



**Capital Plan Instructions:
Five-Year Capital Plan Submission
for
2025/26**

These Capital Plan Instructions Supersede All Previous Editions.

*Updates for the 2025/26 instructions are highlighted in **red text**.*

Ministry of Education and Child Care
Capital Management Branch

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PREAMBLE: CAPITAL ASSET PLANNING SYSTEM

The Ministry of Education and Child Care (Ministry) has developed a web-based Capital Asset Planning System (MyCAPS) that school districts must use for their annual Five-Year Capital Plan Submissions to the Ministry.

These Capital Plan Instructions are to be used in conjunction with the MyCAPS User Guides and Training Videos available on the Dashboard in MyCAPS (<https://caps.crm3.dynamics.com/>), which define how to access, navigate, populate and submit the annual Five-Year Capital Plan submissions to the Ministry. Note that it is best to use Google Chrome when accessing MyCAPS.

MyCAPS enables the Ministry to issue a separate “Call for Submissions” for the Major Capital Programs and the Minor Capital Programs, with different capital project request submission deadlines. Please refer to section 1.3 Submission Deadlines for specific due dates.

Note that Major Capital Programs are regionally dispersed amongst many Regional Directors and Planning Officers at the Ministry, whereas Minor Capital Programs are centralized for all 60 school districts with a single Regional Director and Planning Officer(s) at the Ministry.

Child Care projects associated with school facilities is centralized for all 60 school districts with a Regional Director(s) and Planning Officer(s) at the Ministry. Also note that MyCAPS now enables school districts to submit Child Care project requests associated with school facilities as part of the capital plan submission process. Please see further information throughout these Capital Plan Instructions and specifically in Part VI.

School districts are to ensure questions regarding Major Capital Programs, Minor Capital Programs, and Child Care projects associated with school facilities, along with access to MyCAPS are directed to the correct Ministry staff as identified on the [Capital Management Branch Contact List](#).

PART I: CAPITAL PLANNING

1 Overview

The *School Act* provides that the Minister of Education and Child Care may require a board of education to prepare and submit a capital plan for its school district to the Ministry. Under this authority, the Ministry has established that capital plans will be submitted annually for its review.

The capital plan must set out particulars for each capital project that a board proposes to undertake during a period specified by the Minister, with five years being established as the appropriate period for Government capital planning purposes. A key requirement for the submitted capital plan is an estimate of the capital funding that would be required for each proposed capital project.

As part of a Five-Year Capital Plan submission, the Ministry may also require the submission of additional reports and documentation in support of projects requested under the various Major Capital Programs and Minor Capital Programs.

Each board of education is expected to have a Long-Range Facilities Plan (LRFP) in place for its school district that outlines management strategies for its inventory of capital assets in support of educational programming goals. The LRFP does not need to be submitted as part of a Five-Year Capital Plan, although the Ministry may request pertinent sections to inform its capital plan review process.

The *School Act* further states that prior to the Ministry's consideration of a school district's capital plan for approval, a board of education must approve the capital plan for its school district by Board Resolution.

Ultimately, the Minister has the authority to either: approve; approve with modifications; or reject a capital plan, as submitted by the board to the Ministry.

These Capital Plan Instructions are published by the Ministry to ensure that individual capital plans submitted by boards of education meet the provisions of the *School Act*, which in turn allows the Ministry to generate its own multi-year capital plan at the provincial level.

The Ministry's capital plan is subject to annual capital funding approval by the provincial government's Treasury Board.

1.1 Five-Year Capital Plan Submissions

Annual Five-Year Capital Plan Submissions from boards of education are used by the Ministry to determine which priority capital projects may be included in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public K-12 education system.

1.2 Ministry Capital Programs

The Ministry seeks capital project requests under the following capital programs:

Major Capital Programs:

- Seismic Mitigation Program (SMP)
- School Expansion Program (EXP)
- School Replacement Program (REP)
- Rural Districts Program (RDP)

Minor Capital Programs:

- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Bus Acquisition Program (BUS)
- Playground Equipment Program (PEP)
- Food Infrastructure Program (FIP)

Other:

- Annual Facility Grant (AFG)
- Building Envelope Program (BEP)
- **Child Care (CC)**

1.3 Submission Deadlines

The Capital Asset Planning System (MyCAPS) enables the Ministry to issue separate “Call for Submissions” for school districts’ Five-Year Capital Plans separately for Major Capital projects, Minor Capital projects and Child Care projects. The submission deadlines will be:

- **May 15, 2024** – 2024/25 Major and Minor Child Care (CC)
 - Please refer to Part VI section 3.1 for more information.
- **May 17, 2024** – 2024/25 Annual Facility Grant (AFG)
- **June 30, 2024** – 2025/26 Major Capital Programs (SMP, EXP, REP, RDP) and Major Child Care (CC – New Spaces Integrated)
 - Please refer Part VI for more information.
- **June 30, 2024** – 2025/26 Major Child Care (CC – New Spaces and CC – Conversion (Major))
 - Please refer to Part VI for more information.
- **July 1, 2024** – 2025/26 Major Capital Programs (BEP)
- **September 29, 2024** – 2025/26 Minor Child Care (CC – Conversion (Minor))
 - Please refer to Part VI section for more information.
- **September 30, 2024** – 2025/26 Minor Capital Programs (SEP, CNCP, PEP, BUS)
- **October 1, 2024** – 2025/26 Minor Capital Programs (FIP)

The staggered deadlines between the various Major and Minor submissions are intended to provide the Ministry with input required to initiate planning for the next budget cycle, while enabling school districts additional time and flexibility to plan over the summer.

Additionally, the Annual Facility Grant (AFG) submissions are also to be provided by school districts using MyCAPS. As AFG is a stream of funding separate from the Major and Minor Capital Programs, it also follows a different review process. The deadline for the 2024/25 AFG submission is **May 17, 2024**.

It is strongly encouraged that school districts discuss the draft versions of their intended capital projects with Ministry staff well in advance of submission deadlines.

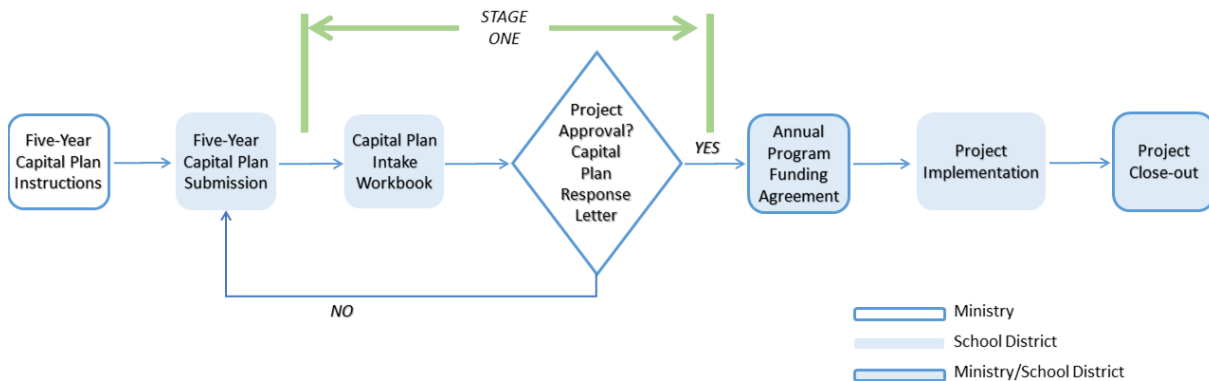
1.4 Capital Project Approval Processes

Project requests will follow an approval process that is dependent on the capital program with which the project is associated, as follows:

One-Stage Approval Process

All requests made for projects in SEP, CNCP, BUS, PEP, FIP, and BEP will undergo a one-stage approval process. Ministry support for a qualifying project request will be based on the information provided by school districts in MyCAPS. AFG projects require concurrence from the Ministry.

Figure 1-1 illustrates the process for SEP, CNCP, BUS, PEP, FIP, and BEP:



Two and Three-Stage Approval Processes

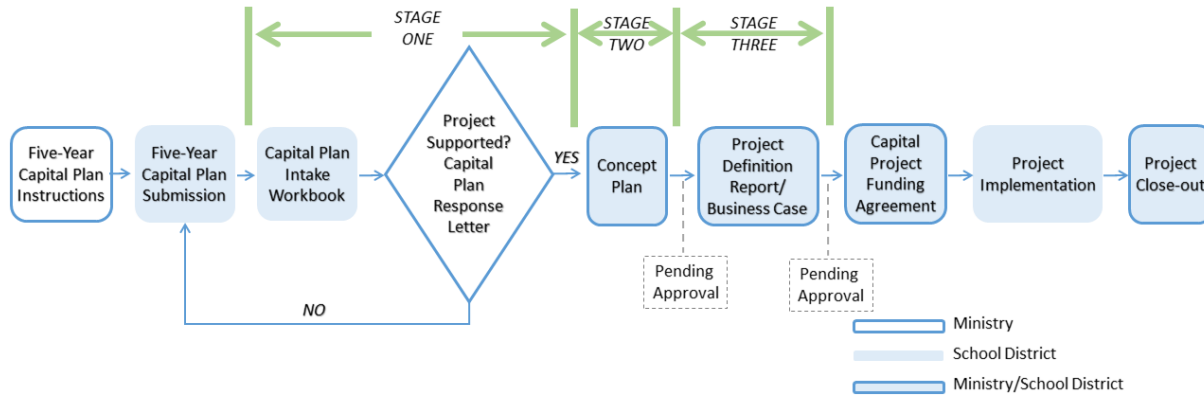
Project requests in the SMP, EXP, REP and RDP categories will, dependent upon project risk level, complexity, and dollar value, undergo a two or three-stage process as outlined in Fig. 1-2 and Fig. 1-3 below.

Initial Ministry support for project requests will be based on factsheets for SMP, EXP, REP and RDP projects. All fact sheets can be found in MyCAPS.

If a project is supported, the annual Capital Plan Response Letter will indicate which of the processes is to be followed. If a Concept Plan is requested, then the three-stage process is required. If a Project Definition Report is requested, then the two-stage process is to be followed.

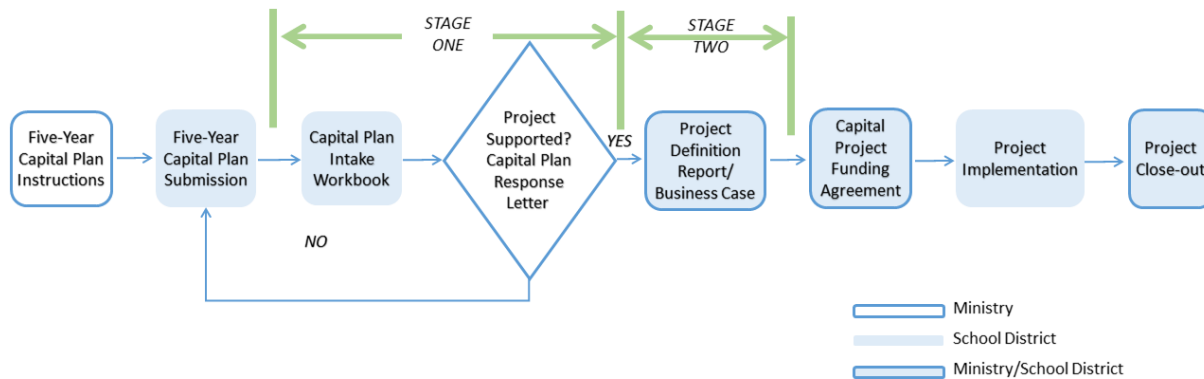
Under all processes, a board of education is responsible for using its local funds to cover the initial costs for any planning work and reports required to determine a proposed scope and preliminary cost estimates for a requested capital project.

Figure 1-2 illustrates the process for three-stage process:



1.

Figure 1-3 two-stage process:



1.5 Long-Range Facilities Plan

A comprehensive Long-Range Facilities Plan (LRFP) should guide board of education decisions regarding capital asset management and capital plan submissions, both in terms of facility operations and educational programming. The content of each LRFP developed by boards is fully expected to vary, as it will be dependent on the unique circumstances of individual school districts currently and in the future.

The LRFP for a school district would most commonly use at least a ten-year planning horizon. The LRFP should consider metrics that impact district enrolment forecasts such as local government’s extended land

use planning and residential development growth strategies, potential contraction of communities and changing demographics in neighbourhoods.

Capital project requests should be supported by a current LRFP, as the Ministry may request school districts to provide appropriate sections of the LRFP to inform its review of requested projects. Any school for which a capital project is being proposed must be identified in the LRFP as being required for the board's current and future provision of education programming for students in the school district.

A downloadable copy of the LRFP guidelines can be found at the Ministry's Capital Planning webpage in the [Publications & Resources](#) section.

1.6 Board Resolutions

In accordance with section 142 (4) of the *School Act*, boards of education must provide a Board Resolution in support of its annual Five-Year Capital Plan submission to the Ministry.

Boards are to provide up to three (3) separate Board Resolutions, one (1) for the Major Capital Program submissions, one (1) for Minor Capital Program submissions and one (1) for Building Envelope Program submissions (if applicable).

Notably, AFG project submissions to the Ministry **do not** require a Board Resolution.

Completed Board Resolutions are to be uploaded in MyCAPS in conjunction with the capital plan submitted to the Ministry for each of the respective Call for Submissions.

Downloadable Board Resolution templates can be found at the Ministry's Capital Planning webpage in the [Publications & Resources](#) section.

1.7 Capital Plan Response Letter

Once the assessment of capital plan submissions from all school districts has been completed by the Ministry, and the provincial Budget has been released, the Ministry will notify each school district with a written response regarding the results of the Ministry's review of its board's Five-Year Capital Plan submission.

The Capital Plan Response Letter will identify the specific capital projects from the Major Capital Programs that are supported for further business case development and from the Minor Capital Programs that are approved for procurement and capital funding.

The Capital Plan Response Letter will also advise the school district of next steps for each of the supported or approved projects, which may include:

- Proceed to acquiring a site for EXP projects.
- Proceed to developing a business case (Concept Plan or Project Definition Report) for SMP, EXP, and REP projects.
- Proceed to developing a business case for RDP projects.

- Proceed to the design, tender and construction for SEP and CNCP projects.
- Proceed to acquiring a bus for BUS projects.
- Proceed to the purchase and installation of playground equipment for PEP projects.
- Proceed with the proposed scope of FIP projects, including the purchase and installation of equipment and/or the design, tender and construction of approved renovations.
- Work with BC Housing, when contacted, on developing BEP projects.

As only a portion of all proposed projects submitted in the annual Five-Year Capital Plan may be supported or approved for capital funding under the Ministry's Capital Plan, ministerial approval will not be granted for a board's capital plan in its entirety. For the purposes of section 142 (5) of the *School Act*, a capital plan with modification will instead be approved, which will only include those capital projects that have been identified in the Capital Plan Response Letter.

AFG projects are not identified in a Capital Plan Response Letter. School districts will be notified of approved AFG funding, both capital and operating portions, as part of the Provincial funding announcement made annually on or before March 15th by the Minister, in accordance with s. 106.2 of the *School Act*.

1.8 Capital Plan Bylaw

Upon receipt of the Capital Plan Response Letter from the Ministry, the board of education must adopt a single Capital Plan Bylaw, in accordance with section 143 (1) of the *School Act*. This capital bylaw encompasses all capital projects included in the Capital Plan Response Letter, which again represent the Minister-approved capital plan with modifications for the school district.

The completed Capital Plan Bylaw is to be uploaded into MyCAPS, at which time the Ministry will issue Certificate of Approval to the school district for their approved capital project.

Approved AFG projects **do not** require a Capital Plan Bylaw and will have Certificates of Approval automatically issued by the Ministry.

A downloadable Capital Plan Bylaw template can be found at the Ministry's Capital Planning webpage in the [Publications & Resources](#) section.

1.9 Project Cost Share

Current government policy requires boards of education to share in the cost of major capital projects, other than the lowest cost option for a seismic mitigation project, including:

- Site Acquisition.
- School Addition.
- New School.
- School Replacement.
- Rural Districts Program project.
- Seismic Mitigation Project (where a school district is recommending project scope that is not

the lowest cost option).

School district cost share contributions are set on a case-by-case basis and are dependent on the current financial situation of the school district, with consideration for local infrastructure priorities. A board of education's ability to contribute has no bearing on the prioritization of projects, as outlined in the Ministry's capital plan. The value of a board of education's contribution is determined in the final stages of business case development, prior to securing final government approval.

The board of education's contribution can be taken from several funding sources, including available Minister-Restricted Capital, local capital, or land capital. Confirmation of a school district's funds available for cost share will be required prior to the Ministry seeking a project funding decision from Government.

1.10 Enrolment Projections

Enrolment projections for the next ten years for each school are to be entered into MyCAPS. The deadline for submitting enrolment projections is **June 30, 2024**. Enrolment projections can currently be entered into MyCAPS. For projects within the Major Capital Programs to be considered, 10-year enrolment projections must be completed before the deadline.

2 Roles and Responsibilities

The Ministry is responsible for:

- Maintaining a record of design capacities for all schools.
- Collecting student headcount enrolment data from all school districts.
- Establishing various programs to address diverse school district capital needs.
- Setting funding eligibility criteria for each of its capital programs.
- Prioritizing capital project requests at the provincial level based on established project criteria and available funding.
- Providing school districts access to capital funds for each project approved in the Ministry's capital plan through the Certificate of Approval system.

Each board of education is responsible for:

- Undertaking the ongoing operational management and maintenance of its facilities.
- Establishing a LRFP for its school district.
- Pursuing local solutions to capital needs before requesting Provincial capital funding.
- Planning and prioritizing capital projects under the Ministry's capital programs.
- Funding all costs for project planning, including any reports, as may be required to establish the scope and budget for each requested Minor Capital Program project included in its Capital Plan submission.
- Funding all costs for preliminary project planning, including any reports, as may be required to establish the proposed scope and budget for each requested Major Capital Program project included in its Capital Plan submission.

3 Major Capital Project Requests

3.1 Year One, Year Two and Year Three Capital Projects

Major Capital Program projects (specifically EXP, REP, RDP, SMP) proposed for Year One, Year Two, and Year Three of an annual Five-Year Capital Plan require a project-specific Project Request Fact Sheet (PRFS), project-specific Seismic Project Request Fact Sheet (SPRFS) or a project-specific Demolition Project Request Fact Sheet (DPRFS). These forms can all be found in MyCAPS.

Year One projects should be sufficiently developed to provide a reliable assessment of need, scope of work, schedule, and cost estimate. This information allows the Ministry to properly evaluate an individual project request against both Ministry capital program criteria, and other capital priorities across school districts.

If the Ministry supports a proposed capital project identified as a Year One priority, then it is expected that the project can reasonably be delivered at the scope, schedule and budget identified in the Five-Year Capital Plan. Placeholder projects with inadequate project information should either be included as a Year Four or Year Five project, or included as a more immediate capital project request in a future submission when dependable project information has been developed.

The Ministry may request a project listed in Year Two to be accelerated and undertaken in addition to, or instead of, a Year One project.

3.2 Year Four and Year Five Projects

Year Four and Year Five projects are understood to be notional, based on the best cost estimate, scope and schedule information for the project that is available at the time. Understandably, this project information will require further refinement in future Five-Year Capital Plan submissions, as those project requests move into a more imminent timeframe.

3.3 Project Request Fact Sheet (PRFS)/Seismic Project Request Fact Sheet (SPRFS)

The PRFS and SPRFS are relatively straightforward forms to complete in MyCAPS (in most cases not requiring extensive consultant involvement) and provide for a preliminary assessment of a proposed major capital project that a board of education deems to be a high priority for its school district.

To enable the Ministry to gain a reasonable understanding of the priority for a proposed project, the PRFS or SPRFS is intended to outline the capital need facing the school district, along with options to feasibly address that need, involving both operational changes and capital solutions, based on student enrolment forecasts and utilization of student space in existing schools.

From the PRFS or SPRFS, the Ministry should be able to discern what risks may exist related either to supporting or deferring a requested project.

3.4 Demolition Project Request Fact Sheet (DPRFS)

The DPRFS is also a straightforward form to complete in MyCAPS, providing a preliminary description of a proposed building demolition project that a board of education wishes to undertake in one of its rural communities that will reduce or eliminate a board liability.

It is intended to provide sufficient background information to enable the Ministry to reasonably understand the benefits from the proposed building demolition project, and to determine the project's eligibility for capital funding support under the Rural Districts Program (RDP).

4 Minor Capital Project Requests

4.1 Year One Capital Projects

SEP, CNCP, BUS, FIP and PEP along with AFG may only be proposed as Year One projects entered in MyCAPS.

As a Year One project, the project should be sufficiently developed to provide a reliable assessment of need, scope of work, schedule, and cost estimate. If the Ministry supports a Minor Capital Program project, the school district will be expected to deliver it at the scope, schedule, and budget, as submitted in the Five-Year Capital Plan, on or before the end of the prospective fiscal year.

SEP and CNCP projects may be phased over multiple years, as described below in PART III: MINOR CAPITAL FUNDING PROGRAMS.

PART II: MAJOR CAPITAL FUNDING PROGRAMS

The information outlined in Part II should be read in concert with the information provided in Part I.

1 Seismic Mitigation Program (SMP)

1.1 Background

The Ministry is committed to addressing the high-risk schools identified in the SMP. Each year, the Five-Year Capital Plan submission allows the Ministry to identify the highest priority projects that should be considered for major capital investment. Critical to this identification is an assessment of current seismic risk.

The Ministry engages structural engineering expertise regarding the assessment and mitigation of seismic risks to public schools through the Engineers and Geoscientists of British Columbia (EGBC). The EGBC has developed the Seismic Retrofit Guidelines (SRG), by which all seismic assessments and seismic mitigation work will be assessed and completed.

All Seismic Risk Assessments (SRA) and re-assessments of schools must be pre-approved, in writing, by the Ministry.

Boards of education are responsible for funding the cost of SRAs or seismic risk re-assessments, to be completed by a qualified structural engineer possessing the most recent SRG training (currently in its 4th edition as SRG2020).

If an approved SRA or re-assessment of a school indicates a high seismic risk-rating, the documented results must be reported to the Ministry. The Ministry may then request the school district to complete a Seismic Project Identification Report (SPIR) for that school, which would be submitted in MyCAPS as part of a future Five-Year Capital Plan submission along with the SPRFS, for SMP projects.

The SPIR is a specifically formatted report developed by EGBC, which is to be used by SRG-trained structural engineers to document seismic mitigation options for a seismically deficient block in a school. A SPIR will define the preliminary scoping and costing for the mitigation strategy proposed. EGBC has provided a guideline for the completion of a SPIR, which also includes fee structures for structural engineers.

The seismic risk rating criteria established by EGBC for public schools are:

Significant/BC Building Code Design Earthquake (1 in 2500-year event):

- **High 1 (H1)** - structures at highest risk of widespread damage or structural failure; not repairable after event. Structural and non-structural upgrades required.
- **High 2 (H2)** - structures at high risk of widespread damage or structural failure; likely not repairable after event. Structural and non-structural upgrades required.
- **High 3 (H3)** - isolated failure to building elements (such as walls), are expected, building likely

not repairable after event. Structural and non-structural upgrades required.

- **Medium** - isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades may be required.
- **Low** – least vulnerable structure; isolated damage may be expected with building probably repairable after event. Non-structural upgrades may be required.

EGBC further refined H1 structure performance under the conditions of a less severe, but more likely to occur moderate earthquake (1 in 1000-year event). This resulted in the Probable Event Risk Rating criteria.

Moderate (Probable) Earthquake (subcategory of H1 structures):

- **Probable Event 1 (P1)** – highest risk of widespread damage or structural failure; not repairable after event.
- **Probable Event 2 (P2)** – high risk of widespread damage or structural failure; likely not repairable after event.
- **Probable Event 3 (P3)** – moderate risk of widespread damage or structural failure; costly repairs after event.
- **Probable Event 4 (P4)** – least risk of widespread damage or structural failure; readily repairable after event.

1.2 SMP Project Prioritization

Prioritization for funding of seismic projects primarily includes consideration of the level of risk, with the funding of H1, H2 and H3 risks receiving the highest priority consideration by the Ministry.

When prioritizing a school for a SMP project, a school district should consider factors such as the following:

- The risk rating of school blocks that are H1 or H2 or H3.
- The LRF identifies that the school is well utilized and essential for providing continued education programming for students in the school district.
- The LRF identifies the local circumstances that will corroborate the continued student enrolment in the future.
- A SPIR has already been submitted in response to a Ministry request.
- Availability of student space at neighbouring schools to accommodate current and forecasted student enrolment.
- Seismic strengthening of existing school.
- Seismic strengthening and partial replacement of existing school.
- Full replacement on the existing or alternative site.
- The Facility Condition Index (FCI) for the school.
- Consideration of Life Cycle Costs (LCC) for each option, as the cost of ongoing maintenance over the remaining physical life of an asset is an important financial factor, beyond just capital costs.

1.3 SMP Project Submission Requirements

- Review and update any project and SPRFS that was submitted in MyCAPS for the previous Five-Year Capital Plan submission but is not yet supported.
- Submit a SPRFS in MyCAPS for each new high-priority project to be considered for funding under the SMP.
- For SMP projects that are currently supported by the Ministry but are not yet approved with a signed Capital Project Funding Agreement, they are not to be re-entered into MyCAPS; however, should the school district continue to pursue these projects, they must be included as a high-priority project within the Five-Year Capital Plan that is presented to the Board.

Boards of education are responsible for funding the costs to complete an SRA, SPIR and SPRFS.

2 Expansion Program (EXP)

2.1 EXP Project Prioritization

All EXP projects, which include a new school, an addition to an existing school, or the acquisition of a school site for a new or expanded school, must be supported by the need to accommodate student enrolment in a permanent education setting.

When developing a proposal for an EXP project, a school district should consider factors such as the following:

- Student enrolment has continued to increase over the previous five school years.
- Student enrolment is forecasted to show continued growth over the next 10 years.
- The LRFP identifies the local circumstances that will corroborate the continued student enrolment in the future.
- The LRFP identifies how new permanent school space is needed for the provision of education programming for existing students, and students new to the school district.
- The availability of properties for development of a school site.
- Availability of student space at neighbouring schools to accommodate current and forecasted student enrolment.
- Expanded class scheduling for secondary schools.
- Avoiding a site acquisition through additions to neighbouring schools.
- Acquisition of a school site for a new school.
- Acquisition of property to expand an existing school site for an addition.

2.2 EXP Site Acquisition Project (SAP)

Where an expansion of an existing school site or a new school site is required before an addition or a new school can be constructed, the respective EXP projects must be split into two separate capital project requests, with the initial project being the site acquisition and the subsequent project being construction either of an addition to an existing school or a new school. The PRFS for a site acquisition must clearly demonstrate how an addition or a new school meets the requirements to be considered a

future priority on the proposed site.

Notably, a board of education must first have a School Site Acquisition Charge (SSAC) scheme in place for its school district before the Ministry will consider supporting a site acquisition project request.

In accordance with the Local Government Act, an SSAC scheme for a school district permits local government to collect a charge on behalf of the board of education from a residential developer for each new dwelling being created at the time of subdivision approval or building permit issuance. The per dwelling unit SSAC is imposed for the purpose of providing funds to assist a board of education with the capital costs of meeting its new school site requirements. In that regard, the implementation of an SSAC scheme must be based solely on the demand for new school sites that results from increased student enrolment being generated from new residential development.

Once a SSAC scheme has been established for a school district, an annual consultation must be undertaken by the board with each local government located in the school district. This consultation must be completed before the board submits its Five-Year Capital Plan to the Ministry, in accordance with section 142 of the School Act. Further information regarding annual requirements for school districts with SSAC schemes can be found in Appendix 1: Annual SSAC Requirements, which is located at the end of this document.

Ample time must be given to allow each local government to provide the projection for the number of new residential units, and for the school district to estimate the student enrolment that will result from that residential development. The school district and local government must also come to an agreement of the approximate size and number of school sites required to accommodate the projected number of students, as well as the approximate location and land value of those school sites. These components will be used in the calculation of the various per-dwelling unit amounts that may be collected from residential developers, dependent on the density of their new residential developments.

Following the consultation process, a board of education must make a written proposal of its eligible school site requirements, which is forwarded to each local government for consideration. Where all municipal councils have accepted the proposed eligible school site requirements, the board will submit a copy of the ratified proposal to the Ministry as an addendum to its capital plan submission. In situations where one or more municipal councils have formally not accepted the proposed eligible school site requirements, leading to the undertaking of a facilitated consultation, the board must instead submit a copy of an agreed-upon revised proposal or a resultant facilitator's report as part of its capital plan submission.

Please note that copies of either a ratified proposal, a revised proposal, or a facilitator's report are not to be submitted to the Ministry in MyCAPS. They should instead be emailed separately to the respective Regional Director/Planning Officer team to be included in the Ministry's current capital plan submission file for the school district.

For further information, refer to the Implementation Guide: School Site Acquisition Charge on the Ministry's Capital Planning webpage in the [School Site Acquisition Charge \(SSAC\)](#) section.

2.3 EXP Project Submission Requirements

- Review and update any project and PRFS that was submitted in MyCAPS for the previous Five-Year Capital Plan submission but is not yet supported.
- Submit a PRFS in MyCAPS for each new high-priority project to be considered for funding under the EXP.
- **At all suitable facilities, within the PRFS, explore the use of prefabricated classroom additions as the “Alternative Option” to align with the lifecycle of the existing school.**
- For EXP projects that are currently supported by the Ministry but are not yet approved with a signed Capital Project Funding Agreement, they are not to be re-entered into MyCAPS; however, for the school district to continue to pursue these projects, they must be included as a high-priority project within the Five-Year Capital Plan that is presented to the Board.

Boards of education are responsible for funding all preliminary and detailed project development work required to advance a project for funding decision, including the completion of the PRFS.

3 Replacement Program (REP)

3.1 REP Project Prioritization

All REP projects, which include a full replacement school or a partial replacement of an existing school, must be supported by a recent building condition assessment and engineering reports substantiating that the school building or a portion of a school has reached or will shortly reach the end of its expected useful life.

When developing a proposal for a REP project, a school district should consider factors such as the following:

- The LRFP identifies that the school is essential for providing continued education programming for students in the school district.
- Availability of adequate student space at neighbouring schools to accommodate current and forecasted student enrolment.
- The Facility Condition Index (FCI) for the school.
- Any immediate health and safety issues facing occupants and visitors to the school.
- The cost-effectiveness of further capital investment, using either AFG or SEP funds, to maintain or upgrade the school to extend its useful life.
- The cost of addressing major structural issues or an accumulation of maintenance requirements approaches the cost of replacement.
- Major renovations to the existing school.
- Additions to neighbouring schools.
- Partial replacement of the existing school.
- Partial replacement of the existing school with additions to neighbouring schools.
- Full replacement of the school on its current site.

- Full replacement of the school on a new school site.
- Consideration of Life Cycle Costs (LCC) for each option, as the cost of ongoing maintenance over the remaining physical life of an asset is an important financial factor, beyond just capital costs.

3.2 REP Project Submission Requirements

- Review and update any project and PRFS that was submitted in MyCAPS for the previous Five-Year Capital Plan submission but is not yet supported.
- Submit a PRFS in MyCAPS for each new high-priority project to be considered for funding under the REP.
- For REP projects that are currently supported by the Ministry but are not yet approved with a signed Capital Project Funding Agreement, they are not to be re-entered into MyCAPS; however, for the school district to continue to pursue these projects, they must be included as a high-priority project within the Five-Year Capital Plan that is presented to the Board.

Boards of education are responsible to fund both the preliminary and detailed project development work required to advance projects for funding decision, including the completion of the PRFS.

4 Rural Districts Program (RDP)

4.1 Background

Capital funds are available by the Ministry under the Rural Districts Program (RDP) for projects to assist those school districts with schools in rural communities. The intention of the RDP is to target funding for specific types of projects that would directly benefit rural communities but are typically not included under another Major Capital Program or Minor Capital Program. Specifically, RDP will provide funding for the full and partial demolition of board-owned buildings, as well as for capital projects such as renovations associated with the consolidation of under-utilized schools.

The RDP funding will only be considered for communities with a population of less than 15,000 inhabitants in those school districts located outside of the Lower Mainland, Greater Victoria, and Kelowna.

4.2 Building Demolition

RDP projects will primarily focus on the full demolition of vacant board-owned buildings that have become dilapidated and where refurbishment for school district or community use is not economically feasible.

Funding support under the RDP will also be considered for the partial demolition of functioning buildings that have extensive extraneous areas that are no longer of use to the school district or community. The intention is that by reducing its overall area through a partial demolition, a building may then operate with greater efficiency, requiring less energy and avoiding the extent of required ongoing maintenance.

4.2.1 Building Demolition Project Prioritization

The Ministry may give a higher priority to the full demolition of a surplus board-owned building encumbering a school site that is the subject of a Crown land grant, followed by buildings situated on a property owned outright by the board, and then the partial demolition of buildings that will continue to be operational.

A board may seek to revert Crown land that is no longer required for educational purposes, under authority of the *School Act* or *Land Act*. However, the Province, as represented by the Ministry of Forests, Lands, Resource Operations, and Rural Development, may refuse to receive any such property into the Provincial Crown Land Inventory, unless it is a brownfield site where any encumbering buildings have first been removed and the site has undergone any necessary remediation. In these circumstances, RDP funding will assist the school district to complete the demolition and any needed site remediation.

There are also situations where the cost of demolishing a building may be greater than the potential sale value of the site owned outright by a board of education located in a rural community. As this situation renders the property disposal economically unviable to a school district, priority is next given to providing RDP funding for the demolition of an encumbering building. Even if the unencumbered property will be transferred for an alternative community use at less than fair market value, the receiving community organization will benefit by being able to direct its available funds solely to the re-development of a clean vacant site.

The Ministry will also consider allocating RDP funding for the partial demolition of a functional building. A school district will need to present the business case that the specified reduction of existing space at an under-utilized building, which remains required in support of school district operations, will result in demonstrable operational cost-savings both through reductions in energy-use and ongoing maintenance requirements.

4.2.2 Building Demolition Project Submission Requirements

- Submit a DPRFS in MyCAPS for a project to be considered for funding under the RDP.

Boards of education are responsible to fund both the preliminary and detailed project development work required to advance projects for funding decision, including the completion of the DPRFS.

4.3 School Consolidation

Another area of RDP funding support relates to the completion of a board-approved consolidation of schools in a rural community that has experienced declines or shifts in student enrolment resulting in the inefficient utilization of the capacity of existing schools. The consolidation of schools should provide immediate operating efficiencies by providing educational programming in less physical space.

It is expected the school(s) that will remain operational will have sufficient capacity to accommodate the incoming students; however, in some instance the receiving school(s) may need some renovation or reconfiguration of existing space, or a small addition, for the consolidation to be effective.

A school district is advised to contact their respective Regional Director and/or Planning Officer to discuss the potential provision of capital funding an RDP project involving the consolidation of schools in a rural community.

4.3.1 School Consolidation Project Prioritization

School consolidation projects will be prioritized where a board of education has previously approved the consolidation to occur. Those projects where the scope is limited to the renovation of an existing building to accommodate students from another will be prioritized over those projects where an addition is required.

4.3.2 School Consolidation Project Submission Requirements

- Submit a PRFS for a project to be considered for funding under the RDP in MyCAPS.

Boards of education are responsible to fund both the preliminary and detailed project development work required to advance projects for funding decision, including the completion of the PRFS.

PART III: MINOR CAPITAL FUNDING PROGRAMS

The information outlined in Part III should be read in concert with the information provided in Part I.

1 School Enhancement Program (SEP)

The SEP is a program that provides capital funding specifically for projects that improve the safety, facility condition, operational efficiency, and functionality of existing schools, to extend their useful physical life.

1.1 SEP Project Funding Criteria

SEP projects that are eligible for funding are:

1. Roofing upgrades (i.e., replacement, repair).
2. Exterior Wall System upgrades (i.e., cladding, insulation, windows, building envelope).
3. Interior Construction upgrades (i.e., interior accessibility, flooring, wall partitions).
4. HVAC upgrades (i.e., heating, ventilation, air conditioning).
5. Electrical upgrades (i.e., power supply, distribution systems, fire protection systems).
6. Plumbing upgrades (i.e., washrooms, water fountains, re-piping).

Eligible projects must be valued at more than \$100,000, but not exceed \$2,000,000. **It is also crucial to include at least one project valued at \$500,000 or less.** Projects valued over \$2,000,000 must be identified on MyCAPS as being phased over multiple years.

Projects estimated at less than \$100,000 to maintain the service-life of an existing building should not be included in an annual Five-Year Capital Plan submission but undertaken using AFG funds or local capital funds.

The types of maintenance work that are ineligible for SEP funding include, but not limited to:

- day-to-day wear and tear.
- interior painting.
- exterior painting.
- parking lot repairs or development.
- driveway repairs or development.
- playground and playfield repairs or development.
- School Board offices, bus depots/buildings, maintenance shops/buildings.

1.2 SEP Project Submission Requirements

- All SEP project requests must be submitted using MyCAPS.
- A maximum of five (5) separate SEP projects may be submitted per school district, for funding consideration by the Ministry (with at least one project valued at \$500,000 or less).
- Only SEP projects (single phase; or one of two (or more) phases) that can be completed by March 31st of the prospective fiscal year should be submitted.

- For a newly requested multi-phase SEP project, only the first phase of SEP work should be included in Year One of MyCAPS- the second phase of SEP work is to be noted in the Project Description section.
- For an existing multi-phase SEP project that has already completed the first phase of SEP work, the second (and future) phase(s) of SEP work should be included in Year One of MyCAPS; with a note identifying additional future phases in the Project Description section.

2 Carbon Neutral Capital Program (CNCP)

The CNCP is a program that provides capital funding specifically for energy-efficiency projects that lower a school district's carbon emissions.

2.1 CNCP Project Funding Criteria

The primary considerations in evaluating submitted project proposals will be the measurable emissions reductions and operational cost-savings expected because of the completed project. Other considerations include:

- The level of innovation of the intended project on a facility or a district-wide basis.
- The VFA Canada Corporation renewal period of the proposed project.
- The contributions to be made towards the cost of the proposed project by the school district and third parties.
- CNCP funding received by the school district to date.

When selecting priorities for CNCP funding, the school district should consider the following:

- The measurable short- and long-term emissions reductions and operational cost savings.
- Coordination with other capital program needs for the schools (i.e., SMP or SEP).
- The LRFP identifies that the school is essential for providing continued education programming for students in the school district.
- Previous recent projects have been delivered within the scope, schedule, and budget.
- The school district has the resources to successfully deliver the project.

2.2 CNCP Project Submission Requirements

- All project proposals must be submitted using MyCAPS.
- Submit supporting reports in PDF format (i.e., Energy Manager Reports, VFA Canada Corporation Reports, Engineering Reports) in MyCAPS.
- A maximum of five (5) separate CNCP projects may be submitted per school district, for funding consideration by the Ministry.
- Only CNCP projects that can be completed by March 31st of the prospective fiscal year should be submitted.
- For a newly requested multi-phase CNCP project, only the first phase of CNCP work should be included in Year One of MyCAPS; the second phase of CNCP work is to be noted in the Project Description section.

- For an existing multi-phase CNCP project that has already completed the first phase of CNCP work, the second (and future) phase(s) of CNCP work should be included in Year One of MyCAPS; with a note identifying additional future phases in the Project Description section.

3 Bus Acquisition Program (BUS)

School buses are considered capital assets and capital funding requests to acquire any new or replacement buses must be made to the Ministry as part of a school district's annual Five-Year Capital Plan submission.

3.1 BUS Project Funding Criteria

Bus funding requests will consider the following.

- School bus age and/or mileage:
 - school bus age will be determined from the year it was put into service.
 - mileage will be determined using the date of funding request submission.
- Existing buses with safety and mechanical issues.
- New school buses to support new trips on existing routes due to increased student enrolment or new routes to newly serve areas of the school district without current student transportation service.
- School district's intention to create their own bussing services versus using third-party contracted services.

Replacement of an existing school bus will be considered for the following situations:

- Type A2 buses (20-29 passengers), which are 10 years old and/or have more than 250,000 km.
- Type C buses (34-76 passengers), which are 12 years old and/or have more than 325,000 km.
- Type D-RE & Type D-FE (80+ passengers), which are 15 years old and/or have more than 400,000 km.
- None of the above applies, but the need for replacement can be substantiated with supplementary information by a qualified third-party.

A bus that has been replaced may not be used for any permanent routes, and once a bus has been claimed for replacement, under no circumstances may it be claimed again. This includes buses that have been sold by one school district to another school district.

Where approved by the Ministry, bus acquisition funding will be based on a capital allowance. School districts must procure their school buses using the annual Request for Standing Offer (RFSO) process managed by the Association of School Transportation Services of British Columbia (ASTSBC).

The ASTSBC will invoice school districts for two (2) percent of their bus purchase price to defray the cost of administering this initiative. This fee is included in the Capital Funding Grant and is not an additional cost to the school district. Public schools that are in arrears of their administration fee payment from purchases under previous RFSOs will be ineligible for future standing offer procurements.

Details of the RFSO can be found at: <http://www.astsbcc.org/>

3.2 BUS Inventory

To assist the Ministry in its long-term planning and forecasting of bus replacements throughout the province, school districts must provide an update to their entire existing bus inventory each year in MyCAPS.

Updates include adding buses that do not currently appear in the MyCAPS inventory as well as updating the 'Actual Kilometers' field for existing buses. The deadline for updating school bus inventories is **September 30, 2024.**

3.3 BUS Project Submission Requirements

- All bus requests must be submitted using MyCAPS.
- For replacement due to safety and mechanical issues, submit the following documents in MyCAPS:
 - detailed description of the safety and or mechanical issues with costs, supported by supplementary documentation from a qualified third-party (i.e., repair/mechanical shop, insurance company).
 - the latest Commercial Vehicle Safety Enforcement (CVSE) inspection report verifying the bus unit number, age, condition, and number of kilometres and identified issues.
- For additional buses for new routes or trips, submit the following documents:
 - rationale for the request that demonstrates the increase ridership and are to include copies of route sheets, route maps, and supporting route optimization analysis.
- For replacement of existing buses, submit the following documents:
 - if bus has met both age and mileage criteria, no additional documentation is required.
 - if bus replacement is sooner than outlined in Ministry guidelines for age and/or mileage, the reasons for early replacement and recent maintenance costs records are required (supported by the latest Commercial Vehicle Safety Enforcement (CVSE) inspection report verifying the bus unit number, age, condition and number of kilometres and identified issues).
- For creation of school district owned bussing services, submit the following documents:
 - rationale for the request that demonstrates operational cost-benefit analysis of owned bussing services versus using third-party contracted services, and are to include copies of fleet management plan, route sheets, route maps, and supporting route optimization analysis.
- **All school bus requests must identify what fuel type (i.e. diesel, electric, etc), the number of wheelchair spaces (i.e. 0, 1, 2, etc), and ideally which bus make (i.e. IC Bus, Blue Bird, etc) is intended to be purchased.**
- Bus purchases must be completed using the RFSO process, with buses received by March 31st of the prospective fiscal year.

4 Playground Equipment Program (PEP)

The PEP was established to provide playground equipment systems at schools that do not currently have one, or to replace aging playground equipment systems that may pose health and safety hazards.

Supporting inclusion and accessibility for all children, the PEP is available to provide specific funding to purchase and install new or replacement playground equipment that is universal in design, and follows accessibility measures as defined through the

[Canadian Standards Association CAN/CSA-Z614-14 \(R2019\): Children's Playspaces and Equipment](#)

Universal design aims to create environments that can be used by as many people as possible without special adaptations or modifications. Projects should consider including equipment and ground cover materials (i.e. rubberized surfacing), if feasible, to create an inclusive and accessible playground concept.

Universally designed playground spaces include adventure-style playground equipment that is designed to include all elementary-aged students regardless of ability.

To meet the range of students' needs in designing playgrounds to include every child, school districts should consider all physical, mental, intellectual, learning, communication, or sensory impairment – or functional limitations – whether permanent, temporary, or episodic in nature, that in interaction with a barrier, hinders a person's full and equal participation in society.

School districts may consider creating a playground advisory committee as a proactive step in the process of co-developing a playground project plan. This committee could be comprised of people with lived experience of disability, and possibly include:

- children with disabilities
- parents of disabled children
- parents with disabilities
- school therapy teams
- school district's accessibility and inclusion team members
- educational assistants

The committee could work in collaboration with school administration and playground equipment providers/installers to advise and guide the project from concept to completion.

This equipment is to be permanently fixed on a school site and include appropriate ground cover for fall protection, improved access, and increased mobility.

4.1 PEP Project Funding Criteria

Only schools where most grades are elementary (K-7) will be eligible for PEP. With a focus on full playground equipment replacement, projects for partial replacement of existing equipment or repair of existing equipment will not be considered. Schools that do not currently have playground equipment and students do not have easy access to nearby equipment may be prioritized.

4.2 PEP Project Submission Requirements

- All proposed PEP projects must be submitted using MyCAPS.
- A maximum of three (3) separate PEP projects may be submitted per school district, for funding consideration by the Ministry. Only PEP projects that can be completed by March 31st of the prospective fiscal year should be submitted.

- PEP projects that have previously been supported by the Ministry to receive capital funding must not be included in MyCAPS.

5 Food Infrastructure Program (FIP)

The Capital Management Branch's Food Infrastructure Program (FIP) is an annual program intended to assist boards of education with creating, improving, or expanding infrastructure to feed students across all communities in British Columbia. The FIP is directly tied to the government's broader *Feeding Futures* program, which is a commitment to ensure students are properly fed for learning to enhance positive academic and healthy outcomes for students.

5.1 FIP Project Funding Criteria

Program parameters for the FIP will be adjusted over time, based on the Ministry's evolving understanding of student needs (as informed by engagement with the sector) as they relate to local service delivery capacity (including consideration for existing capacity within local community groups who deliver food programming). As such, school districts are encouraged to clearly describe the proposed scope of their school food infrastructure improvements within the project requests included within their capital plan submission. Despite this, the following overarching requirements will apply:

- Proposed FIP projects should be focused on minor upgrades such as:
 - Refrigerated vehicles to support the delivery of prepared meals from centralized kitchen facilities to schools.
 - The purchase and installation of new or used kitchen equipment (e.g. refrigerators, freezers, dishwashers, stoves, ovens, etc.)
 - **Electrical, plumbing and ventilation upgrades to accommodate the installation of commercial kitchen equipment.**
 - Improvements to ensure kitchens meet local health authority requirements.
 - Equipment and infrastructure to support traditional food gathering and preparation (e.g. fishing equipment, smokehouses, non-fur trapping equipment).
 - Food storage (refrigerated or dry storage).
- The FIP is not an enhancement fund to construct new kitchens. *
- The FIP cannot be used to construct net new space. *

When purchasing equipment, districts are encouraged to acquire energy-efficient appliances. Evaluation of FIP project requests will be supplemented by an array of key indicators, including data on local needs. Generally, schools in rural and remote communities and districts with little or no existing school food programs where no local community solutions (e.g. community kitchens) exist will be prioritized to receive capital funding.

The type of food infrastructure improvements that are ineligible for FIP funding include, but are not limited to:

- Purchase or lease of land or buildings.

- Constructing net new kitchen space. *
- Converting space in an educational facility to a kitchen. *
- Improvements to kitchen space that will not be used to support the delivery of school food programs in the district.
- The purchase or lease of personal/private vehicles.
- The purchase or construction of any buildings such as sheds, storage facilities, etc.

* Unless there is evidence that there is no opportunity for community partnerships to assist with the delivery of local school food programming.

5.2 FIP Project Submission Requirements

- All FIP project requests must be submitted using MyCAPS.
 - **Projects must be submitted under the School Enhancement Program (SEP) special call for submission (Minor 2025/2026 | 2024-10-01), with the project type set as “Food Infrastructure”.**
 - **NOTE: FIP project requests should not be submitted under the main minor call for submission (Minor 2025/2026 | 2024-09-30).**
 - Should the proposed project entail enhancements to existing kitchen space in the school, floor plans verifying this space must be submitted as a PDF.
- To afford the Ministry more flexibility when it comes to prioritizing projects, school districts are encouraged to submit at least one project in their FIP submissions valued at \$100,000 or less.

Only FIP projects that can be completed by March 31st of the prospective fiscal year will be considered.

PART IV: BUILDING ENVELOPE PROGRAM

The information outlined in Part IV should be read in concert with the information provided in Part I.

1 Building Envelope Program (BEP)

The BEP is a program that is available to provide specific funding for remediation to known building envelope issues at schools that were built between the years of 1985 and 2000; that have undergone a Building Envelope Condition Assessment (BECA) by BC Housing; and that are on BC Housing's list of eligible schools.

1.1 BEP Project Prioritization

School districts have previously been provided with a list of their BEP projects, as ranked by BC Housing. While the Ministry will use the BC Housing rankings as a guide for prioritizing BEP funding, a school district may work with the Ministry to amend that priority, if necessary.

When requesting a BEP project, a school district should consider the following factors:

- The LRFP identifies that the school is essential for providing continued education programming for students in the school district.
- The Facility Condition Index (FCI) for the school.
- The priority ranking of the school by BC Housing.
- Opportunities to coordinate the BEP project with other required building upgrades under AFG, CNCP, SEP, SMP, or EXP (i.e., an addition).

1.2 BEP Project Submission Requirements

- Review and update any BEP project that was submitted in MyCAPS for the previous Five-Year Capital Plan submission.
- For BEP projects that are currently supported by the Ministry but are not yet approved with a signed Capital Project Funding Agreement, they are not to be re-entered into MyCAPS; however, should the school district continue to pursue these projects, they must be included as a high-priority project within the Five-Year Capital Plan that is presented to the Board.

PART V: ANNUAL FACILITY GRANT

The information outlined in Part V should be read in concert with the information provided in Part I.

1 Annual Facility Grant (AFG)

The AFG funding is provided as a lump sum amount annually which a board of education may expend for the purpose of:

- upgrading or replacing existing facility components throughout the expected economic life of an existing capital asset.
 - enhancing the service potential of an existing capital asset or a component of an existing capital asset by correcting deficiencies in design or construction, and unsafe conditions.
 - significantly lowering the associated operating costs of an existing capital asset; or
 - extending the life of an existing capital asset or a component of an existing capital asset beyond its original life expectancy.
- A board of education is responsible for managing its AFG funds to enable planned or emergent health and safety expenditures to be addressed within a fiscal year.

1.1 AFG Project Funding Criteria

There are nine main categories of eligible AFG expenditures:

- **Accessibility upgrades** (improvements related to access for persons with mobility issues or physical disabilities).
- **Asbestos Abatement** (mitigation and/or remediation of asbestos affected areas).
- **Electrical upgrades** (improvements or replacements of power supply and distribution systems, fire protection systems, and technological infrastructure upgrades to accommodate computer and telecommunications networks).
- **Exterior Wall System upgrades** (improvements to protect the fabric of the building, including exterior painting, window, and door replacement, building envelope repair and replacement, structural and non-structural seismic mitigation).
- **HVAC upgrades** (improvements, replacements or provision of heating, ventilation, and air conditioning systems).
- **Interior Construction upgrades** (improvements of school facilities related to flooring, wall partitions, non-structural upgrades, and the provision of educational programming).
- **Plumbing upgrades** (improvements, replacements or provision of washroom and plumbing systems, and safe drinking water).
- **Roofing upgrades** (scheduled roof replacements and major roof repairs).
- **Site upgrades** (site improvements including positive site drainage; repairs to sidewalks, parking lots, site access/egress, paved work areas, paved play areas, and play fields; repairs, upgrading or replacement of playground equipment; perimeter safety fencing; contaminated soil remediation; underground storage tanks removal; sewer or water services; underground irrigation systems; traffic safety).

Expenditures for annual facility projects may include any associated consultant fees.

Examples of ineligible use of AFG include:

- Building expansions resulting in increases to gross facility area or design capacity.
- Building acquisitions.
- Site acquisitions.
- Acquisition of equipment, furnishings, personal computers and peripherals, servers, or vehicles and their accessories.

1.2 AFG Project Submission Requirements

- All AFG project requests must be submitted using MyCAPS.
- Only AFG projects that can be completed by March 31st of the prospective fiscal year should be submitted.

Upon Ministry concurrence of a school districts AFG projects, all subsequent deviations from the approved plan due to emergent issues and items are to be communicated to the Ministry in writing and upon return correspondence, updated by the school district in MyCAPS.

PART VI: CHILD CARE CAPITAL PLANNING

1 Overview

On April 2, 2024, the Ministry launched new functionality in MyCAPS to allow school districts to begin considering and planning for Child Care (CC) as part of their broader K-12 Capital Planning. The purpose of this enhancement is to enable school districts to develop and submit capital plans for child care funding through MyCAPS, resulting in the efficient management of concurrent projects across the Ministry's Education capital funding programs. These system changes also introduce functionality to support the management of Child Care Facilities on school district property.

Following this launch school districts must submit all child care project requests through MyCAPS rather than through the previous New Spaces Fund application process. This appendix provides details on the process for planning and requesting child care projects through MyCAPS.

All child care project requests must create net new spaces. If there are any existing licensed spaces being relocated, details about the relocated spaces must be provided in the request. However, please note only net new spaces may be considered for funding.

1.1 Child Care Categories

School districts will be able to submit child care project request under the following categories:

1.1.1 Major Projects

- CC – New Spaces Integrated
- CC – New Spaces
- CC – Conversion (Major)

1.1.2 Minor Projects

- CC – Conversion (Minor)

2 Submission Types

2.1 Major Projects

Eligible projects that will exceed \$500,000. Any projects proposing to undertake a conversion/renovation of existing K-12 space for the creation of new CC spaces with a funding request of less than \$500,000 must submit a project request through the Minor Capital call for submission.

2.1.1 CC – New Space Integrated

CC – New Space Integrated projects are defined similarly to the above, except that these projects will be included as part of another Major Capital Project (SMP; EXP; REP). The project requests for the Major Capital project and the CC – New Space Integrated will be two separate submissions. It is possible that only the K-12 project will be approved.

2.1.2 CC – New Space

CC – New Space projects are those that propose to build new floor area to create Child Care spaces on school grounds. Proposed CC – New Space projects should be focused on works such as:

- Building a standalone CC facility on a school site
- Building an expansion onto a school for CC use

2.1.3 CC – Conversion (Major)

CC – Conversion (Major) projects use funding to convert (renovate) an existing K-12 space for the creation of new Child Care spaces. Conversion projects under Major Capital will be those that require more than \$500,000 to carry out the works.

2.2 Minor Projects

Eligible projects that will not exceed \$500,000. Any projects proposing to undertake a conversion/renovation of existing K-12 space for the creation of new CC spaces that exceed \$500,000 must submit a project request through the Major Capital call for submission.

2.2.1 CC – Conversion (Minor)

CC - Conversion (Minor) projects are small-scale projects to convert (renovate) an existing K-12 space to create new Child Care spaces as well as the purchase and installation of fixtures, furniture, and equipment required to obtain a license.

3 Submission Deadlines

With the 2024/25 fiscal year being the foundational year, there will be two “Call for Submissions” for both the Major and Minor categories. This will allow school districts to submit project requests for funding during the 2024/25 fiscal year, and to begin developing a capital plan for child care in alignment with their 2025/26 K-12 Capital Plans. Details of the timing and purpose of each Call for Submission are outlined below.

School districts are strongly encouraged to speak with the Child Care PO/RD team about their project requests prior to the closure date so they can fully review the validity and accuracy of the requests being made.

School districts with questions about child care operational planning and programming can contact the Child Care Development Support team at ccdevsupport@gov.bc.ca.

3.1 2024/25 Call for Submissions

The 2024/25 calls for submission should be used to submit any projects that would have been submitted as a New Spaces Fund application in the 2024/25 fiscal year under the previous process.

There will be one main call for submission for each of the **Major and Minor** categories for the **2024/25**

fiscal year. These calls are to accommodate the foundational year moving from the existing New Spaces Fund process towards a capital planning cycle.

Project requests submitted under the 2024/25 call for submission will be evaluated using the *ChildCareBC New Spaces Fund Funding Guidelines*. Any successful projects will be required to adhere to the NSF guidelines, including any eligible and ineligible project costs, commitments periods and all other program requirements. Dependent on budget availability, additional calls for funding in the 2024/25 fiscal year may become available.

3.1.1 Major Projects

The 2024/25 **call for submission** opens **April 8, 2024**, and closes **May 15, 2024**.

3.1.2 Minor Projects

The 2024/25 **call for submission** opens **April 8, 2024**, and closes **May 15, 2024**.

3.2 2025/26 Call for Submissions

3.2.1 Major Projects

There will be two calls for submissions for Child Care **Major** project requests for the **2025/26** fiscal year. These calls for submission are intended to align with the regular K-12 capital planning cycle.

- The first call will be for K-12 + CC integrated projects. This call will be the main call for K-12 project requests and will allow school districts to include CC project requests related to a Major K-12 project, the only CC submission type included in this call will be CC - New Spaces Integrated. This **2025/26 call for submission** opens **April 8, 2024**, and closes **June 30, 2024**. See Section 3 of the Capital Plan Instructions related to K-12 project requests under this call.
- The second call will be for CC project requests only and will include project requests for CC - New Spaces and CC – Conversion. This **2025/26 call for submission** opens **April 8, 2024**, and closes **June 30, 2024**.

3.2.2 Minor Projects

There will be one main call for submission for **Minor** Child Care projects for the **2025/26** fiscal year. This call for submission is intended to align with the regular K-12 capital planning cycle:

- The **2025/26 call for submission** opens **April 8, 2024**, and closes **September 29, 2024**.

4 Capital Plan Bylaw and Child Care Declaration Form

Child care capital plans do not formally require a Capital Plan Bylaw. However, if a school district's approval process requires the board to approve a bylaw, school districts will be required to upload a copy of said bylaw into MyCAPS prior to funding approval.

Prior to receiving funding approval for any project submitted under a project request, school districts will be required to upload a Child Care Declaration Form agreeing to applicable program requirements. This form will be provided by the Ministry as an attachment to the Response Letter and must be signed by the school district’s authorized signatory and uploaded to MyCAPS, together with other Capital Plan Supporting Documents by the school district prior to funding approval.

5 Enrolment Projections

Enrolment projections for the next ten years for each school are to be entered into MyCAPS. The deadline for submitting enrolment projections is June 30, 2024. Enrolment projections can currently be entered into MyCAPS. For projects within the Child Care Programs to be considered, 10-year enrolment projections must be completed before the deadline.

6 Approval Processes

Project requests will follow an approval process that is dependent on the call for submission type with which the project is associated, as outlined in the following sections.

6.1 Major Projects

All CC project requests submitted under a **Major Call for Submission** will undergo a two-stage approval process, as outlined in Fig. 1 below.

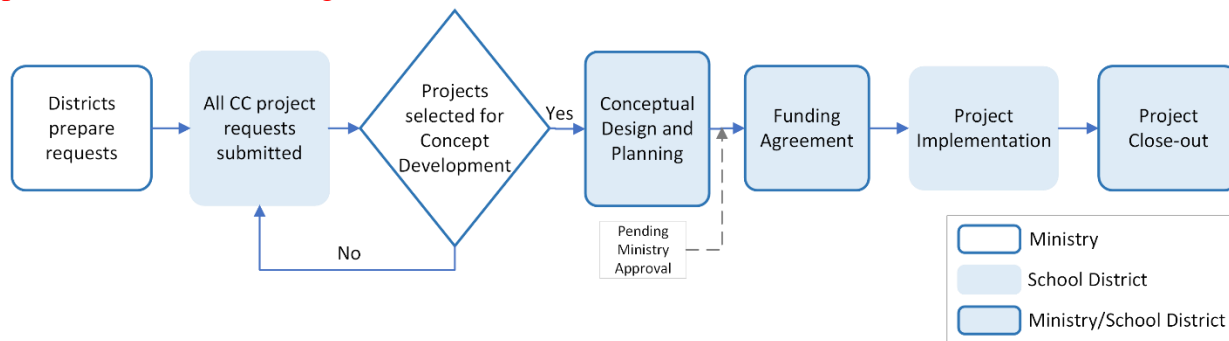


Figure 1 – Major Approval Process (Two-Stage)

The Ministry will evaluate the details included in the CC Project Request Fact Sheet (PRFS) when deciding which projects requests are selected to move to Concept Development. Please ensure you provide as much detail on the PRFS as possible when submitting your requests. However, files for proposed floor plans, outdoor plans and detailed project budget **are not required** to be provided at the project request stage for Major Project Requests. Major Project Requests must include the proposed floor area for the project on the CC - Preliminary Budget tab and an estimated budget on the Cashflow tab.

6.2 Minor Projects

All CC project requests submitted under a **Minor Call for Submission** will undergo a one-stage approval process, as outlined in Fig. 2.

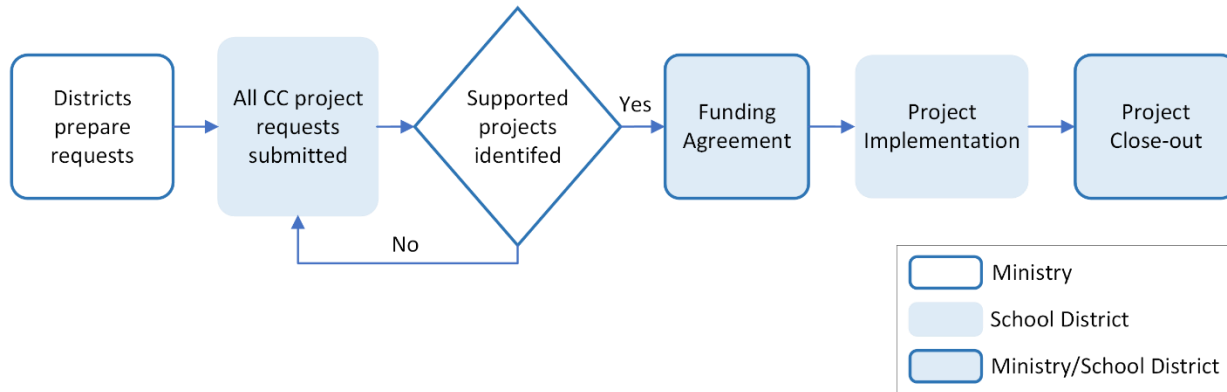


Figure 2 – Minor Approval Process (One-Stage)

The Ministry will evaluate the details included in the CC PRFS when deciding what projects requests are selected to move to Concept Development. Please ensure you fully complete the PRFS when submitting a Minor Project Request. Files for proposed floor plans, outdoor plans and detailed project budget **are required** to be uploaded to the CC - PRFS tab at the project request stage for Minor Project Requests due to the one-stage approval process.

7 Child Care Response Letters

Once the assessment of capital plan submissions from all school districts has been completed by the Ministry, the Ministry will notify each school district of the results with a Child Care Response Letter.

The Child Care Response Letter will identify the specific project requests from the Major Call for Submission that are supported for concept development and from the Minor Call for Submission that are approved for funding.

The Child Care Response Letter will also advise the school district of next steps for projects selected to proceed, which may include:

- Proceed to developing a detailed submission for Major Projects (detailed floor plans, outdoor plans, and a Class D estimate, as well as any additional details required to determine project feasibility).
- Proceed to completing a funding agreement for Minor projects, then to tender and construction.

8 Roles and Responsibilities

The Ministry is responsible for:

- Setting funding eligibility criteria and submission requirements.
- Prioritizing project requests at the provincial level based on established project criteria and available funding.

Each board of education is responsible for:

- Planning and prioritizing child care project requests.

9 Project Submission Requirements

The Ministry will consider project requests where school districts are seeking to create **new child care spaces** within new and existing schools, and/or on school district property.

The intention of Child Care (CC) space creation is to target specific types of projects that would directly benefit communities where the need for both school-aged care as well as infant and toddler programs is considerable. Projects that are selected to receive funding must create new child care spaces. These spaces may be created within a range of facility types including standalone buildings, modular buildings, expansions to existing child care facilities, dedicated space integrated with new K-12 projects and/or renovations to existing school spaces. When submitting child care project requests, school districts must:

- Complete a CC - PRFS in MyCAPS for each new high-priority project to be considered for funding.
- Rank projects in order of priority, within the applicable project categories.

10 Project Prioritization

All CC projects, whether a new standalone CC facility, an expansion of an existing CC facility, or the construction of a CC facility as an integrated part of another Major Capital project, support existing child care space pressures in the community.

When developing a proposal for a CC project, a school district needs to consider factors such as the following:

- An evaluation of the community needs for child care, including a copy and evaluation of a Child Care Needs Assessment for the community, if available.
- The existing coverage and need for the proposed care type in your community.
- A staffing plan and whether the school district will self-operate or partner with a not-for-profit provider.
- The operator will provide programming that is inclusive to all children, including priority populations.
- Whether the operator will provide specialized programming that prioritizes certain populations.
- The hours and days of operation of the future child care centre, including making all efforts to have the proposed spaces available to families on days of school closure.
- Child care need identified in an LRFP, if available.
- Student enrollment in the school district over the previous 5 school years, which may impact CC capacity if enrolment grows.
- The development of an LRFP that identifies how new permanent CC space is needed for the provision of CC programming for existing school aged children, as well as children in the community under the age of five.
- Availability of student and CC space at neighbouring schools to accommodate current and forecasted childcare needs.

PART VII: APPENDICES

A Annual SSAC Requirements

This supplement provides a high-level overview of the annual requirements and expectations for School Site Acquisition Charges (SSAC). Additional information can be found at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning>

The yearly SSAC update should follow the school districts capital planning process and will be part of the annual Five-year Capital Plan submission. An SSAC Bylaw template can be found under the School Site Acquisition Charge (SSAC) heading via the following [link](#) and is meant to provide school districts with a template detailing the minimum information requirements. Additional information can be added to the bylaw template to address a school district's local context.

Eligible School Sites Proposal

All the information in the Eligible School Sites Proposal should be incorporated in the school district's capital plan submission. Furthermore, since the draft Eligible School Sites Proposal needs to be accepted by each local government, it should be available well in advance of the deadlines for Five-Year capital plan submissions.

Once SSAC's are enacted, annual updates may be straightforward, requiring little analysis and eliciting minimal interest from local government and the stakeholders. Each part of the SSAC Calculator will have to be updated, but, unless there are significant changes in forecasted enrolment, housing units, or the need for new sites, the impact on SSAC will be minimal.

ECC's instructions for preparing the Five-Year Capital Plan submissions require major updates of the Eligible School Sites Proposal every five years or if there is a significant change in the school district, such as a proposed large housing development.

SSAC Bylaw

After the approved capital projects are announced, the school board must establish the amount of the charge for each category of development and adopt the SSAC bylaw. According to the section 575 (1) of the Local Government Act, "Subject to the regulations, within 60 days of receiving approval of its capital plan under section 142 of the School Act, the board of education of an eligible school district must, by bylaw, set the school site acquisition charges applicable to the prescribed categories of chargeable development for the school district...". The SSAC Bylaw must be signed within 60 days of the district's Five-Year Capital Plan being approved by the Ministry and a copy must be submitted to cmb@gov.bc.ca.

B Simplified Designs Guideline

The Ministry of Education and Child Care (the Ministry) is encouraging school districts to consider simplified designs when building new schools or expanding existing ones. By utilizing simplified designs, school districts will directly benefit from the operational cost savings (heating/cooling, maintenance, etc.) over the lifespan of the school facility. Excessive design elements may also result in an uncomfortable environment for occupants, for instance when extravagant glass walls and roofs increase the temperature inside the school.

By reducing complex school design elements, school districts and the Ministry will be better able to maximize the creation of new student spaces, mitigating costs and expediting the delivery of new classrooms and learning environments. Simpler designs will result in quicker delivery of new schools and additions without compromising appropriate 21st century learning elements and licensing requirements for child care or impeding the consultation process with stakeholders. Reusing these simple designs is also encouraged as it creates further efficiencies.

Ministry staff will continue to work with school district design teams to identify costly design features that impact scope, schedule, and budget. It is important that school districts are thoughtful about making commitments and setting expectations during any stakeholder consultation process. Moving forward, school districts opting to include complex, non-essential, design features in school capital projects will be expected to offset the associated cost with their own funds.

The Ministry is not supportive of design elements identified in the list below. This list is not exhaustive and school districts are expected to identify design efficiencies during capital delivery. Please contact the appropriate Regional Director or Planning Officer for your school district to ensure you are using the current version of this simplified designs guidance document.

1. Elaborate Building Massing

- Sprawling building footprints and high ceiling heights
- Excessive design spaces and large atriums
- Courtyard areas/spaces and oversized/elaborate roof overhangs
- Several alcoves and jut-outs of the building footprint
- Non-standard roof design, and varying levels within the roofing structure

2. Inefficient Building Configuration

- Curved exterior and interior walls
- Inclusion of atypical angles/irregular geometry

3. Excess Glazing

- Disproportionate amounts of windows and glazed curtain walls
- Glazed entrance canopies and clerestory roofs

4. Costly Interior Fit-Outs

- Expensive plumbing/lighting fixtures and finishes
- Costly suspended ceilings and slats in ceilings