

Long Range Facilities Plan

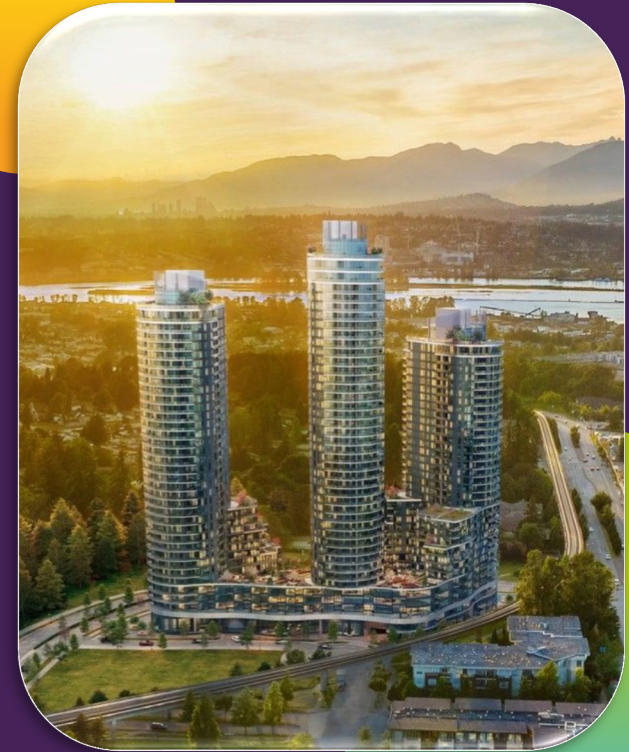
NAVIGATING OUR DISTRICT'S FUTURE THROUGH
STRATEGIC PLANNING

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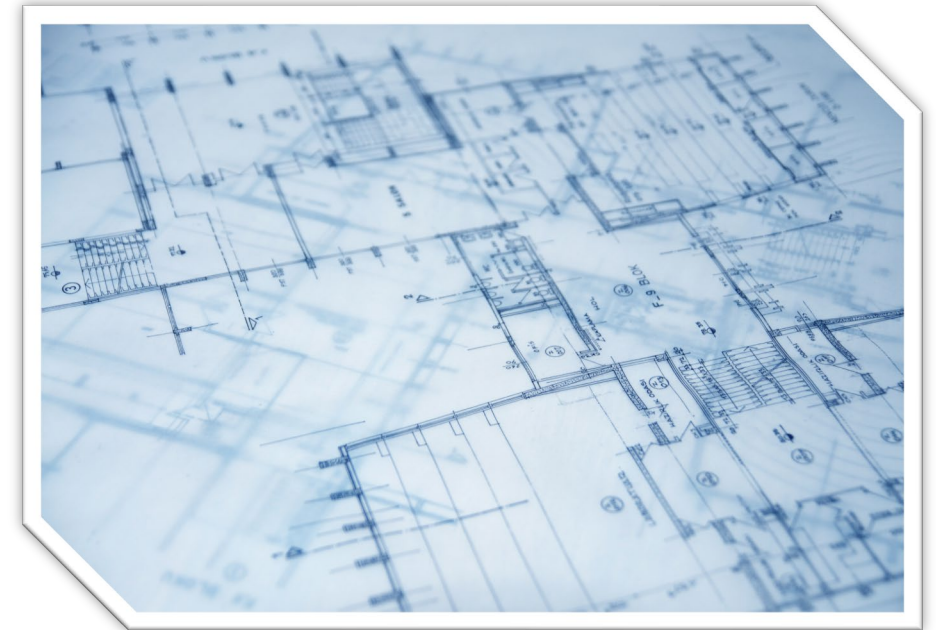
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Long Range Facilities Plan

- **Ministry Compliance:** The Ministry of Education and Childcare requires an up-to-date LRFP.
- **Foundation for Funding:** The LRFP is the cornerstone of the need for capital funding.
- **Reflecting Progress:** There are substantial updates since the 2019 LRFP to address the district's dynamic needs and changes in the community.



General Trends

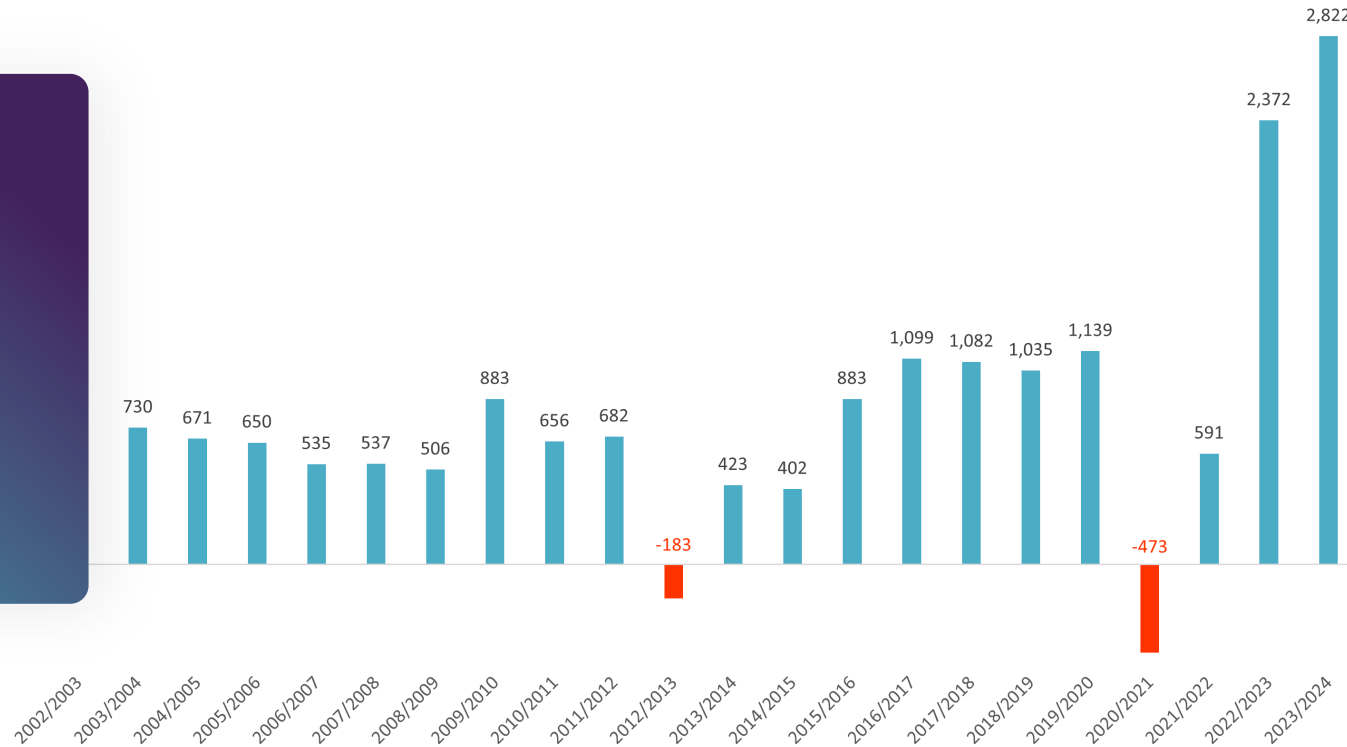
- **Expansive Growth Areas in Surrey:** City Center, Guildford, Clayton, Cloverdale, Grandview, Newton
- **Key Growth Drivers:**
 - High immigration rates
 - Extensive transportation networks
 - Expansion of SkyTrain services
 - Rapid bus transit
 - Provincial Housing Mandates (Bill 44, 46 and 47)
- **Housing Transformation:** Shift from single-family homes to townhouses and high-rises increasing student population density

Student Enrolment

Average Increase of Students per Year

Last 20 years: **+705**
Last 10 years: **+841**
Last 2 years: **+2598**

(Excludes COVID-19 years)



We are growing at 2,500 new students each year - equivalent to one full secondary school and two full elementary schools

Pace of growth is projected to continue for the near future

LRFP Process

- **Alignment with City Regions:**
 - Structured using comprehensive city data and planning documents.
 - Developed in consultation with municipal staff.
- **Data-Driven Planning:**
 - Informed by historical growth trends and development patterns.
 - Based on current projections and future land-use plans.
- **Educational Infrastructure Development:**
 - Assesses impact on school facilities.
 - Offers strategic recommendations to boost school capacities.
 - Ensures alignment with projected urban development.
- **Community Engagement:**
 - Incorporates insights from extensive public consultations.



Public Consultations



Online Survey Methodology

Online survey conducted from November 20 to 29, 2023

- 7,600 respondents: *108 students, 4,595 parents/caregivers, and 3,551 staff (some overlap with staff as parents/caregivers)*
- Multilingual accessibility: Survey available in six languages: English, Spanish, Chinese, Arabic, Punjabi, Tagalog. *Encouraged diverse participation by allowing respondents to choose their preferred language.*
- Response Rate: ~10%.
- Precision and Confidence: Margin of error: +/- 1.10% at the 95% confidence level based on a random sample of 7,600 respondents, assuming community size approx. 150,000)
- Efficiency: Average completion time: 26 minutes.

Focus Group Methodology

Five focus group discussions held on December 6 and 7, 2023

Three parent/caregiver sessions:

- Quantitative survey included a question for parents/caregivers to express interest in participating. All who expressed interested were invited to attend.
- Attendance: Between 35-45 parents/caregivers attended each session, representing a range of school communities across the district.
- Each session was two hours in duration.

Two student sessions:

- More than 30-40 students participated in each session, representing grades 10, 11 and 12.

Key Findings

- Respondents indicated a high level of familiarity and concern about capacity issues
 - 87% agree that the situation is unique, requiring immediate attention.
 - 61% strongly agree with the urgency of addressing the capacity issues.
- Respondents strongly believe provincial funding is needed
 - Overwhelming agreement (94%) that the province must provide more funding.
 - Few respondents (17%) accept the view that the issue of capacity could be resolved with current funding levels.
- Proposed solutions seen as temporary fixes, with preference for long-term plans
 - For most, the options being considered are short-term solutions that do not address the fundamental issue – lack of schools.
- Agreement that action is needed, with preference for options perceived to be least disruptive
 - 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).

Key Findings (cont'd.)

4 Most Supported Options

- Boundary Changes
- Building Schools on District-owned sites
- Prefabricated Modular Additions
- Relocating Programs of Choice

4 Least Supported Options

- Hybrid Classes
- Extended Day in Secondary Schools
- Tri-semester Schooling
- Dividing School into Two Separate Shifts

Recommendations



Key Recommendations

1. Review and Reconceptualize Programing, including Calendar Options
 - Consider the design of education delivery models in an era of hybrid learning
 - Review the Traditional program in its current capacity and site utilization
 - Explore alternate calendar options (including tri-semester) to alleviate capacity constraints
2. Consider new designs of schools to reflect future dense urban settings
 - Initiate a formal design process for an urban format school
 - Explore partnerships with the City, developers, or other agencies
 - Formalize the existing “Urban Study Areas” in the Fleetwood and Clayton Land Use Plans along the Skytrain line.

Key Recommendations (cont.)

3. Refine and re-examine existing school capacities and catchment boundaries to create space wherever possible.
4. Encourage the Ministry to provide transparency in their Capital Planning Process
 - Request Ministry publish entire three-year capital plan for all school districts in BC
 - Knowing which schools are scheduled to be built and when can assist the district in developing more effective mitigation strategies and in optimizing the use of space for greater efficiency.

Mitigation Strategies

Listed in order of community support

1. Boundary Changes ✓
2. Building Schools on District-owned sites
3. Prefabricated Modular Additions ✓
4. Relocating Programs of Choice ✓
5. Urban school development
6. Busing Students to a Neighborhood School
7. Closing schools to in-catchment students ✓
8. Hybrid Classes
9. Extended Day in Secondary Schools ✓
10. Tri-semester Schooling
11. Dividing School into Two Separate Shifts

✓ *Options the district has implemented in the past.*

Questions?

