint venture development with a public or private-sector partner. Similar to obtaining land through an exchange, but in this case, the land is used to develop in a way that supports the growing needs of the community. Considerations include:

  - collaborating with partners including the City of Surrey, BC Housing, Canada Housing and Mortgage and the private, for-profit development industry; and
  - other residential or community uses.
  
- **Long term leasing of a property, or subdivided portion of a property**

The District could consider leasing certain properties on a prepaid, long-term basis where there is no potential for short-term future use in education. A long-term lease would ensure that the properties remained in the public domain and serving the public's good in the long term. As the City evolves, this land could serve educational purposes in the years ahead while providing revenue to the District to serve immediate needs. Considerations include:

  - using the revenue from the lease could be used to offset capital costs of new and expanded facilities; or
  - using revenue to support existing educational programming; or
  - collaborating with partners to have housing and an urban school located together in a way that supports the workforce and educational needs of the District.
  
- **Contributing a property, or subdivided portion of a property at no cost**

In certain instances the District could contribute land for public purposes, in return for favourable consideration from the City and/or provincial or federal agencies on other projects. Considerations include:

- Examples of land dedication include, parks and open space; child care, daycare, and community uses; or
- affordable workforce and non-market-housing.

### Properties Considered for Repurposing

In February of 2022, the District contracted with Cushman & Wakefield to review its property portfolio and 14 sites were identified for consideration of additional or alternate use. These sites consisted of:

- Unused land parcels connected to an existing school;
- Occupied or used land parcels connected to an existing school;
- Land bank for future development; and
- Land parcels which may be surplus.

From the above potential uses and considering the 14 original sites, 8 properties were identified which have the potential for consolidation or optimization. The sites are:

- |                                 |                                  |
|---------------------------------|----------------------------------|
| ● The District Education Centre | 14033 92 <sup>nd</sup> Ave       |
| ● City Central Learning Centre  | 13083 108 Ave and 13095 108 Ave  |
| ● Cambridge Elementary School   | 6115 150 St.                     |
| ● Ellendale Elementary School   | 14525 110A Ave                   |
| ● Laronde Elementary School     | 1880 Laronde Drive               |
| ● Grandview Heights Elementary  | 17561 20 Ave                     |
| ● Barnston Island               | 430 Centre Road, Barnston Island |
| ● Colebrook Elementary School   | 5404/5494 125A St.               |

Sites that were not considered appropriate for repurposing or further exploration included:

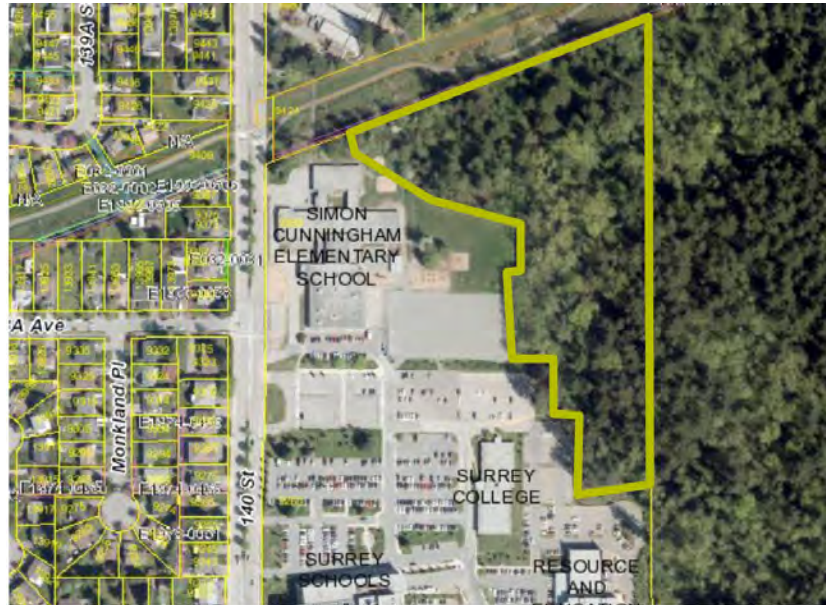
- |                              |                                 |
|------------------------------|---------------------------------|
| ● East Kensington            | 2795 184 St                     |
| ● Site 214 – Darts Hill      | 173290 20 Ave.                  |
| ● Site 208 – Redwood Heights | 17907, 17939, and 17959 24 Ave. |
| ● Site 209                   | 17859 and 17909 92 Ave          |
| ● Site 215                   | 18996 and 19010 80 Ave          |
| ● Site 204                   | 9146 and 9101 184 St.           |
| ● Site 217                   | 18789 76 Ave                    |
| ● Hall’s Prairie             | 18035 8 Ave.                    |

Each parcel of land was given careful consideration. In the following section, we identify each property listed above and the issues and context surrounding any potential future use. In each case, some of the issue presented by the site are noted, but every site that is identified for potential future use could play a role in many of the options presented in the previous section of the LRFP. Once again, those options may include, but not be limited to the following explorations:

- Consolidating facilities from two or more sites to one location;
- Exchanging a property, or subdivided portion of a property;
- Developing, or co-developing a property, or subdivided portion of a property;

- Long term leasing of a property, or subdivided portion of a property; or
- Contributing a property, or subdivided portion of a property at no cost.

### The District Education Centre - 14033 92<sup>nd</sup> Avenue



There are approximately 9 acres of land adjacent to Green Timbers Urban Forest Park. The site forms a portion of the existing shared site with the School Board and Simon Cunningham Elementary School. The site is heavily used by the public for walking trails and any access to the site would have to be through existing School Board land. Issues include the small size of the site, inappropriate for a future secondary school and the relative difficulty of access regardless of use.



City Central Learning Centre – 13083 108 Ave and 13095 108 Ave



There are two residential lots (0.24 acres and 0.22 acres) on the southwest corner of the property where two homes are currently leased out. This land was considered for future access to the property or additional parking in the future. Regardless of the future of the City Centre Learning Centre, these two lots could provide options to be explored.

Cambridge Elementary School – 6115 150 St.



There are 2 acres of forest immediately north of Cambridge Elementary School. There is some recreational use of the site, and the land has ecological value. This site was previously identified as potential for a future addition to the school which has a capacity of 495 and enrolled 784 students in September of 2023. Some of this additional capacity in the school will be taken with the construction of Snokomish Elementary located at 14778 58b Ave which is approximately 750m from Cambridge. However, the long term projections for this area continue to show significant capacity issues.

### Ellendale Elementary School – 14525 110A Ave



There is a 4-acre parcel of land north of Ellendale which borders onto Invergarry Park which includes Bon Accord Creek. There is park trail on the property and Ellendale is not anticipated to require expansion. Conversations have occurred with the City of Surrey gauging interest in acquiring the land for the Park as one future consideration.

### Laronde Elementary School – 1880 Laronde Drive



There is a 2.41-acre parcel of land north of Laronde. There are natural features, and the forest is used for recreation. Laronde is a single stream French Immersion school and is at capacity. There are no plans in place to expand Laronde and French Immersion is oversubscribed with a waitlist. Given other capacity issues in the District, an addition at a program of choice would not be a consideration so other options could be explored for the use of this land.

Grandview Heights Elementary – 17561 20 Ave



This school was the site of a previous elementary school that was closed. The 6-acre site is currently being considered as an exchange for a more favourable site for a new elementary school which would not have to next to a major highway (Highway 15). With the growing Grandview area, a land exchange for another school site is a primary option.

Barnston Island – 430 Centre Road, Barnston Island



This 1-acre parcel is on a rural island between Surrey and Maple Ridge on the Fraser River. Access is by ferry only and the parcel currently is uninhabited. There is no need for a school on the island and the

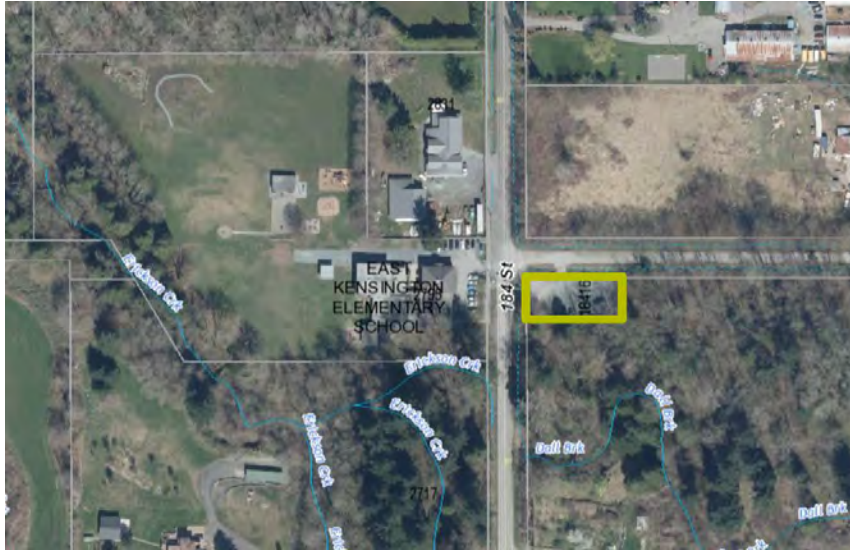
District may wish to discuss this property and its future with Katzie First Nation as the Tetoten Community Centre is located on the Island. The could also be conversations with the City about any potential future use and to explore options.

Colebrook Elementary School – 5404/5494 125A St.



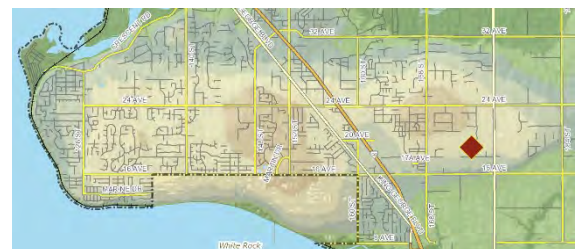
This 2.5-acre parcel is adjacent to Colebrook Elementary and is part of a 6.9 acre site total. The land is currently vacant and there is no pending enrolment pressure in the area. Colebrook is currently approximately 100 students under capacity.

## Properties Not Considered for Repurposing East Kensington



This small 0.25 acre parcel sits adjacent to East Kensington Elementary School and is currently used as a parking lot for the school. To remove it would significantly impact this small rural school.

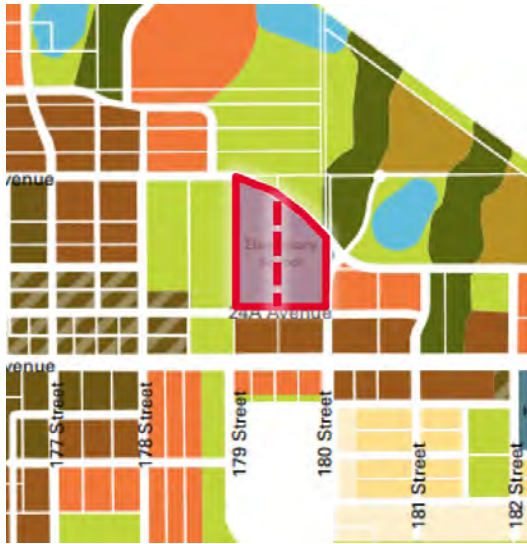
Site 214 – Darts Hill 173290 20 Ave.



This 10.7-acre site is the future location of an elementary school that is the number one priority on the current Five-Year Capital Plan and in March of 2024 received Ministry support to develop a business case. The proposed school is a 900-seat elementary school and there is consideration to expand the site

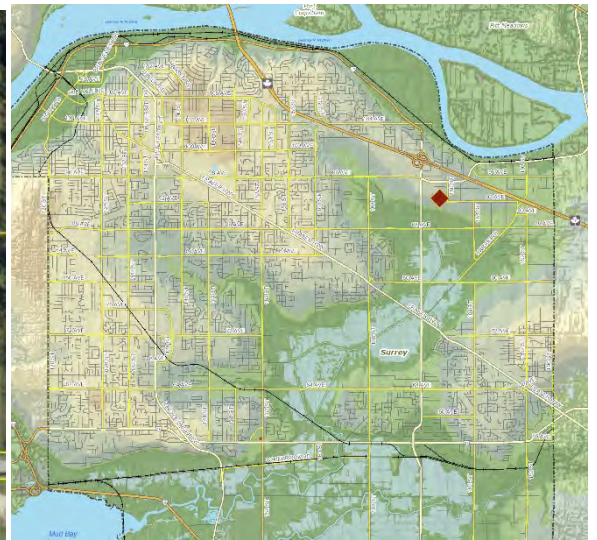
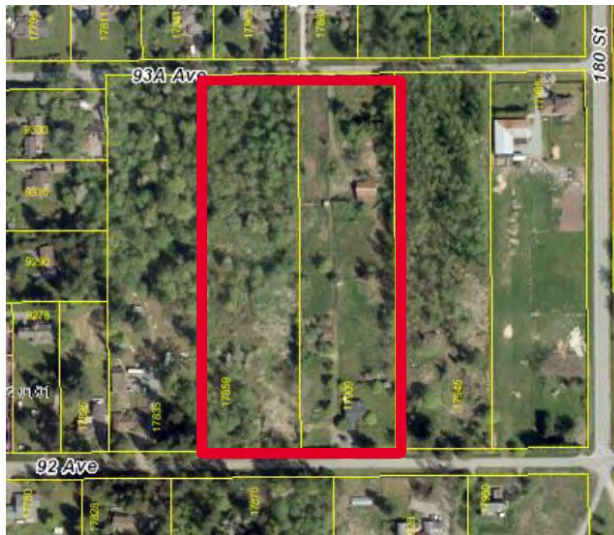
to include a secondary school on site as well. A second Grandview Heights Secondary is the number three priority on the Five-Year Capital Plan.

Site 208 – Redwood Heights, 17907, 17939, and 17959 24 Ave.



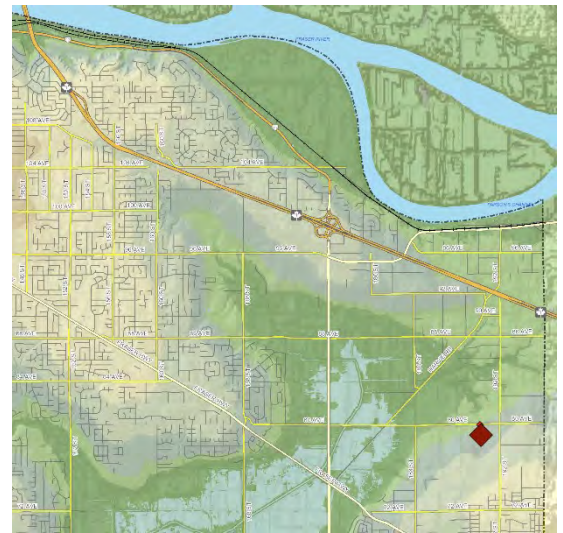
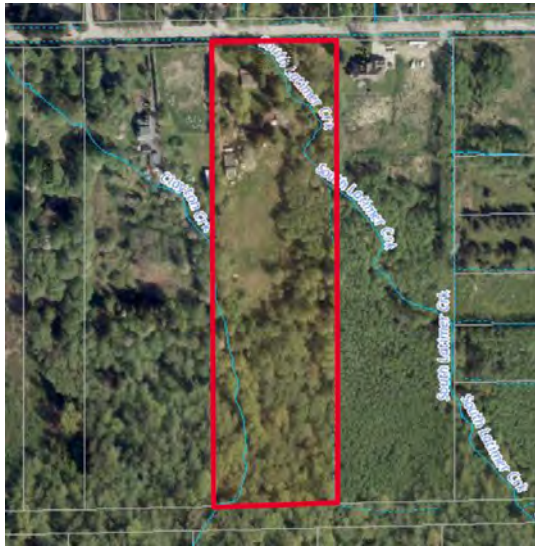
This 10.5-acre site is the future location of an elementary school that is currently number five on the Five-Year Capital Plan. A larger site was acquired in the belief that with the anticipated growth in the area, that the District would continue to pursue larger elementary schools. The proposed future need and intentions are for a 900-seat elementary school.

Site 209 – 17859 and 17909 92 Ave



These two 4.98-acre parcels (9.96 total) are held in the anticipation of a new elementary school in west Anniedale which is number four on the Five-Year Capital Plan. Recent conversations have occurred with the City of Surrey and the School District has suggested that this is not a preferred site for a future elementary school and they are pursuing land to the west of Highway 15 (Corp. Report 6520-20). NCP review documents in 2022 have this land identified as a future school site (Corp. Report R117). Conversations will continue with the City on the best location for a future elementary school in this area and the future of this land.

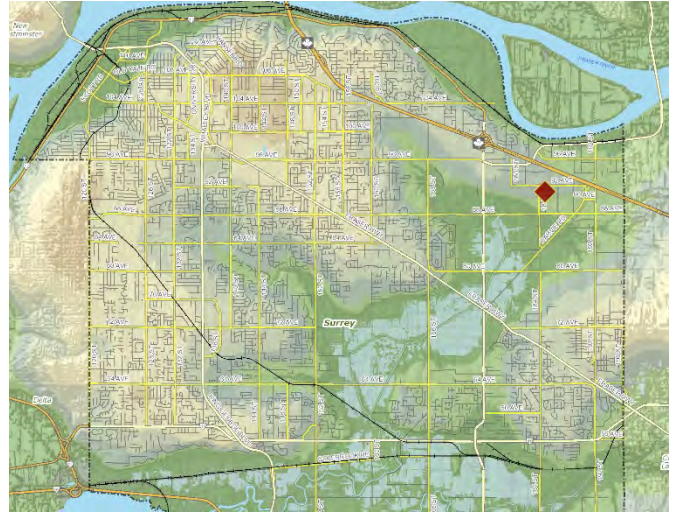
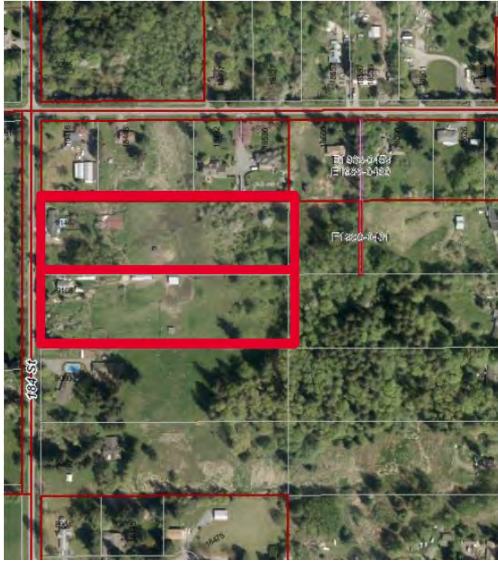
#### Site 215 – 18996 and 19010 80 Ave



This 10.1-acre parcel is also held for a future school site in the Anniedale, South Port Kells area. The site has some restrictions with a creek flowing through the northern portion of the parcel. Likely the site would require an environmental review which may impact the amount of useable land and it may not be sufficient for an elementary school. Further review would need to be done.

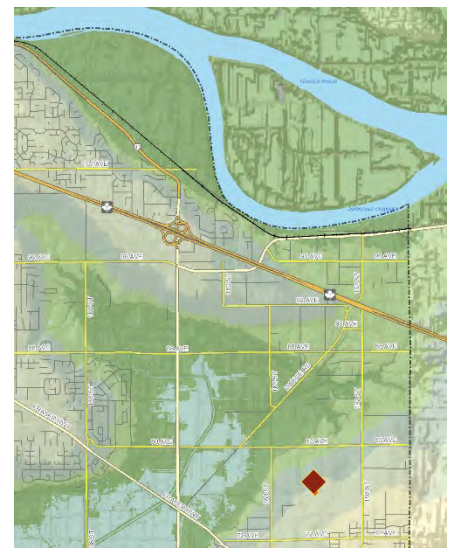


Site 204 – 9146 and 9101 184 St.



These two 5-acre parcels (10 acres total) has been held for future school sites in the Anniedale and South Port Kells area.

Site 217 – 18789 76 Ave



This 9.43-acre parcel is the last of the sites held in this area of Clayton/Anniedale/South Port Kells and all sites were acquired with the anticipation of substantial future growth. These parcels of land (Sites 204, 209, 215 and 217) are relatively close together and should be considered with the proximity of Port Kells Elementary, Maddaugh Elementary, and Regent Road Elementary in addition to the now vacant Clayton

Elementary School and the coming west Anniedale elementary school. This site, like Site 215 also has a creek on it which runs through the centre of the property. This may substantially alter the useability of the land. An early estimate of the roadway allowances, the stream and forest resulted in an estimated 1.8 acres of useable land. The proximity of the site, only 700 meters from Regent Road and 1.1 km from Madaugh also make it unlikely for a future school site.

Overall, the map of existing schools sites and future school sites is illustrated in Figure 47 below with 3 schools (Port Kells, Madaugh and Regent) currently operating as elementary schools and then there are 4 vacant sites, one future identified site, and one closed school (Clayton Elementary).

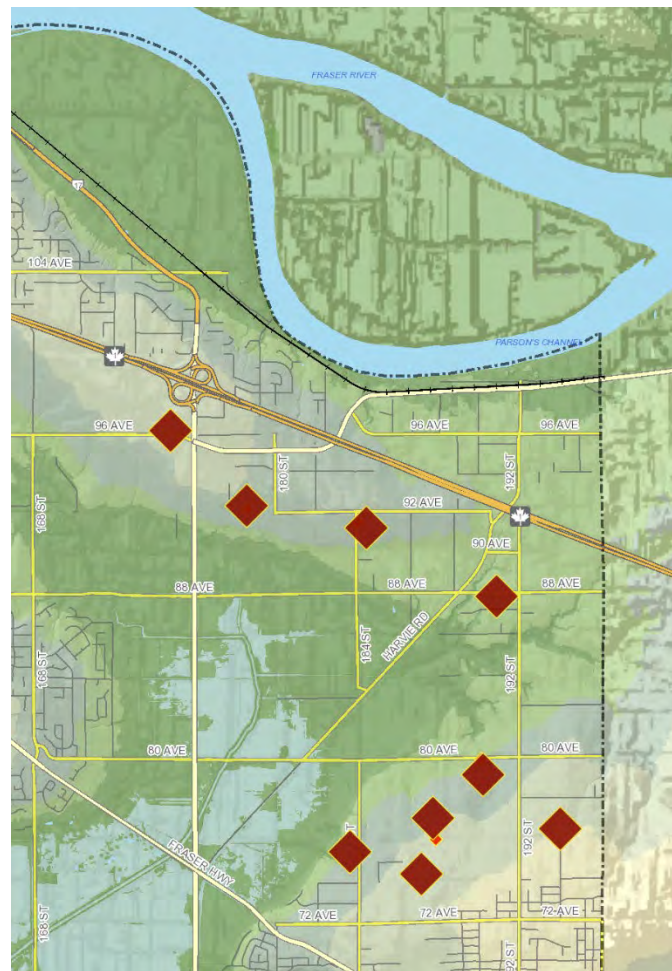
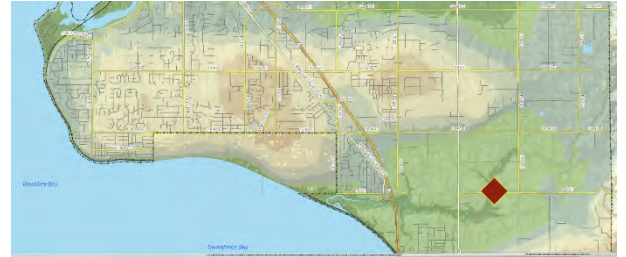


Figure 47- Sites held for future schools in Anniedale - Port Kells

The discussion of which future sites are most appropriate and what other opportunities there are for the acquired land should be part of future planning.

Hall's Prairie – 18035 8 Ave.



Hall's Prairie Elementary sits on a 4-acre parcel that is within the ALR. Historically schools were grandfathered into the ALR. This small school population recently moved to the newly opened Douglas Elementary. The school is well maintained and with recent updates. The future of the school and site is part of an ongoing conversation and in September of 2024 the school will re-open as an outdoor based learning program similar to East Kensington. The site is inappropriate for a larger school as it is small, within the ALR and borders a creek and this new program use may resolve the long term use of Hall's Prairie.

Clayton Elementary School



Clayton Elementary is a 3.9 acre site which until recently hosted a K-7 program. With the opening of Regent Road, only about 0.5 km away, the entire population moved to the new school. The site is awkward for future expansion or given the proximity of Regent, to a future elementary school. In addition, the site borders a neighbourhood park with a creek running through it. As growth in the area continues, the future of this site may be in an opportunity for exchange as the District looks to continue to meet the demand of this rapidly growing area. In addition, with the expanded Child Care mandate, there also may be other community uses for the site. The site also holds potential if there are limited options to manage the capacity issues in the Clayton area. In the past, there was a K-3 school to support the rapid growth in this area and to relieve other schools.

## Transportation

### Context and Eligibility

The District operates a small bus fleet given the urban context and normally the close proximity to schools for students. District policy states that students in kindergarten through grade 3 and who live more than 4km walking distance from their catchment school are provided free bus transportation. In addition, students in grades 4-12 who live in a residence more than 4.8 km walking distance also are provided free bus transportation. As a result of this policy and again the normally close proximity of schools to neighbourhoods, the District currently operates buses for 6 of its over 130 schools. Where students have unique learning or mobility needs as designated through Ministry criteria, the Student Support Department works with Transportation to ensure that busing is provided.

All applications for busing are reviewed by the district to ensure compliance and distance from catchment schools and, where eligible, students are assigned to a route. When students have Ministry designations and are supported by Student Support Services, the school Principal applies for transportation for the student and a route is assigned. Busing for students with Special Needs is contracted to First Student.

### Costs and Fees

All costs associated with transportation are guided by District Policy and the right to access to an educational program. The costs for transportation are part of the operating budget of the District. Where there is capacity on an existing bus route, and where students do not meet eligibility criteria, students can access transportation for a \$300 annual fee. This service is only available if there is space on an existing route that does serve students who are eligible. Courtesy riders must apply and are approved by the District which provides a Bus Card. These cards must be presented each time a student boards a bus. There are also costs charged where students are transported by bus for field trips.

### Response to Growth

As the District is rapidly growing, this does not mean that there is a requirement for additional busing again due to the nature of the urban context. As new schools emerge within rapidly developing areas, walking distances are normally within the policy threshold and busing is not required.

With growth continuing and with the district under extraordinary pressure, future options to mitigate growth may include busing students beyond their normal catchment school. This has happened once

already and is a context looked at for the future. This would only be considered where there are no other options to attend to a school being well beyond its capacity for students.

The number of students with Ministry designations continues to rise. While there may not be additional busing pressures as a result of overall growth, there certainly will be ongoing pressures related to the increased number of students who require transportation due to their unique abilities or disabilities.

## Post-Disaster Shelter

Building codes for high-risk seismic zones pointedly distinguish between post-disaster buildings and buildings that will be used as post-disaster shelters. Post-disaster buildings are essential to the provision of services in the event of a disaster. These include hospitals; emergency treatment facilities and blood banks; telephone exchanges; power generating stations and electrical substations; control centres for air, land and marine transportation; public water treatment and storage facilities; water pumping stations; and sewage treatment facilities. Since a post-disaster building must be designed to be completely operational immediately following a significant seismic event, the design criteria for a post-disaster building would be 1.5 times the seismic loads compare to an identical ordinary building. Buildings that are likely to be used as post-disaster shelters include elementary schools, middle schools, secondary schools, and community centres. However, the design of these ordinary buildings is meant to minimize the hazard to life for its occupants, with no requirement for increased seismic loads.

## Summary of Management Strategies

As the District grows and faces increased challenges for space, there have been numerous management strategies put into place in an attempt to find room for all children in a rapidly growing district. To date, the following primary strategies have been implemented:

- Creating and operating a Capital Project Office to fast track any design and build process in addition to working with the City to accelerate the permit process;
- Completed 22 projects since 2015 including 6 new schools and 13 additions;
- Currently constructing 13 additional projects including 2 new schools;
- Pro-actively acquired land for future builds;
- Engaged in partnerships with developers to examine any existing land holdings and to swap for more appropriate school sites;
- Expropriated houses to create space for school construction;
- Installed and operate well over 300 portables;
- On an annual basis, reviewing, revising and adjusting school boundaries where necessary;
- Relocating programs of choice including French Immersion and Montessori;
- Busing students to schools outside their neighbourhood catchment area to relieve overcrowding;
- Placed several secondary schools on extended day schedules;
- On an annual basis, closed numerous schools to in-catchment students and directed these students to other schools; and
- Relocating or downsizing alternate or flexible learning programs.

This is not an exhaustive list, but it shows the extent to which the District has gone both in a necessary reaction to growth but also in a proactive way to anticipate future challenges. As enrolment continues to escalate beyond the capacity of the District, there are several other strategies that are being considered or put into place. As a result of that work, and as an extension of the Long-Range Facilities Plan, it is necessary to consider what additional steps may be taken to address the substantial and long-term capacity issues.

Engagement with the public about the challenges that the District faces is a key strategy. In November 2023, the District launched community consultations exploring issues related to a shortage of school space due to rapid growth in student population. The purpose of the consultations was to gauge staff and parents/caregivers' perception and awareness of the issue, along with gathering their insight on several potential mitigation strategies the district is actively considering to address limited school space.

A total of 7600 respondents completed the online survey which ran from November 20 to November 29, 2023. Respondents included a mix of parents (4595), staff (3551) and students (108), with some minor overlap (i.e., some staff are also parents).

Five in-person focus groups were also held. Two sessions were held with students, with 30-40 students participating in each session, representing grades 10, 11 and 12. Three sessions were held with parents/caregivers. Between 35-45 parents/caregivers attended each session, representing a range of school communities across the district.

The results of the consultations will be used to help inform the Surrey School District about how parents, students and staff feel regarding potential strategies that may need to be implemented given the current capacity constraints. A summary of the results which are currently under discussion and review are included in [Appendix X](#).

## Long-Range Facilities Plan Recommendations

The existing strategies that have been considered and implemented to date have allowed the district to manage to the greatest extent possible. What is clear is that with the ongoing enrolment challenges, and with the obvious fact that funding for new schools is not matching enrolment growth, additional steps must be taken. In addition, it is helpful to look at what history has demonstrated. The process of writing the LRFP has included an historical review in addition to a future outlook. The LRFP recommendations are informed by a careful review of the City’s plans, and an anticipation of ongoing trends of substantial growth. In each case, a rationale for recommendations is provided to further explain the context and intentions. Themes have been identified to help organize the recommendations. The themes are:

- Urban School Design and Development Partnerships;
- Refine and Examine Capacity and Boundaries;
- Review and Reconceptualize Programming including Calendar Options;
- Continue and Expand Strategic Partnerships with the City; and
- Other Recommendations.

The themes are expanded upon below and do not include the many structures and strategies that the District already has in place to advocate for, and to secure and effectively deliver capital projects. Led by the Board of Education, the Superintendent and the Capital Project Office, it is essential that the District’s ongoing work continues. The recommendations below are therefore in addition to the current governance and operations strategies in place.

### Urban School Design and Development Partnerships

- **Initiate a design process for both elementary and secondary schools in an urban centre**
  - The future of Surrey along the high-volume transportation corridors of Scott Road, King George Boulevard, and the Fraser Highway will see significant increases in density. Adequate land assembly likely cannot be undertaken to accommodate “traditional” school designs. Designs to be considered and researched must meet the needs of a large metropolitan centre.
- **Explore partnership with developers or other agencies as the District works to reconceptualize schooling in an urban setting with the potential to build larger multi-use elementary schools which also could recapture nearby elementary school properties**
  - The District has dozens of schools within 2km of each other. An urban design should consider its own maximum capacity, and whether local elementary school populations could be housed in a new development, thus freeing up existing school sites for their own redevelopment. The District needs to take a new approach to considering land acquisition and use to match the necessity of rapid growth and increased densification.
- **Examine any large elementary sites as the potential for redevelopment and the building of a larger multi partner school, which would may free up nearby land that is currently occupied by other elementary school populations**

- Consistent with the recommendation on urban school design, there are sites within the District including Surrey Traditional, Discovery (City Centre Learning Centre), Invergarry Adult Centre, and McLeod Road, as examples, where there may be the potential for redesign or collaborative development.
- **Work in partnership, with the city of Surrey, to establish benefits to developers, which would facilitate the building of urban schools**
  - To construct an urban school will likely require partnership with developers. These developers need to have incentives to be in partnership including concepts such as bonus density, where developers get additional density in a development for allowing schools to be built within an urban site. The District would have to engage with the City in these conversations to explore whether bonus density or other incentives can be found to facilitate partnerships with developers in the construction of urban schools.
- **Work with the City of Surrey to carefully examine the urban school study areas that have already been identified along Fraser highway in the Fleetwood and Clayton corridors to move past the study phase**
  - In the City’s current planning, there are sites identified both along the Fraser Highway and Clayton corridors. These sites are identified as “study areas” for consideration of an urban school design.
  - The District are already in conversations with the City and are encouraged to continue and expand these discussions beyond the “study” stage and to explore the potential for other development partners to be part of this planning process.

### Refine and Examine Capacity and Boundaries

- **Examine school capacity along each of the major traffic corridors of Scott Rd., King George Boulevard and Fraser Highway to explore how many schools are within 800 m of these corridors and the District’s overall capacity to serve rapidly growing populations**
  - In support of the concepts of urban design, it is likely that the current district enrolment projections do not fully anticipate the impact of recent legislative changes in addition to the City’s move to increase density along transit corridors.
  - An analysis of the capacity and projections along these corridors is necessary to inform a comprehensive approach to future school builds.
- **Examine policies and philosophies that define boundaries and catchment areas to reconsider how boundary and catchment areas are designed**
  - The mindsets of school boundaries have been that they are required to be contiguous and one specific defined area. When the District has so many schools within easy reach of each other, is the use of boundaries maximizing the District’s capacity? For example



there are 9 elementary schools, 3 secondary schools, and one other district program (David Brankin) all within a 2km radius of 96<sup>th</sup> Ave and 128<sup>th</sup> St.

- The review of all boundaries and considering other options such as transportation or nested boundaries (boundaries within boundaries) may be some ways to be creative in using all available space.
- **Ensure that any boundary or catchment area adjustments are consistent with the Long-Range Facilities Plan and the City’s long-range plans for development in the region**
  - The changing of boundaries is a process that is done regularly in the District. Many factors are considered. The Long-Range Facilities Plan and the City’s planning should be a foundation for any boundary change process. While these are consulted, it is important to continually monitor the City’s planning to ensure that any boundary changes consider future developments or shifts in planning.
- **Continue to work with staff in the city of Surrey to review and update student yields**
  - As housing costs continue to be high and as immigration continues to expand, there will be pressure for people to live in smaller, more affordable residences. The historical yield (how many students per home) is the foundation for enrolment projections. As densification increases, and as populations grow, the District should work closely with the City to review and revise student yields particularly along transit corridors and in high density townhouses, low rise, and high-rise apartments.

### Review and Reconceptualize Programming including Calendar Options

- **Reconsider the design of school delivery models in an era of hybrid learning, limited physical capacity and looming substantial teacher recruitment issues**
  - With significant long-range capacity challenges and with the opportunities provided through today’s technology the District should reconceptualize how secondary programs are delivered in a way that rethinks how instructional programs are delivered in a way that aligns with the future of work and society. As the world moves towards a more remote or hybrid working model to increase efficiency, meet employers needs, and promote environmental sustainability, the school district should consider the implications for educational models and programming as well.
  - This reconceptualization is not just a physical space issue, but this is also a staffing issue. Parallel to the challenges of growth are the challenges of recruitment of teaching and other staff. The District must work proactively and collaboratively with educational partners to consider what must be done to address the needs of the future from the perspectives of both human and physical resources.
  - As the District considers options, there may emerge opportunities which are in competition with each other, for example the District may not have sufficient fully

qualified teaching staff to provide a full range of educational programs. This has, historically, been an issue only in rural districts but it is now becoming a reality in urban settings and will require creative and innovative options. These options might include how to work with developers or other partners, in collaboration with urban school design, to provide affordable housing as a further means to attract and retain staff.

- **Initiate a review of the Traditional program and its current capacity and site utilization across the district**
  - Surrey Schools offers several programs of choice. Most, if not all, of these programs of choice have an educational philosophy or language component that is distinct and consistent with Learning by Design, our vision for learning. As education has evolved, the District needs to consider if the Traditional program is in alignment with the needs of children today.
  - In addition to the above, Surrey Traditional with a capacity of 485 students currently has 296 students enrolled and is projected to have 317 by 2023. It currently operates at 61% capacity. It is difficult, with an educational philosophy that includes uniforms, to have a dual track school (half in uniforms, half not) as one means to resolve the capacity issues. Both McLeod Road and Cloverdale Traditional are on larger sites in growing regions of the City and these sites could be used for future growth in regular K-7 programs. The exploration of the Traditional program should also include future possibilities for these other school sites.
- **Explore all scheduling and calendar options as a means to increase capacity**
  - The District should intentionally explore whether alternative forms of school year calendars (year-long, trimester) could strategically alleviate long range capacity issues.

### Continue and Expand Strategic Partnerships with the City

- **Annually update the Long-Range Facilities Plan to ensure alignment with the City of Surrey's update on the projection of dwelling units across the City**
  - The LRFP needs to be a living document that is the foundation for the 5 Year Capital Plan and any other moves including boundaries, catchment areas, and program location. As the City evolves, so should the LRFP so it is an accurate reflection of the evolution of the City of Surrey, and not just a snapshot in time. The process of an annual review would allow any changes in the City's planning to be reflected in the current LRFP.
- **Engage with the City of Surrey in the examination of all available unoccupied or under utilized land**

- The District has a number of parcels of land that are insufficient for a new school or expansion of an existing school. These land parcels may be repackaged or repurposed to serve both the City's and the School District's long-range interests and development plans.
  - Options to explore could include partnerships with developers and the potential for long-term leases in the redevelopment and reconceptualization of existing schools, facilities and district lands to best benefit the needs of the school district and the city of Surrey.
- **Collaborate with the City of Surrey and the Ministry of Education and Child Care, exploring whether the acquisition of existing facilities that are not school use would benefit the school district**
    - There may be existing facilities in the City that could be adapted or repurposed to serve K-12 education. Similar to the District exploring all possible options that include their existing sites, the City may have knowledge of sites around the City that could be used to provide instruction. Discussions could begin with the Ministry on the potential to acquire such sites to serve the District.

### Encourage the Ministry to Provide Transparency in their Capital Planning Priorities

- **Request that the Ministry of Education and Child Care Publish an Annual Capital Planning Priorities consistent with the planning requirements of school districts**
  - Surrey Schools recognizes and supports other school districts in obtaining their capital priorities as well. The fact that there is no published set of provincial priorities makes it very difficult for the District to plan their own priorities.
  - It must be that the Ministry has a set of priorities just as districts are required to publish in their 5 Year Capital Plan. The District requests that the Ministry make this list of provincial priorities public which would aid transparency and would support the planning in district.
  - The sharing of the Annual Capital Planning Priorities could align with the provincial funding announcement in March of each year when the projected funding for all districts is known, announced and shared. Consistent with public transparency around annual grants to districts, there should also be equal transparency of the Ministry's annual capital priorities.
- **Request that the Ministry of Education provide the Capital Project Office with a 3-year block of Capital Project funds**

- There are few districts in BC with a Capital Project Office (CPO) which includes representatives of the Ministry, District, and City. While the goal of the Capital Project Office is to accelerate projects, there is no set budget that is provided, there is only a budget that is provided project by project as per announcements.
- A rolling longer range budget would allow the CPO to plan and adjust accordingly still within the oversight and accountability framework of the Ministry including the stages of project identification, support, and approval. Longer range funding would allow the District to manage its identified capital priorities in an effective and efficient manner.

### Refinement of Existing Long Range Capital Planning

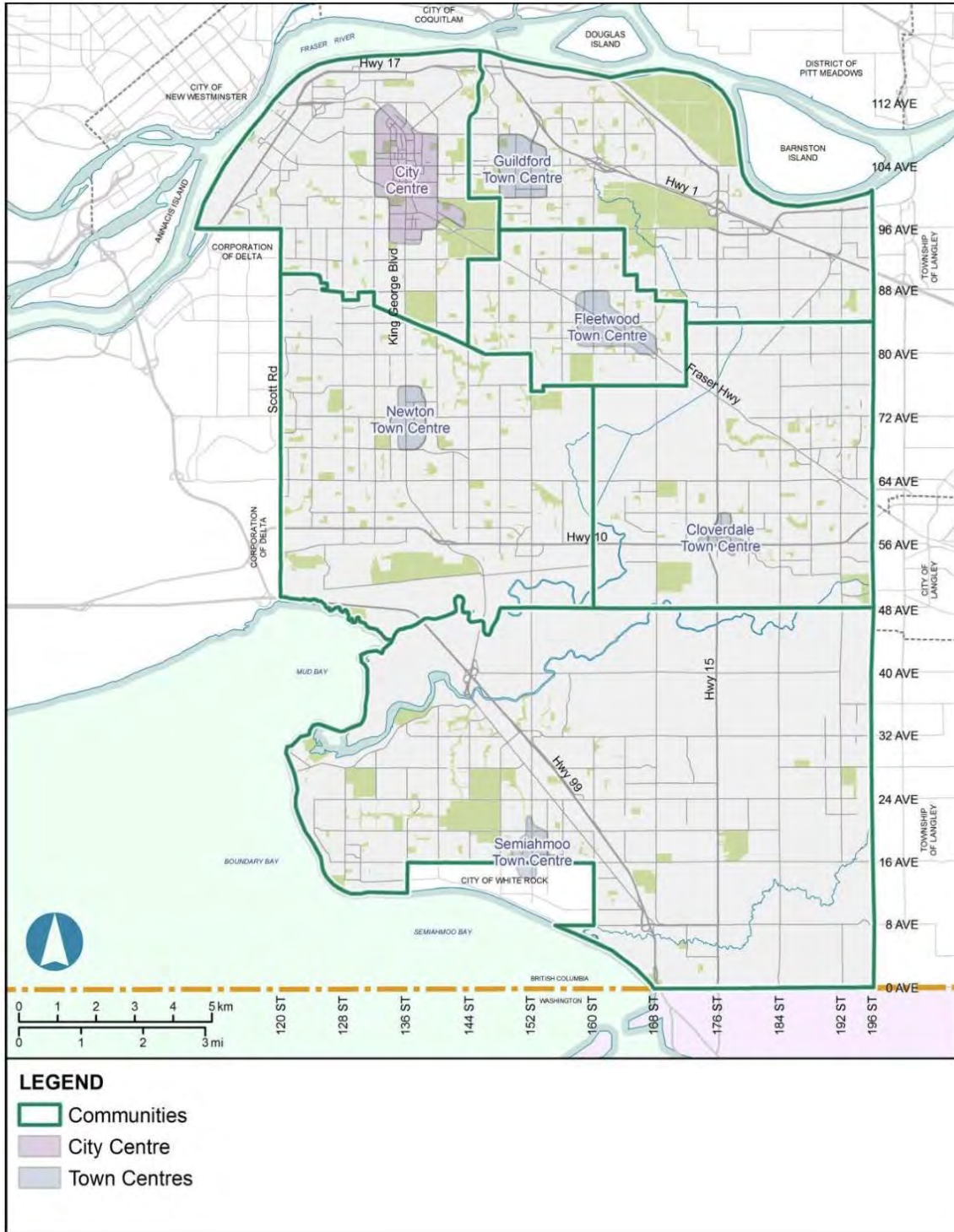
- **Ensure that any uses of land considered for alternative uses remains in the possession of the school district or public domain**
  - While there are several options and consideration for the appropriate and creative use of land, the District should ensure that any efforts carefully weigh the implications of land disposal. In an era of a scarcity of land that can be assembled for educational purposes, all efforts should be made to retain public lands for the public good both short and long-term.
- **To consider the re-opening of the old Discovery Site and re-examine the current site of Invergarry Adult Education to enrol regular K-7 populations**
  - The Discovery Site and the Invergarry site are mentioned earlier in these recommendations for consideration for re-development. Another option for these sites is to have them re-open as K-7 schools. This would require the movement of both the Learning Centre (Discovery) and Adult Education (Invergarry) programs that currently exist in those schools.
  - Both Adult Education and Learning Centres are important and vibrant parts of Surrey's educational programming, consideration should be given to the best locations given the District's capacity issues and the fact that these two programs currently operate within former elementary schools as the only program located on those sites.
  - This recommendation suggests that the District examine if these sites are used to their greatest benefit considering the capacity issues facing the District while re-examining the potential program and delivery models for Adult Education and Learning Centres.
- **To examine the future of Port Kells Elementary School**
  - Port Kells is a very small school (capacity 159) on an awkward site which does not lend itself to the building of a much larger school on site which would be needed for the future. Either consideration to expand the site, or to consider closure and an exchange of land or acquisition of an additional site would permit movement to a new, larger

location would better meet the needs of the future of the area. A replacement school for Port Kells is on the 5 Year Capital Plan.

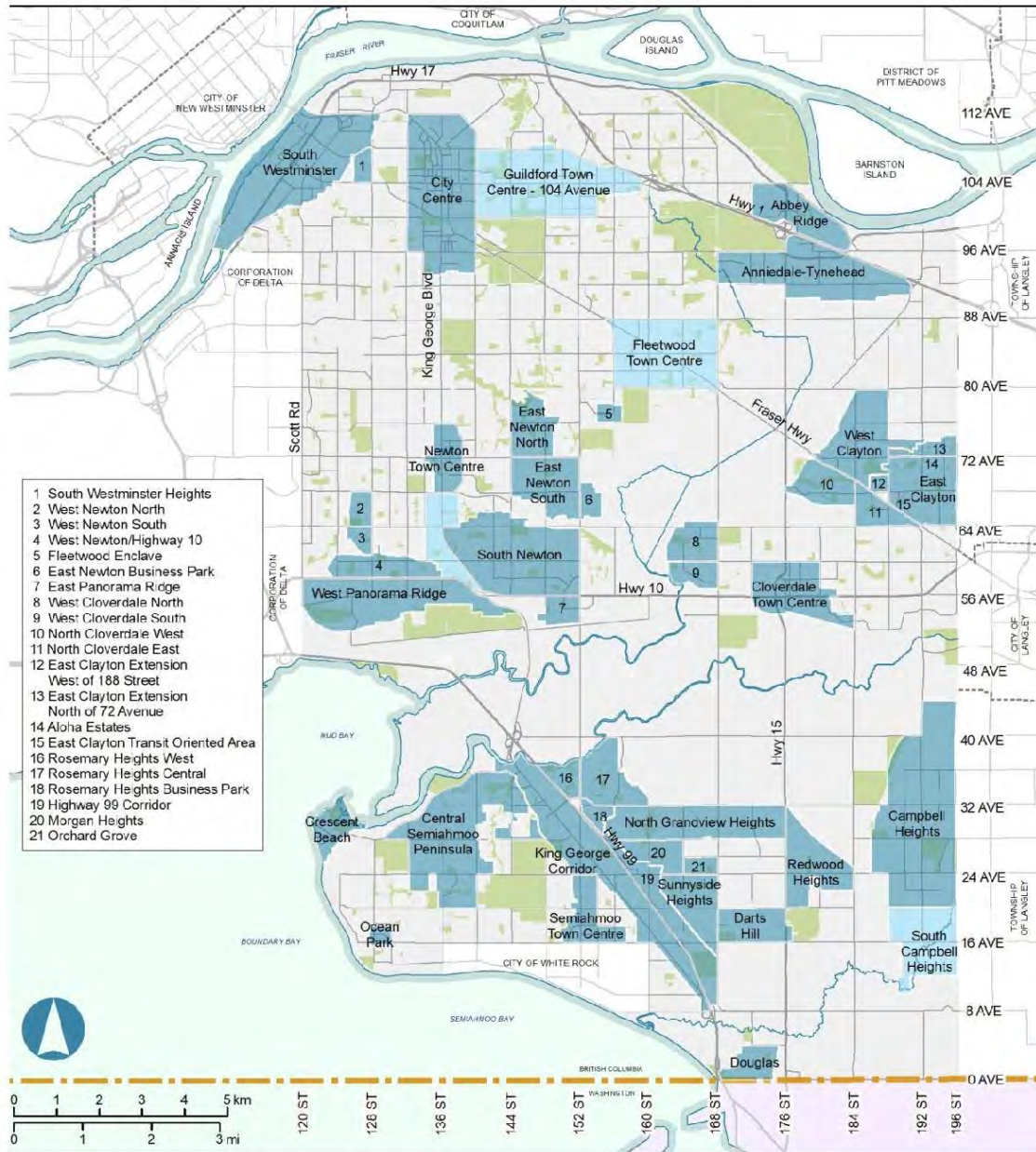
- **Establish names for future schools that are identified on the 5 Year Capital Plan**
  - Historically, schools have not been given a name until they receive approval for construction from the Ministry of Education and Child Care. Often these schools have been on a priority list for several years and, as a result, start being referred to by local names prior to the District engaging in consultation about a final name for opening. This makes it difficult to, in effect, re-name a school. The District has several sites (Darts Hill, Redwood Heights, South Newton, Anniedale) where no doubt there will be schools in the future. Consideration should be given to establish an official name for these future schools before they start being named locally.

## Appendices

### Appendix I – City Town Centres



## Appendix II – City of Surrey: Secondary Planning Areas



### LEGEND

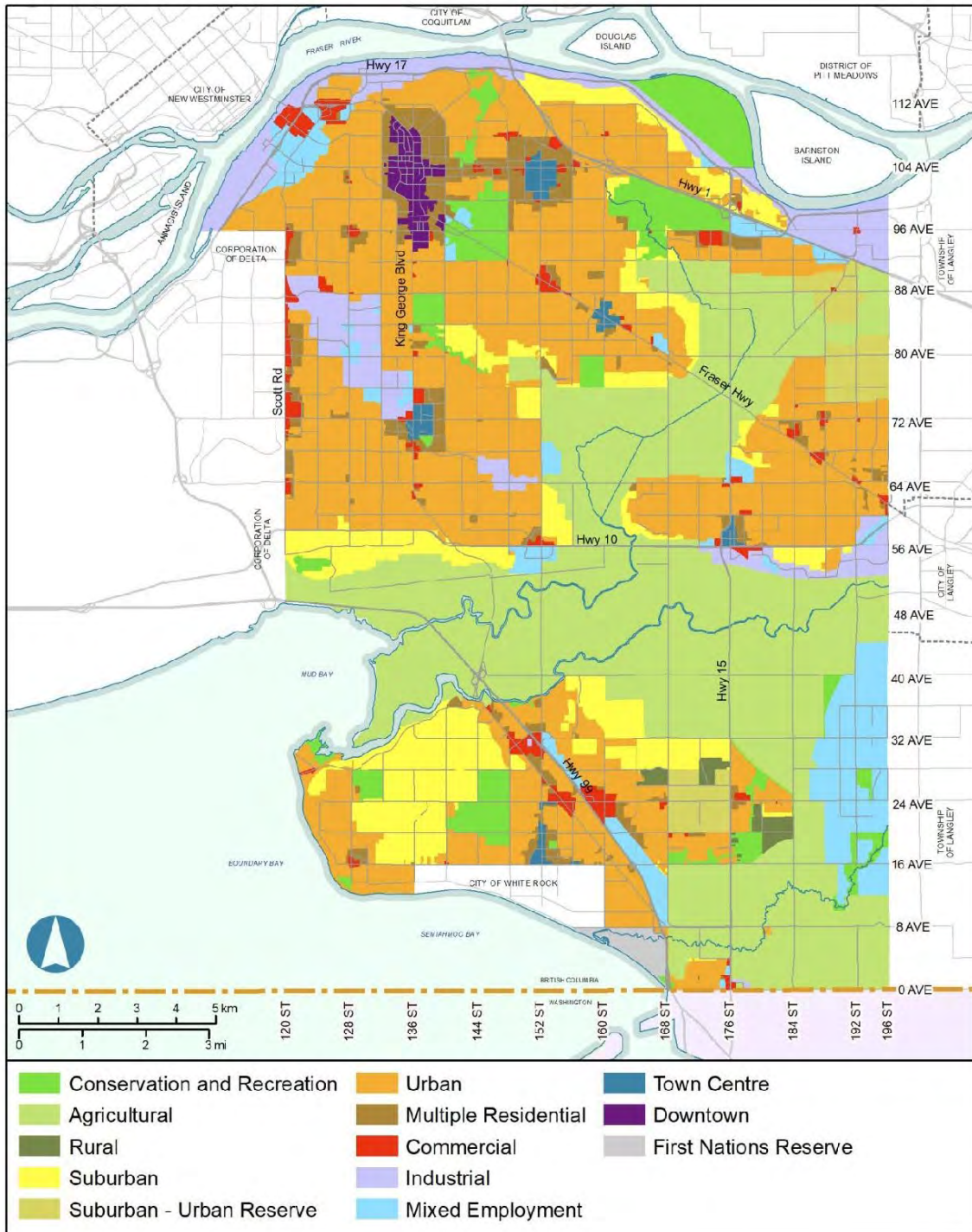
- Approved secondary plans
- Secondary plans with "stage 1 approval"\*

\* Approval of land use concept.

LAND USES and DENSITIES

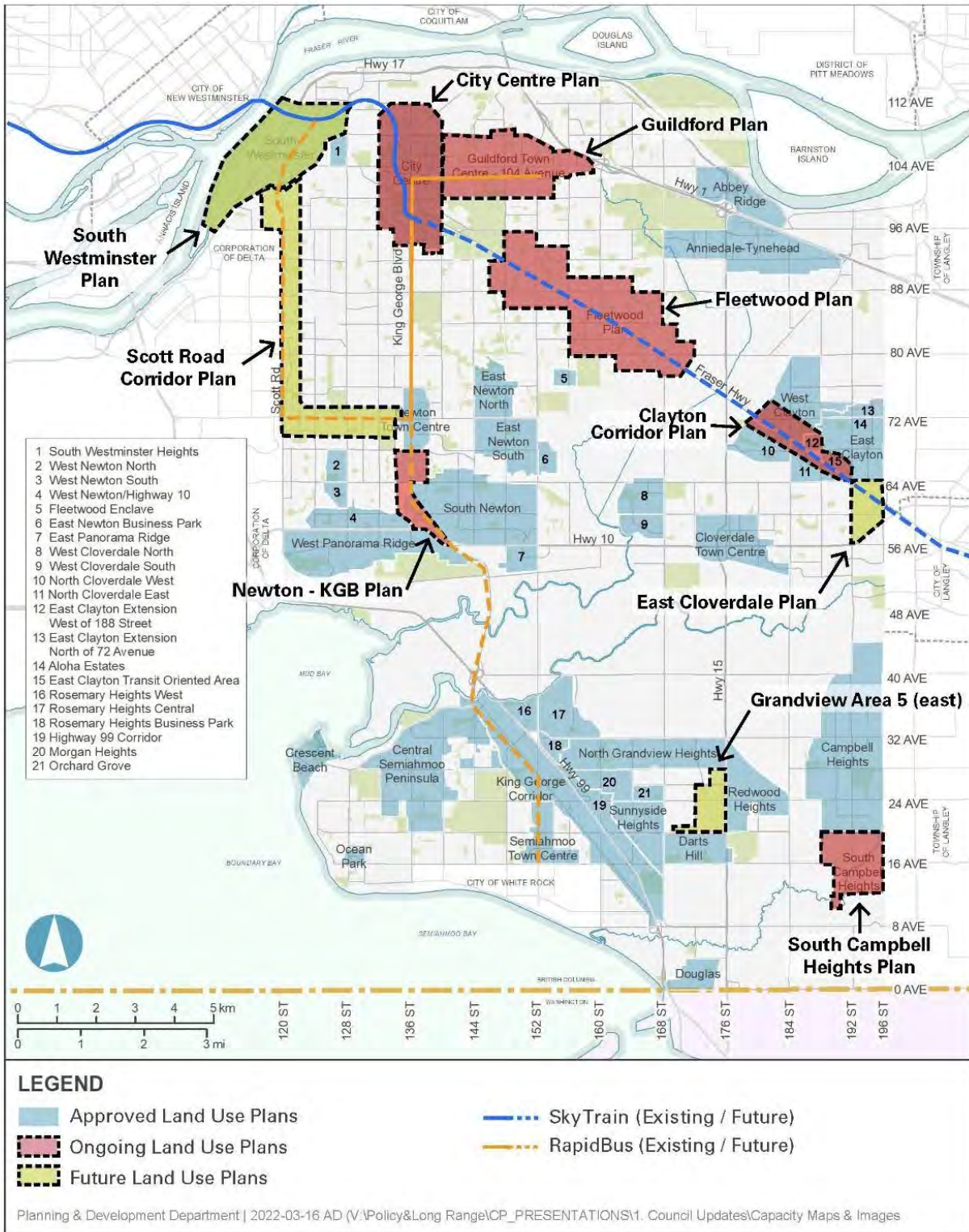
AMENDED: July 24, 2022

Appendix III – City of Surrey: Land Use Designations





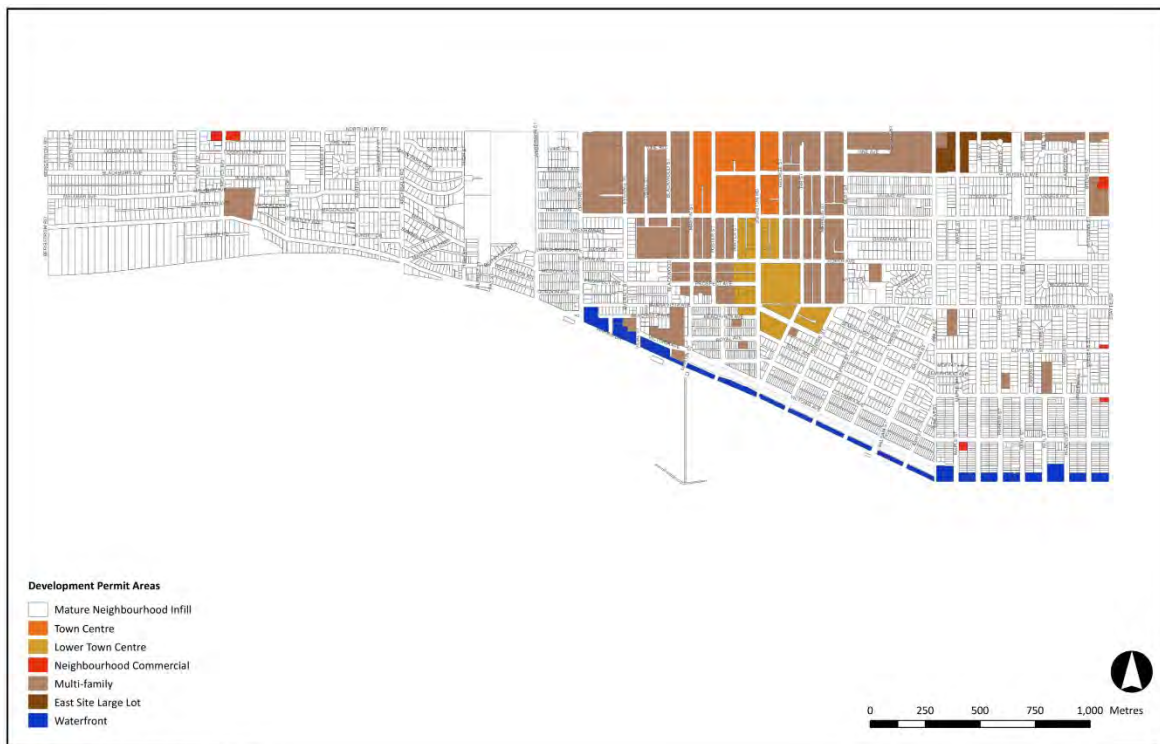
Appendix IV – Map of Land Use Plans in Progress



Appendix V: City of White Rock Land Use Plan and Development Permit Areas (Oct. 2017)

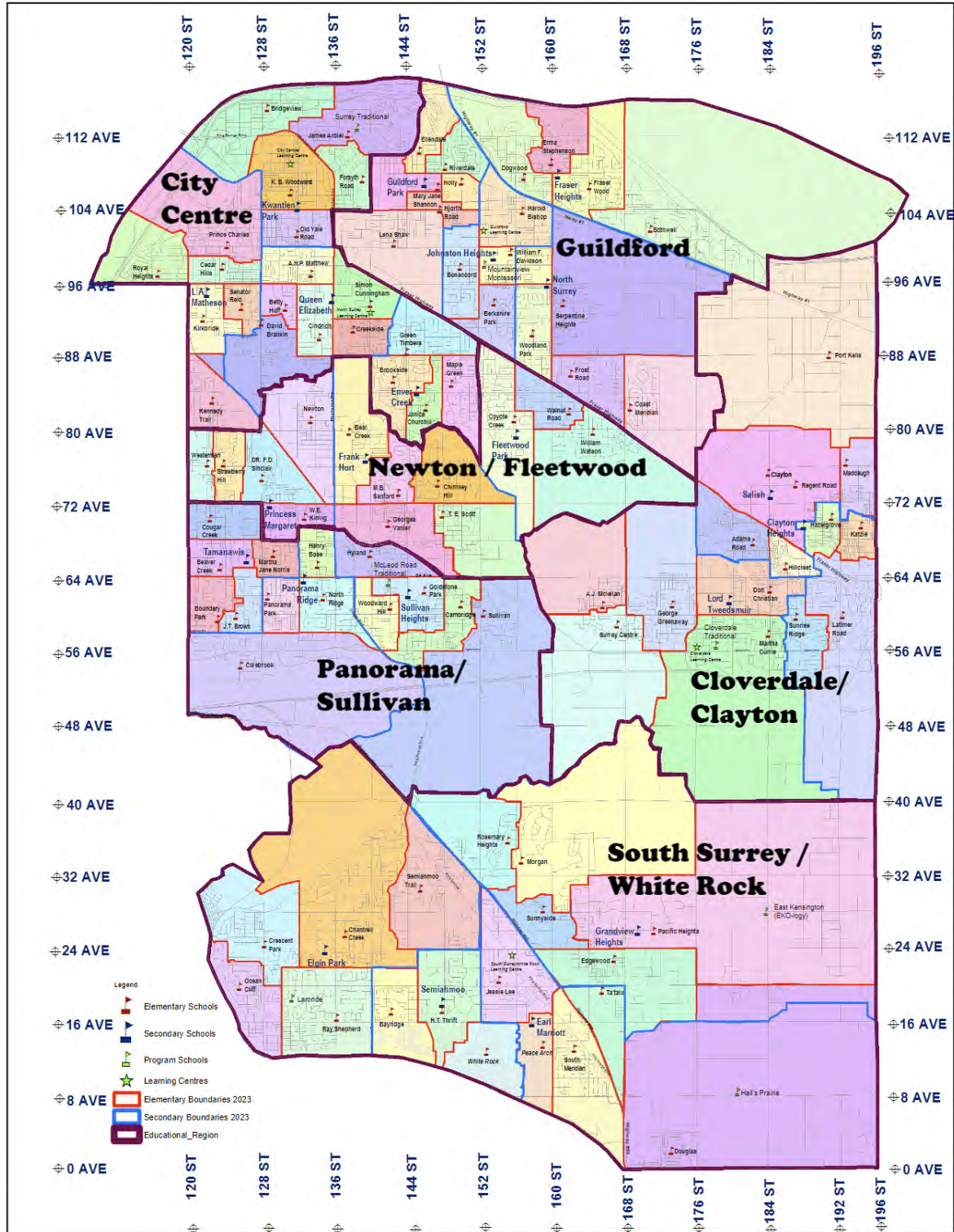


Schedule A Land Use Plan



Schedule B Form and Character Development Permit Areas

Appendix VI: Surrey School District Education Regions



Appendix VII: Facilities Condition Index (FCI)

**Facility List Report (3-Mar-23)**

| Facility Name                            | VFA Replacement Value | FCI Cost     | <b>FCI</b>  |
|--|-----------------------|--------------|-------------|
| A. H. P. Matthew Elementary              | \$9,539,477           | \$4,287,456  | <b>0.45</b> |
| A. J. McLellan Elementary                | \$9,299,086           | \$3,314,034  | <b>0.36</b> |
| Adams Road Elementary                    | \$10,333,499          | \$579,565    | <b>0.06</b> |
| Bayridge Elementary                      | \$9,386,485           | \$4,166,776  | <b>0.44</b> |
| Bear Creek Elementary                    | \$12,160,551          | \$8,149,294  | <b>0.67</b> |
| Beaver Creek Elementary                  | \$9,622,305           | \$5,455,058  | <b>0.57</b> |
| Berkshire Park Elementary                | \$9,039,843           | \$6,365,913  | <b>0.70</b> |
| Betty Huff Elementary                    | \$10,401,079          | \$7,186,904  | <b>0.69</b> |
| Bonaccord Elementary                     | \$10,282,083          | \$6,114,317  | <b>0.59</b> |
| Bothwell Elementary School               | \$7,097,996           | \$5,051,872  | <b>0.71</b> |
| Boundary Park Elementary                 | \$7,254,969           | \$4,142,791  | <b>0.57</b> |
| Bridgeview Elementary                    | \$7,020,878           | \$2,574,985  | <b>0.37</b> |
| Brookside Elementary                     | \$9,290,680           | \$5,443,219  | <b>0.59</b> |
| Cambridge Elementary                     | \$10,729,247          | \$2,756,803  | <b>0.26</b> |
| Cedar Hills Elementary                   | \$11,146,637          | \$5,809,639  | <b>0.52</b> |
| Chantrell Creek Elementary               | \$7,956,076           | \$5,387,135  | <b>0.68</b> |
| Chimney Hill Elementary                  | \$11,185,400          | \$2,827,280  | <b>0.25</b> |
| Cindrich Elementary                      | \$11,786,821          | \$6,124,567  | <b>0.52</b> |
| City Central Learning Centre             | \$5,436,050           | \$2,995,418  | <b>0.55</b> |
| Clayton Elementary                       | \$5,274,606           | \$3,093,787  | <b>0.59</b> |
| Clayton Heights Secondary                | \$32,214,767          | \$14,832,514 | <b>0.46</b> |
| Cloverdale Learning Centre               | \$1,478,143           | \$399,917    | <b>0.27</b> |
| Cloverdale Traditional School            | \$7,126,739           | \$4,981,711  | <b>0.70</b> |
| Coast Meridian Elementary                | \$7,216,806           | \$2,241,552  | <b>0.31</b> |
| Colebrook Elementary                     | \$7,542,655           | \$4,712,008  | <b>0.62</b> |
| Cougar Creek Elementary                  | \$10,993,599          | \$6,265,345  | <b>0.57</b> |
| Coyote Creek Elementary                  | \$11,223,616          | \$6,481,358  | <b>0.58</b> |
| Creekside Elementary School              | \$8,430,294           | \$5,772,155  | <b>0.68</b> |
| Crescent Park Annex (36031)              | \$909,098             | \$567,245    | <b>0.62</b> |
| Crescent Park Elementary                 | \$8,517,897           | \$5,900,895  | <b>0.69</b> |
| David Brankin Elementary                 | \$19,191,572          | \$8,438,122  | <b>0.44</b> |
| District Education and Conference Centre | \$35,919,037          | \$2,700,331  | <b>0.08</b> |
| Dogwood Elementary                       | \$9,882,659           | \$6,257,313  | <b>0.63</b> |
| Don Christian Elementary                 | \$8,561,823           | \$5,777,190  | <b>0.67</b> |

|                                   |              |              |             |
|-----------------------------------|--------------|--------------|-------------|
| Dr. F. D. Sinclair Elementary     | \$9,554,168  | \$6,748,760  | <b>0.71</b> |
| Earl Marriott Secondary           | \$44,095,192 | \$27,980,322 | <b>0.63</b> |
| East Kensington Elementary        | \$3,698,094  | \$2,631,814  | <b>0.71</b> |
| École Salish Secondary            | \$47,440,614 | \$1,553,649  | <b>0.03</b> |
| Elgin Park Secondary              | \$36,763,582 | \$24,148,685 | <b>0.66</b> |
| Ellendale Elementary              | \$4,722,963  | \$3,539,422  | <b>0.75</b> |
| Enver Creek Secondary             | \$35,663,103 | \$26,453,633 | <b>0.74</b> |
| Erma Stephenson Elementary        | \$8,862,357  | \$5,943,206  | <b>0.67</b> |
| Fleetwood Park Secondary          | \$33,122,155 | \$22,950,932 | <b>0.69</b> |
| Forsyth Road Elementary           | \$6,951,007  | \$2,901,248  | <b>0.42</b> |
| Frank Hurt Secondary              | \$43,135,507 | \$28,184,135 | <b>0.65</b> |
| Fraser Heights Secondary          | \$36,120,591 | \$15,955,402 | <b>0.44</b> |
| Fraser Wood Elementary            | \$10,155,528 | \$6,956,267  | <b>0.68</b> |
| Frost Road Elementary             | \$10,425,919 | \$5,932,376  | <b>0.57</b> |
| George Greenaway Elementary       | \$10,195,168 | \$7,904,470  | <b>0.78</b> |
| Georges Vanier Elementary         | \$12,494,674 | \$7,477,841  | <b>0.60</b> |
| Goldstone Park Elementary         | \$12,817,765 | \$378,262    | <b>0.03</b> |
| Grandview Heights Elementary      | \$4,496,416  | \$3,728,607  | <b>0.83</b> |
| Green Timbers Elementary          | \$10,777,364 | \$6,635,132  | <b>0.62</b> |
| Guildford Park Secondary          | \$43,818,107 | \$24,778,465 | <b>0.57</b> |
| H. T. Thrift Elementary           | \$6,617,676  | \$4,910,583  | <b>0.74</b> |
| Halls Prairie Elementary          | \$4,180,862  | \$3,014,243  | <b>0.72</b> |
| Harold Bishop Elementary          | \$11,164,109 | \$7,193,711  | <b>0.64</b> |
| Hazelgrove Elementary             | \$9,417,202  | \$636,580    | <b>0.07</b> |
| Henry Bose Elementary             | \$12,130,399 | \$7,422,837  | <b>0.61</b> |
| Hillcrest Elementary              | \$10,164,648 | \$4,445,703  | <b>0.44</b> |
| Hjorth Road Elementary            | \$7,555,656  | \$3,414,762  | <b>0.45</b> |
| Holly Elementary                  | \$9,536,609  | \$4,530,577  | <b>0.48</b> |
| Hyland Elementary                 | \$9,299,346  | \$5,129,529  | <b>0.55</b> |
| Invergarry Adult Education Centre | \$7,396,782  | \$2,633,214  | <b>0.36</b> |
| J. T. Brown Elementary            | \$7,189,074  | \$4,420,379  | <b>0.61</b> |
| James Ardiel Elementary           | \$11,726,110 | \$7,936,815  | <b>0.68</b> |
| Janice Churchill Elementary       | \$9,354,322  | \$6,008,747  | <b>0.64</b> |
| Jessie Lee Elementary             | \$9,622,455  | \$5,815,386  | <b>0.60</b> |
| Johnston Heights Secondary        | \$40,577,818 | \$30,003,878 | <b>0.74</b> |
| K. B. Woodward Elementary         | \$10,356,771 | \$5,403,659  | <b>0.52</b> |
| Katzie Elementary                 | \$11,076,088 | \$250,732    | <b>0.02</b> |
| Kennedy Trail Elementary          | \$7,832,987  | \$6,653,244  | <b>0.85</b> |
| Kirkbride Elementary              | \$9,576,841  | \$6,930,016  | <b>0.72</b> |
| Kwantlen Park Secondary           | \$33,436,804 | \$13,519,158 | <b>0.40</b> |

|                               |              |              |             |
|-------------------------------|--------------|--------------|-------------|
| L. A. Matheson Secondary      | \$39,918,947 | \$25,575,992 | <b>0.64</b> |
| Laronde Elementary            | \$8,491,593  | \$5,278,804  | <b>0.62</b> |
| Latimer Road Elementary       | \$8,958,000  | \$6,765,926  | <b>0.76</b> |
| Lena Shaw Elementary          | \$12,986,909 | \$8,199,382  | <b>0.63</b> |
| Lord Tweedsmuir Secondary     | \$41,545,912 | \$23,837,545 | <b>0.57</b> |
| M. B. Sanford Elementary      | \$10,522,441 | \$5,524,211  | <b>0.52</b> |
| Maple Green Elementary        | \$10,586,584 | \$5,581,020  | <b>0.53</b> |
| Martha Currie Elementary      | \$17,078,404 | \$9,656,034  | <b>0.57</b> |
| Martha Jane Norris Elementary | \$9,268,106  | \$5,237,247  | <b>0.57</b> |
| Mary Jane Shannon Elementary  | \$9,784,821  | \$6,764,413  | <b>0.69</b> |
| McLeod Road Elementary        | \$6,566,807  | \$2,010,503  | <b>0.31</b> |
| Morgan Elementary             | \$17,372,162 | \$2,849,132  | <b>0.16</b> |
| Mountainview Montessori       | \$6,554,665  | \$4,317,240  | <b>0.66</b> |
| Newton Elementary             | \$10,720,929 | \$5,934,432  | <b>0.55</b> |
| North Ridge Elementary School | \$8,881,115  | \$4,982,981  | <b>0.56</b> |
| North Surrey Learning Centre  | \$3,635,802  | \$1,146,352  | <b>0.32</b> |
| North Surrey Secondary        | \$38,226,626 | \$22,710,420 | <b>0.59</b> |
| Ocean Cliff Elementary School | \$8,060,074  | \$4,975,350  | <b>0.62</b> |
| Old Yale Road Elementary      | \$10,397,718 | \$6,149,256  | <b>0.59</b> |
| Pacific Heights Elementary    | \$8,955,296  | \$1,809,078  | <b>0.20</b> |
| Panorama Park Elementary      | \$10,640,360 | \$5,232,987  | <b>0.49</b> |
| Panorama Ridge Secondary      | \$38,022,703 | \$8,782,952  | <b>0.23</b> |
| Peace Arch Elementary         | \$10,136,186 | \$5,575,843  | <b>0.55</b> |
| Port Kells Elementary         | \$4,599,639  | \$3,081,529  | <b>0.67</b> |
| Prince Charles Elementary     | \$9,705,745  | \$6,915,337  | <b>0.71</b> |
| Princess Margaret Secondary   | \$35,375,225 | \$12,354,833 | <b>0.35</b> |
| Queen Elizabeth Secondary     | \$46,303,904 | \$31,010,217 | <b>0.67</b> |
| Ray Shepherd Elementary       | \$8,010,969  | \$5,751,570  | <b>0.72</b> |
| Riverdale Elementary          | \$9,686,413  | \$6,350,639  | <b>0.66</b> |
| Rosemary Heights Elementary   | \$9,899,963  | \$2,765,316  | <b>0.28</b> |
| Royal Heights Elementary      | \$9,652,927  | \$6,150,347  | <b>0.64</b> |
| Semiahmoo Secondary           | \$51,047,014 | \$31,282,319 | <b>0.61</b> |
| Semiahmoo Trail Elementary    | \$7,865,474  | \$4,705,027  | <b>0.60</b> |
| Senator Reid Elementary       | \$10,442,440 | \$4,857,351  | <b>0.47</b> |
| Serpentine Heights Elementary | \$15,534,346 | \$9,423,455  | <b>0.61</b> |
| Simon Cunningham Elementary   | \$13,426,150 | \$8,668,622  | <b>0.65</b> |
| South Meridian Elementary     | \$7,569,748  | \$5,595,974  | <b>0.74</b> |
| Strawberry Hill Elementary    | \$12,109,634 | \$6,243,263  | <b>0.52</b> |
| Sullivan Elementary           | \$5,919,349  | \$2,709,989  | <b>0.46</b> |
| Sullivan Heights Secondary    | \$43,084,566 | \$16,529,417 | <b>0.38</b> |
| Sunnyside Elementary          | \$11,753,039 | \$362,136    | <b>0.03</b> |

|   |                        |                      |             |
|---|------------------------|----------------------|-------------|
| Sunrise Ridge Elementary                                  | \$8,376,733            | \$5,466,402          | <b>0.65</b> |
| Surrey Centre Elementary                                  | \$8,643,004            | \$3,072,156          | <b>0.36</b> |
| Surrey Traditional School                                 | \$15,830,667           | \$10,004,170         | <b>0.63</b> |
| T. E. Scott Elementary                                    | \$11,516,654           | \$2,539,393          | <b>0.22</b> |
| Tamanawis Secondary                                       | \$31,197,083           | \$19,210,488         | <b>0.62</b> |
| Thomas G. Ellis District Facilities<br>Maintenance Centre | \$15,770,226           | \$8,501,418          | <b>0.54</b> |
| W. E. Kinvig Elementary                                   | \$9,232,647            | \$6,347,940          | <b>0.69</b> |
| Walnut Road Elementary                                    | \$11,575,544           | \$6,087,604          | <b>0.53</b> |
| Westerman Elementary                                      | \$9,902,832            | \$5,519,875          | <b>0.56</b> |
| White Rock Elementary                                     | \$10,629,758           | \$2,503,217          | <b>0.24</b> |
| William F. Davidson Elementary                            | \$11,042,930           | \$7,914,948          | <b>0.72</b> |
| William Watson Elementary                                 | \$8,283,040            | \$4,605,889          | <b>0.56</b> |
| Woodland Park Elementary                                  | \$9,337,398            | \$6,629,410          | <b>0.71</b> |
| Woodward Hill Elementary                                  | \$10,892,529           | \$591,771            | <b>0.05</b> |
| <b>School District Total</b>                              | <b>\$1,848,505,056</b> | <b>\$962,859,972</b> | <b>0.52</b> |

| <b>Facility List Report</b> | <b>3-Mar-23</b>              |                 |             |
|-----------------------------|------------------------------|-----------------|-------------|
| <b>Facility Name</b>        | <b>VFA Replacement Value</b> | <b>FCI Cost</b> | <b>FCI</b>  |
| A. H. P. Matthew Elementary | \$9,539,477                  | \$4,287,456     | <b>0.45</b> |
| A. J. McLellan Elementary   | \$9,299,086                  | \$3,314,034     | <b>0.36</b> |
| Adams Road Elementary       | \$10,333,499                 | \$579,565       | <b>0.06</b> |
| Bayridge Elementary         | \$9,386,485                  | \$4,166,776     | <b>0.44</b> |
| Bear Creek Elementary       | \$12,160,551                 | \$8,149,294     | <b>0.67</b> |
| Beaver Creek Elementary     | \$9,622,305                  | \$5,455,058     | <b>0.57</b> |
| Berkshire Park Elementary   | \$9,039,843                  | \$6,365,913     | <b>0.70</b> |
| Betty Huff Elementary       | \$10,401,079                 | \$7,186,904     | <b>0.69</b> |
| Bonaccord Elementary        | \$10,282,083                 | \$6,114,317     | <b>0.59</b> |
| Bothwell Elementary School  | \$7,097,996                  | \$5,051,872     | <b>0.71</b> |
| Boundary Park Elementary    | \$7,254,969                  | \$4,142,791     | <b>0.57</b> |
| Bridgeview Elementary       | \$7,020,878                  | \$2,574,985     | <b>0.37</b> |
| Brookside Elementary        | \$9,290,680                  | \$5,443,219     | <b>0.59</b> |
| Cambridge Elementary        | \$10,729,247                 | \$2,756,803     | <b>0.26</b> |



|  |              |              |             |
|--|--------------|--------------|-------------|
| Cedar Hills Elementary                   | \$11,146,637 | \$5,809,639  | <b>0.52</b> |
| Chantrell Creek Elementary               | \$7,956,076  | \$5,387,135  | <b>0.68</b> |
| Chimney Hill Elementary                  | \$11,185,400 | \$2,827,280  | <b>0.25</b> |
| Cindrich Elementary                      | \$11,786,821 | \$6,124,567  | <b>0.52</b> |
| City Central Learning Centre             | \$5,436,050  | \$2,995,418  | <b>0.55</b> |
| Clayton Elementary                       | \$5,274,606  | \$3,093,787  | <b>0.59</b> |
| Clayton Heights Secondary                | \$32,214,767 | \$14,832,514 | <b>0.46</b> |
| Cloverdale Learning Centre               | \$1,478,143  | \$399,917    | <b>0.27</b> |
| Cloverdale Traditional School            | \$7,126,739  | \$4,981,711  | <b>0.70</b> |
| Coast Meridian Elementary                | \$7,216,806  | \$2,241,552  | <b>0.31</b> |
| Colebrook Elementary                     | \$7,542,655  | \$4,712,008  | <b>0.62</b> |
| Cougar Creek Elementary                  | \$10,993,599 | \$6,265,345  | <b>0.57</b> |
| Coyote Creek Elementary                  | \$11,223,616 | \$6,481,358  | <b>0.58</b> |
| Creekside Elementary School              | \$8,430,294  | \$5,772,155  | <b>0.68</b> |
| Crescent Park Annex (36031)              | \$909,098    | \$567,245    | <b>0.62</b> |
| Crescent Park Elementary                 | \$8,517,897  | \$5,900,895  | <b>0.69</b> |
| David Brankin Elementary                 | \$19,191,572 | \$8,438,122  | <b>0.44</b> |
| District Education and Conference Centre | \$35,919,037 | \$2,700,331  | <b>0.08</b> |

|                               |              |              |             |
|-------------------------------|--------------|--------------|-------------|
| Dogwood Elementary            | \$9,882,659  | \$6,257,313  | <b>0.63</b> |
| Don Christian Elementary      | \$8,561,823  | \$5,777,190  | <b>0.67</b> |
| Dr. F. D. Sinclair Elementary | \$9,554,168  | \$6,748,760  | <b>0.71</b> |
| Earl Marriott Secondary       | \$44,095,192 | \$27,980,322 | <b>0.63</b> |
| East Kensington Elementary    | \$3,698,094  | \$2,631,814  | <b>0.71</b> |
| École Salish Secondary        | \$47,440,614 | \$1,553,649  | <b>0.03</b> |
| Elgin Park Secondary          | \$36,763,582 | \$24,148,685 | <b>0.66</b> |
| Ellendale Elementary          | \$4,722,963  | \$3,539,422  | <b>0.75</b> |
| Enver Creek Secondary         | \$35,663,103 | \$26,453,633 | <b>0.74</b> |
| Erma Stephenson Elementary    | \$8,862,357  | \$5,943,206  | <b>0.67</b> |
| Fleetwood Park Secondary      | \$33,122,155 | \$22,950,932 | <b>0.69</b> |
| Forsyth Road Elementary       | \$6,951,007  | \$2,901,248  | <b>0.42</b> |
| Frank Hurt Secondary          | \$43,135,507 | \$28,184,135 | <b>0.65</b> |
| Fraser Heights Secondary      | \$36,120,591 | \$15,955,402 | <b>0.44</b> |
| Fraser Wood Elementary        | \$10,155,528 | \$6,956,267  | <b>0.68</b> |
| Frost Road Elementary         | \$10,425,919 | \$5,932,376  | <b>0.57</b> |
| George Greenaway Elementary   | \$10,195,168 | \$7,904,470  | <b>0.78</b> |
| Georges Vanier Elementary     | \$12,494,674 | \$7,477,841  | <b>0.60</b> |

|                                   |              |              |             |
|-----------------------------------|--------------|--------------|-------------|
| Goldstone Park Elementary         | \$12,817,765 | \$378,262    | <b>0.03</b> |
| Grandview Heights Elementary      | \$4,496,416  | \$3,728,607  | <b>0.83</b> |
| Green Timbers Elementary          | \$10,777,364 | \$6,635,132  | <b>0.62</b> |
| Guildford Park Secondary          | \$43,818,107 | \$24,778,465 | <b>0.57</b> |
| H. T. Thrift Elementary           | \$6,617,676  | \$4,910,583  | <b>0.74</b> |
| Halls Prairie Elementary          | \$4,180,862  | \$3,014,243  | <b>0.72</b> |
| Harold Bishop Elementary          | \$11,164,109 | \$7,193,711  | <b>0.64</b> |
| Hazलगrove Elementary              | \$9,417,202  | \$636,580    | <b>0.07</b> |
| Henry Bose Elementary             | \$12,130,399 | \$7,422,837  | <b>0.61</b> |
| Hillcrest Elementary              | \$10,164,648 | \$4,445,703  | <b>0.44</b> |
| Hjorth Road Elementary            | \$7,555,656  | \$3,414,762  | <b>0.45</b> |
| Holly Elementary                  | \$9,536,609  | \$4,530,577  | <b>0.48</b> |
| Hyland Elementary                 | \$9,299,346  | \$5,129,529  | <b>0.55</b> |
| Invergarry Adult Education Centre | \$7,396,782  | \$2,633,214  | <b>0.36</b> |
| J. T. Brown Elementary            | \$7,189,074  | \$4,420,379  | <b>0.61</b> |
| James Ardiel Elementary           | \$11,726,110 | \$7,936,815  | <b>0.68</b> |
| Janice Churchill Elementary       | \$9,354,322  | \$6,008,747  | <b>0.64</b> |
| Jessie Lee Elementary             | \$9,622,455  | \$5,815,386  | <b>0.60</b> |

|                               |              |              |             |
|-------------------------------|--------------|--------------|-------------|
| Johnston Heights Secondary    | \$40,577,818 | \$30,003,878 | <b>0.74</b> |
| K. B. Woodward Elementary     | \$10,356,771 | \$5,403,659  | <b>0.52</b> |
| Katzie Elementary             | \$11,076,088 | \$250,732    | <b>0.02</b> |
| Kennedy Trail Elementary      | \$7,832,987  | \$6,653,244  | <b>0.85</b> |
| Kirkbride Elementary          | \$9,576,841  | \$6,930,016  | <b>0.72</b> |
| Kwantlen Park Secondary       | \$33,436,804 | \$13,519,158 | <b>0.40</b> |
| L. A. Matheson Secondary      | \$39,918,947 | \$25,575,992 | <b>0.64</b> |
| Laronde Elementary            | \$8,491,593  | \$5,278,804  | <b>0.62</b> |
| Latimer Road Elementary       | \$8,958,000  | \$6,765,926  | <b>0.76</b> |
| Lena Shaw Elementary          | \$12,986,909 | \$8,199,382  | <b>0.63</b> |
| Lord Tweedsmuir Secondary     | \$41,545,912 | \$23,837,545 | <b>0.57</b> |
| M. B. Sanford Elementary      | \$10,522,441 | \$5,524,211  | <b>0.52</b> |
| Maple Green Elementary        | \$10,586,584 | \$5,581,020  | <b>0.53</b> |
| Martha Currie Elementary      | \$17,078,404 | \$9,656,034  | <b>0.57</b> |
| Martha Jane Norris Elementary | \$9,268,106  | \$5,237,247  | <b>0.57</b> |
| Mary Jane Shannon Elementary  | \$9,784,821  | \$6,764,413  | <b>0.69</b> |
| McLeod Road Elementary        | \$6,566,807  | \$2,010,503  | <b>0.31</b> |
| Morgan Elementary             | \$17,372,162 | \$2,849,132  | <b>0.16</b> |

|                               |              |              |             |
|-------------------------------|--------------|--------------|-------------|
| Mountainview Montessori       | \$6,554,665  | \$4,317,240  | <b>0.66</b> |
| Newton Elementary             | \$10,720,929 | \$5,934,432  | <b>0.55</b> |
| North Ridge Elementary School | \$8,881,115  | \$4,982,981  | <b>0.56</b> |
| North Surrey Learning Centre  | \$3,635,802  | \$1,146,352  | <b>0.32</b> |
| North Surrey Secondary        | \$38,226,626 | \$22,710,420 | <b>0.59</b> |
| Ocean Cliff Elementary School | \$8,060,074  | \$4,975,350  | <b>0.62</b> |
| Old Yale Road Elementary      | \$10,397,718 | \$6,149,256  | <b>0.59</b> |
| Pacific Heights Elementary    | \$8,955,296  | \$1,809,078  | <b>0.20</b> |
| Panorama Park Elementary      | \$10,640,360 | \$5,232,987  | <b>0.49</b> |
| Panorama Ridge Secondary      | \$38,022,703 | \$8,782,952  | <b>0.23</b> |
| Peace Arch Elementary         | \$10,136,186 | \$5,575,843  | <b>0.55</b> |
| Port Kells Elementary         | \$4,599,639  | \$3,081,529  | <b>0.67</b> |
| Prince Charles Elementary     | \$9,705,745  | \$6,915,337  | <b>0.71</b> |
| Princess Margaret Secondary   | \$35,375,225 | \$12,354,833 | <b>0.35</b> |
| Queen Elizabeth Secondary     | \$46,303,904 | \$31,010,217 | <b>0.67</b> |
| Ray Shepherd Elementary       | \$8,010,969  | \$5,751,570  | <b>0.72</b> |
| Riverdale Elementary          | \$9,686,413  | \$6,350,639  | <b>0.66</b> |
| Rosemary Heights Elementary   | \$9,899,963  | \$2,765,316  | <b>0.28</b> |

|  |              |              |             |
|--|--------------|--------------|-------------|
| Royal Heights Elementary                               | \$9,652,927  | \$6,150,347  | <b>0.64</b> |
| Semiahmoo Secondary                                    | \$51,047,014 | \$31,282,319 | <b>0.61</b> |
| Semiahmoo Trail Elementary                             | \$7,865,474  | \$4,705,027  | <b>0.60</b> |
| Senator Reid Elementary                                | \$10,442,440 | \$4,857,351  | <b>0.47</b> |
| Serpentine Heights Elementary                          | \$15,534,346 | \$9,423,455  | <b>0.61</b> |
| Simon Cunningham Elementary                            | \$13,426,150 | \$8,668,622  | <b>0.65</b> |
| South Meridian Elementary                              | \$7,569,748  | \$5,595,974  | <b>0.74</b> |
| Strawberry Hill Elementary                             | \$12,109,634 | \$6,243,263  | <b>0.52</b> |
| Sullivan Elementary                                    | \$5,919,349  | \$2,709,989  | <b>0.46</b> |
| Sullivan Heights Secondary                             | \$43,084,566 | \$16,529,417 | <b>0.38</b> |
| Sunnyside Elementary                                   | \$11,753,039 | \$362,136    | <b>0.03</b> |
| Sunrise Ridge Elementary                               | \$8,376,733  | \$5,466,402  | <b>0.65</b> |
| Surrey Centre Elementary                               | \$8,643,004  | \$3,072,156  | <b>0.36</b> |
| Surrey Traditional School                              | \$15,830,667 | \$10,004,170 | <b>0.63</b> |
| T. E. Scott Elementary                                 | \$11,516,654 | \$2,539,393  | <b>0.22</b> |
| Tamanawis Secondary                                    | \$31,197,083 | \$19,210,488 | <b>0.62</b> |
| Thomas G. Ellis District Facilities Maintenance Centre | \$15,770,226 | \$8,501,418  | <b>0.54</b> |
| W. E. Kinvig Elementary                                | \$9,232,647  | \$6,347,940  | <b>0.69</b> |

|                                |                        |                      |             |
|--------------------------------|------------------------|----------------------|-------------|
| Walnut Road Elementary         | \$11,575,544           | \$6,087,604          | <b>0.53</b> |
| Westerman Elementary           | \$9,902,832            | \$5,519,875          | <b>0.56</b> |
| White Rock Elementary          | \$10,629,758           | \$2,503,217          | <b>0.24</b> |
| William F. Davidson Elementary | \$11,042,930           | \$7,914,948          | <b>0.72</b> |
| William Watson Elementary      | \$8,283,040            | \$4,605,889          | <b>0.56</b> |
| Woodland Park Elementary       | \$9,337,398            | \$6,629,410          | <b>0.71</b> |
| Woodward Hill Elementary       | \$10,892,529           | \$591,771            | <b>0.05</b> |
| <b>School District Total</b>   | <b>\$1,848,505,056</b> | <b>\$962,859,972</b> | <b>0.52</b> |

## Appendix VIII – School Enrolment, Capacity and Projections

### Long-Range Projections

| School Name                   | 2024 | 2025 | 2026 | 2027 | 2028 | 2029 | 2030 | 2031 | 2032 | 2033 |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| A H P Matthew Elementary      | 440  | 449  | 457  | 459  | 457  | 468  | 472  | 470  | 459  | 477  |
| A. J. McLellan Elementary     | 500  | 484  | 486  | 492  | 484  | 493  | 507  | 509  | 518  | 538  |
| Adams Road Elementary         | 592  | 554  | 536  | 502  | 480  | 462  | 463  | 449  | 447  | 456  |
| Bayridge Elementary           | 396  | 393  | 402  | 400  | 403  | 399  | 394  | 396  | 400  | 407  |
| Bear Creek Elementary         | 608  | 633  | 650  | 670  | 683  | 715  | 726  | 739  | 744  | 768  |
| Beaver Creek Elementary       | 455  | 440  | 434  | 409  | 403  | 395  | 392  | 392  | 401  | 404  |
| Berkshire Park Elementary     | 460  | 479  | 495  | 503  | 508  | 513  | 525  | 540  | 549  | 556  |
| Betty Huff Elementary         | 392  | 371  | 362  | 368  | 364  | 362  | 357  | 360  | 355  | 363  |
| Bonaccord Elementary          | 546  | 545  | 575  | 584  | 606  | 623  | 638  | 650  | 673  | 692  |
| Bothwell Elementary           | 339  | 362  | 381  | 419  | 438  | 433  | 447  | 453  | 463  | 470  |
| Boundary Park Elementary      | 239  | 243  | 254  | 252  | 261  | 261  | 258  | 256  | 256  | 258  |
| Bridgeview Elementary         | 209  | 219  | 231  | 236  | 239  | 241  | 241  | 234  | 233  | 238  |
| Brookside Elementary          | 365  | 367  | 347  | 351  | 339  | 339  | 346  | 351  | 353  | 360  |
| Cambridge Elementary          | 785  | 781  | 774  | 765  | 764  | 744  | 724  | 717  | 705  | 707  |
| Cedar Hills Elementary        | 335  | 308  | 296  | 275  | 255  | 259  | 253  | 256  | 256  | 270  |
| Chantrell Creek Elementary    | 342  | 340  | 343  | 363  | 376  | 376  | 381  | 388  | 395  | 399  |
| Chimney Hill Elementary       | 575  | 583  | 573  | 569  | 562  | 569  | 558  | 557  | 560  | 561  |
| Cindrich Elementary           | 430  | 425  | 433  | 432  | 433  | 433  | 432  | 426  | 429  | 433  |
| Clayton Heights Secondary     | 1335 | 1350 | 1332 | 1329 | 1326 | 1316 | 1307 | 1272 | 1278 | 1264 |
| Cloverdale Traditional School | 295  | 287  | 281  | 288  | 286  | 284  | 284  | 285  | 286  | 288  |
| Coast Meridian Elementary     | 284  | 276  | 272  | 272  | 264  | 262  | 262  | 270  | 269  | 280  |
| Colebrook Elementary          | 195  | 192  | 204  | 225  | 247  | 274  | 301  | 319  | 338  | 351  |
| Cougar Creek Elementary       | 376  | 345  | 357  | 336  | 345  | 343  | 349  | 352  | 351  | 373  |
| Coyote Creek Elementary       | 827  | 854  | 898  | 935  | 953  | 959  | 989  | 1009 | 1055 | 1092 |



|                             |      |      |      |      |      |      |      |      |      |      |
|-----------------------------|------|------|------|------|------|------|------|------|------|------|
| Creekside Elementary        | 306  | 305  | 294  | 293  | 272  | 271  | 254  | 245  | 240  | 240  |
| Crescent Park Elementary    | 339  | 357  | 366  | 372  | 385  | 394  | 410  | 410  | 426  | 433  |
| David Brankin Elementary    | 394  | 371  | 365  | 375  | 377  | 384  | 385  | 384  | 392  | 399  |
| Dogwood Elementary          | 428  | 436  | 436  | 454  | 461  | 454  | 454  | 461  | 469  | 467  |
| Don Christian Elementary    | 393  | 401  | 408  | 430  | 440  | 447  | 445  | 442  | 439  | 443  |
| Douglas Elementary          | 519  | 540  | 559  | 571  | 581  | 584  | 589  | 598  | 599  | 605  |
| Dr F D Sinclair Elementary  | 378  | 358  | 339  | 323  | 306  | 293  | 289  | 288  | 289  | 287  |
| Earl Marriott Secondary     | 1399 | 1473 | 1536 | 1603 | 1672 | 1739 | 1803 | 1839 | 1897 | 1925 |
| East Kensington Elementary  | 117  | 121  | 122  | 121  | 122  | 120  | 119  | 116  | 116  | 116  |
| Edgewood Elementary         | 1043 | 1183 | 1344 | 1482 | 1614 | 1725 | 1841 | 1950 | 2054 | 2090 |
| Elgin Park Secondary        | 1305 | 1343 | 1406 | 1496 | 1539 | 1596 | 1643 | 1661 | 1708 | 1716 |
| Ellendale Elementary        | 174  | 175  | 189  | 202  | 222  | 243  | 258  | 270  | 283  | 290  |
| Enver Creek Secondary       | 1378 | 1380 | 1368 | 1336 | 1313 | 1291 | 1303 | 1310 | 1332 | 1330 |
| Erma Stephenson Elementary  | 430  | 422  | 436  | 438  | 450  | 446  | 446  | 452  | 449  | 454  |
| Fleetwood Park Secondary    | 1788 | 1851 | 1866 | 1942 | 1993 | 2101 | 2137 | 2209 | 2233 | 2255 |
| Forsyth Road Elementary     | 463  | 517  | 548  | 580  | 607  | 626  | 654  | 681  | 722  | 766  |
| Frank Hurt Secondary        | 1551 | 1581 | 1611 | 1592 | 1599 | 1584 | 1635 | 1637 | 1660 | 1674 |
| Fraser Heights Secondary    | 1511 | 1524 | 1529 | 1544 | 1546 | 1613 | 1646 | 1676 | 1714 | 1763 |
| Fraser Wood Elementary      | 532  | 519  | 530  | 517  | 523  | 512  | 495  | 495  | 482  | 491  |
| Frost Road Elementary       | 577  | 575  | 574  | 266  | 558  | 578  | 589  | 607  | 615  | 628  |
| George Greenaway Elementary | 611  | 623  | 633  | 645  | 653  | 653  | 673  | 672  | 677  | 688  |
| Georges Vanier Elementary   | 636  | 631  | 627  | 627  | 637  | 641  | 641  | 630  | 631  | 651  |
| Goldstone Park Elementary   | 764  | 731  | 727  | 716  | 701  | 687  | 695  | 707  | 715  | 736  |
| Grandview Heights Secondary | 1853 | 2046 | 2228 | 2439 | 2664 | 2888 | 3051 | 3168 | 3291 | 3309 |
| Green Timbers Elementary    | 609  | 618  | 639  | 652  | 665  | 674  | 681  | 684  | 686  | 707  |
| Guildford Park Secondary    | 1429 | 1451 | 1493 | 1565 | 1629 | 1670 | 1708 | 1775 | 1809 | 1849 |
| H T Thrift Elementary       | 354  | 352  | 366  | 371  | 382  | 380  | 381  | 397  | 401  | 413  |
| Harold Bishop Elementary    | 542  | 544  | 559  | 566  | 579  | 564  | 575  | 576  | 573  | 588  |
| Hazelgrove Elementary       | 609  | 563  | 525  | 502  | 479  | 451  | 444  | 436  | 431  | 442  |

|                               |      |      |      |      |      |      |      |      |      |      |
|-------------------------------|------|------|------|------|------|------|------|------|------|------|
| Henry Bose Elementary         | 320  | 325  | 316  | 320  | 320  | 314  | 306  | 316  | 326  | 332  |
| Hillcrest Elementary          | 463  | 461  | 457  | 459  | 465  | 455  | 443  | 444  | 448  | 454  |
| Hjorth Road Elementary        | 323  | 328  | 329  | 330  | 332  | 337  | 345  | 347  | 359  | 365  |
| Holly Elementary              | 484  | 474  | 469  | 478  | 485  | 484  | 493  | 494  | 489  | 499  |
| Hyland Elementary             | 475  | 489  | 486  | 468  | 467  | 469  | 470  | 473  | 476  | 472  |
| J T Brown Elementary          | 268  | 266  | 252  | 249  | 246  | 238  | 247  | 256  | 265  | 276  |
| James Ardiel Elementary       | 461  | 481  | 509  | 541  | 565  | 575  | 591  | 594  | 609  | 617  |
| Janice Churchill Elementary   | 255  | 260  | 260  | 249  | 251  | 242  | 238  | 235  | 237  | 235  |
| Jessie Lee Elementary         | 426  | 438  | 451  | 452  | 472  | 472  | 487  | 510  | 521  | 537  |
| Johnston Heights Secondary    | 1481 | 1564 | 1586 | 1585 | 1621 | 1701 | 1715 | 1763 | 1824 | 1882 |
| K. B. Woodward Elementary     | 812  | 884  | 940  | 983  | 1021 | 1051 | 1088 | 1125 | 1169 | 1222 |
| Katie Elementary              | 739  | 727  | 695  | 685  | 675  | 669  | 660  | 659  | 654  | 654  |
| Kennedy Trail Elementary      | 282  | 288  | 278  | 277  | 275  | 273  | 266  | 258  | 262  | 257  |
| Kirkbride Elementary          | 385  | 378  | 363  | 353  | 356  | 355  | 346  | 335  | 336  | 350  |
| Kwantlen Park Secondary       | 1644 | 1682 | 1760 | 1792 | 1881 | 2003 | 2097 | 2208 | 2287 | 2373 |
| L A Matheson Secondary        | 1189 | 1192 | 1192 | 1222 | 1223 | 1222 | 1221 | 1227 | 1195 | 1192 |
| Laronde Elementary            | 469  | 474  | 480  | 491  | 495  | 495  | 506  | 509  | 512  | 518  |
| Latimer Road Elementary       | 636  | 654  | 660  | 666  | 695  | 714  | 726  | 731  | 734  | 757  |
| Lena Shaw Elementary          | 715  | 759  | 796  | 805  | 817  | 849  | 879  | 914  | 953  | 1016 |
| Lord Tweedsmuir Secondary     | 1872 | 1940 | 2011 | 2049 | 2106 | 2140 | 2164 | 2181 | 2238 | 2249 |
| M B Sanford Elementary        | 497  | 489  | 486  | 498  | 503  | 517  | 512  | 519  | 517  | 538  |
| Maddaugh Elementary           | 580  | 616  | 676  | 727  | 775  | 825  | 866  | 918  | 967  | 1014 |
| Maple Green Elementary        | 405  | 389  | 395  | 395  | 398  | 392  | 395  | 394  | 394  | 409  |
| Martha Currie Elementary      | 725  | 757  | 774  | 794  | 815  | 834  | 857  | 892  | 921  | 951  |
| Martha Jane Norris Elementary | 454  | 471  | 460  | 462  | 461  | 452  | 449  | 437  | 432  | 427  |
| Mary Jane Shannon Elementary  | 382  | 386  | 380  | 377  | 372  | 391  | 398  | 411  | 421  | 432  |
| McLeod Road Elementary        | 214  | 215  | 215  | 207  | 200  | 200  | 200  | 202  | 204  | 207  |
| Morgan Elementary             | 557  | 563  | 557  | 535  | 524  | 520  | 527  | 532  | 539  | 543  |

|                                    |      |      |      |      |      |      |      |      |      |      |
|------------------------------------|------|------|------|------|------|------|------|------|------|------|
| Mountainview Montessori Elementary | 312  | 308  | 308  | 314  | 324  | 323  | 322  | 322  | 323  | 326  |
| Newton Elementary                  | 437  | 444  | 444  | 460  | 467  | 470  | 488  | 502  | 513  | 520  |
| North Ridge Elementary             | 504  | 492  | 476  | 477  | 473  | 472  | 470  | 483  | 487  | 503  |
| North Surrey Secondary             | 1435 | 1452 | 1481 | 1514 | 1571 | 1586 | 1639 | 1661 | 1706 | 1742 |
| Ocean Cliff Elementary             | 305  | 311  | 316  | 338  | 352  | 359  | 367  | 379  | 389  | 397  |
| Old Yale Road Elementary           | 543  | 593  | 610  | 651  | 674  | 713  | 749  | 784  | 821  | 868  |
| Pacific Heights Elementary         | 521  | 594  | 669  | 730  | 791  | 857  | 901  | 968  | 1033 | 1049 |
| Panorama Park Elementary           | 438  | 433  | 428  | 425  | 432  | 437  | 435  | 437  | 439  | 446  |
| Panorama Ridge Secondary           | 1593 | 1601 | 1603 | 1611 | 1604 | 1600 | 1607 | 1586 | 1582 | 1576 |
| Peace Arch Elementary              | 574  | 583  | 600  | 595  | 587  | 590  | 579  | 578  | 574  | 570  |
| Port Kells Elementary              | 70   | 87   | 91   | 92   | 105  | 134  | 166  | 195  | 230  | 269  |
| Prince Charles Elementary          | 392  | 402  | 419  | 423  | 437  | 447  | 451  | 463  | 476  | 485  |
| Princess Margaret Secondary        | 1435 | 1473 | 1474 | 1432 | 1443 | 1425 | 1400 | 1373 | 1398 | 1411 |
| Queen Elizabeth Secondary          | 1464 | 1485 | 1431 | 1413 | 1450 | 1433 | 1429 | 1455 | 1486 | 1757 |
| Ray Shepherd Elementary            | 348  | 365  | 373  | 366  | 373  | 381  | 386  | 405  | 418  | 431  |
| Regent Road Elementary             | 378  | 399  | 430  | 448  | 482  | 515  | 531  | 546  | 552  | 569  |
| Riverdale Elementary               | 470  | 475  | 480  | 493  | 506  | 512  | 531  | 547  | 562  | 572  |
| Rosemary Heights Elementary        | 560  | 560  | 566  | 564  | 555  | 552  | 554  | 566  | 569  | 583  |
| Royal Heights Elementary           | 207  | 211  | 216  | 219  | 215  | 221  | 227  | 229  | 234  | 240  |
| Salish Secondary                   | 1538 | 1627 | 1676 | 1709 | 1760 | 1825 | 1924 | 2008 | 2112 | 2202 |
| Semiahmoo Secondary                | 1464 | 1569 | 1636 | 1679 | 1718 | 1774 | 1784 | 1789 | 1799 | 1789 |
| Semiahmoo Trail Elementary         | 484  | 495  | 504  | 554  | 565  | 602  | 622  | 646  | 661  | 684  |
| Senator Reid Elementary            | 327  | 307  | 300  | 282  | 280  | 291  | 288  | 290  | 291  | 307  |
| Serpentine Heights Elementary      | 438  | 481  | 505  | 554  | 590  | 634  | 660  | 689  | 727  | 745  |
| Simon Cunningham Elementary        | 578  | 589  | 601  | 632  | 653  | 647  | 673  | 697  | 718  | 748  |
| South Meridian Elementary          | 348  | 355  | 376  | 390  | 412  | 420  | 425  | 441  | 444  | 464  |
| Strawberry Hill Elementary         | 417  | 427  | 429  | 444  | 439  | 438  | 437  | 442  | 438  | 441  |
| Sullivan Elementary                | 406  | 439  | 475  | 501  | 520  | 529  | 546  | 552  | 564  | 572  |

|                                |      |      |      |      |      |      |      |      |      |      |
|--------------------------------|------|------|------|------|------|------|------|------|------|------|
| Sullivan Heights Secondary     | 1936 | 2003 | 2130 | 2239 | 2300 | 2388 | 2419 | 2434 | 2425 | 2441 |
| Sunnyside Elementary           | 670  | 682  | 688  | 690  | 685  | 695  | 685  | 693  | 683  | 701  |
| Sunrise Ridge Elementary       | 367  | 361  | 364  | 365  | 372  | 377  | 372  | 384  | 385  | 392  |
| Surrey Centre Elementary       | 390  | 391  | 383  | 374  | 364  | 356  | 356  | 356  | 358  | 379  |
| Surrey Traditional School      | 322  | 318  | 318  | 324  | 322  | 321  | 322  | 322  | 323  | 327  |
| T E Scott Elementary           | 539  | 553  | 540  | 530  | 525  | 528  | 522  | 518  | 515  | 525  |
| Tamanawis Secondary            | 1485 | 1481 | 1431 | 1392 | 1352 | 1370 | 1345 | 1339 | 1319 | 1346 |
| W E Kinvig Elementary          | 425  | 427  | 420  | 427  | 432  | 443  | 455  | 449  | 440  | 442  |
| Walnut Road Elementary         | 833  | 848  | 856  | 862  | 865  | 864  | 849  | 824  | 834  | 859  |
| Westerman Elementary           | 389  | 390  | 380  | 379  | 381  | 391  | 390  | 398  | 403  | 410  |
| White Rock Elementary          | 593  | 592  | 589  | 594  | 596  | 579  | 580  | 574  | 557  | 566  |
| William F. Davidson Elementary | 475  | 507  | 524  | 557  | 562  | 574  | 570  | 581  | 584  | 603  |
| William Watson Elementary      | 479  | 468  | 481  | 499  | 521  | 518  | 528  | 544  | 558  | 578  |
| Woodland Park Elementary       | 546  | 560  | 559  | 567  | 571  | 586  | 590  | 603  | 614  | 629  |
| Woodward Hill Elementary       | 710  | 720  | 719  | 728  | 731  | 729  | 740  | 741  | 760  | 779  |

### Operating Capacities

| School Name               | Operating Capacity | September 2023 Enrolment | Current Utilization |
|---------------------------|--------------------|--------------------------|---------------------|
| A H P Matthew Elementary  | 406                | 425                      | 105%                |
| A. J. Mclellan Elementary | 453                | 494                      | 109%                |
| Adams Road Elementary     | 495                | 593                      | 120%                |
| Bayridge Elementary       | 317                | 380                      | 120%                |
| Bear Creek Elementary     | 597                | 587                      | 98%                 |
| Beaver Creek Elementary   | 495                | 464                      | 94%                 |
| Berkshire Park Elementary | 527                | 434                      | 82%                 |

|                               |      |      |      |
|-------------------------------|------|------|------|
| Betty Huff Elementary         | 504  | 388  | 77%  |
| Bonaccord Elementary          | 550  | 522  | 95%  |
| Bothwell Elementary           | 294  | 308  | 105% |
| Boundary Park Elementary      | 317  | 235  | 74%  |
| Bridgeview Elementary         | 205  | 192  | 94%  |
| Brookside Elementary          | 481  | 363  | 75%  |
| Cambridge Elementary          | 495  | 784  | 158% |
| Cedar Hills Elementary        | 457  | 338  | 74%  |
| Chantrell Creek Elementary    | 364  | 341  | 94%  |
| Chimney Hill Elementary       | 612  | 573  | 94%  |
| Cindrich Elementary           | 481  | 438  | 91%  |
| Clayton Heights Secondary     | 1000 | 1304 | 130% |
| Cloverdale Traditional School | 294  | 298  | 101% |
| Coast Meridian Elementary     | 309  | 275  | 89%  |
| Colebrook Elementary          | 298  | 188  | 63%  |
| Cougar Creek Elementary       | 527  | 378  | 72%  |
| Coyote Creek Elementary       | 690  | 788  | 114% |
| Creekside Elementary          | 457  | 307  | 67%  |
| Crescent Park Elementary      | 457  | 348  | 76%  |
| David Brankin Elementary      | 620  | 400  | 65%  |
| Dogwood Elementary            | 457  | 423  | 93%  |
| Don Christian Elementary      | 364  | 384  | 105% |
| Douglas Elementary            | 607  | 503  | 83%  |
| Dr F D Sinclair Elementary    | 546  | 378  | 69%  |
| Earl Marriott Secondary       | 1500 | 1398 | 93%  |
| East Kensington Elementary    | 93   | 113  | 122% |
| Edgewood Elementary           | 607  | 867  | 143% |
| Elgin Park Secondary          | 1200 | 1379 | 115% |
| Ellendale Elementary          | 182  | 173  | 95%  |

|                             |      |      |      |
|-----------------------------|------|------|------|
| Enver Creek Secondary       | 1400 | 1369 | 98%  |
| Erma Stephenson Elementary  | 387  | 432  | 112% |
| Fleetwood Park Secondary    | 1200 | 1733 | 144% |
| Forsyth Road Elementary     | 317  | 427  | 135% |
| Frank Hurt Secondary        | 1250 | 1499 | 120% |
| Fraser Heights Secondary    | 1200 | 1597 | 133% |
| Fraser Wood Elementary      | 457  | 536  | 117% |
| Frost Road Elementary       | 635  | 577  | 91%  |
| George Greenaway Elementary | 453  | 596  | 132% |
| Georges Vanier Elementary   | 597  | 612  | 103% |
| Goldstone Park Elementary   | 519  | 737  | 142% |
| Grandview Heights Secondary | 1500 | 1702 | 113% |
| Green Timbers Elementary    | 574  | 591  | 103% |
| Guildford Park Secondary    | 1050 | 1390 | 132% |
| H T Thrift Elementary       | 252  | 338  | 134% |
| Harold Bishop Elementary    | 504  | 497  | 99%  |
| Hazelgrove Elementary       | 495  | 630  | 127% |
| Henry Bose Elementary       | 434  | 321  | 74%  |
| Hillcrest Elementary        | 495  | 478  | 97%  |
| Hjorth Road Elementary      | 229  | 327  | 143% |
| Holly Elementary            | 527  | 475  | 90%  |
| Hyland Elementary           | 481  | 473  | 98%  |
| J T Brown Elementary        | 298  | 265  | 89%  |
| James Ardiel Elementary     | 481  | 444  | 92%  |
| Janice Churchill Elementary | 387  | 254  | 66%  |
| Jessie Lee Elementary       | 411  | 401  | 98%  |
| Johnston Heights Secondary  | 1450 | 1460 | 101% |
| K. B. Woodward Elementary   | 682  | 749  | 110% |
| Katzie Elementary           | 607  | 748  | 123% |

|                                    |      |      |      |
|------------------------------------|------|------|------|
| Kennedy Trail Elementary           | 317  | 275  | 87%  |
| Kirkbride Elementary               | 457  | 382  | 84%  |
| Kwantlen Park Secondary            | 1200 | 1594 | 133% |
| L A Matheson Secondary             | 1400 | 1190 | 85%  |
| Laronde Elementary                 | 457  | 461  | 101% |
| Latimer Road Elementary            | 481  | 628  | 131% |
| Lena Shaw Elementary               | 569  | 664  | 117% |
| Lord Tweedsmuir Secondary          | 1400 | 1804 | 129% |
| M B Sanford Elementary             | 574  | 494  | 86%  |
| Maddaugh Elementary                | 607  | 534  | 88%  |
| Maple Green Elementary             | 504  | 401  | 80%  |
| Martha Currie Elementary           | 612  | 688  | 112% |
| Martha Jane Norris Elementary      | 481  | 430  | 89%  |
| Mary Jane Shannon Elementary       | 434  | 376  | 87%  |
| McLeod Road Elementary             | 182  | 208  | 114% |
| Morgan Elementary                  | 584  | 533  | 91%  |
| Mountainview Montessori Elementary | 411  | 308  | 75%  |
| Newton Elementary                  | 527  | 440  | 83%  |
| North Ridge Elementary             | 434  | 487  | 112% |
| North Surrey Secondary             | 1175 | 1428 | 122% |
| Ocean Cliff Elementary             | 317  | 310  | 98%  |
| Old Yale Road Elementary           | 438  | 526  | 120% |
| Pacific Heights Elementary         | 588  | 454  | 77%  |
| Panorama Park Elementary           | 527  | 433  | 82%  |
| Panorama Ridge Secondary           | 1400 | 1565 | 112% |
| Peace Arch Elementary              | 364  | 560  | 154% |
| Port Kells Elementary              | 159  | 73   | 46%  |
| Prince Charles Elementary          | 411  | 369  | 90%  |
| Princess Margaret Secondary        | 1500 | 1409 | 94%  |

|                                |      |      |      |
|--------------------------------|------|------|------|
| Queen Elizabeth Secondary      | 1600 | 1472 | 92%  |
| Ray Shepherd Elementary        | 438  | 365  | 83%  |
| Regent Road Elementary         | 612  | 335  | 55%  |
| Riverdale Elementary           | 542  | 467  | 86%  |
| Rosemary Heights Elementary    | 495  | 545  | 110% |
| Royal Heights Elementary       | 317  | 202  | 64%  |
| Salish Secondary               | 1500 | 1473 | 98%  |
| Semiahmoo Secondary            | 1300 | 1518 | 117% |
| Semiahmoo Trail Elementary     | 508  | 459  | 90%  |
| Senator Reid Elementary        | 504  | 329  | 65%  |
| Serpentine Heights Elementary  | 434  | 399  | 92%  |
| Simon Cunningham Elementary    | 593  | 551  | 93%  |
| South Meridian Elementary      | 457  | 338  | 74%  |
| Strawberry Hill Elementary     | 644  | 411  | 64%  |
| Sullivan Elementary            | 387  | 372  | 96%  |
| Sullivan Heights Secondary     | 1700 | 1882 | 111% |
| Sunnyside Elementary           | 654  | 642  | 98%  |
| Sunrise Ridge Elementary       | 286  | 355  | 124% |
| Surrey Centre Elementary       | 402  | 398  | 99%  |
| Surrey Traditional School      | 485  | 315  | 65%  |
| T E Scott Elementary           | 444  | 538  | 121% |
| Tamanawis Secondary            | 1125 | 1485 | 132% |
| W E Kinvig Elementary          | 504  | 416  | 83%  |
| Walnut Road Elementary         | 542  | 812  | 150% |
| Westerman Elementary           | 504  | 393  | 78%  |
| White Rock Elementary          | 612  | 576  | 94%  |
| William F. Davidson Elementary | 504  | 450  | 89%  |
| William Watson Elementary      | 332  | 457  | 138% |
| Woodland Park Elementary       | 457  | 543  | 119% |



|                          |     |     |      |
|--------------------------|-----|-----|------|
| Woodward Hill Elementary | 644 | 711 | 110% |
|--------------------------|-----|-----|------|

## Appendix IX – Portable Inventory

Note: As of August 2023. Does not include Full Day Kindergarten Modulars

| Site #                    | Site Name                    | Learning Region    | Operating Capacity Sept 2022 | 2022-2023 Total Enrolment | Projection 2023-2024 (based on May 2023 Snapshot) | Portables on Site |
|---------------------------|------------------------------|--------------------|------------------------------|---------------------------|---|-------------------|
| <b>CITY CENTRE</b>        |                              |                    |                              |                           |   |                   |
| 3636051                   | A.H.P. Matthew Elementary    | City Centre        | 406                          | 384                       | 427   | 0                 |
| 3636574                   | City Central Learning Centre | City Centre        |                              |                           | 0   | 5                 |
| 3636183                   | Forsyth Road Elementary      | City Centre        | 317                          | 383                       | 460   | 3                 |
| 3636625                   | Invergarry Adult Education   | City Centre        |                              |                           | 0   | 7                 |
| 3636040                   | K.B. Woodward Elementary     | City Centre        | 682                          | 669                       | 761   | 12                |
| 3636248                   | Kwantlen Park Secondary      | City Centre        | 1200                         | 1498                      | 1641  | 12                |
| 3636079                   | L.A. Matheson Secondary      | City Centre        | 1400                         | 1185                      | 1260  | 1                 |
| 3636064                   | Old Yale Road Elementary     | City Centre        | 438                          | 471                       | 523   | 2                 |
| 3636022                   | Queen Elizabeth Secondary    | City Centre        | 1600                         | 1503                      | 1547  | 5                 |
| 3636087                   | Simon Cunningham Elementary  | City Centre        | 593                          | 551                       | 582   | 1                 |
| <b>TOTAL CITY CENTRE</b>  |                              |                    |                              |                           |   | 48                |
| <b>CLOVERDALE/CLAYTON</b> |                              |                    |                              |                           |   |                   |
| 3636178                   | A.J. Mclellan Elementary     | Cloverdale/Clayton | 453                          | 461                       | 480   | 3                 |
| 3636153                   | Adams Road Elementary        | Cloverdale/Clayton | 495                          | 603                       | 603   | 8                 |
| 3636013                   | Clayton Elementary           | Cloverdale/Clayton |                              |                           | 0   | 7                 |
| 3636175                   | Clayton Heights Secondary    | Cloverdale/Clayton | 1000                         | 1303                      | 1390  | 10                |

|                                 |                             |                    |      |      |      |    |
|---------------------------------|-----------------------------|--------------------|------|------|------|----|
| 3636122                         | Don Christian Elementary    | Cloverdale/Clayton | 364  | 385  | 395  | 1  |
| 3636090                         | George Greenaway Elementary | Cloverdale/Clayton | 453  | 556  | 603  | 7  |
| 3636203                         | Hazelgrove Elementary       | Cloverdale/Clayton | 495  | 628  | 616  | 8  |
| 3636176                         | Hillcrest Elementary        | Cloverdale/Clayton | 495  | 510  | 497  | 3  |
| 3636201                         | Katzie Elementary           | Cloverdale/Clayton | 607  | 747  | 768  | 8  |
| 3636035                         | Latimer Road Elementary     | Cloverdale/Clayton | 481  | 572  | 618  | 6  |
| 3636041                         | Lord Tweedsmuir Secondary   | Cloverdale/Clayton | 1400 | 1757 | 1817 | 11 |
| 3636061                         | Martha Currie Elementary    | Cloverdale/Clayton | 612  | 656  | 635  | 3  |
| 3636149                         | Sunrise Ridge Elementary    | Cloverdale/Clayton | 286  | 364  | 354  | 3  |
| 3636039                         | Surrey Centre Elementary    | Cloverdale/Clayton | 402  | 396  | 417  | 1  |
| <b>TOTAL CLOVERDALE/CLAYTON</b> |                             |                    |      |      |      | 79 |
|                                 |                             |                    |      |      |      |    |
| <b>GUILDFORD</b>                |                             |                    |      |      |      |    |
| 3636173                         | Bothwell Elementary         | Guildford          | 294  | 276  | 309  | 1  |
| 3636155                         | Coast Meridian Elementary   | Guildford          | 309  | 256  | 267  | 1  |
| 3636084                         | Ellendale Elementary        | Guildford          | 182  | 164  | 184  | 1  |
| 3636067                         | Erma Stephenson Elementary  | Guildford          | 387  | 405  | 440  | 2  |
| 3636141                         | Fraser Heights Secondary    | Guildford          | 1200 | 1535 | 1629 | 9  |
| 3636142                         | Fraser Wood Elementary      | Guildford          | 457  | 535  | 543  | 1  |
| 3636160                         | Frost Road Elementary       | Guildford          | 635  | 586  | 596  | 0  |
| 3636047                         | Guildford Park Secondary    | Guildford          | 1050 | 1327 | 1391 | 11 |
| 3636001                         | Hjorth Road Elementary      | Guildford          | 229  | 315  | 331  | 4  |
| 3636081                         | Holly Elementary            | Guildford          | 527  | 462  | 471  | 8  |
| 3636045                         | Johnston Heights Secondary  | Guildford          | 1450 | 1396 | 1485 | 1  |
| 3636055                         | Lena Shaw Elementary        | Guildford          | 569  | 611  | 676  | 3  |
| 3636028                         | North Surrey Secondary      | Guildford          | 1175 | 1478 | 1476 | 8  |

|                               |                             |                   |      |      |      |    |
|-------------------------------|-----------------------------|-------------------|------|------|------|----|
| 3636059                       | Riverdale Elementary        | Guildford         | 542  | 460  | 434  | 0  |
| 3636145                       | Woodland Park Elementary    | Guildford         | 457  | 518  | 559  | 3  |
| <b>TOTAL GUILDFORD</b>        |                             |                   |      |      |      | 53 |
| <b>NEWTON/FLEETWOOD</b>       |                             |                   |      |      |      |    |
| 3636069                       | Bear Creek Elementary       | Newton/Fleetwood  | 597  | 587  | 630  | 0  |
| 3636165                       | Chimney Hill Elementary     | Newton/Fleetwood  | 612  | 558  | 604  | 1  |
| 3636157                       | Coyote Creek Elementary     | Newton/Fleetwood  | 690  | 714  | 826  | 1  |
| 3636167                       | Fleetwood Park Secondary    | Newton/Fleetwood  | 1200 | 1632 | 1792 | 7  |
| 3636106                       | Frank Hurt Secondary        | Newton/Fleetwood  | 1250 | 1466 | 1622 | 2  |
| 3636082                       | Georges Vanier Elementary   | Newton/Fleetwood  | 597  | 581  | 617  | 1  |
| 3636246                       | Princess Margaret Secondary | Newton/Fleetwood  | 1500 | 1432 | 1435 | 5  |
| 3636053                       | T. E. Scott Elementary      | Newton/Fleetwood  | 444  | 535  | 570  | 4  |
| 3636152                       | Walnut Road Elementary      | Newton/Fleetwood  | 542  | 713  | 775  | 7  |
| 3636057                       | William Watson Elementary   | Newton/Fleetwood  | 332  | 467  | 498  | 7  |
| <b>TOTAL NEWTON/FLEETWOOD</b> |                             |                   |      |      |      | 35 |
| <b>PANORAMA/SULLIVAN</b>      |                             |                   |      |      |      |    |
| 3636158                       | Beaver Creek Elementary     | Panorama/Sullivan | 495  | 522  | 518  | 2  |
| 3636151                       | Cambridge Elementary        | Panorama/Sullivan | 495  | 759  | 711  | 13 |
| 3636211                       | Goldstone Park Elementary   | Panorama/Sullivan | 519  | 727  | 763  | 9  |
| 3636138                       | North Ridge Elementary      | Panorama/Sullivan | 434  | 478  | 518  | 4  |
| 3636232                       | Panorama Ridge Secondary    | Panorama/Sullivan | 1400 | 1567 | 1581 | 2  |
| 3636021                       | Sullivan Elementary         | Panorama/Sullivan | 387  | 330  | 358  | 0  |
| 3636164                       | Sullivan Heights Secondary  | Panorama/Sullivan | 1700 | 1759 | 1927 | 10 |
| 3636150                       | Tamanawis Secondary         | Panorama/Sullivan | 1125 | 1453 | 1499 | 5  |

|                                |                             |                         |      |      |      |    |
|--------------------------------|-----------------------------|-------------------------|------|------|------|----|
| 3636212                        | Woodward Hill Elementary    | Panorama/Sullivan       | 644  | 721  | 722  | 5  |
| <b>TOTAL PANORAMA/SULLIVAN</b> |                             |                         |      |      |      | 50 |
|                                |                             |                         |      |      |      |    |
| <b>SOUTH SURREY/WHITE ROCK</b> |                             |                         |      |      |      |    |
| 3636162                        | Bayridge Elementary         | South Surrey/White Rock | 317  | 372  | 395  | 1  |
| 3636148                        | Chantrell Creek Elementary  | South Surrey/White Rock | 364  | 331  | 358  | 1  |
| 3636105                        | Earl Marriott Secondary     | South Surrey/White Rock | 1500 | 1348 | 1454 | 10 |
| 3636018                        | East Kensington Elementary  | South Surrey/White Rock | 93   | 108  | 93   | 1  |
| 3636206                        | Edgewood Elementary         | South Surrey/White Rock | 607  | 784  | 951  | 7  |
| 3636156                        | Elgin Park Secondary        | South Surrey/White Rock | 1200 | 1270 | 1410 | 4  |
| 3636177                        | Grandview Heights Secondary | South Surrey/White Rock | 1500 | 1541 | 1805 | 0  |
| 3636056                        | H.T. Thrift Elementary      | South Surrey/White Rock | 252  | 316  | 324  | 3  |
| 3636089                        | Jessie Lee Elementary       | South Surrey/White Rock | 411  | 384  | 428  | 1  |
| 3636117                        | Laronde Elementary          | South Surrey/White Rock | 457  | 456  | 436  | 1  |
| 3636188                        | Morgan Elementary           | South Surrey/White Rock | 584  | 539  | 537  | 7  |
| 3636170                        | Ocean Cliff Elementary      | South Surrey/White Rock | 317  | 325  | 322  | 3  |
| 3636134                        | Pacific Heights Elementary  | South Surrey/White Rock | 588  | 399  | 468  | 0  |

|                                      |                             |                         |      |      |      |            |
|--------------------------------------|-----------------------------|-------------------------|------|------|------|------------|
| 3636070                              | Peace Arch Elementary       | South Surrey/White Rock | 364  | 518  | 553  | 8          |
| 3636189                              | Rosemary Heights Elementary | South Surrey/White Rock | 495  | 527  | 584  | 3          |
| 3636049                              | Semiahmoo Secondary         | South Surrey/White Rock | 1300 | 1446 | 1477 | 11         |
| 3636161                              | Semiahmoo Trail Elementary  | South Surrey/White Rock | 275  | 452  | 489  | 7          |
| 3636118                              | South Meridian Elementary   | South Surrey/White Rock | 271  | 322  | 355  | 4          |
| 3636038                              | Sunnyside Elementary        | South Surrey/White Rock | 654  | 604  | 662  | 6          |
| 3636009                              | White Rock Elementary       | South Surrey/White Rock | 612  | 520  | 547  | 3          |
| <b>TOTAL SOUTH SURREY/WHITE ROCK</b> |                             |                         |      |      |      | 81         |
|                                      |                             |                         |      |      |      |            |
| <b>DISTRICT TOTAL</b>                |                             |                         |      |      |      |            |
| <b>DISTRICT TOTAL</b>                |                             |                         |      |      |      | <b>346</b> |

## Appendix X: Key Findings of Public Survey

### Key Findings

*Insufficient space is viewed to be the most pressing issue facing the District.*

Early in the survey, respondents were asked to select the most pressing issue facing Surrey School District. While no consensus emerges, the largest proportion of respondents identify issues related to “insufficient space” (35%). This is closely followed by the perceived “lack of support for students with diverse abilities and needs” (31%).

One-in-five (21%) report “insufficient staffing” as the most pressing issue, but given its place in the hierarchy of issues, it should be viewed as a secondary concern.

Relatively less important issues include “the after-effects of the pandemic on students” (selected by only 4% of respondents) and issues related to “safety and security” (3%).

*Table A: Most Pressing Issue*

| Issue  | % Response |
|--|------------|
| Insufficient Space to accommodate the growing number of students | 35         |
| Lack of support for students with diverse abilities and needs    | 30         |
| Insufficient Staffing  | 21         |
| The after-effects of the pandemic on students                    | 4          |
| Safety/Security Issues   | 3          |
| Another Issue  | 7          |

*High familiarity with and pervasive concern about capacity challenges is apparent among stakeholders.*

When asked specifically about their familiarity with issues related to rapid growth in the District and the concomitant challenges in terms of capacity for students, Surrey residents report a notably high level of familiarity. Nine-in-ten (89%) respondents describe themselves as “very” or “somewhat familiar” with the issue. The ‘hardness’ or intensity of response is notable: six-in-ten (59%) describe themselves as “very familiar” with the capacity issues in the District.

Concern about capacity challenges is pervasive and strong: 98% of survey respondents describe themselves as at least somewhat concerned. More notably, more than three-quarters (77%) report that they are “very concerned.”

*Strong agreement on assessment of the issues emerge among respondents*

The vast majority of respondents see issues related to capacity as formidable challenges. Not only is there widespread concern about the impact of these challenges on students, there is significant anxiety around the persistence of the problem well into the future. Respondents agree that existing funding is inadequate to address the problems and that provincial funding is a necessity for resolution. See Table B below.

**The extent and depth of concern about capacity issues is reflected in high levels of agreement with key statements:**

- Respondents firmly believe that provincial funding would solve the issues related to capacity (90% agree overall and 57% “strongly” agree with this view).
- Similarly, respondents overwhelmingly acknowledge the unprecedented circumstance in the Surrey School District, with almost nine-in-ten (87%) agreeing that the situation is “unlike others we have seen...and requires immediate attention”. Again, the strength of opinion is notable: more than six-in-ten (61%) respondents “strongly agree” with this view.
- Concern for the impact on students is also widespread. Fully 85% of respondents foresee capacity issues as impinging on student access to shared school resources like libraries (58% “strongly agree”). Further, respondents express concern about the implications of ongoing capacity challenges on student access to green spaces (79% agree that this is a concern, with more than four-in-ten – 46% -- “strongly agreeing”).

**Some of the statements tested elicit relatively strong disagreement.**

- Only about one-quarter (28%) of respondents agree that “discussions about capacity issues are nothing new and are confident that solutions will be implemented.” Conversely, about six-in-ten (62%) disagree with this view.
- Fewer than one-in-five respondents (19%) agree with the view that it is “easy and fast for the District to build more schools.” Again, the substantial majority (71%) disagree, with almost one-in-two (48%) strongly disagreeing.
- Very few respondents (17%) accept the view that the issues of capacity could be resolved with current funding levels. In fact, more than two-thirds reject this view, with a majority (52%) “strongly disagreeing” that existing funding is sufficient to solve the problems.
- In line with the foregoing point, only an extremely small proportion (4%) of respondents see the capacity issues as short-term. In fact, more than nine-in-ten (92%) disagree, with eight-in-ten (79%) “strongly disagreeing” with the statement.



*Table B: Agreement with Statements about Capacity Issues facing Surrey Schools*

| <b>Statement</b>  | <b>% Strongly/<br/>Somewhat<br/>Agree</b> | <b>% Strongly/<br/>Somewhat<br/>Disagree</b> | <b>%<br/>DK/Not Sure</b> |
|---|---|--|--------------------------|
| This is an issue that could be solved with more provincial funding                                | 90  | 6  | 4                        |
| This situation is unlike others we have seen in the past and immediate action is required         | 87  | 7  | 5                        |
| This issue has the potential to limit student access to shared school resources such as libraries | 85  | 9  | 6                        |
| This issue has the potential to limit student access to green spaces                              | 79  | 11   | 10                       |
| Discussions about capacity are nothing new and I am sure solutions will be implemented            | 28  | 62   | 10                       |
| It's easy and fast for the Surrey School District to build more schools                           | 19  | 71   | 10                       |
| This is an issue that the Surrey School District could resolve with the current funding levels    | 17  | 68   | 15                       |
| This is just a short-term issue that will resolve itself  | 4   | 92   | 4                        |

*Assessments of Potential Actions to Address Capacity Issues*

Receptivity to potential options to address the capacity challenges indicate that those actions that limit disruptions in student, parent and teachers' lives are the options most accepted by respondents.

**Top 3 Actions in terms of Support**

Support is strongest and most pervasive for three potential actions:

1. Boundary Changes (81% support, 32% "strongly support")

2. Building Schools on district-owned sites in undeveloped communities (76% support, 31% “strongly support”).
3. Prefabricated modular additions or schools (75% support, 27% “strongly support”)

By contrast, actions that directly affect students – either through fully online classes or through substantial changes to class/semester schedules – are largely rejected by majorities.

### Bottom 3 Actions in terms of Support

10. Tri-semester schooling (only 25% support, but two-thirds (68%) oppose, with 55% “strongly opposed.”)
11. Fully online classes (22% support; 75% oppose, with 61% “strongly opposed)
12. Dividing the School Day into two separate Shifts (18% support; 80% oppose, with 69% “strongly opposed”).

*Table C – Support for Options to Address Capacity Challenges*

| Options to Address Capacity Challenges               | % Strongly/<br>Somewhat<br>Support | % Strongly/<br>Somewhat<br>Oppose | %<br>DK/Not Sure |
|--|------------------------------------|-----------------------------------|------------------|
| Boundary Changes                                     | 81                                 | 13                                | 6                |
| Building Schools on District-owned sites             | 76                                 | 18                                | 7                |
| Prefabricated Modular Additions/Schools              | 75                                 | 21                                | 4                |
| Relocating Programs of Choice                        | 58                                 | 30                                | 12               |
| Situating Schools in residential/corp/comm buildings | 48                                 | 45                                | 7                |
| Busing Students to a Neighborhood School             | 45                                 | 51                                | 4                |
| Redirecting Students to schools outside catchment    | 41                                 | 55                                | 4                |
| Hybrid online Classes                                | 39                                 | 57                                | 4                |
| Extended Day in Secondary Schools                    | 36                                 | 57                                | 7                |
| Tri-semester Schooling                               | 25                                 | 68                                | 7                |
| Fully Online Classes                                 | 22                                 | 75                                | 3                |
| Dividing School Day into Two Separate Shifts         | 18                                 | 80                                | 2                |

When participants are asked to identify their top three strategies, ordering changes somewhat but top three supportable actions remain constant: prefabricated/modular additions and schools; building on district-owned sites; and boundary changes.

The least supported options shift slightly: “dividing the school day into two shifts” and “fully online classes” remain in the bottom three supportable actions. Trimester schooling shifts to the bottom 4 actions and “extended day” moves into the bottom three.

*Table D – “Top 3” most Supportable Actions*

| <b>Options to Address Capacity Challenges</b> | <b>% Selected in Top 3 Most Supported</b> |
|---|---|
| 1.Prefabricated/Modular additions/schools     | 50  |
| 2. Building schools on district-owned sites   | 42  |
| 3.Boundary Changes                            | 34  |
| 4.Relocating Programs of Choice               | 20  |
| 5.Hybrid online classes                       | 19  |
| 6. Situating in residential/corp/comm bldgs   | 19  |
| 7. Busing students to other schools           | 17  |
| 8. Redirecting students outside catchment     | 11  |
| 9.Tri-semester Schooling                      | 11  |
| 10.Extended Day                               | 10  |
| 11. Dividing School Day into Two Shifts       | 8   |
| 12. Fully On-line Classes                     | 4   |

Respondents were also asked to identify the “top 3” action items they most opposed (see Table E below). As was the case in individual assessments, opposition to 3 options remains constant: those most opposed are “fully online classes,” “shifts” and “tri-semester schooling.”

Table E – “Top 3” Most Opposed Actions

| <b>Options to Address Capacity Challenges</b> | <b>% Selected in Top 3 Most Opposed</b> |
|---|---|
| 1. Fully Online Classes                       | 61                                      |
| 2. Shifts on Campus                           | 55                                      |
| 3. Trimester Schooling                        | 44                                      |
| 4. Extended Day                               | 31                                      |
| 5. Hybrid Online Classes                      | 17                                      |
| 6. Redirecting Students outside catchment     | 16                                      |
| 7. Busing students                            | 12                                      |
| 8. Situating in res/corp/comm Buildings       | 11                                      |
| 9. Relocating Programs of Choice              | 6                                       |
| 10. Prefabricated Modular Additions/Schools   | 4                                       |
| 11. Boundary Changes                          | 3                                       |
| 12. Building schools in district-owned sites  | 3                                       |

#### *Agreement with Proposed Measures*

Towards the end of the survey, respondents were further queried on their assessments of responses to the capacity challenges. Three key takeaways emerged in these assessments.

#### **1. The Province is deemed to have a critical responsibility in solving the issues.**

Not surprisingly, there is overwhelming agreement (94%) that the province must provide more funding so that the District is not responsible for implementation of action items.

Further, the vast majority of respondents (84%) agree that it is the province’s, not the District’s, responsibility to tackle the issue by building more schools.

#### **2. Disruptions to schedules of students, parents, and teachers are unacceptable actions.**

More than eight-in-ten respondents (84%) agree that despite the extreme capacity issues, the Surrey School District must avoid any actions that disrupt the schedules of all stakeholders (i.e., students, parents, teachers). The strength of opinion on this issue is notable: six-in-ten (58%) “strongly agree” with this view.

### 3. Moving students to other locations is not an acceptable solution for the majority.

Six-in-ten (60%) – a solid majority – disagree that solutions that move students to other locations outside their neighborhood, community or school campus in an acceptable way to alleviate capacity challenges. Strong disagreement is notable: one-third of all respondents (34%) “strongly disagree” that such moving of students is acceptable.

### 4. There is recognition that actions are necessary.

Finally, most respondents (61%) disagree that “none of the actions tested should be implemented”. At the same time, the survey reveals that there are clear preferences for some actions and rejection of others. Perhaps not surprisingly, those actions that limit incursions to schedules and to student life are seen as most acceptable.

*Table F – Agreement with Proposed Measures*

| Statement   | % Strongly/<br>Somewhat<br>Agree | % Strongly/<br>Somewhat<br>Disagree | %<br>DK/Not Sure |
|---|----------------------------------|-------------------------------------|------------------|
| The province should be providing more funding so that the district does not have to implement these actions.  | 94                               | 3                                   | 3                |
| Despite extreme capacity issues, the school district should avoid at all costs actions that involve disruptions to the schedules of students, their families and teachers.                                      | 84                               | 13                                  | 3                |
| It should be the responsibility of the province, not the school district, to tackle the issue by building more schools.   | 84                               | 11                                  | 5                |
| Actions that involve moving students to other locations outside their neighborhood, community or school campus are an acceptable way to address a rapidly growing population and lack of school infrastructure. | 37                               | 60                                  | 3                |
| I do not think any of these actions should be implemented, even if they could help address the issue.   | 27                               | 61                                  | 12               |

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## Appendix XII: Research Results on Public Engagement



# Exploring solutions to capacity issues among stakeholders

A Research Report to the Surrey School District  
January 11, 2024





# Territorial Acknowledgement

We respectfully acknowledge that Surrey Schools resides on the traditional, unceded, and shared territories of Coast Salish peoples: The q̓íçəy̓—Katzie, the q̓'wa:ḥ̓'əḥ̓—Kwantlen and the SEMYOME — Semiahmoo First Nations: the stewards of this land since time immemorial.



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# About the research

# Survey methodology

**An online survey was conducted among a sample of 7,600 students, parents/caregivers and staff members in the Surrey School District.**

Respondents included a mix of parents/caregivers (4,595), staff (3,551) and students (108), with some minor overlap (i.e., some staff are also parents/caregivers).

The survey was made available in six languages and each respondent could complete the survey in the language of their choice: English, Spanish, Chinese, Arabic, Punjabi and Tagalog.

Approximate response rate: ~10%

The margin of error for a random sample of 7,600 respondents, assuming a population of 150,000 (i.e., the approximate size of the Surrey School District community) is +/- 1.10% at the 95% confidence level.

The survey was conducted from November 20 to 29, 2023. On average, it took 26 minutes to complete.



# Focus group methodology

A set of five focus group discussions were held on December 6 and 7, 2023 – three sessions among parents/caregivers of students in the Surrey School District and two sessions among students.

- **Parent/caregiver sessions:**
  - Recruitment: A question in the quantitative survey asked parents/caregivers to express interest in participating the focus groups. Those who expressed interested were then contacted and invited to attend.
  - Attendance: Between 35 and 45 parents/caregivers attended each of the three sessions. Parent/caregiver participants represented a range of schools attended by their child/children.
  - Duration and process: Parent/caregiver sessions were two hours in duration and followed a discussion guide.
- **Student sessions:**
  - Recruitment: Students were recruited by the School District from student leadership councils across the district.
  - Attendance: More than 25 students (all from grades 10, 11 and 12) participated in each session.
  - Duration and process: Student sessions were 90 minutes in duration and also followed a discussion guide.



# Key findings

# Survey respondents report high levels of familiarity and concern about the capacity issue facing the Surrey School District.

- The survey showed that insufficient space is viewed to be the most pressing issue facing the District – a greater proportion of respondents select it as the most pressing issue (35%) compared to the ‘lack of support for students with diverse abilities and needs’ (30%) and ‘insufficient staffing’ (21%).
- Nine-in-ten (89%) respondents describe themselves as familiar with the capacity issue. In fact, 59% describe themselves as “very familiar” with the capacity issues in the District.
  - Staff are most familiar (95%), followed by parents/caregivers (85%) and then students (70%).
- Concern about capacity challenges is pervasive and strong: 98% of survey respondents describe themselves as at least somewhat concerned. More notably, more than three-quarters (77%) report that they are “very concerned.”

- The extent and depth of concern about capacity issues is reflected in the high level of agreement with the statement: “The situation is unlike others we have seen...and requires immediate attention” (87% agree and fully 61% strongly agree with this view).

# The focus groups suggest stakeholders do not fully appreciate the urgency and depth of the issue and lack understanding about the proposed solutions.

- Most parents/caregivers acknowledge that continuing population growth in Surrey is a primary factor in the capacity challenges facing the District. However, few appreciate the extent to which the population growth is unprecedented, and the need to respond quickly with unconventional solutions.
- Both parents/caregivers and students hold misperceptions about several of the potential options intended to alleviate capacity challenges. These misperceptions notably influence receptivity to some options.
  - For instance, many lack understanding about the online/hybrid learning options. With regards to hybrid learning, few understood the option allowed for up to 50% of a course to be completely remotely from home. It was generally understood by students as taking some courses online and some in-person. Discussions about fully online classes suggest some parents/caregivers incorrectly assume this means all classes would

be 100% online, rather than having fully online courses as part of their courseload.

- This sense that capacity is under control may stem from the current ‘doubling up’/‘split grade’ strategies. As well, the long-term use of portables might suggest to parents/caregivers that capacity issues tend to come and go.

# **It is difficult for parents/caregivers and students to separate capacity issues from concerns about staffing.**

- In the focus group sessions, both parents/caregivers and students were fixated on the potential implications of some options for teachers.
- Parents/caregivers and students shared concerns that point to a current lack of teacher availability, suggesting to them that teachers are already stretched and the District is under-staffed. Naturally then, they are concerned that increased capacity will exacerbate the issue.
- The information conveyed in the tested options is insufficient to provide parents/caregivers with assurances about the role and time requirements for teachers and, by extension, the quality of education available to their children.
- While some parents/caregivers recognize that teacher-student ratios are mandated by government, many do not. As a result, they make incorrect assumptions that some of the strategies being considered

(notably, the division of the school day into shifts, extended days, and a tri-semester approach to meeting space challenges) will require teachers to work longer days, double shifts, or to be employed on a tri-semester basis. As a result, many tend to dismiss these options as undesirable and unrealistic.



# Stakeholders strongly believe provincial funding is needed, although blame for the capacity issue is attributed to both the District and the government of BC.

- Not surprisingly, there is overwhelming agreement (94%) that the province must provide more funding so that the District is not responsible for implementation of action items.
- Further, 84% agree that it is the province's, not the District's, responsibility to tackle the issue by building more schools.
- Very few respondents (17%) accept the view that the issue of capacity could be resolved with current funding levels.

The focus groups revealed that the finer details related to funding are poorly understood. Most parents/caregivers are unaware of the specific budgetary roles of the District and the provincial government, and that operational and capital budgets are distinct and serve different purposes.

Some focus group participants believe the District is at least partially responsible for the

issue, due to poor planning (*"Suddenly it is urgent? Why did the District not see this coming?"*)

In fact, more than two-thirds reject this view, with a majority (52%) “strongly disagreeing” that existing funding is sufficient to solve the problems.

# Parents/caregivers see the proposed solutions as temporary fixes. They wish to know what is the long-term plan and to better understand timelines.

- For most parents/caregivers and students, the options under consideration are all short-term solutions that do not address the fundamental issue of a lack of schools in the District.
- Parents/caregivers had difficulty evaluating the potential strategies without knowing the intended timelines for implementation.
- For most, the ideal solution lies in building new schools within the Surrey School District. While most recognize that short-term solutions are required, support for these can potentially

Survey findings indicate that only an extremely small proportion (4%) of respondents see the capacity issues as short-term. In fact, more than nine-in-ten (92%) disagree, with eight-in-ten (79%) “strongly disagreeing” with the statement.

be bolstered if there is a commitment to a longer-term solution that definitively addresses capacity challenges within the Surrey School District.

# Stakeholders believe action is needed to rectify the capacity issue, and there is a preference for those solutions perceived to be least disruptive.

- Survey findings show there are clear preferences for some actions over others. Receptivity to potential options to address the capacity challenges indicate that those actions that limit incursions to the lives of students, parents/caregivers and teachers are the options most accepted by respondents.
  - Top three supportable actions: prefabricated/modular additions and schools; building on district-owned sites; and boundary changes.
  - Three actions respondents are most opposed to: fully online classes, school shifts and tri-semester schooling.
- Fully 84% agree with the statement that “despite the extreme capacity issues, the Surrey School District

must avoid any actions that disrupt the schedules of all stakeholders” (i.e., students, parents/caregivers, teachers). The strength of opinion on this issue is notable: six-in-ten (58%) “strongly agree” with this view.

# The focus groups echoed the desire for less disruptive solutions, shedding light on some of the reasons for the expressed concerns about the tested strategies.

- Both parents/caregivers and students concede that they are ‘creatures of habit.’ Some of the potential options tested (e.g., busing, shifts, tri-semester schooling) disrupt established routines/schedules and present significant challenges around family schedules, parents/caregivers’ work schedules, daycare requirements and social/extracurricular activities for students. To add to this, coming out of the pandemic, parents/caregivers are looking for stability and normalcy for their kids, and don’t want to face any further, poignant changes.
- As was evident in the quantitative survey, those options that are least likely to cause incursions to long-term and established household/family routines are most likely to be supported.
- Participants expressed significant resistance to measures that place a burden on parents/caregivers’ schedules and/or family life: Dividing the school day into two shifts, busing, tri-semester schooling are rejected by both

parents/caregivers and students.

- Other concerns about the proposed solutions center around the perceived implications on student safety, access to resources, availability of green space and views about quality and number of portables.



# Parents/caregivers wish to be kept informed and participate in decision-making as it relates to the selection of measures to alleviate capacity issues.

- Parents/caregivers participating in the focus groups expressed dissatisfaction and frustration with the information available to them about the options to address the capacity challenges. Many reported that they want more information and that they want it sooner than they are receiving it.
- The survey reveals that parents/caregivers have clear preferences about how they would like to be contacted. Fully 84% indicate that email is their preferred method of communication for information about future developments related to the capacity issues.
- When asked who they would like to receive information and updates from, the District is the most popular option, with 53% expressing a desire to hear from this source. A smaller proportion (30%) would like to receive information from the province.



# Key take-aways

1

Survey respondents report high levels of familiarity and concern about the capacity issue facing the Surrey School District.

2

The focus groups suggest stakeholders do not fully appreciate the urgency and depth of the issue and lack understanding about the proposed solutions.

3

It is difficult for parents/caregivers and students to separate capacity issues from concerns about staffing.

4

Stakeholders strongly believe provincial funding is needed, although blame for the capacity issue is attributed to both the District and the government of BC.

## Key take- aways



5

Parents/caregivers see the proposed solutions as temporary fixes. They wish to know what the long-term plan is and to better understand timelines.

6

Stakeholders believe action is needed to rectify the capacity issue, and there is a preference for those solutions perceived to be least disruptive.

7

The focus groups echoed the desire for less disruptive solutions, shedding light on some of the reasons for the expressed concern about the tested strategies.

8

Parents/caregivers wish to be kept informed and participate in decision-making as it relates to the selection of measures to alleviate capacity issues.

## Key take- aways





# Recommendations

# Recommendations

- **Keep stakeholders, especially parents/caregivers, informed:** Overall, the provision of information is an important component of an expected consultative process. Parents/caregivers want to understand why options are necessary, the efficacy of solutions, the potential implementation timeline and the implications for children and families. The findings suggest that a substantial informational effort is required if stakeholders are to be convinced of the efficacy of some of the options (notably, the division of the school day into shifts, extended days, and a tri-semester approach to meeting space challenges).
- **Be forthright about staffing/teacher implications:** Any information about potential options to address capacity issues must be specific, detailed and outline implications (or lack thereof) for teachers. It will be important for the District to acknowledge that it fully understands that more teachers are required, that it is actively working to meet this requirement, and that the addition of new teachers will preserve the mandated teacher-student ratio. If parents/caregivers can be convinced that options do not place an undue burden on teachers or on the attention that teachers devote to their students, they will be more inclined to assess options based on their objective



merit.

# Recommendations

- **Solicit further input from stakeholders, especially parents/caregivers:** Continue to provide opportunities for stakeholders to provide input into and ask questions about the proposed solutions to the capacity issue. Parents/caregivers are especially concerned and would likely respond positively to town halls or other forums where they can share their thoughts and have their questions answered.
- **Share more detail and specificity about the parameters of online learning:** This will be necessary if both parents/caregivers and students are to accept either of the online learning models under consideration.
- **Consider other jurisdictions:** Continue to explore what other jurisdictions are doing to address capacity and consider providing case studies or some other form of communication to illustrate how those jurisdictions are making the implemented solutions work.
- **Pursue the three most positively received mitigation strategies (prefabricated modular additions or schools, boundary changes and building schools on district-owned sites in undeveloped communities):** While

stakeholders expressed concerns about each of these three strategies, they can be implemented with less disruption to stakeholders relative to the other solutions tested. In the absence of additional funding, continue to give these solutions serious consideration, while addressing the concerns raised by stakeholders in this research.

# Recommendations (cont'd)

- **Provide information to parents/caregivers around advocacy on this issue:** The findings suggest that parents/caregivers could be stimulated to act as advocates for their children and their children's schools, if continually reminded that the provincial government plays a pivotal role in funding capital budgets (including new school construction). Parents/caregivers are frustrated and would likely appreciate a means to coming together to rally and apply pressure to the provincial government.
- **Provide funding information to parents/caregivers:** Many parents/caregivers are confused about funding -- including where it comes from and how it can be used. Additional information about funding would help them understand the challenges the District is facing. Providing such information might also be helpful in dispelling any existing misperceptions around who has the responsibility and the wherewithal to find solutions for the current and ongoing capacity issues.
- **Continue to request additional funding from the provincial government – and ensure that stakeholders are aware of these requests:** Increased funding will be needed to build new schools – the only strategy viewed by

parents/caregivers as a long-term solution to the capacity issue. It is also important that these requests are communicated to parents/caregivers, as doing so reassures these stakeholders that the District is taking action to obtain funding.









# Detailed findings



# The school experience, issues and observed changes

# Most pressing issue facing the District

|  | Total  | Parents/<br>caregivers | Staff | Students |
|--|--|------------------------|-------|----------|
| Insufficient space to accommodate the growing number of students |  35 | 44                     | 21    | 51       |
| Lack of support for students with diverse abilities and needs    |     | 22                     | 44    | 12       |
| Insufficient staffing  |  21 | 19                     | 24    | 11       |
| The after-effects of the pandemic on students                    |  4  | 4                      | 4     | 7        |
| Safety/security issues   |  3  | 4                      | 1     | 15       |
| Another issue  |  7  | 7                      | 6     | 4        |

Note that staff are more likely to select ‘lack of support for students with diverse abilities and needs’ as the most pressing issue facing the District. One might hypothesize that they are most exposed to challenges of this nature. In the parent focus groups, a few participants mentioned (unaided) that the capacity issue is resulting in a lack of support for students with diverse abilities and needs. When probed in the student focus groups about who might be most affected by the potential options examined, both groups of students identified LST (Learner Support Team) students: “*Those in LST or those with needs for extra support. A lot of these [proposed solutions] would be tougher for them.*”







Q9.

Base: What do you see as the most pressing issue facing the Surrey School District?

Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# Incidence of observing changes at the schools in the past three years

|                        | Total  | Parents/<br>caregivers | Staff | Students |
|------------------------|--|------------------------|-------|----------|
| Yes – observed changes |  60 | 53                     | 79    | 32       |
| No                     |  9  | 11                     | 4     | 21       |
| Not sure               |  23 | 29                     | 12    | 44       |
| Not applicable         |  6  | 7                      | 5     | 3        |

Following this question in the survey an open-ended question asked: *What changes have you noticed? Please list those changes below.*

The open-ended responses generally aligned with the concerns that emerged in the focus groups: School capacity/spacing issues, staff shortages, lack of funding for schools and lack of sufficient supports for students (such as resources for those with diverse abilities and needs). Linked to the capacity challenges and staff concerns, there was a misperception that class sizes are increasing.

Q10. Aside from the impact of the pandemic on the education system, have you observed any changes at the schools you are familiar with in the district in the past three years?  
Base: Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# “Best things” about the school experience today, according to students

- **Diversity:** The the mix of students exposed them to a variety of cultures, to lots of different students, and to a variety of interests: *“There are lots of different students. You get to learn about things, about their holidays and about different lifestyles.”*
- **Benefits of extracurriculars:** Including student clubs and activities that *“let us explore a lot of things.”* With a wide variety of extracurriculars and clubs available, students saw benefits beyond socialization and opportunities to share interests with a broad mix of students: *“They give you lots of opportunities to take on leadership positions, in clubs or other activities.” “[Extracurriculars and clubs] give you a chance to meet different people with lots of different interests. And to try new things.”*

examples are identified.

Virtually all students in both focus groups agree that the experience in schools today is “worse” compared to two years ago. When asked to specify how the experience has worsened, several

- **Overcrowding**, especially in hallways and common areas:  
*“A lot of times you just can’t move in the hallways.”*  
*“There’s no*

*place for lunch. Some of us go to the Aquatic Club for lunch just to find room.”*

- **Fewer opportunities for interaction as it is difficult to bring everyone together in a single assembly due to over-capacity:** as a result, some students feel isolated, left out (a lack of inclusivity) and there is less school spirit. One student shared that in Grandview, there are too many students for them all to be in the gym at the same time – they need separate assemblies for different grades/parts of the school.
- **Prevalence of portables:** *“You feel detached from the school in portables. You don’t feel like you are part of the school.” “[With portables] weather has an effect...Snow, rain. It’s hard to get to them. In summer you have to open all the windows because it’s too hot.”*
- **Perceived lack of courses available:** *“There isn’t a lot of options in courses that I might want,” “When everything is filled to capacity, you don’t have the same choices.”*

examples are identified.

Virtually all students in both focus groups agree that the experience in schools today is “worse” compared to two years ago. When asked to specify how the experience has worsened, several

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e with teachers and counsellors: *“In the last two years, it’s harder to contact teachers – even online.” “There’s less one-on-one time with teachers. They have other things to do.”*

- **Concern for younger students:** *“I think younger kids are feeling a little scared or not welcomed. There’s just too many [students]. They can feel lost.”*
- **Challenges related to multiple classes in the same classroom at the same time:** *“In one room, there are three different courses going on at the same time...hard to manage.”*
- **Perceived strain on teachers:** *“It’s tough for teachers, too. There are just too many students to get everything done.” “It takes so long to get stuff marked by teachers. Way longer than before.”*
- **Greater competition for extracurriculars, sports:** *“Some things are really competitive, like sports. Harder to get on [to teams] with so many more people.”*



# What students consider to be the ideal school experience

others are more general.

In the student focus groups, participants were asked to complete the following exercise:

*Please describe what you see as the ideal school experience. In other words, if we set aside issues around increasing numbers of students and the challenges that may result, what would have been the perfect school experience for you over the last two years?*

Key themes emerged in responses to this exercise. Some themes are related to the capacity issue, while

**Themes**  
**related to the**  
**school**  
**environment**  
**that emerged**  
**in students'**  
**responses**  
**included:**

**Inclusivity:**

This includes  
creating a  
welcoming,  
caring  
environment  
and combatting

bullying/discrimination.

- *“A school environment based on a foundation of inclusivity.”*
- *“Being kind to each other in-person and online.”*

**Community:** Many stressed the importance of having the opportunity to interact with others – including students in other grades – and building school spirit and collaboration through events.

- *“Lots of events and opportunities for the school community to get together and build school culture.”*
- *“Collaboration opportunities with peers outside of my own grade.”*

**More space:** Although many focused on intangible factors (such as community, flexibility, access to teachers), some also outlined having more space in schools – with several students calling for new schools to be built to address the capacity problem.

- *“Uncrowded hallways and enough time to get to classes without being late.”*
- *“Big open hallways.”*

# What students consider to be the ideal school experience

In the student focus groups, participants were asked to complete the following exercise:

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Key themes emerged in responses to this exercise. Some themes are related to the capacity issue, while

Themes related to courses and format that emerged in students' responses included: others are more general.

**Access to courses:**

This includes greater availability of special classes (such as AP-level courses) and more opportunities to participate in these courses via enhanced scheduling.

- *“No waitlist.”*
- *“Running AP/advanced courses over more blocks. Currently, my school*

*has all of the AP classes and advanced classes in the D block of first semester, restricting students’ abilities to take more than one.”*

**Engaging course content:** A number of students expressed a desire for more hands-on courses, career-oriented course content and classes that allow them to learn about new subjects.

- *“Hands-on learning environment.”*
- *“Variety in courses/programs that allow me to explore different subjects and career paths.”*

**Flexibility:** More flexibility in the learning format – for example, allowing students to have the option for hybrid courses, and catering curriculum to a variety of learning styles.

- *“Choice of hybrid for some people.”*

# What students consider to be the ideal school experience

In the student focus groups, participants were asked to complete the following exercise:

*Please describe what you see as the ideal school experience. In other words, if we set aside issues around increasing numbers of students and the challenges that may result, what would have been the perfect school experience for you over the last two years?*

Key themes emerged in responses to this exercise. Some themes are related to the capacity issue, while

Themes related to resources and opportunities that emerged in students' responses included: others are more general.

**Access to teachers and guidance counsellors:**

A number mentioned topics related to more access to teachers, including more attention from and one-on-one time with teachers.

- *“Easier access to school staff.”*
- *“Being able to have that connection and support with teachers.”*

**Access to other resources:**

Although this theme was less

common than the above, some students called for greater access to resources such as mental health and other supports, and technology.

- *“Resources for all students like technology, textbooks, etc.”*

**Opportunities for extracurriculars:** Partly driven by their interest in community and hands-on learning, several students emphasized the importance of extracurriculars:

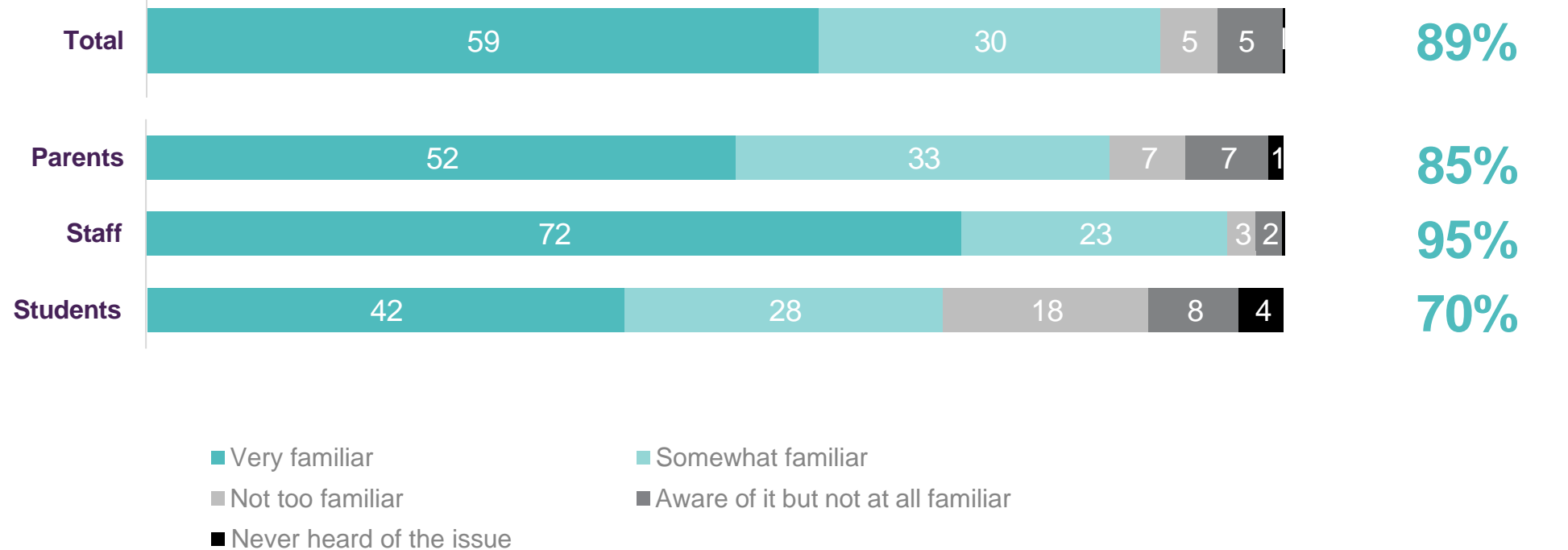
- *“A school that offers clubs in many diverse fields.”*



# Awareness and comprehension of the issue

# Familiarity with the issue

Student enrolment is growing rapidly in the Surrey School District, causing space-related challenges in nearly every school community. Just in the past two years, the district has seen a 200% increase in new student enrolments, with an annual average of over 2,400 new students. This surge in enrollment has far outpaced the availability of provincial funding for new schools and additions to existing schools, making it increasingly difficult for the district to address the capacity demands it is facing.







# Student awareness of options being considered to address capacity issues

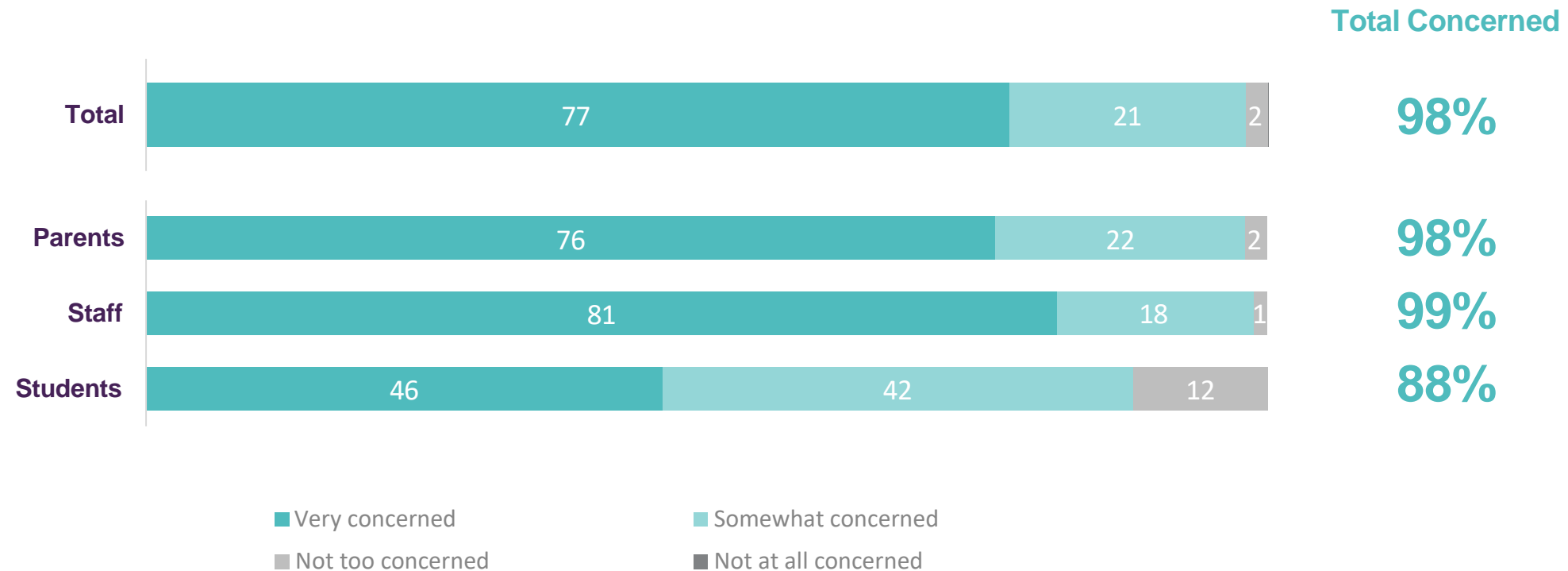
In both student sessions, participants were aware of at least some of the options that are under consideration to alleviate capacity and crowding challenges within Surrey District schools.

Unaided, two solutions were cited by participants:

- **Shifts** – understood by students as different grades being taught at different times of the day.
  - **A hybrid or online/in-class model** – understood by students as taking some courses online and some in-person.
-



# Concern about the impact of the challenges





# What parents/caregivers are most concerned about when it comes to space challenges/capacity issues

A variety of issues emerged in this initial discussion.

In all three sessions among parents/caregivers, initial discussions focused on a central question: What is it about space challenges/capacity issues facing the Surrey School District that concern you most when it comes to your child's education?

### Access to Resources

Several parents/caregivers across all three sessions raised issues related specifically to access to resources within schools, including access to libraries, gyms and washrooms.

- *“There is less access to important resources like libraries and gyms.”*
- *“Some schools are using gyms and libraries for classes, restricting access [to these facilities] for all the other students.”*

- *“They are using the same resources for more students: gyms, clubs, sports and libraries.”*

### Student Safety

Several parents/caregivers identified concerns around issues of safety in schools due to overcrowding: dangerous drop-off points due to high traffic, unsafe passage from portables to main buildings especially when raining, cold, or unpleasant weather; overcrowded playgrounds.

- *“There are a lot of unreported safety incidents because there aren’t enough people to manage them.”*
- *“Student safety is a real issue when there are far more students than there should be.”*
- *“I’m worried about the safety of our children when you have 650 kids on a playground for 300 kids.”*
- *“There’s so much traffic with drop-offs. We had a child that was hit by a car.”*

# What parents/caregivers are most concerned about when it comes to space challenges/capacity issues

A variety of issues emerged in this initial discussion.

In all three sessions among parents/caregivers, initial discussions focused on a central question: What is it about space challenges/capacity issues facing the Surrey School District that concern you most when it comes to your child's education?



## Quality and Number of Portables

While some parents/caregivers in some sessions accepted portables as a necessity in overcrowded schools, several expressed concern about the perceived increasing reliance on portables and the adverse effects on portable use for students.

- *“My daughter is in a portable. No heat. I send scarves and gloves with her.”*
- *“In warmer months, portables are too hot – no air flow. In winter, they’re too cold.”*
- *“I’m concerned about the quality of portables: lack of heating, no natural light, detached from the*

*school.”*

- *“I think portables and lack of space affects their [students’] dignity. Why is that normal for kids?”*
- *“There are 13 portables with one washroom that only works half the time. And when it’s pouring rain, they have to go outside to run to the bathroom. That’s a health issue too...they get wet, cold.”*
- *“My whole life was in portables. We need to do better in Surrey.”*

A few parents/caregivers also questioned why portables emerge with such strength as a solution. They question why alternatives are not sought:

*“Why don’t we think of building up? If we don’t have the land, build up.”*

*“A lot of the options [being considered] take a long time -- three to four years. So, you are not solving the problem that exists now. The only answer seems to be portables as an immediate solution.”*

# What parents/caregivers are most concerned about when it comes to space challenges/capacity issues

A variety of issues emerged in this initial discussion.

In all three sessions among parents/caregivers, initial discussions focused on a central question: What is it about space challenges/capacity issues facing the Surrey School District that concern you most when it comes to your child's education?

### **Lack of Green Space/Outdoor Space**

While limited, at least one or two parents/caregivers in each session identified a lack of green space at schools because of the prevalence of portables on former playgrounds/green areas:

- *“They [students] are losing access to outdoor spaces.”*
- *“There needs to be green space but it’s shrinking.”*
- *“There aren’t enough classrooms. Now the portables are taking up a lot of space and reducing the playgrounds, green space for kids.”*

### **Student-Teacher Ratio**

While there is significant misunderstanding around teacher-student ratios, many parents/caregivers believe that the number of students per teacher is rising. Only some are aware that ratios are mandated by the government.

Many parents/caregivers who believe that student-teacher ratios are increasing cite “doubling up” of classes or “split grade” classes as evidence. Few understand that split grade classes have been in place for a long period of time and are not related to more recent capacity issues:

- *“Within a few weeks of school start, we were told they were going to do split classes...split levels. parents/caregivers are worried that their child is going to be left behind.”*
- *“Just too many cases of two grades in one class. How can teachers manage so many more students?”*



# Potential actions to address the issue

# Proposed measures

**Busing students to a neighbourhood school:** Busing students to available classrooms or spaces across the district to attend a school outside of their neighbourhood or community.

**Hybrid online classes:** Secondary students enrolling in courses with an online component. This could mean that up to 50% of the course content can be completed remotely from home. This online component would be balanced with an in-person component where students would also attend physical, on-campus sessions or activities.

**Fully online classes:** Secondary students having fully online classes as part of their course load.

**Building schools on district-owned sites in undeveloped communities:** Building schools on land already owned by the school district in communities that have not yet developed and busing students to these sites until housing is built and people move into that catchment area.

**Dividing the school day into two separate shifts:** For example, students would attend school from either 7:30 am until 1:30 pm or 2 pm until 8:00 pm.

**Tri-semester schooling:** An academic calendar system in which the traditional school year is divided into three equal-length semesters. Each semester has longer school days, but the semester is shorter in duration. Students would attend one of the following:

- September to May;
- December to August; or
- May to December

**Situating schools within residential, corporate, or community buildings:** As Surrey becomes more urbanized, and land more expensive and less available, schools would be located within office, residential, or community buildings.

**Prefabricated modular additions or schools:** Similar to a portable, this refers to pre-manufactured building components that are constructed off-site and then transported to an existing school facility. These modulares can come in groups of eight or 16 classrooms and can be multi-story which preserves outdoor space for children. These modulares can be constructed much more quickly than a school addition.

**Redirecting students to other schools outside their catchment:** Limiting access to a school for students who live in that school's catchment due to capacity issues. These students will be redirected to another school in the district.

**Boundary changes:** Adjusting the geographical boundaries that determine which neighborhoods or areas are included in a particular school's catchment area to manage school capacity and balance enrollment.

**Relocating Programs of Choice:** Moving Programs of Choice from their current location to a different area of the district which may have more capacity.

**Extended day:** In secondary schools, modifying school hours so classes take place beyond the regular school day's typical hours; either earlier in the morning or later in the afternoon. Students may take classes earlier in the day or later in the day or may have a significant break in the middle of the day.



# Proposed solutions to address the issue

|   |    |    |    |    |    | % Support |                        |       |          |
|---|----|----|----|----|----|-----------|------------------------|-------|----------|
|   |    |    |    |    |    | Total     | Parents/<br>caregivers | Staff | Students |
| Boundary changes  | 32 | 49 | 7  | 6  | 6  | 81        | 79                     | 87    | 56       |
| Building schools on district-owned sites in undeveloped communities     | 31 | 45 | 10 | 8  | 7  | 76        | 71                     | 80    | 69       |
| Prefabricated modular additions or schools                              | 27 | 48 | 10 | 11 | 4  | 75        | 74                     | 79    | 58       |
| Relocating Programs of Choice   | 21 | 37 | 12 | 18 | 12 | 58        | 51                     | 69    | 41       |
| Situating schools within residential, corporate, or community buildings | 12 | 36 | 17 | 28 | 7  | 48        | 48                     | 48    | 46       |
| Busing students to a neighbourhood school                               | 11 | 34 | 20 | 31 | 4  | 45        | 38                     | 53    | 42       |

Q15. The Surrey School District is currently experiencing an unprecedented surge in enrollment, and at the same time, it is grappling with significant space limitations. To address this situation, the district has been exploring a variety of options. Some of these measures are already operational to a limited extent, with the possibility of further expansion, while others are still under review. Please take a moment to review the list of proposed measures and indicate your level of support or opposition to their implementation.

Base: Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

*(cont'd next slide)*







- Strongly support
- Somewhat support
- Somewhat oppose
- Strongly oppose
- Don't know

Q15. The Surrey School District is currently experiencing an unprecedented surge in enrollment, and at the same time, it is grappling with significant space limitations. To address this situation, the district has been exploring a variety of options. Some of these measures are already operational to a limited extent, with the possibility of further expansion, while others are still under review. Please take a moment to review the list of proposed measures and indicate your level of support or opposition to their implementation.

Base: Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)



# Proposed solutions to address the issue (cont'd)

|   |       |                        |       |          |  | % Support |                        |       |          |
|---|-------|------------------------|-------|----------|--|-----------|------------------------|-------|----------|
|   | Total | Parents/<br>caregivers | Staff | Students |  | Total     | Parents/<br>caregivers | Staff | Students |
| Redirecting students to other schools outside their catchment | 41    | 34                     | 49    | 40       |    | 41        | 34                     | 49    | 40       |
| Hybrid online classes   | 39    | 36                     | 44    | 39       |    | 39        | 36                     | 44    | 39       |
| Extended day  | 36    | 35                     | 38    | 41       |    | 36        | 35                     | 38    | 41       |
| Tri-semester schooling  | 25    | 23                     | 27    | 27       |    | 25        | 23                     | 27    | 27       |
| Fully online classes  | 22    | 18                     | 27    | 20       |   | 22        | 18                     | 27    | 20       |
| Dividing the school day into two separate shifts              | 18    | 16                     | 18    | 36       |  | 18        | 16                     | 18    | 36       |

Q15. The Surrey School District is currently experiencing an unprecedented surge in enrollment, and at the same time, it is grappling with significant space limitations. To address this situation, the district has been exploring a variety of options. Some of these measures are already operational to a limited extent, with the possibility of further expansion, while others are still under review. Please take a moment to review the list of proposed measures and indicate your level of support or opposition to their implementation.  
Base: Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

- Strongly support
- Somewhat support
- Somewhat oppose
- Strongly oppose
- Don't know

Q15. The Surrey School District is currently experiencing an unprecedented surge in enrollment, and at the same time, it is grappling with significant space limitations. To address this situation, the district has been exploring a variety of options. Some of these measures are already operational to a limited extent, with the possibility of further expansion, while others are still under review. Please take a moment to review the list of proposed measures and indicate your level of support or opposition to their implementation.

Base: Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# Most supported strategies

|   | Total | Parents/<br>caregivers | Staff | Students |
|---|-------|------------------------|-------|----------|
| Prefabricated modular additions or schools                              | 50    | 51                     | 51    | 22       |
| Building schools on district-owned sites in undeveloped communities     | 42    | 41                     | 42    | 31       |
| Boundary changes  | 34    | 32                     | 37    | 19       |
| Relocating Programs of Choice   | 20    | 17                     | 25    | 8        |
| Hybrid online classes   | 19    | 19                     | 20    | 23       |
| Situating schools within residential, corporate, or community buildings | 19    | 20                     | 17    | 12       |
| Busing students to other schools with available space                   | 1     | 14                     | 21    | 12       |
| Redirecting students to other schools outside their catchment           | 11    | 9                      | 14    | 8        |
| Tri-semester schooling  | 11    | 10                     | 12    | 19       |
| Extended day  | 10    | 11                     | 10    | 15       |
| Dividing the school day into two separate shifts                        | 8     | 8                      | 8     | 27       |
| Fully online classes  | 4     | 3                      | 5     | 11       |
| None of these   | 6     | 7                      | 4     | 13       |

Q16. Looking at this list, please indicate which strategies you would most support being implemented at schools in the Surrey School District.  
Base: Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# Most opposed strategies

|   | Total | Parents/<br>caregivers | Staff | Students |
|---|-------|------------------------|-------|----------|
| Fully online classes  | 61    | 66                     | 56    | 54       |
| Dividing the school day into two separate shifts                        | 55    | 53                     | 58    | 39       |
| Tri-semester schooling  |       | 41                     | 49    | 38       |
| Extended day  | 31    | 25                     | 38    | 35       |
| Hybrid online classes   | 17    | 18                     | 15    | 22       |
| Redirecting students to other schools outside their catchment           | 16    | 19                     | 12    | 17       |
| Busing students to another school within the district                   | 15    | 14                     | 9     | 12       |
| Situating schools within residential, corporate, or community buildings | 11    | 10                     | 12    | 8        |
| Relocating Programs of Choice   | 6     | 6                      | 5     | 7        |
| Prefabricated modular additions or schools                              | 4     | 4                      | 4     | 4        |
| Boundary changes  | 3     | 3                      | 2     | 4        |
| Building schools on district-owned sites in undeveloped communities     | 3     | 3                      | 2     | 2        |
| None of these   | 2     | 2                      | 2     | 6        |

Q17. And which of these strategies would you most oppose being implemented at your child's school/at your children's school(s)/at the school you attend/at the school where you work?

Base: Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# Prefabricated modular additions or schools

**In many ways, this option elicited the strongest support among parents/caregivers.**

**Speed:** Parents/caregivers understood that modular additions could be constructed quickly.

**Resources:** Many saw the modular approach as addressing concerns around key resources like libraries and gyms. Prefabs would eliminate the need to use libraries and gyms as classrooms. A few parents/caregivers also mentioned that it is possible to build pre-fab libraries, gyms and washrooms. *“Modular structures until new schools are built is a good solution. This way students are still on existing school sites and can still have access to specialty facilities such as libraries, gymnasiums, weight rooms, home economic classes and technology education classes, to name a few.”*

**Several participants saw this option as cost-effective:** *“It’s a more cost-effective way to build a community.”* However, participants did not seem to understand that this solution also requires provincial funding.

**Most acknowledged that there have been advancements and improvement in prefabs:** *“Pre-fab has come a long way”.*

**Green space:** Although some felt this option would preserve more green space than alternatives such as portables (because they can be multi-story), others reported that prefab/modular additions would continue to encroach on green space and playgrounds. *“It takes a bigger space from the outdoor space.”*

**Shorter-term solution:** Some also continued to report that while receptive to the option, it continued to be a short-term solution rather than a permanent one. *“It’s not a bad option, but it’s still temporary.”*

**A demand for more information about prefabs was evident.** With additional information, support for this option would grow.

This potential solution was discussed in the parent focus groups.

# Building schools on district-owned sites in undeveloped communities

**In the parent focus groups, most parents/caregivers showed support for this option as it focuses on building new schools and most parents/caregivers see that as the long-term solution to the capacity issue.**

**Shorter-term solution:** parents/caregivers expect that because the community overall will continue to grow, school sites that may be somewhat remote at the moment, will likely be readily filled with students over the medium to long terms.

**Disconnects from community:** Some parents/caregivers were concerned that students attending schools at a distance from their homes and friends would lead to a lack of community.

**More information needed:** Several parents/caregivers noted that in the absence of more precise information about the sites, they were hesitant to offer full support. While they acknowledged that any building of schools was supportable, they expressed short-term concern about the potential remoteness of sites and the implications for students (notably, the need for busing).

**The option raised questions for parents/caregivers:** Some questioned why this option wasn't already being implemented, while others asked why, if the District has money to build schools in undeveloped communities, they are not building schools in areas where they are currently needed.

**The length of time required to build a school was cited as a “con”** as it did not address current capacity issues.

- *“How will students get to these schools?”*
- *“I worry that it doesn’t really solve the problem because by the time the school is built, it will have a new community to serve rather than the existing community.”*
- *“It takes so long to build a school. This is not a solution for today’s problems.”*

This potential solution was discussed in the parent focus groups.



# Boundary changes

**Most parents/caregivers in the focus groups agreed that adjusting geographical boundaries was a reasonable ask, and at least part of a solution to managing school capacity and balance enrolment, albeit a short-term measure.**

**Lack of clarity:** It elicits some confusion among parents/caregivers who are under the impression that population growth is occurring across the district.

- *“Are we to assume there are schools that aren’t over-capacity?”*

**Many view this as a short-term option:** In the absence of more schools, it will eventually prove inadequate as a means of addressing continued increases on the local population.

- *“It’s really just shifting students around, not really addressing the issue.”*
- *“Simply shifting students from school to school or changing boundaries does not provide a long-term increase in “seats” for students. It is a very temporary fix at best.”*

**Concerns about repeated changes:** Some parents/caregivers express concern about having to “constantly adjust boundaries” if this option is to be effective. They don’t want their children having to change schools more than once.

This potential solution was discussed in the parent focus groups.

# Hybrid online classes

**Some receptivity to this option was apparent. Feedback suggests a lack of understanding about how this option would work and a preference for courses that are either fully online or fully in-person. Students would like the option to take online classes at their own discretion.**

**Few understood the option that allowed for up to 50% of a course to be completely remotely from home:** It was generally understood by students as taking some courses online and some in-person. Several students believed that some courses would be offered on an online basis and students would have a choice in identifying which courses, if any, they were prepared to take on an online basis. While some students are open to having some online learning available, few report any enthusiasm for a model that splits a single course into an online component and an in-person component. Most are prepared to accept completion of those courses viewed as readily undertaken on an online basis, but few want to spend half of their course time in online sessions. “[Online] is not really meant for everyone. Some people just don’t do well at it.”

**Some courses are felt to lend themselves to online completion:** For example, the “Careers” course was mentioned as an example in both groups; some identified math courses although others saw math as a definite in-person course. “Some courses work better online. Like math: watch a video. But something like French, you need to be in class to participate.”

**Mention of online learning tended to trigger negative impressions of such learning during the pandemic:** For many students, the discussion on a hybrid approach sparked repeated references to the disenchantment with online learning during Covid. “I found it really hard to focus during Covid. Even in a hybrid option, you are by yourself. Being in school is way better than being online.”

**Online classes are viewed as providing less sense of community and socialization:** Some higher-grade students emphasized the importance of having in-person classes as they prepared for university. For these students, in-person learning was important for them as they contemplated the transition to post-secondary schooling. All student participants rejected the notion of a fully online option. As one student observed, “it would mean the kids would be socially under-served.” “We want to be more connected and have a sense of community. If some online happens, that might be okay, but it has to be limited.”

**Students want choice in deciding what format to take each course in: online or in-person:** While it is important to understand that students have misconceptions about what the hybrid learning option entails (i.e., 50% of a course completed online), they are adamant about having a choice in deciding what courses they may take that include online learning. The choices are deemed personal and fit with their preferences and approach to learning. “Some courses could be better online. But everyone should have an option. Like math: good for some, but not everyone.”

**Students express concern about limited access to teachers:** *“It’s harder to get hold of teachers and counsellors when you are online. It’s just harder to contact them.”*

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# Busing students to another school within the district

## Students raised a few concerns about busing as an option.

**Disconnects the student from their own community:** Requires some students to attend schools at a distance from their homes and friends. *“It would really disconnect you from your community.”*

**Additional time needed to get to and from school:** *“If you are bused outside of your neighborhood, it would take a lot of your time.”*

**Perceived negative impact on extracurriculars:** Most believed that busing would be run on a schedule with little flexibility, precluding participation in extracurriculars (including sports and clubs) at the end of the school day.

**Widespread opposition:** Although some other solutions elicited more negative reactions, a number of students felt their peers would not be open to this strategy.

# Tri-semester schooling

**Focus group participants rejected the notion of tri-semester schooling mostly because it was perceived as seriously disrupting the lives and schedules of all stakeholders including students, parents/caregivers and teachers/staff.**

**Splitting up friends and the creation of two separate ‘communities’:** Many were concerned about having siblings forced into different semesters and the challenges to family life, childcare and community life. *“You don’t get to go out with your friends if you are on different semesters. That’s really unfair.” “Could lead to people being upset due to separation from friends and other students.” “It divides the school community. The culture.”* (Students)

**There are perceived disadvantages to attending school during the summer months:** it might interfere with family vacation, it is too hot in the non-air conditioned schools, and students would miss out on the job/volunteering opportunities that tend to be more plentiful during the summer months: *“There are times when the summer is too hot so that could be a challenge.” “Lots of volunteering and work opportunities are in the summer. So many would lose out on that.”* (parents/caregivers)

**Several students suggested longer days/shorter semesters would be detrimental to learning.** *“It means too much content squished into a shorter duration.”* (Student)

**Students might “forget” what they had learned between semesters.** Many students and parents/caregivers assumed a greater amount of time would elapse between semesters. *“If a break is longer than it is now, that could be a problem. People forget things.”* (parent/caregiver)

**Several older students expressed concern about the implications of not being in school during the winter semester when university applications are due.** *“I’d worry that it would throw off university entrance and the application process.”* (Student)

**The option was seen as negatively influencing extracurricular activities including school teams and clubs.** *“If you are on a team, how does it work with three semesters?” “Sports are run with other districts.”* (parents/caregivers)

**Several parents/caregivers expressed concerns about the influence on teachers.** Failing to understand that additional teachers would be required, several believed that teachers would be

This potential solution was discussed in both the parent and the student focus groups.

required to work a full year (“*When do teachers go on vacation?*” “*How’s the union going to react?*”). For those who recognized that additional teachers would be hired, there was a concern around filling spots given the teacher shortage: “*There are already teacher retention problems and a teacher shortage.*” “*Teachers are not going to want to give up their summers.*” (parents/caregivers)

**Some students offered constructive advice about a tri-semester approach**, suggesting that if all students from the same grades were in the same semesters, it had the potential to reduce the total number of students in school at the same time. “*If all the grade 12s had the same semesters, it could work.*” (Student) A small proportion of parents/caregivers were prepared to admit that there may be some advantages for families: “*May work for some parents/caregivers who want different holidays. Could alleviate some pressure for some families.*” (parent/caregiver)

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This potential solution was discussed in both the parent and the student focus groups.

# Extended day

**Many participants had trouble comprehending this option and wanted more detail. Concerns raised focused on disruptive impacts on students' and teachers' schedules and well-being.**

**Significant uncertainty about this option emerged largely due to a lack of specificity around the definition:** As was apparent in discussion around shifts, appraisals of extended days tend to focus on the implications for course selection and extracurriculars: *“What if courses are not at times that they want. Like if they had an extracurricular and a course happens at the same time.” “Some kids have jobs after school. How would that work?”*

**Implications for extracurricular activities:** The majority expressed reservations about extended days, with concern most focused on the implications for extracurricular activities. Again, comprehension of the specifics of extended days was limited.

**Impacts on teachers:** In both sessions, while making assumptions that were inaccurate, students volunteered that teachers should not be expected to spend more time at school. *“What about teachers with kids? How would they manage if the day is longer?” “My concern with trimester or extended/split day we will lose even more teachers to other districts.”*

**Impact on mental students' health:** Others noted that longer days could be draining and have a negative impact on students' mental health.

**Implications for community:** Students were concerned that this solution could lead to division and a weakening of the school culture/spirit.

**While some students conceded that extended days may require an adjustment, they also believed it could assist in alleviating capacity issues:** *“It could work longer term. Everything would adapt to a different schedule.”*

**Significant opposition to a potential “significant break in the middle of the day” also emerged:** *“It’s not viable to show up in the morning and then again in the afternoon. It’s not fair for students or teachers.”*

This potential solution was discussed in both the parent and the student focus groups.

# Dividing the school day into two separate shifts

**The focus group discussions about this potential solution underscore concerns about how this potential solution would negatively impact students, parents/caregivers and families. Participants were unable to imagine a solution that would fully address all of the following concerns.**

**Reduction in ‘family time’:** Most saw substantial negative implications for families, particularly for working parents/caregivers. Feedback was made that two shifts might work for parents/caregivers who work shifts, parents/caregivers acknowledge that such situations are not the norm: *“All the family time is gone.” (parent) “Are they going to be eating dinner at school?” (parent/caregiver)*

**Logistical challenges related to families with two or more children attending school on different shifts:** parents/caregivers and students alike expressed concern about coordinating multiple drop off and pick-ups. *“parents/caregivers can’t change their schedules. They are 9 – 5. How do they pick you up at 1 pm?” (student)*

**Safety concerns stemming from the late hour of the second shift:** This was one of the strongest objections among parents/caregivers. Even students raised this as a concern: *“The idea of staying out until 8 and then walking home. Whose parents/caregivers would want that?” (student) “Sometimes there are busing delays so this could result in bused students getting home very late.” (student)*

**Splitting up friends and the creation of two separate ‘communities’:** parents/caregivers also expressed significant concern about splitting up friends and the community. While some indicated that the shifts would likely occur according to grades, even these parents/caregivers saw this as alleviating some concerns, most were uncomfortable with creating two separate communities for students. Further, creating shifts based on grade might result in families with children in two-separate shifts, resulting in reduced ‘family time’. *“As far as school culture goes, it’s even more difficult.” (student) “I think people want to be there with their friends and this wouldn’t allow for it.” (student)*

**Inability of the late shift to participate in ‘after school’ activities – getting home too late to complete homework, undertake extracurriculars and maintain a part-time job:** High levels of concerns about participation in extracurriculars was apparent. parents/caregivers could not imagine an option that was able to accommodate extracurriculars, given the times for each shift.

This potential solution was discussed in both the parent and the student focus groups.



parents/caregivers attached significant importance to their children's participation in school-based social activities, including clubs, sports and special interests. Most felt shifts would cause damage to this important element of a child's education. *"How do they do extracurriculars at 8?"* (parent/caregiver)

**Confusion around the potential impact on teachers:** Feedback suggests at least a few participants did not understand the implications of two shifts on teachers. There was a strong sense that there would not be enough teachers. Comments were expressed in both parent and student groups about whether teachers would be required to work both shifts: *"First thing that comes to mind is teachers. What happens to them? It's really long for them to work. It would really negatively impact them."* (student)

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This potential solution was discussed in both the parent and the student focus groups.

# Fully online classes

The focus group discussions with parents/caregivers about this potential solution suggests some receptivity to online classes, as long as all students are exposed to some in-person learning.

**Insufficient socialization resulting from isolation:** emerged as strong negatives associated with fully online learning: “It means students can’t work together...there’s no interaction.” (parent)

**Lack of interaction with teachers:** “Our kids are entitled to supports and they aren’t going to have that online.” It means no opportunity to develop relationships.”

**Lack of supervision and support:** Several parents/caregivers stressed that a fully online option would mean that there was no means of supervising students, and no way to support those who need additional help. “Who will support the kids at home, especially those with working parents?” “The majority of parents can’t be home to monitor kids.” “This is not appropriate particularly for our increasing ELL population.”

**Negative associations of this option with what was experienced during the pandemic:** Many parents/caregivers recalled the “anxiety and stress” that online learning caused children during the pandemic. They did not want to see that repeated in a fully online option. “We saw this during Covid – online was a disaster.” (parent) “Covid proved it didn’t work.” (parent)

**The option may have been misunderstood:** Feedback to this option suggests some participants may have misinterpreted this potential solution, incorrectly assuming that all classes would be fully online (rather than having some fully online classes as part of students’ course load).

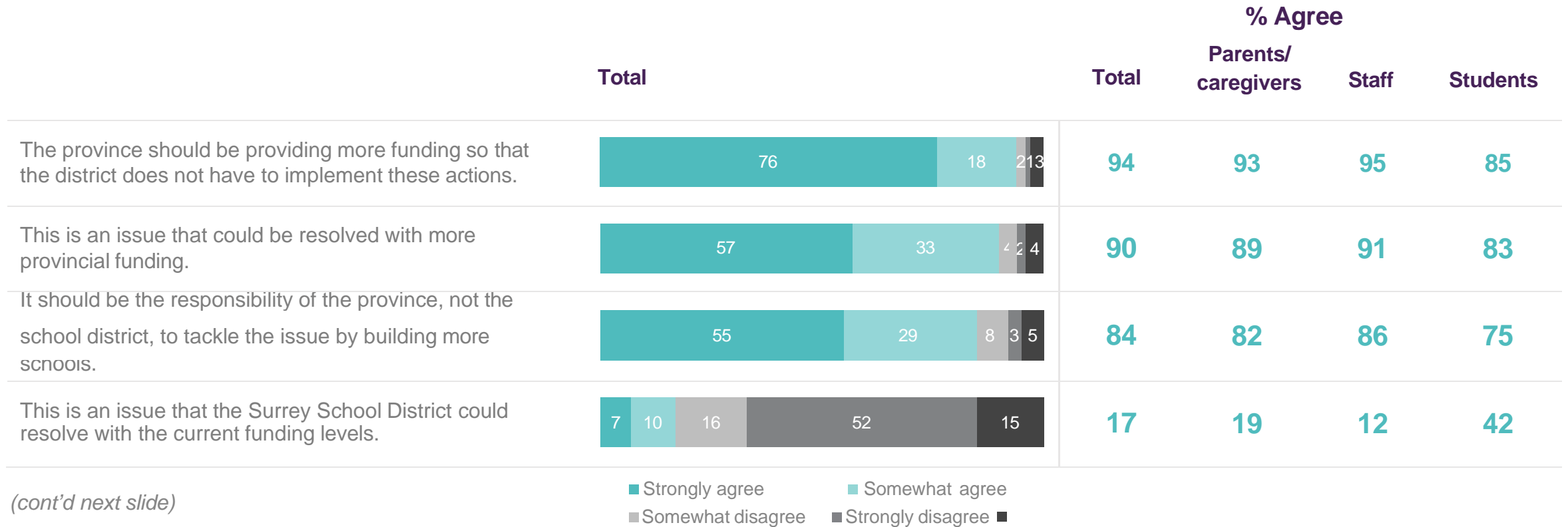
**Limited support for this solution emerged, although some positive feedback was offered:**

- Among the relatively small minority who reported some receptivity to online classes, many reported that were more inclined to be supportive of a hybrid model. For almost all parents/caregivers, a fully online option was rejected. “Partial online classes would be better.” “Some classes could go online – an elective option like the career education course.” “[Online] should be optional and they should still be able to go to school.” “Expand online classes but make it optional.”
- Some parents/caregivers believed that it could work for older students. “Might work for some...especially grades 11 and 12, but a blend [of online/in-person] would be better.”
- Perceived to provide scheduling benefits and access to a fuller range of courses, including electives.



# Attitudes and opinions

# Views related to funding and responsibility



Q14.  
Q18.  
-

Please indicate the extent to which you agree with each of the following statements about the capacity issues facing Surrey schools.  
 In the next few questions, you will be shown a series of statements about the proposed measures. Please indicate to what extent you agree or disagree with each statement.  
 Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

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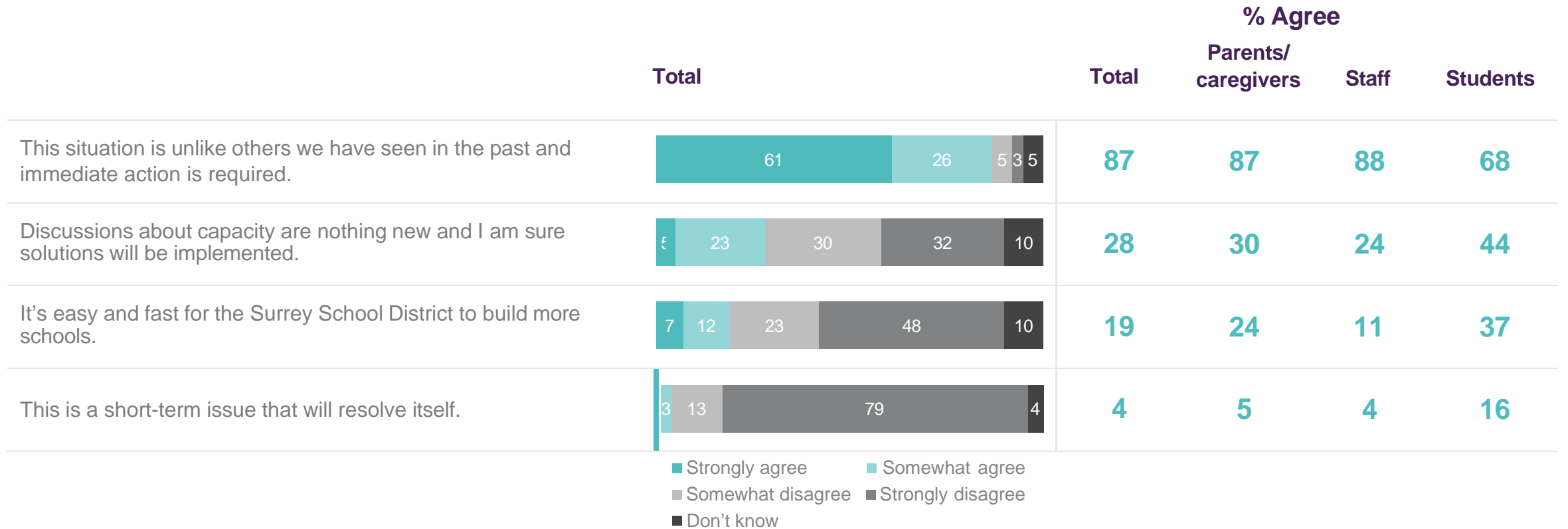
Q14.  
Q18.

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Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# Views on the perceived severity of the issue



Q14.

Please indicate the extent to which you agree with each of the following statements about the capacity issues facing Surrey schools.

Q18.

In the next few questions, you will be shown a series of statements about the proposed measures. Please indicate to what extent you agree or disagree with each statement.

Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# Views about the proposed solutions

|   | Total |                |       |          |                   | % Agree |                        |       |          |
|---|-------|----------------|-------|----------|-------------------|---------|------------------------|-------|----------|
|   | Total | Strongly Agree | Agree | Disagree | Strongly Disagree | Total   | Parents/<br>caregivers | Staff | Students |
| This issue has the potential to limit student access to shared school resources such as libraries.  | 85    | 58             | 27    | 6        | 4                 | 6       | 85                     | 87    | 62       |
| Despite the extreme capacity issues, the school district should avoid at all costs actions that involve disruptions to the schedules of students, their families and teachers.                                  | 84    | 58             | 26    | 9        | 4                 | 3       | 86                     | 81    | 73       |
| This issue has the potential to limit student access to green spaces.   | 79    | 46             | 33    | 7        | 4                 | 10      | 78                     | 81    | 68       |
| Actions that involve moving students to other locations outside their neighborhood, community or school campus are an acceptable way to address a rapidly growing population and lack of school infrastructure. | 37    | 8              | 29    | 25       | 35                | 3       | 32                     | 43    | 34       |
| I do not think that any of these actions should be implemented, even if they could help address the issue.  | 27    | 10             | 17    | 29       | 32                | 12      | 30                     | 22    | 39       |

Q14.

Q18.

Please indicate the extent to which you agree with each of the following statements about the capacity issues facing Surrey schools.

In the next few questions, you will be shown a series of statements about the proposed measures. Please indicate to what extent you agree or disagree with each statement.

Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

- Strongly agree
- Somewhat agree
- Somewhat disagree
- Strongly disagree
- Don't know

Q14.  
Q18.

Please indicate the extent to which you agree with each of the following statements about the capacity issues facing Surrey schools.

In the next few questions, you will be shown a series of statements about the proposed measures. Please indicate to what extent you agree or disagree with each statement.

Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)



# Overall receptivity to the potential options

For the most part, parents/caregivers and students did not react positively to any of the potential options discussed in the focus groups. While they recognize solutions are needed to address the capacity issue, none of the options are seen as 'ideal', even those that were rated as most acceptable in the survey. Most tended to see these as short-term, temporary solutions, and there was a strong desire to know what is being planned for the longer-term.

- *"Isn't the real answer more schools?"*
- *"If the problem [of crowding/capacity] is going to continue, I don't see how any of these work on a long-term basis. People are prepared to see some changes, but not ones that continue on without a real answer."*
- *"I really don't think any of these should be implemented long-term or permanently."*
- *"Leadership should plan for long term, not five or 10 years from now."*
- *"What is the overall plan that you [the District] have? What is the overall goal to meet the needs of our community?"*

In fact, some students volunteered that they were prepared to live with the challenges of crowding/capacity rather than accept the options proposed.

- *"I don't really like any of these. Maybe more portables is OK when you think about these. Building more schools might be hard."*
- *"There are lots of issues right now but these kinds of changes are worse than what we are already living with. I guess you can get used to anything."*

- *“We are kind of used to the routine [that exists now]. Any of these [options] changes that. Maybe makes it worse.”*

# Experience and knowledge increase openness

**Learnings from the focus groups suggest that having prior knowledge of or experience with some of the proposed solutions can make parents/caregivers more open to these strategies.**

- Several parents/caregivers, including those from other countries, mentioned that they had had experience with some of the solutions discussed, such as shifts.
- Those who had some knowledge of and experience with these options tended to be more open to them.
  - For example, one parent who had grown up in a nearby district mentioned that when she was in high school, her school had used the "shifts" model for one semester, sharing the school with students from another school whose building was undergoing construction. This participant felt that the solution was manageable and noted that students and staff had adjusted to the change.
- Examples cited by parents/caregivers suggest that providing parents/caregivers with examples or information about how solutions have been successfully implemented in other jurisdictions might increase receptivity.

# Advice from parents/caregivers on addressing the issue

In the parent focus groups, participants were asked to complete the following exercise:

Please pretend that you are writing a brief email to the Surrey School District. Tell them what advice you would give to Surrey School District as it deals with the very challenging issues around insufficient space in schools. Please write this on the paper provided.

Themes related to priorities and concerns that emerged in parents/caregivers' responses included:

**Preference for modular:** Prefabricated/modular additions were cited as a viable option by some parents/caregivers – with some caveats.

- *“Modulars are the best short-term solution ONLY if they have washrooms, windows, proper heat and cooling.”*

**Criticism of more disruptive options:** A number of parents/caregivers criticized solutions such as shifts and the tri-semester system due to potential disruptions to students' schedules and lives (extracurriculars, rest, etc.) and those of their families.

- *“The solutions we implement must be least disruptive to their routines to avoid additional stress. They have families and activities outside of school [...] be mindful of that.”*
- *“Any solutions should allow students to continue to participate in extracurricular activities such as after school sports and music programs. These activities are often the ones that keep students tethered to the school and motivated to continue their education.”*

**Student wellbeing and a comfortable environment:** Many parents/caregivers stressed the need to prioritize student wellbeing, comfort and safety, and emphasized the importance of ensuring that students have the necessary resources and spaces (libraries, green spaces, etc.) to support a high-quality education.

- *“Over-capacity schools have a negative impact on our children – less access to playgrounds, libraries, music, green space [...] children*

*and staff need comfortable environments to focus on learning.”*

- *“Seek provincial support and collaborate with all stakeholders, but **keep student needs at the center.**”*

# Advice from parents/caregivers on addressing the issue (cont'd)

In the parent focus groups, participants were asked to complete the following exercise:

Please pretend that you are writing a brief email to the Surrey School District. Tell them what advice you would give to Surrey School District as it deals with the very challenging issues around insufficient space in schools. Please write this on the paper provided.

Themes related to frustrations and knowledge gaps that emerged in parents/caregivers' responses included:

**Government pressure:** Many parents/caregivers called on the District to pressure the provincial government for more funding – betraying a lack of understanding of the District's inability to lobby.

- *"Please push the provincial government for more funding. Be firm."*
- *"The district needs to aggressively lobby the province for emergency funding."*

**Planning-related frustrations:** A number of parents/caregivers expressed frustration at a perceived lack of planning/foresight on the part of the province, city and the District, again suggesting a gap in knowledge about the planning process and the District's role in it.

- *"The District needs to properly forecast and count density in developments for future school growth."*
- *"You need to plan for the future. If we know that a new project is being done we need to make sure that the infrastructure and facilities are available."*

# Advice from parents/caregivers on addressing the issue (cont'd)

In the parent focus groups, participants were asked to complete the following exercise:

Please pretend that you are writing a brief email to the Surrey School District. Tell them what advice you would give to Surrey School District as it deals with the very challenging issues around insufficient space in schools. Please write this on the paper provided.

Themes related to details and design changes that emerged in parents/caregivers' responses included:

**Desire for details:** Some parents/caregivers expressed a desire to know more about the issue, including the facts and figures and details of the proposed solutions.

- *"I would welcome the opportunity to see a plan and path forward that would consider many issues and concerns proposed by parents in the consulting. For example, student safety with online learning or bussing, overcrowding and resource allocation and what communities would be considered for modular development. It would help to see a detailed plan to support the gap in information."*
- *"Would love a breakdown of the schools in the district along with current admission numbers, projected numbers of students and capacities. A visual of the boundaries per school may be easier to see and understand so people could understand the district's decisions."*

**Design and policy suggestions:** Some parents/caregivers provided design and policy-related suggestions (some of which were beyond the District's control), including:

- Using one design for all new schools to speed up the design process.
- Making use of rec centres for younger students, as these spaces have multi-purpose rooms, gyms, libraries, etc.


























- Building larger multi-story schools and leasing out the space until it's needed.
- Tying residential development to school development to ensure that growth does not outpace capacity.





# Staying informed: methods and preferences

# Sources relied upon most for information about Surrey District School(s)

|                                   | Parents/caregivers  | Staff   | Students  |
|-----------------------------------|---|---|---|
| The individual school             |  50  | n/a   |  22  |
| The school district               |  22  |  39  |  20  |
| A teacher/teachers                |  35  |  36  |  55  |
| Other parents/caregivers          |  13  | n/a   | n/a   |
| Friends                           | n/a   | n/a   |  34  |
| The principal                     | n/a   |  54  | n/a   |
| The parent advisory council (PAC) |  16  |  1   |  1   |
| The provincial government         |  3   |  4   |  11  |
| All of these                      |  19  |  17  |  16  |
| None of these                     |  1 |  2 | 0   |
| Another source                    |  2 |  4 |  3 |

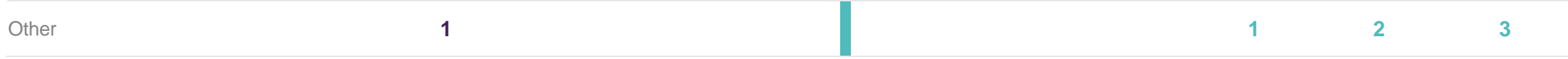
Base: school(s) where you work], which of the following do you rely on the most?  
Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# Preferred sources of information about future developments related to these issues

|                                   | Total | Parents/<br>caregivers | Staff | Students |
|-----------------------------------|-------|------------------------|-------|----------|
| The school district               | 59    | 53                     | 69    | 38       |
| The provincial government         |       | 30                     | 40    | 28       |
| The principal                     | 24    | 23                     | 25    | 22       |
| A teacher/teachers                | 7     | 7                      | 6     | 26       |
| The Parent Advisory Council (PAC) | 4     | 6                      | 1     | 2        |
| All of these                      | 25    | 30                     | 17    | 23       |
| None of these                     | 1     | 1                      | 1     | 4        |

Q23.

And which of the following would you want to hear from when it comes to future developments related to these issues? Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)



Q24.

And which of the following would you want to hear from when it comes to future developments related to these issues? Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# Preferred method of communication for information about future developments related to these issues

|                 | Total | Parents/<br>caregivers | Staff | Students |
|-----------------|-------|------------------------|-------|----------|
| Email           | 81    | 84                     | 80    | 46       |
| School Meetings | 12    | 9                      | 15    | 20       |
| Social Media    | 7     | 6                      | 6     | 33       |

25.

What method of communication would you most prefer that we use to reach you about developments related to these issues? Total sample (Total n=7600; parents/caregivers n=4595; Staff n=3551; Students n=108)

# Perceived lack of information about space challenges/capacity issues among parents/caregivers

**In all sessions, parents/caregivers expressed a high level of dissatisfaction and frustration with the information available to them about solutions and options to address the capacity challenges.**

Many report that they want more information, and that they want it sooner than they are getting it now. Others would like an avenue to express this anger but aren't sure how or where to direct their frustrations.

- *"Parents aren't informed – messaging needs to be consistent and repetitive."*
- *"Parents want to be heard – provide venues for them to be heard."*
- *"Parents are uneducated on funding and where it comes from. They don't know where to express their anger."*

For many parents/caregivers, there is a concern and frustration that the District was caught unaware by the surge in enrolment and has no longer-term plan to effectively address it.

- *"It seems like everything is temporary solutions. We weren't prepared for the [surge in] students."*

# Messages that resonate

During the first night of parent/caregiver groups, participants were shown the following paragraphs, and were asked to underline in blue the words/phrases they liked and underline those they disliked in red:

1. The Surrey School District is experiencing unprecedented, rapid growth in enrollment. Over the past decade we have seen consistent annual growth of approximately 800 new students, which is a remarkable trend in itself. However, the past two years have presented us with unique challenges as new student enrolment has surged by an extraordinary 200 per cent, which has required us to consider a number of unconventional strategies to manage the growth.

2. The provincial government has not kept up with the funding required to adequately manage the unprecedented growth the district has seen and continues to experience. Many schools in the district are operating over capacity which has forced us to explore strategies to manage growth to accommodate the current and future student population. While some of these strategies are new to the district, they provide students with a diverse and unique learning environment that helps introduce them to the everchanging hybrid workforces they will experience upon graduation.

3. We understand that the current situation and the introduction of these unique strategies to manage enrollment growth will be challenging and will impact you and your family, but we remain committed to providing the best educational experience possible for our students. We will continue to work tirelessly with the provincial government in advocating for increased funding and the construction of both more schools and additions to current schools.

4. We feel it is critical that parents, guardians, students and staff are engaged in the process of identifying what strategy will yield the most success in managing our enrollment growth while ensuring the quality of our students' educational experience. This is the reason we wanted your insights and to hear your concerns in the online survey that was designed to gather your input on strategies the district is considering.



# Messages that resonate (cont'd)

## Most disliked the majority of the messaging in the first three paragraphs, particularly:

- References to the lack of funding from the province (suggesting there is significant anger about this); and
- Mentions of the proposed strategies (likely due to parents/caregivers' opposition to many of these solutions).

However, a number were more positive about Paragraph 4, particularly the sentence, “We feel it is critical that parents, guardians, students and staff are engaged in the process of identifying what strategy will yield the most success in managing our enrollment growth while ensuring the quality of our students’ educational experience.” Parents/caregivers clearly want to feel consulted in this process, and are supportive of working with the District and other stakeholders to find a solution.

# Messages that resonate

During the second night of parent/caregiver groups, participants were shown a revised messaging exercise in which they were asked to choose which of the below statements they preferred:

1. The Surrey School District is experiencing unprecedented, rapid growth in enrollment. Over the past two years new student enrolment has surged by an extraordinary **200 per cent**.

2. The Surrey School District is experiencing unprecedented, rapid growth in enrollment. Over the past decade we have seen consistent annual growth of approximately 800 new students; however, the past two years have presented us with unique challenges as new student enrolment has surged by an extraordinary **2,500 net new students each year**.



**Almost all participants selected the second option.**



# Respondent profile

# Respondent profile

## STAKEHOLDER\*

*% Total*

|    |                  |
|----|------------------|
| 60 | Parent/caregiver |
| 47 | Staff            |
| 1  | Student          |

## NUMBER OF CHILDREN IN THE SURREY SCHOOL DISTRICT

*% parents/  
caregivers*

|    |              |
|----|--------------|
| 44 | One          |
| 46 | Two          |
| 9  | Three        |
| 2  | Four or more |

## TIME LIVED IN THE SURREY/WHITE ROCK AREA

| <i>%<br/>parents/<br/>caregivers</i> | <i>% Staff</i> | <i>% Students</i> |                              |
|--------------------------------------|----------------|-------------------|------------------------------|
| 3                                    | 2              | 6                 | Less than one year           |
| 7                                    | 2              | 8                 | One to less than three years |
| 11                                   | 5              | 6                 | Three to less than six years |
| 15                                   | 7              | 16                | Six to less than 10 years    |
| 62                                   | 64             | 59                | 10+ years                    |
| 1                                    | 21             | 6                 | Prefer not to answer         |

\* Adds to more than 100% as there is overlap: some staff are also parents/caregivers

# Respondent profile (cont'd)

## TYPE OF SCHOOL ATTENDED BY CHILDREN\*

*% parents/  
caregivers*

|    |                  |
|----|------------------|
| 79 | Elementary       |
| 39 | Secondary        |
| 1  | Learning Centres |
| <1 | Adult Education  |
| 1  | SAIL             |

## TYPE OF SCHOOL EMPLOYED AT\*\*

*% Staff*

|    |                  |
|----|------------------|
| 61 | Elementary       |
| 30 | Secondary        |
| 1  | Learning Centres |
| <1 | Adult Education  |
| 1  | SAIL             |
| 8  | Other            |

## TYPE OF SCHOOL ATTENDED

*% Students*

|    |                 |
|----|-----------------|
| 7  | Elementary      |
| 92 | Secondary       |
| 1  | Adult Education |

- \* Adds to more than 100% as some parents/caregivers have more than one child enrolled in the Surrey School District
- \*\* Adds to more than 100% as some staff work in more than one location