



Ministry of Education

2003/04
Five-Year Capital Plan
Instructions

School Funding and Allocation Department

May 2002

PART I: AN OVERVIEW

The continual demand for investment in public infrastructure, coupled with the Provincial Government's commitment to balance the budget by 2004/05, will result in the need to manage capital expenditures as efficiently and effectively as possible. Public agencies such as school boards will have to become more innovative in the delivery of their services and seek alternative means of procuring and managing the capital assets they require for service delivery.

One of the core businesses of the Ministry of Education is to allocate funds for the K-12 education system. These funds include capital funding for school construction and operating funding for ongoing renovations and upgrading required to maintain the condition of existing capital assets. The Ministry is now responsible for all aspects of the management of the capital procurement process, and all costs associated with capital and operating funding have been incorporated within the Ministry of Education operating budget. This includes the debt service costs associated with long-term debentures and the amortization of capital expenditures.

Changes in the way that the Ministry provides operating grants to school districts will affect the capital planning process. Government has directed that the funding allocation system for school districts be understandable, transparent, comprehensive and population-based. There is also an intent to give school boards multi-year funding commitments. For school districts, this means that they must demonstrate that they are using existing school facilities effectively and efficiently. Multi-year funding approvals should enable better long-term planning for school districts and better coordination of maintenance expenditures with known replacement and rehabilitation plans.

The Ministry intends to implement a new capital management framework that will provide greater autonomy to school boards. Key objectives to be incorporated into the framework will include:

- To allow school boards to be more responsive to the needs of the communities they serve and to be more creative in seeking solutions;
- To establish adequate accountability measures in order to ensure that allocated resources have been utilized in a cost-effective manner;
- To eliminate unnecessary regulations; and
- To implement a multi-year funding system.

School districts are expected to develop long-term plans in order to determine their existing and future capital and operating needs, and the Ministry has an ongoing role to assist boards in this process. With respect to the Ministry's role in the capital planning process, the Ministry is responsible for:

- Creating the legislative framework, establishing policy and providing advice regarding the planning and maintenance of capital assets
- Establishing criteria for evaluating capital project requests from school boards
- Securing capital funds or other means of capital procurement and allocating resources for capital projects fairly, based on school district needs and Government objectives.

1. Operating Funding – Facilities Operations and Maintenance and School Renewal

Government accounting policies define operating and maintenance expenditures, as distinct from capital expenditures, and the appropriate source of funding for each category. Projects that involve new assets or replacement of existing assets qualify for capital funding. Many smaller projects involving capital improvements or renovations required to maintain a capital asset during its economic life are now classified as operating projects, and no longer qualify for capital funding. Operating funding is provided from the Ministry's annual operating budget.

The term "maintenance" can be used to describe a range of activities, including:

- Inspections
- Preventive maintenance (planned)
- Repairs due to normal wear and tear (unplanned)
- Building component rehabilitation (upgrading or replacement).

Funding for regular operations and maintenance (inspections, preventive maintenance and repairs) is provided to school districts as part of their per-pupil General Operating Grant. Funding for building component rehabilitation is now being referred to as *School Renewal* funding. The Ministry is providing school renewal funding to school districts to prevent the premature deterioration of their capital assets and to ensure school facilities remain in usable condition for their intended lifespan.

School Renewal funding is being allocated to school districts through the Annual Capital Grant (ACG – formerly Annual Capital Allowance). School districts are expected to establish a long-term maintenance plan and coordinate their ACG expenditures with their regular operations and maintenance activities, local capital expenditures and any major capital replacement or rejuvenation projects. School districts are also expected to manage any emergent health or safety expenditures within the allocated funds.

In addition to the replacement or upgrading of building components, facilities occasionally need upgrades to meet changes in various building codes and safety requirements, and modification to provide access for individuals with disabilities. As well, remedial work may be needed to address indoor environment quality problems identified in schools. Independent expert evaluations and risk assessment must be undertaken to identify the appropriate scope of work and all potential costs of such projects. The resulting information should be incorporated into the district's long-term maintenance program.

Allowable ACG expenditures include the following:

- Roof replacement
- Improvements to protect the building fabric
- Mechanical and electrical upgrades
- Loss prevention (fire protection, alarms)
- Health and safety upgrades
- Structural and non-structural seismic upgrades
- Functional improvements
- Technology infrastructure upgrades
- Access for persons with disabilities
- Asbestos abatement
- Upgrades to existing site improvements
- Site servicing.

[See Policy 1.1.100 Annual Capital Grant (Rev. May 31, 2002) for further details.]

The ACG will continue to be formula funded, and the funding formula may be recalculated annually. The formula will allocate funding on a per student basis, but will recognize the individual characteristics of each school district with regards to unique geographical factors, the condition of existing school facilities and their replacement cost.

2. Capital Funding

Each year, school boards are required to submit Five-Year Capital Plans that include details on projects they wish to undertake in the coming year. As a result of the accounting changes around capital and operating funding, only capital projects need to be included in the Five-Year Capital Plan. Eligible capital projects include the provision of new educational space required for enrolment growth, and the replacement or rehabilitation of school facilities that have reached the end of their economic and functional life.

Upon receipt of all school boards' Five-Year Capital Plans, capital requests are analyzed using published technical criteria and assigned a priority ranking on a provincial basis. Based on detailed analysis of all requests, the Ministry then establishes a long-term capital plan that will inform the approval decision of the Minister. The Ministry's long-term capital plans - along with the long-term capital plans from other social capital ministries - are then brought forward to Treasury Board for approval. Government is developing a new Capital Asset Management Framework that will establish standards for planning and management of public infrastructure, and new approaches to service delivery and capital procurement. A primary feature of this new approach will be the pursuit of alternative service delivery and public-private partnership opportunities.

The Ministry's long term capital plan identifies three primary capital cost drivers that should be considered in the management of a school board's capital asset base:

Expansion of Facilities – Sites, New Schools and Additions

Changes in enrolments can affect capital planning primarily in three ways:

- Enrolment may increase, requiring school districts to:
 - better utilize existing program space
 - implement efficiency scheduling to increase functional capacities of existing schools
 - undertake alterations or renovations of existing space
 - acquire or relocate portable classrooms
 - provide new space through construction of new facilities or additions to existing schools
- Enrolments may decline, resulting in the inefficient use of one or more schools. Potential for facility consolidation or the need to dispose of surplus capital assets may result.
- Enrolment may remain constant, although populations may shift from one part of the district to another thereby creating the need for space in one area and a surplus of space in another.

Capital planning requires a long-term overview of enrolment in order to predict trends in the supply and demand for facilities and avoid potentially costly short-term solutions. The Ministry develops ten-year enrolment projections based on analysis and interpretation of data from *BC Stats*. School districts may choose to develop their own ten-year projections based on local knowledge on future development and enrolment trends. However, these are subject to revision if there is a significant variation between Ministry and school district projections. School districts are required to develop a five-year capital plan, but need a ten-year projection horizon in order to identify future site acquisition needs. This is especially important for school districts that collect School Site Acquisition Charges through agreements with local municipalities.

Changes in facility usage and educational programs may necessitate space modifications (e.g., plans to convert a junior secondary school to a full secondary school; reconfiguration of elementary schools to middle schools). When the use of a facility is expected to change in this manner, the school district must identify the type of change, how it affects existing facilities, the estimated costs of conversion, and when this change is likely to occur. Funding for these types of changes is typically regarded as an operating rather than a capital expense. Where there are capital expenditures associated with proposed changes in facility usage, decisions need to be supported by a business case comparison with capital needs based on the status quo. If there is no capital funding available, high priority projects must be self-financed through the disposal of surplus assets

(b) Rejuvenation or Replacement of Facilities

Where facilities have been maintained in accordance with a long-term maintenance program, but have reached the end of their functional or economic life, building rejuvenation may be required to return them to an appropriate working condition. Alternatively, replacement of existing facilities may be required. The Ministry considers facility audit data to identify potential candidates for replacement or rejuvenation. Further analysis is then required to determine the most cost-effective option, based on capital and life-cycle cost assessments, functional and educational program requirements, energy and operating efficiency, and life expectancy targets.

To qualify for capital funding, rejuvenation or replacement project requests must exceed \$1.5 million. Any renovation projects less than \$1.5 million should be managed within the School Renewal program, with work scheduled over several years, if necessary, to complete the project.

(c) School Bus Acquisition

School buses are considered capital assets and new and replacement buses will be funded as part of a school board capital program.

3. The New Capital Planning Framework

(a) Multi-Year Funding

Capital requests for new schools (and sites), replacement or rehabilitation projects in the 2003/04 Capital Plan will be considered over a three-year time frame.

The advantages to supporting projects over a multi-year period include:

- Better long-term planning for school districts
- Coordination of maintenance expenditures with replacement and rehabilitation approvals
- Early identification of prospective candidates for evaluation of public-private partnership (P3) options.

Additional benefits to multi-year funding support include the ability to prepare more accurate budgets for new construction and renovations, and enabling the completion of feasibility studies for rejuvenation and replacement projects.

(b) Capacity Utilization of Existing Schools

School districts should demonstrate that they are using their existing school facilities efficiently before any approval is given to increase school space. Previously, Ministry priorities for new space requests were based on a capacity and enrolment analysis of surrounding (neighborhood) schools, with little consideration given to the broader context of capacity utilization at the district level. School districts are now being encouraged to introduce more choices and greater flexibility in the education system. The mandatory establishment of catchment areas for each school will ensure that students have priority to attend their neighborhood school, but will also enable school districts to create “specialty” schools that will serve the larger community.

Capacity utilization thresholds

A minimum threshold has been established for capacity utilization at the school district level before any school district is eligible for new space. The capacity utilization analysis is based on the existing inventory of schools (including new schools and additions approved in previous capital plans) and school district enrolment projections. Capacity is defined as the operating capacity of each school, which is a function of the nominal capacity, grade configuration and class sizes. Average class size provisions for kindergarten and the primary grades, as established by *The Public Education Flexibility and Choice Act*, are incorporated into the operating capacity calculation. The operating capacity for grades 4 to 12 is based on the nominal capacity (25 students per classroom).

For any new space request to be considered, projected enrolment must be increasing over five to ten years. To be eligible for new elementary or secondary space, a school district will have to

exceed the district average threshold in addition to either the elementary or secondary threshold. The capacity utilization thresholds will be applied at the school district level. Where travel distances are significant, or where there are local needs for additional space, consideration will be given to alternative scenarios proposed by the school district.

Table 1: Minimum Percentage Utilization Requirements (based on Operating Capacity)			
FTE Enrolment	Elementary (Gr. 1-7)	Secondary [1] (Gr. 8-12)	District Average
> 7,500 (and all urban districts)	100%	110%	95%
5,000 to 7,499	95%	105%	90%
1,500 to 4,999	90%	100%	85%
< 1,500	80%	90%	75%

Note: [1] Secondary utilization rate assumes the implementation of efficiency scheduling.

Efficiency scheduling

Efficiency scheduling (eg. extended days in secondary schools) will be considered as a pre-requisite for any secondary school expansion. As a result, the capacity utilization percentage for secondary space has been set at a higher threshold. Where demands exceed existing capacity, the over-capacity schools will be expected to be operating at a greater efficiency, and new space will be considered only if warranted by increased enrolment projections. For an addition, it will be expected that the secondary school will be operating on a more efficient schedule. If a new secondary school is proposed for a growing area, the surrounding schools will be expected to be operating more efficiently before any new space can be justified.

Replacement and rejuvenation

Capital plan requests for replacement or rehabilitation of a school will be evaluated according to the following two criteria:

1. Facility audit ranking
2. Capacity utilization analysis

The initial priority for replacement or rehabilitation will continue to be determined by the facility audit data. However, if the Ministry determines that a school is a high priority for replacement, support will be contingent upon a capacity utilization analysis of surrounding schools. If there is available space at nearby schools to accommodate all existing students, and if it is not required for future enrolment growth, replacement or rehabilitation will not be supported. Alternatively, a reduction in existing capacity (i.e. a smaller replacement or inventory reductions) may be required as a condition of approval. Any increase in capacity for a replacement school must be supported by a capacity utilization analysis.

PART II: DEVELOPING THE FIVE-YEAR CAPITAL PLAN

Timelines

FIVE-YEAR CAPITAL PLAN TIMETABLE	
May 2002	<ul style="list-style-type: none"> • <i>Five-Year Capital Plan Instructions</i> resource materials made available to school districts on Ministry of Education Capital Planning Resources webpage
June - August	<ul style="list-style-type: none"> • Planning Officers work with district staff to develop Five-Year Capital Plan submission
Sept. 13th	<ul style="list-style-type: none"> • School boards submit 2003/04 Five-Year Capital Plans to Ministry, including: <ul style="list-style-type: none"> - completed capital planning (CP) forms - all hardcopy documentation to support project requests - Board resolution adopting capital plan submission • School boards submit school site acquisition plans (including eligible school site proposal) to Ministry, as required under the provisions of school site acquisition charge legislation
Sept. - October	<ul style="list-style-type: none"> • Ministry reviews all submissions and applies provincial ranking criteria to funding requests
October	<ul style="list-style-type: none"> • Ministry submits its Long-Term Capital Plan and Capital Project Request list to Treasury Board
December	<ul style="list-style-type: none"> • Ministry notifies school districts of assigned provincial project rankings; rankings are then jointly refined • School boards notified of approved site acquisition projects, allowing boards to establish school site acquisition charges, if required
January – March, 2003	<ul style="list-style-type: none"> • Treasury Board reviews all social capital ministries' long-term capital plans
Spring 2003	<ul style="list-style-type: none"> • Ministry informs school boards of supported capital projects

Capital Funding and Operating Funding

Boards are reminded that only projects requiring capital funding need to be submitted in their five-year capital plan. Allocation of operating funds (i.e. Annual Capital Grant) will be determined annually by the Ministry. Capital projects may be funded from five major sources:

- Public – Private Partnerships
- Prepaid Capital Advances (PCA's)
- Capital Reserve (requires Minister's approval)
- Land Capital Reserve Trust Fund (for school sites)
- Local Capital (expenditure approval not required by the Minister)

Capital Plan Submission

The Five-Year Capital Plan should reflect a strategy for balancing the supply of existing facilities with enrolment projections, while maintaining a functional asset base. The Ministry has developed a series of forms and reports to assist school districts with their plan development and submission, and access to these is provided to school districts on a web-based system. The following steps should be part of the capital planning process.

When reviewing long-term needs, school districts should assess their existing capital asset base and determine whether the use of current assets can be expanded or improved, thereby reducing the need for new assets. Districts need to ensure that the nominal capacities of their schools have been updated to reflect the current ministry space standards.

Enrolment projections for the next ten years need to be developed to assess the demand for new facilities or to determine any potential over supply. When the demand for facilities exceeds the supply within a 10-year planning horizon, capital projects should be planned such that long-term supply will keep pace with long-term demand. (Short-term fluctuations in demand should be accommodated by short-term supply solutions, such as portable classrooms or operating leases.) If the supply exceeds long-term demand, options should be considered to reduce supply through the disposal of surplus facilities not needed for current or future educational purposes.

The Ministry prepares ten-year enrolment projections for the province and for each school district, based on population trends identified by BC Stats. School inventories and school district projections are reported in the **CP-3 School District Summary of Capacities and Projected Enrolment Form**. School districts should use this form to enter their ten-year enrolment projections on an individual school basis for kindergarten, elementary and secondary students.

Capital rejuvenation or replacement requests included in the Five-Year Capital Plan must be supported by the results of facility audits assessing the condition of existing school buildings. Audits on all school districts' buildings should be completed, using the **Revised Facility Audit Manual**.

When capital projects are requested in a school board's Five-Year Capital Plan, a **CP-1 Capital Project Request Form** must be completed for each project. Supporting documentation for the project requests must also be provided as part of the Five-Year Capital Plan submission.

Each project request will appear on the **CP-2 Five-Year Capital Plan Summary**, which should form the basis of the submission that is approved by the board.

For the purposes of mandatory school site acquisition legislation, an eligible school site proposal must be forwarded to the Ministry as part of a school board's Five-Year Capital Plan submission. School site acquisition charges are established by school boards based on the value of Ministry-approved eligible school sites. For further information, refer to the **Implementation Guide: School Site Acquisition Charge**.

Estimating Project Budgets for Capital Planning Purposes

Area Standards

The Ministry of Education – Area Standards (03/99) are incorporated into the CP-1 Project Request Forms. Two versions of the form (Elementary and Middle & Secondary Space Projects) are linked to space standard tables according to the specified facility type. Space requests are entered in the design aid sheets, which are linked to the tables for elementary, middle or secondary schools.

Allowances, Rates and Costing Factors

All factors associated with the development of capital budgets are published in the **2003/04 Five-Year Capital Plan Allowances, Rates and Costing Factors Supplement**.

Unit Rate

An estimated capital budget will be calculated for each school construction project (i.e., new schools, additions to existing schools, and renovations to existing schools) included in a Five-Year Capital Plan on the basis of a unit rate for construction. There are separate unit rates for elementary, middle and secondary schools.

Note: Unit rates do not apply to administration and maintenance facilities, which must be considered for budgeting on an individual project basis.

Supplementary Building Allowance

School districts are required to determine the ground conditions of a site prior to its acquisition, as outlined in the Ministry's **School Site Selection Guide**. Where an unusual ground condition exists, a preliminary analysis of the site condition and its associated costs will be required prior to acquisition of the site.

The unit rate used to provide a budget estimate of construction costs for a capital project assumes a level site with normal load bearing capacity. An appropriate ground factor should be selected to reflect the abnormal site conditions within the building footprint.

Site Development and Supplementary Site Allowances

A Site Development Allowance has been developed for different sizes of new buildings and additions. This allowance is intended to provide for the completion of most items associated with the scale of development, with the exception of roads, parking and any additional costs associated with any abnormal site conditions. The Supplementary Site Allowance must be calculated separately to include those items not covered under the Site Development Allowance.

Development Cost Charges and Off-Site Service Charges

School districts must comply with Government guidelines related to funding support for local government Development Cost Charges, off-site service charges, and bylaw requirements. A table of eligible charges is provided.

Planning Fees

For the purposes of capital planning, planning fees for school projects will be calculated as a percentage of the estimated construction and site development costs. Basic fee rates of 10 percent for new construction and 16 percent for renovations have been set for new project requests. Planning fees for new construction are further subject to adjustment, based on project size, on a sliding scale.

Equipment and Freight Rate Allowances

Equipment allowances for elementary, middle, and secondary schools are determined as a percentage of the base budget rate for construction. For replacement or rejuvenation projects, the equipment allowance is based on 25% of the equivalent new allowance. A Freight Rate Allowance is included to reflect the variations in shipping costs associated with the acquisition of equipment.

Location Factors

Costing factors for location have been developed for all school districts, with some allowances for variations within specific school districts. The Location Factor is based on a combination of two variables. The Geographical Factor includes an allowance for climate, amount of snow and/or rain, and seismic zone. The Economic Factor reflects market conditions for building construction.

Portable Classrooms

Portable classroom space required for short-term use is considered as a capital asset. As part of Government's portable classroom reduction initiative, school districts will not be funded for the purchase of a new portable through the Ministry's Long-Term Capital Plan. Rather, needed portables will be obtained from the Province's inventory of surplus portables.

School Buses

School buses are considered capital assets and will be funded as part of a school board capital program. All funding requests for school bus acquisitions that are included as part of a school board's Five-Year Capital Plan submission will be considered on an individual basis. Where approved by the Ministry, bus acquisition funding will be based on a capital allowance.
(See **Appendix F - School Bus Tender Specifications Document**)

Replacement of an existing school bus will be considered when:

- a minibus is 10 years old with at least 250,000 km.;
- a conventional bus (24 to 72 passengers) is 12 years old with at least 325,000 km.;
- 84-passenger bus is 15 years old with at least 400,000 km.; or
- none of the above apply, but the need for replacement can be substantiated.

Funding requests for school buses will be considered for inclusion in the Ministry's Long-Term Capital Plan only where school districts have submitted all supporting documentation.

- for additional buses for new routes or trips, documentation includes rationale for the request, and copies of route sheets and route maps
- for replacement of existing buses, documentation includes the latest inspection report
 - if bus replacement is earlier than provided in Ministry guidelines, documentation also includes rationale for the request and maintenance costs record
 - where the capacity of a replacement bus is to be upgraded, documentation includes rationale for the request, and copies of route sheets and route maps.

Note: Once a bus has been replaced, it may not be used for any permanent routes (either eligible or ineligible for operating funding under Function 7 - Transportation and Housing).

Transportation Services Inventory

The Ministry needs to accurately identify the need for school bus acquisitions in its future capital envelope allocations. To assist in this evaluation, a current inventory of all buses and vehicles used for providing transportation services should be provided with the Five-Year Capital Plan submission.

Information on the following should be included:

- active buses (on regular routes)
- spare buses (used for emergencies, temporary overloads, or temporary routes)
- sports buses (originally funded by the Ministry for regular routes)
- leased temporarily (to assess if need is permanent or until new bus delivered)
- leased out (to a school within the district, independent school or another district)
- cannibalized for parts
- disposed this year
- contracted buses (on regular routes)
- taxis
- boats

For each board-owned vehicle, please include the Ministry Identification Number, Serial Number, capacity, year, and status (i.e., on regular route; spare; sports bus; leased; disposed; or used for parts). Where detailed information can not be obtained from contractors, please provide the number and capacities of vehicles used on regular routes.

Ministry Identification Number Determination

The four-digit numbering of buses is to be determined by the school districts, as follows:

- a) The first digit will be the last number of the Capital Program year.
(e.g., “4” for the 2003/2004 Capital Program year)
- b) The second and third digits will be the school district number.
(e.g., “08” for Kootenay Lake; “22” for Vernon)
- c) The last digit will begin numbering with “0” and go up to as many buses as were approved in the school district’s Capital Program for that specific year.
(e.g., if one bus was approved, only “0” would be used for the last digit of the ID Number for that bus; if 4 buses were approved, “0” to “3” inclusive would be used as the last digits of the ID Number for those 4 buses. Approval of more than 10 buses for a school district in a single Capital Program year is not expected in the near future.)

Examples:

<u>School District.</u>	<u>Bus(es) Approved</u>	<u>Ministry ID Numbers</u>
S.D. 8 (Kootenay Lake)	3 buses	3080, 3081, 3082
S.D. 79 (Cowichan Valley)	2 buses	3790, 3791
S.D. 57 (Prince George)	10 buses	3570, 3571, 3572, 3573, 3574, 3575, 3576, 3577, 3578, 3579
S.D. 91 (Nechako Lakes)	1 bus	3910

Mandatory Documentation - Five-Year Capital Plan Submission

The following table provides a summary of documentation that must be submitted in support of capital project requests for a variety of capital projects included in a Five-Year Capital Plan submission to the Ministry:

Mandatory Supporting Documentation for Capital Project Requests	
Type of Project	Supporting Documentation
New Instructional Space	<ul style="list-style-type: none"> • Additions: <ul style="list-style-type: none"> ♦ line drawings of existing facility ♦ design aid sheet ♦ CP-4 School Capacity and Enrolment Worksheet • New Space: <ul style="list-style-type: none"> ♦ design aid sheet ♦ CP-4 School Capacity and Enrolment Worksheet
Replacement or Major Rejuvenation	<ul style="list-style-type: none"> • line drawings of existing facility • design aid sheet • CP-4 School Capacity and Enrolment Worksheet • building condition assessment rating, using revised Facility Audit Process
Site Acquisition	<ul style="list-style-type: none"> • CP-4 School Capacity and Enrolment Worksheet
Bus Acquisitions	<ul style="list-style-type: none"> • New: rationale for request; copies of route sheets and route maps • Replacement: inspection report verifying age, condition and kilometers <ul style="list-style-type: none"> ♦ if replacement earlier than Ministry guidelines, include rationale and maintenance costs record ♦ where capacity is being upgraded, include rationale, and copies of route sheets and route maps



Ministry of Education

2003/04
Five-Year Capital Plan
Instructions
Appendices

School Funding and Allocation Department

May 2002

2003/04 FIVE-YEAR CAPITAL PLAN INSTRUCTIONS: APPENDICES

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Appendix A: CP-1 CAPITAL PROJECT REQUEST FORM

This Appendix offers general guidance regarding the **CP-1 Capital Project Request Form**. The **CP-1 Form** is a central component in preparing a five-year capital plan and is one of the capital planning forms that must be completed using the Ministry's web-based capital planning system. Access to the CP-1 Form and other capital planning forms is limited to designated school district users only. Instructions on the completion of these forms are provided on the Ministry's web-based capital planning webpage.

As part of the implementation of the web-based capital planning system, school districts have completed a CP-1 Form for each of the capital projects included in Year One to Year Five of last year's Five-Year Capital Plan submission. All information related to those **capital** projects not supported for funding in 2002/03 can be brought forward to 2003/04 and updated. Only new projects will require the completion of a new CP-1 Form.

The completed CP-1 Forms are the basis for the development of the annual capital programs for school districts and the Ministry's Long-Term Capital Plan, which informs the development of the Consolidated Capital Plan for Government.

Please note the following significant aspects of the **CP-1 Capital Project Request Form**:

1. School board project ranking categories (i.e., high, medium or low) are provided on the **CP-1 Form**. Planning Officers will work with school districts to ensure that project evaluation criteria and methodologies are consistent with those of the Ministry, in order to produce a closely correlated rank order. The Ministry will then apply a standard technical criteria to evaluate and rank all requests from across the province. The Ministry will 'echo' this ranking back to the school district, which reflects the status of their requested projects in this provincial context. Finally, a list of capital projects will be submitted to the Minister for consideration. Those supported capital projects will then be amalgamated with other social capital ministry requests into Government's Consolidated Capital Plan.
2. Project codes are used by the Ministry to sort capital project requests into various categories for evaluation and prioritization. A list of the project codes is provided as part of this Appendix.
Note: Project codes associated with most minor non-space projects are no longer accommodated within the **CP-1 Form**.

Addition projects that include significant renovations may be supported by the Ministry. However, for the purposes of capital planning, a separate **CP-1 Form** must be completed for each of these two construction activities (i.e., one ADD and one RENO), as different evaluative criteria are applied to each of these project types. District staff should work with their Planning Officer to determine the feasibility and benefits of combining two projects. Where it is deemed appropriate, a dual project may be recognized in the Five-Year Capital Plan.

The project codes are assembled into two distinguishing categories - *space* and *non-space*. Space projects include those projects that result in either an increase in area and/or capacity, or the reconfiguration of internal spaces which results in changes in use. Space projects which directly result in a net change in the capacity or grade configuration of a facility are considered a capacity project (i.e., ADD, NEW, REPLACE, or ALTER). This can include projects that don't necessarily add extra area, but still result in a change in capacity. Space projects which do not result in a change in the capacity or grade configuration of a facility are considered a non-capacity project (i.e., REBUILD or EXPAND), even though they may result in increased area. Therefore, 'rebuilt schools', which replace existing schools but do not increase facility capacity, are not considered capacity projects.

A distinction is made between 'school replacement' and 'school rebuild' projects through the use of the project codes REPLACE and REBUILD. A school replacement is categorized as a capacity project because it refers to a newly-constructed school with greater capacity than the original, and it will be evaluated as a space request, as well as a replacement request. A school rebuild is a non-capacity project, as another school of equal or smaller capacity is constructed in place of an existing school.

A similar distinction is made between an 'alteration' and an 'expansion' project. The project code ALTER is under the capacity category as it refers to a remodeling of an existing school that will result in a change in capacity or a change in grade configuration (e.g., conversion to a middle school), but may or may not increase the area of the school. The project code EXPAND is classified as a space project because it increases the area of a school, but it is non-capacity because the additional space does not affect the capacity (e.g., expansion of non-instructional space, such as a gymnasium or administration area).

The counterpart of alterations under the non-space category is a 'renovation'. The project code RENO is used to classify a rejuvenation project that does not result in any increased space or capacity at an existing school.

3. Unlike the prescribed project codes, there is an expanded field where project descriptions are to be entered. The description should identify such things as the change in capacity, the type of additional spaces, the location (only where this may be ambiguous), etc. This will enable the project to be described in greater detail and precision. Some typical phrases are provided on the webpage. However, the description is not limited to these phrases, which serve only as a guide.
4. For the existing capacity of the school, the capacity will appear, as recorded on the **CP-3 School District Summary of Capacity and Projected Enrolments Form**.
5. A CP-1 Form must be completed for all capital projects in Years One - Five of the 2003/04 Five-Year Capital Plan submission.
6. The source of funding included for site acquisition projects may include 'Land Capital Reserve Trust Fund', as provided under the *School Site Acquisition Statutes Amendment Act, 1995*, and *Education Statutes Amendment Act, 1998*.

CAPITAL PLANNING PROJECT CODES

SPACE PROJECTS

CAPACITY-RELATED SCHOOL PROJECTS:

- ADD** Addition [increases the area of an existing school with a resulting increase in capacity; includes planning and completion phases]
- ALTER** School Alteration [upgrades an existing school with a resulting change in capacity; includes planning and completion phases]
- NEW** New School [includes site acquisition, planning and completion phases]
- REPLACE** Replacement School [supercedes an existing school with a resulting change in capacity; may include site acquisition phase; includes planning and completion phases]

NON-CAPACITY-RELATED SCHOOL PROJECTS:

- EXPAND** School Expansion [increases the area of an existing school with no increase in capacity; includes planning and completion phases]
- REBUILD** School Rebuild [supercedes an existing school with no change in capacity; may include site acquisition phase; includes planning and completion phases]

NON-SPACE PROJECTS

FACILITIES-RELATED PROJECTS:

- RENO** Renovation [upgrades an existing facility with no change in capacity; includes planning and completion phases]
- SITEEXP** Site Expansion [increases site size of an existing school]
- SPN** Seismic Project Non-Structural [non-structural seismic mitigation, as approved under the Provincial Seismic Mitigation Program, Ministry of Finance]
- SPS** Seismic Project Structural [structural seismic mitigation, as approved under the Provincial Seismic Mitigation Program, Ministry of Finance]

OTHER PROJECTS

- BUSNEW** New School Bus
- BUSREP** Replacement School Bus

Appendix B: CP-2 FIVE-YEAR CAPITAL PLAN SUMMARY

The primary intent of the **CP-2 Five-Year Capital Plan Summary** is to communicate to the Ministry how a school board wishes to schedule capital projects proposed for its Five-Year Capital Plan. School boards should provide all desired construction projects that are proposed for a five-year planning timeframe, including site acquisitions. Site acquisitions proposed for the sixth through tenth years of this planning timeframe are collapsed into Year Five of the Five-Year Capital Plan.

It is critical that the Ministry be provided with an overview of the needs and proposed capital activities within each school district to allow determination of which capital projects can be supported each year in the Ministry's Long-Term Capital Plan. The listing of how the school board views the relative priority of its projects is instrumental in assisting the Ministry in assessing its support for those projects. Therefore, the **CP-2 Five-Year Capital Plan Summary** must be an accurate reflection of capital planning priorities for a school district.

The **CP-2 Summary** allows projects to be organized, as follows:

1. Group Projects by Year

Projects are to be listed segregated by year, with each year's projects then put in rank order. The Five-Year Capital Plan reflects an orderly sequence of capital works, and is an indication of funding needs by year. The amount indicated for each project is only an estimate for capital planning purposes, and is not an indicator of Ministry of Finance-approved capital budgets nor cash flow targets.

Note: Financial estimates are in current dollars and not inflated for future years.

Under the capital project approval process, a project may consist of two separate project phases that may require financial information in more than one different capital years:

- site (where site acquisition is required); and
- planning/completion, which should be entered in a single capital year.

2. Project Priority

For each capital program project, assign a numerical ranking, ordered from highest to lowest. Indicate the priority from "1 to n" sequentially, starting with 1 as the school board's highest priority. The same priority number may not be assigned to more than one project.

Appendix C: CP-3 SCHOOL CAPACITY SUMMARY OF CAPACITY AND PROJECTED ENROLMENT FORM

Each school district should review the enrolment data provided in the **CP-3 School Capacity Summary of Capacity and Projected Enrolment Form**. The facility statistics, such as nominal capacity, reflects data from the Ministry's facility inventory. The historical enrolment reflects the approved student headcount enrolment with the following exclusions:

- Continuing Education
- Correspondence
- Home School Registrations
- Students Younger than School Age
- Students Older than School Age
- Offshore Students

The Ministry projection of school district enrolment is shown as district totals for Kindergarten, elementary and secondary. Using the Ministry enrolment projections as a base, enrolment breakdowns by grade-type and school must be provided on the **CP-3- School District Summary of Capacities and Projected Enrolment Form**. If Ministry figures differ from enrolment projections assembled by the school district, this information should be provided to the Ministry along with supporting documentation. Such differences will receive individual review and an appropriate adjustment may be made to the Ministry enrolment projections.

School districts now have the option of submitting all projected school-based enrolments in a prescribed spreadsheet format, which in turn will be uploaded by the Ministry into its web-based system for use by school district users.

Note: To arrive at the total Kindergarten student enrolment for individual schools providing full-day Kindergarten classes, the full-day Kindergarten student enrolment must first be multiplied by two (to arrive at an equivalent half-day Kindergarten enrolment), with the resulting number added to any other half-day Kindergarten student enrolment.

Appendix D: CP-4 SCHOOL CAPACITY AND ENROLMENT WORKSHEET

Priority of capital funding requests for the construction of new space is determined by the overall need in a particular area within a school district. The **CP-4 School Capacity and Enrolment Worksheet** calculates the level of need, based on the operating capacities, current enrolments and projected enrolments of all schools in an area. This analysis applies to funding requests for new schools, additions to existing school, school alterations, and school replacements.

Note: When calculating the need in an area, the new space associated with any currently approved project or a higher priority project in the same capital plan year is considered as existing, even if a project is not yet complete or has not yet been approved, respectively.

Completion of the **CP-4 Worksheet** consists of identifying all neighbouring school that may be affected by a project. Neighbouring schools include all schools in the area that may be considered part of a single large catchment area and whose enrolments are likely be affected by the requested project. In urban areas, this catchment area is usually a three-kilometer radius for elementary schools and a five-kilometer radius for secondary schools. In rural areas, where busing is common, this radial distance may be increased.

Geographic factors, such as rivers, ravines, or major arterial roads, may reduce the catchment area in some instance.

Appendix E: CP-5 CAPACITY UTILIZATION ANALYSIS

Eligibility for the construction of new space is determined by the capacity utilization threshold for elementary and secondary space. The **CP-5 Capacity Utilization Analysis** calculates the percentage utilization of space at the school district level, based on the operating capacities, and current or projected enrolments. This analysis applies to funding requests for new schools, additions to an existing school, school rejuvenation, and school replacements.

There are two versions of the CP-5 Form. The **CP-5B: Capacity Utilization Analysis** provides a listing of all active and proposed schools and the percentage utilization of space at the school and district levels for a selected school year. The **CP-5A: Capacity Utilization Summary** provides district summary utilization rates for up to six selected years.

Note: When selecting the capital plan year, enrolment projections for each school (entered by the school district) must have been previously entered for that year.

The capacity utilization thresholds are intended to be used for standard schools only (i.e. exclusive of alternate programs, continuing education, distance education programs, etc.).

Further enhancements will be made to the form to allow for consideration of closed schools (past closures and potential future closures) and the selection of groups of schools within a school district.

Appendix F: SCHOOL BOARD CAPITAL PLAN RESOLUTION SAMPLE

For the Ministry to process a Five-Year Capital Plan submission, a copy of the Board of School Trustees' Resolution that adopts the Five-Year Capital Plan must be included as part of the hard copy supporting documentation submitted to the Ministry. A sample resolution is provided below.

(District Letterhead)

(Date)

That the Board of School Trustees approve the Five-Year Capital Plan as outlined on the attached summary.

I hereby certify this to be a true copy of the resolution for approval of the Five-Year Capital Plan adopted by the Board of School Trustees, the _____ day of _____, 2002.

(Signature)

Secretary Treasurer

Appendix G: SCHOOL BUS TENDER SPECIFICATIONS DOCUMENT

**Each vehicle must meet all standards of current Federal and Provincial Regulations, and CSA D250-00 requirements.
Components not listed are expected to meet the CSA D250-00 standards, as a minimum.**

ITEM	YES/NO	COMMENTS
AIR BRAKES: To meet CSA D250-00 standards, plus air dryer; front - 16½ x 5; rear - 16½ x 7; manual drain value on each tank		
ALTERNATOR: Minimum 160 amps, 12 volts		
AXLES: Front - state make and capacity Rear - state make and capacity		
BATTERY: As per engine requirements Enclosed compartment, complete with sliding tray		
CHASSIS: Make: _____ Model: _____ Year: _____ Wheelbase: _____		
DEFROSTERS: Separate defroster blowers for each windshield 2 center-mounted defroster fans, 2-speed, separate switches		
DOME LIGHTS: Separate switches for driver, front half and rear half of bus		
EMERGENCY EXITS (excluding roof hatches): To meet CSA D250-00 standards		
ENGINE: Diesel - 84 pass. approx. 250 hp, 8.3 liter - 72 pass. approx. 225 hp Warning system for low oil pressure and high temperature		
ENTRANCE DOOR: To meet CSA D250-00 standards Air-operated (when equipped with air brakes), outward opening Vandalock systems for all doors		
EXTERIOR LIGHTS: To meet CSA D250-00 standards		
EXTERIOR MIRRORS: To meet CSA D250-00 standards		

ITEM	YES/NO	COMMENTS
SEATING: To meet CSA D250-00 standards Deluxe driver's seat fully adjustable, high back, air suspension when bus equipped with air brakes, tilt back, lap and shoulder belt, vinyl with cloth insert		
SHOCK ABSORBERS: To meet CSA D250-00 standards		
SPLIT SASH SIDE WINDOWS: To meet CSA D250-00 standards		
SPRINGS: To meet CSA D250-00 standards		
STOP ARM: Air operated when bus equipped with air brakes, red flashing lights on blade, control in conjunction with front door opening, wind guard		
TIRES: 84 passenger - 11R22.5 tubeless radial 54-72 passenger - 10R22.5 tubeless radial 36-48 passenger - 9R22.5 tubeless radial		
TRANSMISSION 84 passenger <ul style="list-style-type: none"> - Allison MD3060 5-speed electronic control - automatic with external filter and temperature gauge - exhaust brake programmed with transmission to automatically downshift to 4th gear on deceleration 36-72 passenger <ul style="list-style-type: none"> - standard transmission 		
WARNING LIGHTS 8 light warning system, non-sequential, with master switch, visors		
WHEELS 84 passenger - 8.25 x 22.5 heavy duty 10-stud disc 60-72 passenger - 7.25 x 22.5 cast spoke 36-54 passenger - 10-stud cast spoke		
WINDSHIELD: 4-piece, flat tinted Hand holds for windshield cleaning on exterior		
WIPERS: Dual electric, mounted below windshield Windshield washers with wet arm intermittent wipers		