

# Snokomish Elementary School

Public Information Meeting (PIM)

DATE: December 9, 2021



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## Introduction

### Description of the Project:

The new Snokomish Elementary School will be designed according to 21<sup>st</sup> Century Learning design principles, with increased energy efficiency targets and significantly lower GHG emissions compared to a LEED Gold building.

The proposed design is 4,688m<sup>2</sup> over 3 storeys, with 27 classrooms for Kindergarten - Grade 7, for a 655-student capacity.

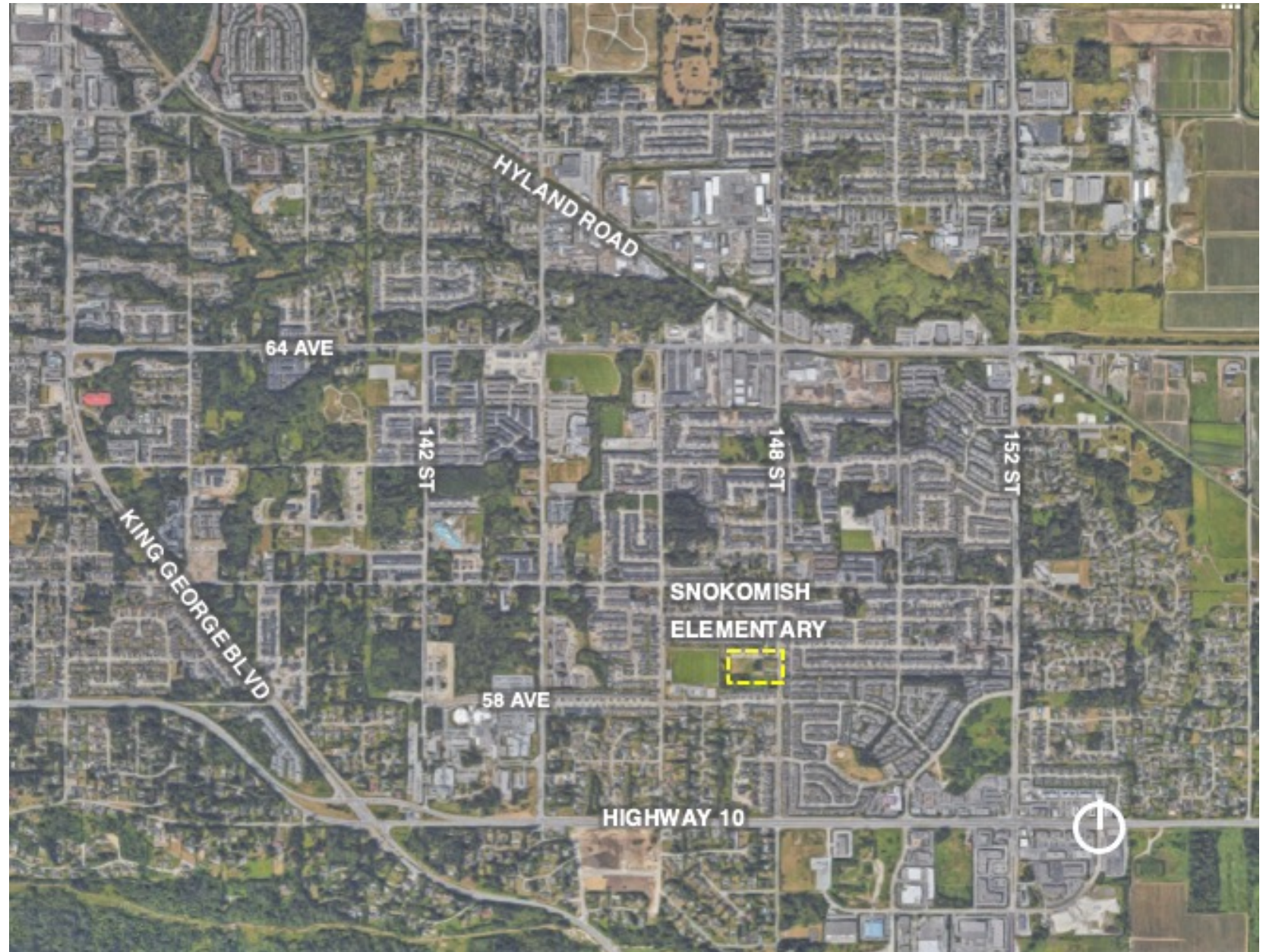
The building will include 283m<sup>2</sup> Neighbourhood Learning Space consisting of a daycare for ages 3-5 as well as before and after school care.

The site design incorporates multiple outdoor play and learning areas, maintains some of the existing mature trees on site, and has pathways connecting 148<sup>th</sup> street to Goldstone Park. The site will be accessible for the community outside of school hours.

The new school is scheduled to start construction in spring 2023, and to be completed in spring 2025.

# Location

5845 and 5851 148<sup>th</sup> street, Surrey

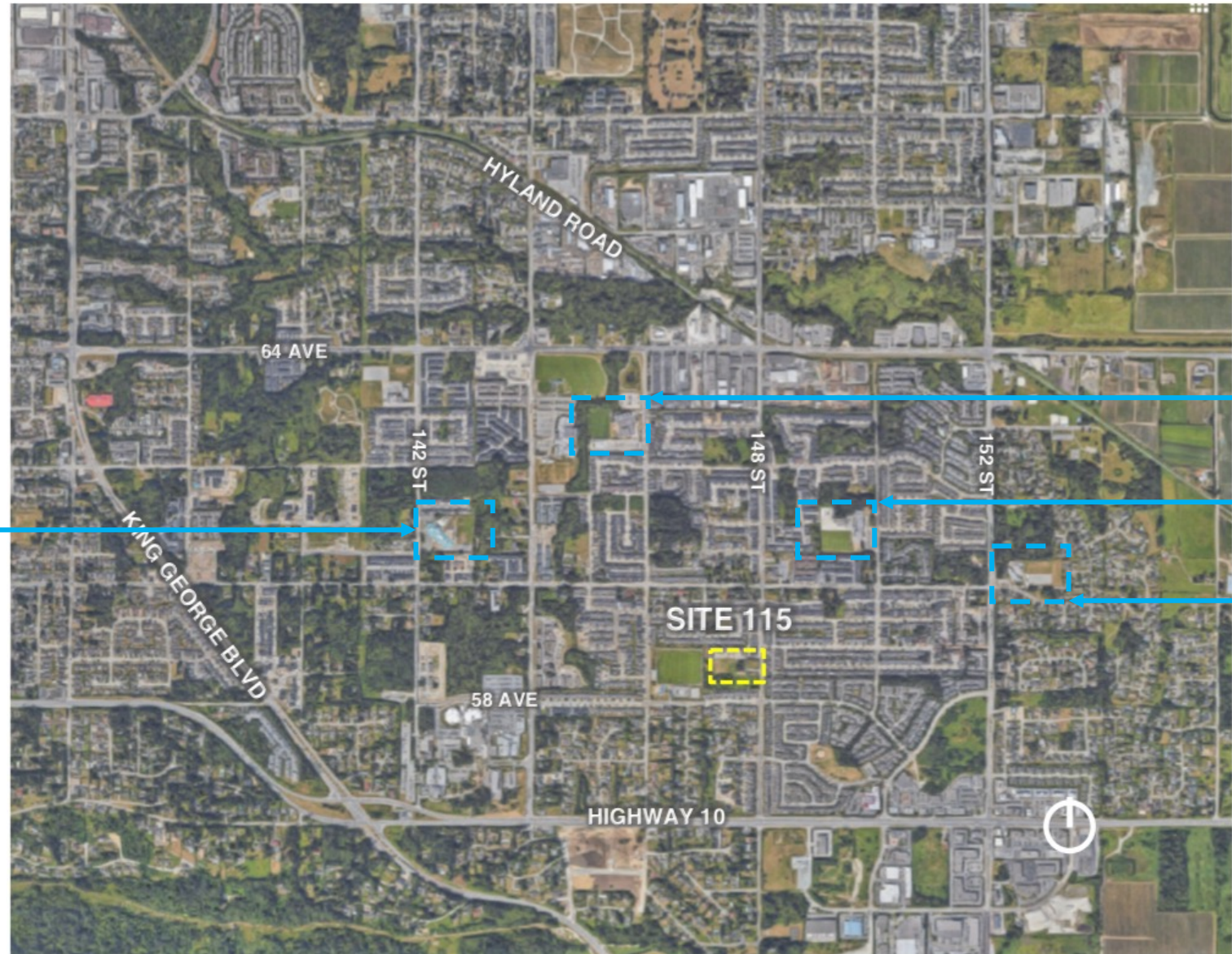




## Neighbouring Schools

A new school is required in order to alleviate both current enrolment pressures (a total of 29 portables and full facilities for all surrounding schools), and to accommodate future enrolment growth due to new multi-family housing developments in the neighbourhood.

Woodward Hill El.  
115 %  
6 Portables



Goldstone Park El.

141% %  
9 Portables

Cambridge El.

157 %  
14 Portables

Sullivan El.

78 %  
Note: Eight  
Classroom Addition  
Completed  
September 2021



## Site Characteristics

- Very limited frontage on 148<sup>th</sup>
- Small site (1.96 ha)
- Mutually shared amenities (fields and playgrounds) with the City
- 148 Street is an arterial road, used by public transit and for emergency response services
- City By-Law requirement of minimum 9 school drop-off spaces and 48 staff parking spaces to be located on the site



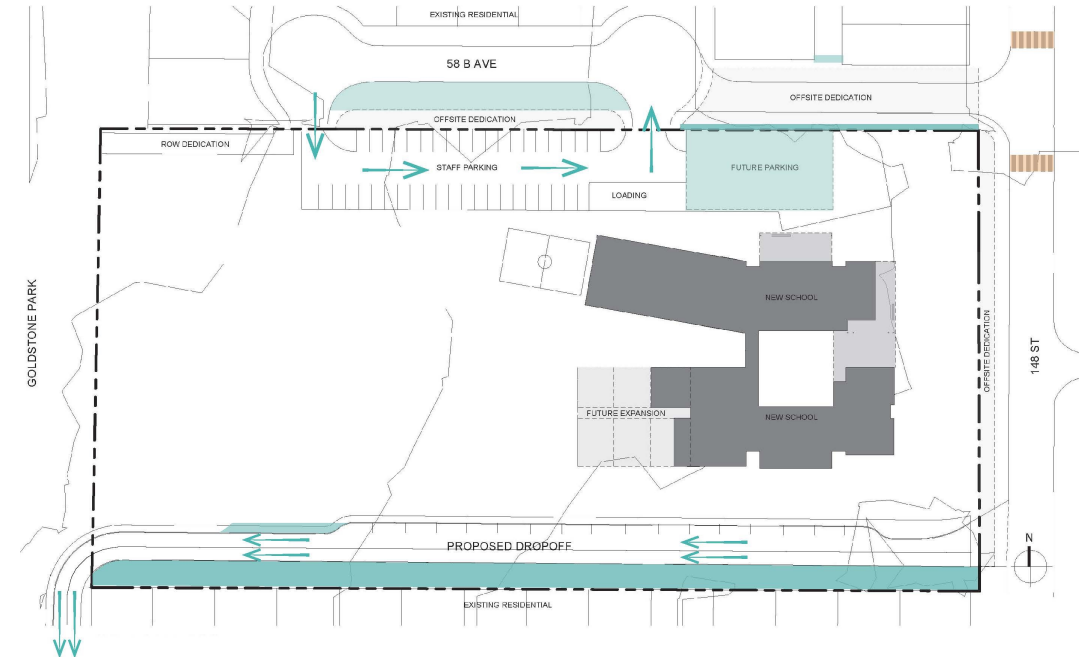
## Site and Traffic

City of Surrey Planning and Engineering Depts worked with the SD36 architectural and engineering consultant team to determine the site and traffic plan.

Many options were considered over the past 2 years. Options were reviewed by ICBC with regards to safety.

The following parameters were established:

- City requires staff parking and drop-off aisle to be separated
- City requires the school drop-off aisle to have separate entry and exit points
- The drop-off drive aisle and staff parking are not public and to be gated outside of school hours
- Safety is the main priority: pedestrian safety, vehicular safety, good emergency vehicle access





# Traffic and Parking recommendations

## 148 St:

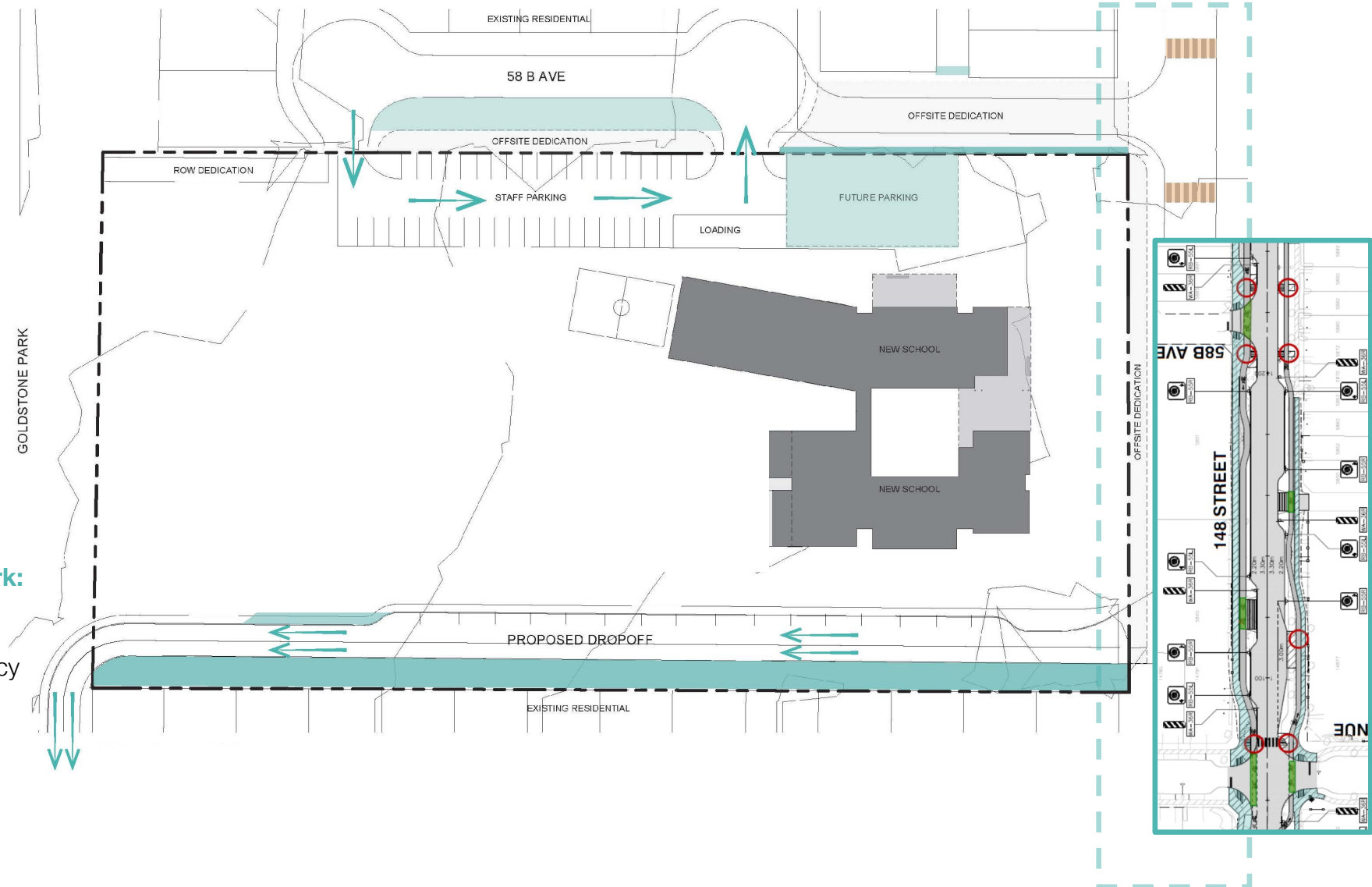
1. Future street improvements by City

## 58B Ave Cul-de-sac:

1. Off-site – create additional parking on the south side of 58B in the median as part of the project
2. On site – install SD36 gates at entry and exit to staff parking and staff only parking signage

## School PU-DO Drive Aisle / Goldstone Park:

1. Widened sidewalk from 148<sup>th</sup> to park
2. One-way traffic flow, two lanes, emergency service access
3. Note 6m landscape buffer
4. Note gated drive aisle

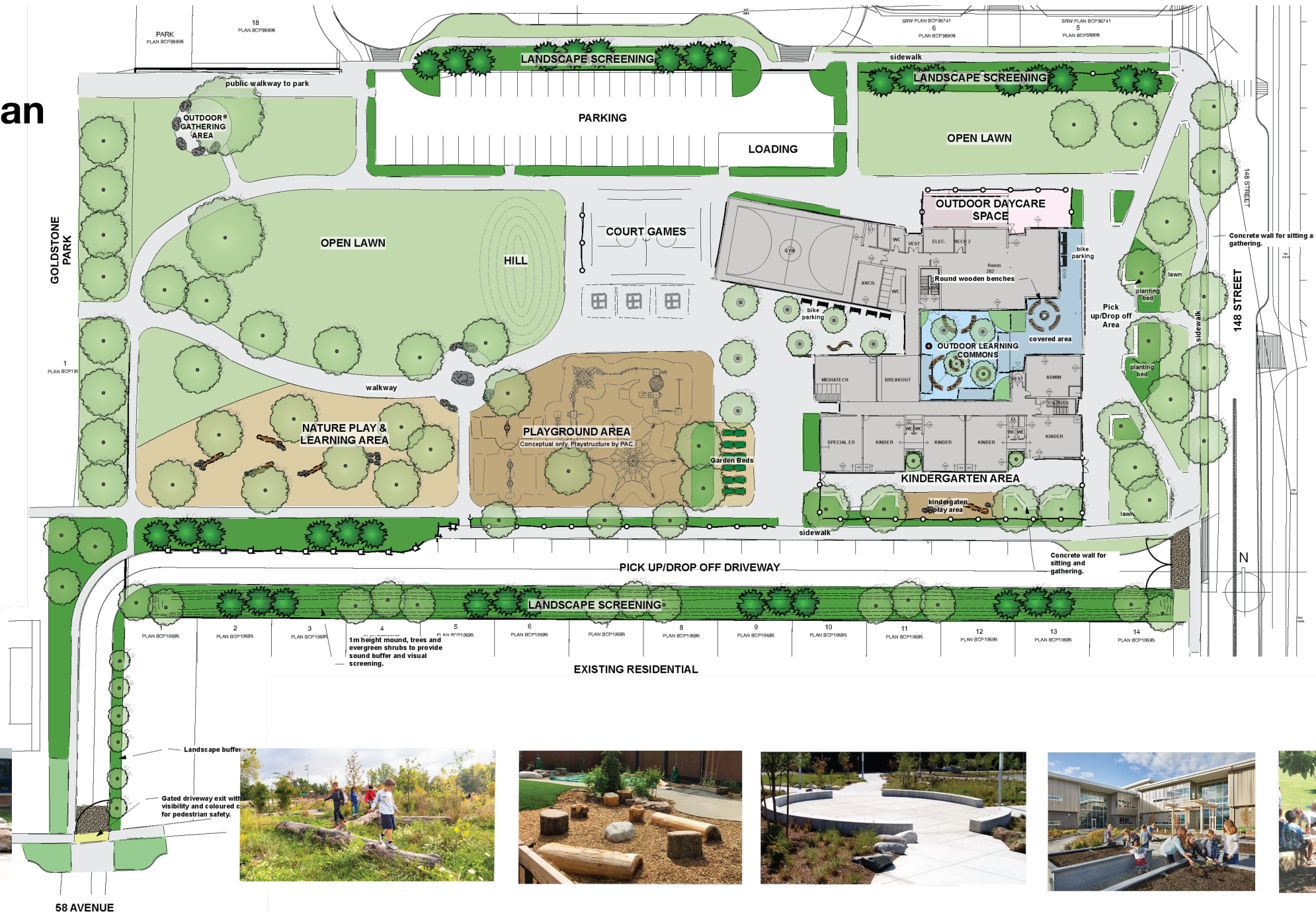


# Site Plan

**\*Concept Plan  
Only, Subject to  
Change**



-  Lawn
-  Planting Bed
-  Coloured concrete with graphic pattern
-  Engineered Wood Fiber Play Surface
-  Wood Chips
-  Concrete
-  Wood Bench
-  Bike Rack
-  Deciduous Tree
-  Coniferous Tree
-  Cedar Log
-  Boulder
-  Fence





21<sup>st</sup> Century Learning design, with increased energy efficiency targets and significantly lower GHG emissions. The proposed design is 4,688m<sup>2</sup>. Including 283m<sup>2</sup> NLC space proposed for 3-5 age and before and after school care. It is a 3-storey, 27 classrooms for Kindergarten - Grade 7, for a 655-student capacity.

Three guiding principles were used to influence the design of the school. The guiding principles for the design are:

Equity

Resiliency and

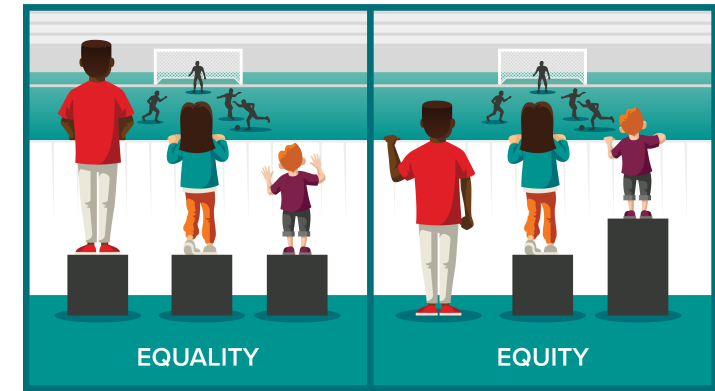
First Peoples Principles of Learning

## Description of School



## Guiding Principles: Equity

- Provide a **non-institutionalized design**, to make everyone feel safe and welcomed in every space
- Provide **varied spaces for student interaction and learning**: stair seating, breakout spaces, courtyards, outdoor spaces, etc.
- **Provide gender neutral washroom facilities.**
- Provide **a barrier free building and site design** by providing accessible structures and play environments.
- **A site that is welcoming to all.**





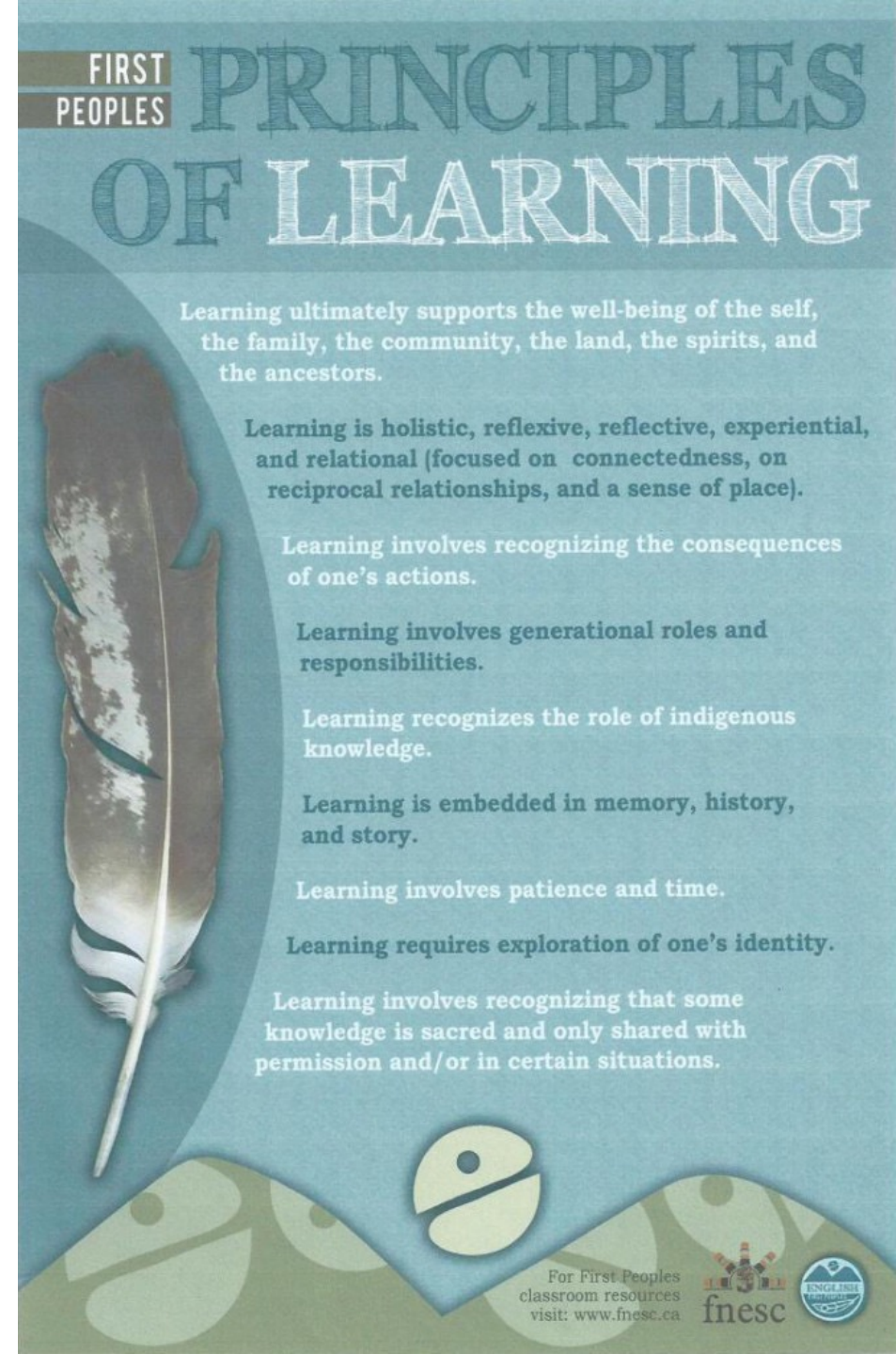
## Guiding principles: Resiliency

- **Climate resiliency**: Provide ample opportunities for **natural (cross- and stack-) ventilation** considering increasing temperatures, planting trees to provide natural shading.
- Provide **flexible and open space for multi-use** and design with **future expansion and future adaptations** in mind.
- Select materials and furnishings that promote cradle-to-cradle rather than cradle-to-grave.
- **Preserve existing ecological functions of the site** wherever possible – this also provides a learning opportunity.
- Select drought tolerant native plants to plan for future water conservation requirements.
- Provide **strong indoor-outdoor connections** and **covered outdoor spaces** to promote outdoor learning and activities.
- **Promote walking and cycling** by creating welcoming outdoor spaces that are easily accessible by cyclists and pedestrians.



## Guiding Principles: First Peoples Principles of Learning

- A recurring theme in FPPL is “we are all related”.
  - To each other,
  - To the land.
- **Create a relationship to the land:** Provide physical and visual connections to the outdoors, use outdoor spaces as the “classroom”, provide nature learning.
- Create **spaces for experiential learning:** flexible and malleable spaces using moveable chairs, stumps and natural features.
- Provide spaces for self-reflection, in solitude.
- Provide multiple access points for learners to enter a space, indoors or outdoors, to join activities.
- Outdoor spaces for **community gathering** to **encourage intergenerational relationships** between students, parents, grandparents and siblings.



Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits, and the ancestors.

Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Learning involves recognizing the consequences of one's actions.

Learning involves generational roles and responsibilities.

Learning recognizes the role of indigenous knowledge.

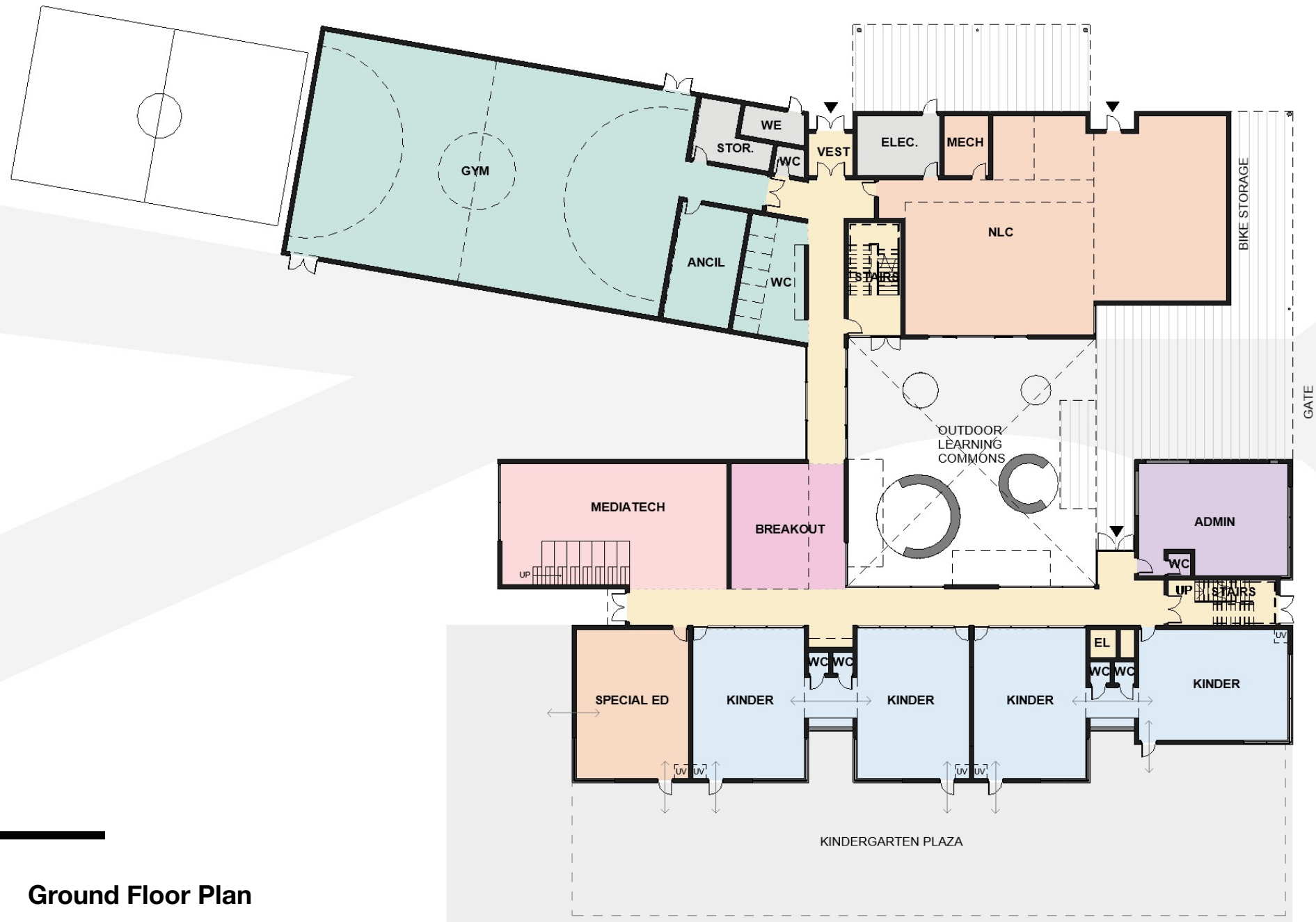
Learning is embedded in memory, history, and story.

Learning involves patience and time.

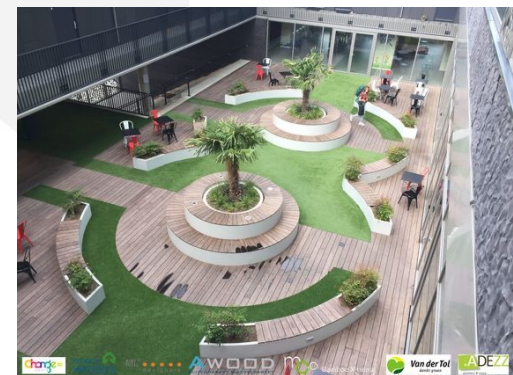
Learning requires exploration of one's identity.

Learning involves recognizing that some knowledge is sacred and only shared with permission and/or in certain situations.





Ground Floor Plan





Second Floor Plan

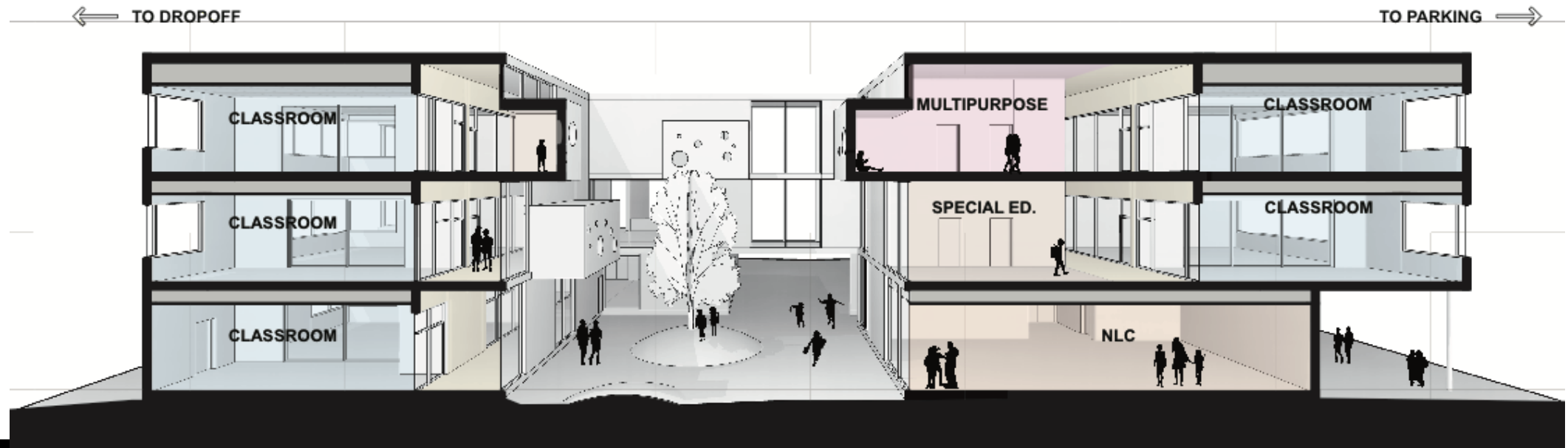
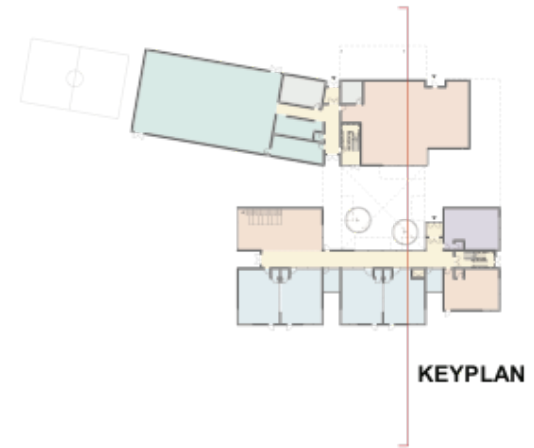






Third Floor Plan



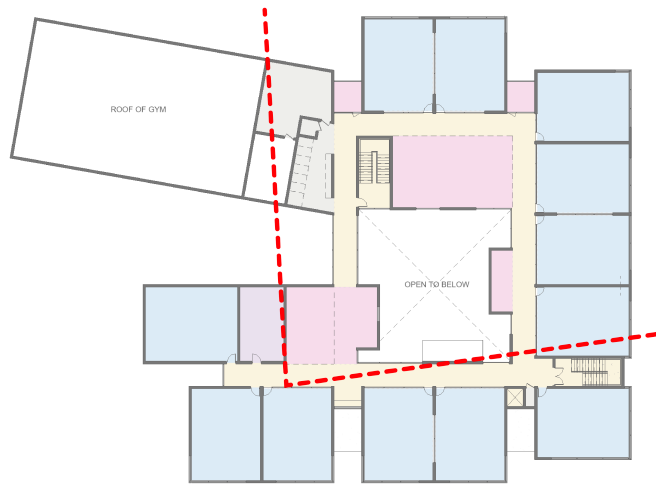


Section



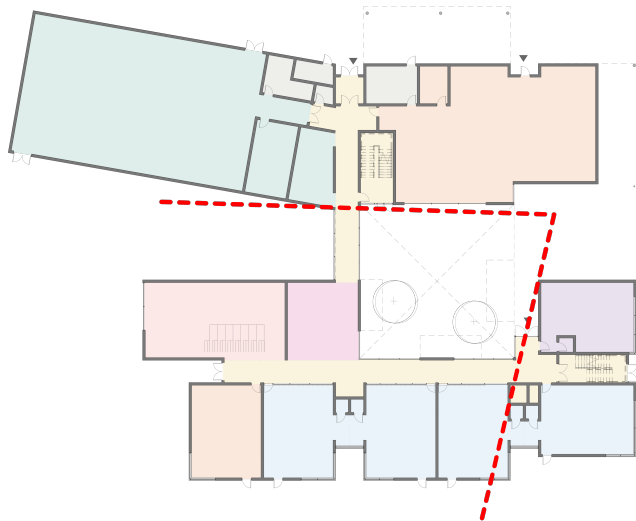
# Perspectives

Southwest Breakout Space



# Perspectives

View into Outdoor Learning Commons





# Thank You

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## Questions or Comments

Please take a few minutes to fill out the questionnaire with comments section at:  
[www.surreyschools.ca/snokomish](http://www.surreyschools.ca/snokomish)

From November 25<sup>th</sup>-December 13<sup>th</sup>, 2021,  
or participate in the virtual Project Information Meeting  
on December 9<sup>th</sup> from 6.00-7.30pm

