



PART II-VII: Detailed Capital Plan Instructions

Five-Year Capital Plan Submission for 2027/28

These Capital Plan Instructions Supersede All Previous Editions.

*Any future updates to Capital Plan Instructions will be highlighted in **red text**.*

*These Capital Plan Instructions are current as of **April 23, 2026**.*

Ministry of Infrastructure
Education & Child Care Capital Branch

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PART II: MAJOR CAPITAL PROGRAMS

This section should be read in concert with the information provided in Part I.

- All capital plan submissions are made through MyCAPS.
- A separate fact sheet within MyCAPS is required for each proposed high-priority (proposed for year 1-3) major capital project.
- For suitable addition and new elementary school projects, explore the use of prefabricated classroom additions as an option in the fact sheet.
- Any previous submissions for projects not yet supported should be reviewed and updated in MyCAPS prior to any new submissions.
- Projects supported by the ministry but not yet approved must not be re-entered. They must be included instead as a high-priority project in the capital plan that is presented to the Board.
- Districts are responsible for funding assessments, reports and other development work required to support their submissions.

In the following sections, submission instructions are included only where they vary from this process.

1 Seismic Mitigation Program (SMP)

Projects in the SMP are based on engineering assessments (Seismic Risk Assessments), which must be pre-approved by the ministry and follow the Seismic Retrofit Guidelines developed by Engineers and Geoscientists BC.

Where an assessment, or reassessment, identifies a high seismic risk, the ministry may request a Seismic Project Identification Report (SPIR), which is submitted as part of a future project request. SPIRs present seismic mitigation options along with preliminary scope and cost estimates.

1.1 SMP Project Prioritization

Seismic risk rating is a key consideration for prioritizing projects under this program. For details of the risk rating criteria, see Appendix A.

The ministry will also consider whether:

- the school is well-utilized and essential for ongoing educational programming.
- LRFP confirms local conditions support continued enrolment.
- a SPIR has been submitted at the ministry's request.
- neighbouring schools could accommodate more students.
- seismic strengthening, partial replacement, or full replacement is appropriate.

Submissions should also include the school’s Facility Condition Index and life-cycle cost implications for each option.

Key Contacts

For more on **SMP**, contact your **major capital** [Regional Director or Planning Officer](#)

2 Expansion Program (EXP)

All EXP projects—new schools, additions, or school site acquisitions—must be supported by demonstrated need for permanent enrolment accommodation.

Districts should consider:

- Enrolment increases in the past five years and projected growth for the next 10.
- LRFPP evidence of the need for new permanent capacity.
- Availability of suitable properties for a new school or site expansion.
- Capacity at neighbouring schools to absorb current or future students.
- Opportunities to adjust secondary school timetables to optimize space.
- Options to avoid site acquisition by expanding nearby schools.
- Requirements for acquiring a new school site or expanding an existing one.

2.1 EXP Site Acquisition Project (SAP)

If a school site must be acquired before constructing an addition or new school, the request must be split into two separate submissions: first for the site acquisition, and second for the construction. Projects involving site acquisition require significant up-front work from districts before they are submitted for funding. This includes:

- Establishing a School Site Acquisition Charge (SSAC) scheme under the *Local Government Act*. This allows local governments to collect charges from residential developers to help fund new school sites.
- Consulting with each local government in the district every year before submitting the district’s capital plan. Both parties must agree on the number, size, location, and estimated value of required school sites to help determine costs for the School Site Acquisition scheme. For more on SSAC, see Appendix B.
- Preparing an Eligible School Sites Proposal for ratification by all local governments and submitting it with the capital plan. If any council does not accept it, districts should submit a revised proposal or facilitator’s report to the ministry. (Note: this is done via email, not through MyCAPS, for further consideration.)

Key Contacts

For more on **EXP**, contact your **major capital** [Regional Director or Planning Officer](#)

3 Replacement Program (REP)

REP projects—whether full or part replacements—must be supported by a recent building condition assessment and engineering reports confirming that the building, or part of it, has reached or is nearing the end of its useful life.

District submissions should address:

- Whether the school is essential to ongoing educational programming as per LRFP.
- Capacity at nearby schools to accommodate current and future enrolment.
- The school's Facility Condition Index (FCI).
- Any immediate health or safety concerns.
- Whether further investment through a minor capital program instead could cost-effectively extend the school's life.
- Whether structural issues or maintenance costs approach the cost of full replacement.
- Options including major renovations, additions to nearby schools, partial replacement, or full replacement on the current or a new site.
- Life-cycle costs for each option.

Key Contacts

For more on **REP**, contact your **major capital** [Regional Director or Planning Officer](#)

4 Rural Districts Program (RDP)

This program supports demolition of board-owned buildings and renovations needed to consolidate under-utilized schools. It may also finance post-demolition remediation work on Crown land.

Funding is available only for communities with fewer than 15,000 residents located outside the Lower Mainland, Greater Victoria, and Kelowna.

4.1 Building Demolition

Removing buildings that are past their useful life allows communities to focus resources on developing a clean site. For example, boards of education may return unneeded Crown land to the Province, but the Province may decline unless buildings are removed and remediation completed.

Partial demolition is an option where a district can demonstrate cost saving from downsizing underutilized space.

4.1.1 Building Demolition Project Prioritization

The ministry may prioritize projects in the following order:

- full demolition of surplus buildings on Crown-granted land
- full demolition on board-owned property
- partial demolition of buildings that will remain operational.

Priority may also be given to projects where demolition costs exceed the potential sale value of a rural property, making disposal uneconomical.

4.2 School Consolidation

Consolidation projects should provide immediate operating efficiencies while ensuring the school can accommodate incoming students. In some cases, this may involve renovation, reconfiguration or a small addition. Districts should work with their Regional Director or Planning Officer as part of their development process.

4.2.1 School Consolidation Project Prioritization

The ministry will give first priority to projects approved for consolidation by the board of education. Projects with limited scope will also be prioritized ahead of those where additions are required.

Key Contacts

For more on the **RDP**, contact your **major capital** [Regional Director or Planning Officer](#)

PART III: MINOR CAPITAL PROGRAMS

This section should be read in concert with the information provided in Part I.

All minor capital project submissions are made through MyCAPS and approved projects must be completed by March 31 of the prospective fiscal year.

1 School Enhancement Program (SEP)

This program helps improve schools' safety, condition, operational efficiency, and functionality to extend their useful lives. Eligible projects include:

- Roofing upgrades (i.e., replacement, repair, parapets, roof drainage).
- Exterior wall system upgrades (i.e., cladding, insulation, windows, building envelope).
- Interior construction upgrades (i.e., interior accessibility, flooring, ceilings, wall partitions).
- HVAC upgrades (i.e., heating, ventilation, air conditioning systems).
- Electrical upgrades (i.e., power supply, distribution systems, fire protection systems).
- Plumbing upgrades (i.e., washrooms, water fountains, re-piping).

A primary consideration for school districts regarding selection of intended projects should be the Gordian/VFA Canada Corporation renewal period of the proposed project.

SEP funding does NOT cover:

- Day-to-day wear and tear.
- Interior and/or 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, portables.
- Work which is within the scope of an approved Major Capital project at the facility.
- Building modifications resulting in increases or decreases to gross facility area or design capacity.

1.1 SEP Project Submission Requirements

- Each project must be valued between \$100,000 and \$1.5 million.
- Districts may submit up to five projects with at least one valued at \$500,000 or less.
- Projects valued higher than \$1.5 million may be phased over multiple years.
- For new multi-phase projects, include only the first phase in Year One of MyCAPS. Successive phases should be noted in the Project Description section and connected using the "Phased Project Group" functionality in MyCAPS.
- For multi-phase projects already underway, provide the next phase of work as the Year

One #1 Priority in MyCAPS. Note any additional future phases in the Project Description section.

Key Contacts

For more on **SEP**, contact your **minor capital** [Regional Director or Planning Officer](#)

2 Carbon Neutral Capital Program (CNCP)

This program supports energy-efficiency projects that lower a school district’s carbon emissions. Submissions should address:

- How innovative the project will be.
- The Gordian/VFA Canada Corporation renewal period of the proposed project.
- Cost-share commitments from the school district and third parties.
- Work which could be within scope of an approved Major Capital project.
- CNCP funding received by the district to date.

2.1. CNCP Project Prioritization

Primary considerations will be given to projects delivering measurable emissions reductions and operational cost savings. Districts should consider factors such as:

- Short- and long-term emissions reductions and operational cost savings.
- Coordination with other capital program needs for the schools (i.e., SMP or SEP).
- LRFPP confirmation that the school is essential for continued education programming.
- Previous recent projects delivered within scope, schedule, and budget.
- District resources to deliver the project.

2.2 CNCP Project Submission Requirements

- Each project must be valued between \$10,000 and \$500,000.
- Districts may submit up to five projects with at least one valued at \$50,000 or less.
- Projects valued higher than \$500,000 may be phased over multiple years.
- For new multi-phase projects, include only the first phase in Year One of MyCAPS. Successive phases should be noted in the Project Description section and connected using the “Phased Project Group” functionality in MyCAPS.
- For multi-phase projects already underway, provide the next phase of work as the Year One #1 Priority in MyCAPS. Any additional future phases should be noted in the Project Description section.

Key Contacts

For more on **CNCP**, contact your **minor capital** [Regional Director or Planning Officer](#)

3 Bus Acquisition Program (BUS)

This program allows districts to replace existing buses and/or expand their fleets, based on meeting the Ministry's eligibility criteria. Submissions should include information such as:

- School bus age and/or mileage (age based on year put into service and mileage based on submission date)
- Safety and/or mechanical issues.
- For districts expanding their fleets, data supporting the need for a new bus(es).
- Whether the district will create its own bussing service or use third-party contractors.

Replacements may be approved for:

- Type A2 buses that are 10 years old and/or have more than 250,000 km.
- Type C buses that are 12 years old and/or have more than 325,000 km.
- Type D buses that are 15 years old and/or have more than 400,000 km.

Where none of the above applies, the need for replacement can be substantiated with supplementary information by a qualified third-party. *See additional information in section 3.2.*

Once they've been replaced, older buses can stay in the fleet but may not be used on permanent routes or claimed for replacement a second time, even if sold to another district.

The ministry does not fully fund Type D buses because their higher cost. Districts can buy them, but will have to pay the difference between the cost and the funding provided for Type C buses.

All bus procurement may be done through the Bus Standing Offer process.

3.1 BUS Inventory

To assist in long-term planning and forecasting of bus replacements, school districts must update their bus inventory each year in MyCAPS. This includes:

- adding new buses
- updating Actual Kilometers and Annual Repair and Maintenance Costs for existing buses, including spares
- removing from the inventory any buses no longer in service
- ensuring updates are entered by September 29, 2026.

3.2 BUS Project Submission Requirements

Identify the maker, fuel type (diesel, electric), passenger size, and number of wheelchair spaces for each bus request.

Type of submission	Requirements
Bus replacement (age and mileage)	<p>For buses meeting both age and mileage criteria, no additional documentation is required.</p> <p>When replacing buses prior to meet both age and mileage criteria, include a rationale along with recent maintenance cost records. Submissions must also include the most recent Commercial Vehicle Safety Enforcement inspection report verifying the bus’s details.</p>
Bus replacement (early replacement, safety and mechanical issues)	<p>documentation from a certified heavy-duty mechanical shop noting:</p> <ul style="list-style-type: none"> • diagnostics of safety or mechanical issues • action needed to address these issues • estimated cost. <p>The documentation must be on the shop’s letterhead, dated and contain a detailed description of the bus, including unit/fleet #, VIN #, age, odometer reading, etc.</p> <p>Submissions must also include the most recent Commercial Vehicle Safety Enforcement inspection report verifying the bus’s details.</p>
New buses	<ul style="list-style-type: none"> • documentation of increasing ridership, • copies of route sheets and maps, and • supporting route optimization analysis.
New district-owned bussing services	<ul style="list-style-type: none"> • an operational cost-benefit analysis of owned versus third-party contracted services • copies of the district’s fleet management plan, route sheets, route maps, and supporting route optimization analysis.

Key Contacts

For more on **BUS**, contact your **minor capital** [Regional Director or Planning Officer](#)

4 Playground Equipment Program (PEP)

This program is exclusively for schools where the majority of students are Grades K-7. It helps to establish new playgrounds, and to replace aging equipment that may pose health or safety hazards.

Playground equipment must be universal in design, and follows accessibility measures defined through the

[Canadian Standards Association CAN/CSA-Z614-14 \(R2019\): Children's Playspaces and Equipment](#). Ground cover materials (i.e. rubberized surfacing) to create an inclusive playground should be considered, see Appendix C.

It does **not** provide funding for partial replacement or repair of existing playground equipment.

Schools that currently have no playground will be given primary consideration.

4.1 PEP Project Submission Requirements

- Districts may submit up to three projects per year.
- Projects that have received previous capital funding cannot be included.

Key Contacts

For more on PEP, contact your **minor capital** [Regional Director or Planning Officer](#)

5 Food Infrastructure Program (FIP)

The FIP helps schools create, improve, or expand their food program infrastructure, in keeping with the BC *Feeding Futures* program.

Projects should focus on minor upgrades such as:

- Refrigerated vehicles for prepared-meal delivery from centralized kitchens.
- 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 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).

5.1 FIP Project Prioritization

Priority for FIP funding is based on need. Schools in rural and remote communities with no food programs and no local community solutions (e.g. community kitchens) will be given primary consideration.

FIP funding does NOT cover expenditures such as:

- Acquiring land, buildings or personal vehicles.
- Adding net new kitchen space to an educational facility.
- Converting instructional space to a kitchen.

- Improving kitchen space for anything other than delivery of school food programs in the district.
- Buying or building sheds, storage facilities, etc.

5.2 FIP Project Submission Requirements

- Each project must be valued between \$5,000 and \$150,000.
- Districts may submit up to five projects with at least one valued at \$50,000 or less.
- Projects that include enhancements to existing kitchen space should include floor plans submitted as a PDF.
- Projects must be submitted under the special call for submission (Minor 2027/2028 | 2026-09-29 | FIP), with the project type set as “Food Infrastructure”.

Key Contacts

For more on **FIP**, contact your **minor capital** [Regional Director or Planning Officer](#)

PART IV: BUILDING ENVELOPE PROGRAM

This section should be read in concert with the information provided in Part I.

Building Envelope Program project submissions are made through MyCAPS.

1 Building Envelope Program (BEP)

This program is exclusively for schools on BC Housing’s list of structures (built between 1985 and 2000) that have undergone a Building Envelope Condition Assessment and need remediation.

1.1 BEP Project Prioritization

The BC Housing list includes rankings as a guide for prioritizing BEP funding. However, a school district may work with the ministry to amend that priority, if necessary.

Project submissions should address:

- Whether the school is essential for providing continued education programming as per LRFP.
- The Facility Condition Index (FCI) for the school.
- The priority ranking by BC Housing.
- Opportunities to coordinate the project with other required building upgrades under other funding programs such as AFG, CNCP, SEP, SMP, or EXP (i.e., an addition)

Key Contacts

For more on **BEP**, contact your **minor capital** [Regional Director or Planning Officer](#)

PART V: ANNUAL FACILITY GRANT

This section should be read in concert with the information provided in Part I.

Annual Facility Grant project submissions are made through MyCAPS and approved projects must be completed by March 31 of the prospective fiscal year.

1 Annual Facility Grant

This grant is a lump sum that districts manage throughout the year to meet emergent capital needs and those not covered by other programs. AFG funds can be used for improvements such as:

- **Accessibility upgrades** at facilities for persons with mobility issues or physical disabilities.
- **Asbestos abatement** for mitigation and/or remediation of asbestos affected areas.
- **Electrical upgrades** including power supply and distribution systems, fire protection systems, and technological infrastructure upgrades for computer and telecommunications networks.
- **Exterior Wall System upgrades** to protect the fabric of the building, including exterior painting, window and door replacement, building envelope repair and replacement, and seismic mitigation.
- **HVAC upgrades** for improvements, replacements or provision of heating, ventilation, and air conditioning systems.
- **Interior Construction upgrades** for improvements of school facilities related to flooring, wall partitions, non-structural upgrades.
- **Plumbing upgrades** including washrooms and provision of safe drinking water.
- **Roofing upgrades** for replacements and major roof repairs.
- **Site upgrades** including improvements to drainage, sidewalks, parking lots, playing fields, fencing, soil remediation, underground storage tank removal, sewer or water services, irrigations systems, and traffic safety.

Note: Any associated consulting fees may be included as expenditures for AFG projects.

AFG funding does NOT cover:

- Building modifications resulting in a change to gross facility area or design capacity.
- Building or site acquisitions.
- Acquisition of equipment, furnishings, personal computers and peripherals, servers, or vehicles and their accessories.

1.1 AFG Project Submission Requirements

- Project requests must be submitted as a **Proposed** Expenditure Plan.

- Upon ministry concurrence of projects, any deviations must be noted in MyCAPS as a **Confirmed** Expenditure Plan, before making any new project submissions as part of the next fiscal year.

Key Contacts

For more on **AFG**, contact your **minor capital** [Regional Director or Planning Officer](#)

PART VI: CHILD CARE CAPITAL PROGRAMS

This section should be read in concert with the information provided in Part I.

Child care capital project submissions are made through MyCAPS and approved projects must be completed by March 31 of the prospective fiscal year. A separate Fact Sheet within MyCAPS is required for each proposed project.

1 School Age Care on School Grounds (SASG)

This new capital program leverages school infrastructure to provide before- and after-school child-care programs on school grounds.

Funded projects will incorporate ChildCareBC affordability initiatives including [Child Care Operating Funding](#), the Child Care Fee Reduction Initiative, and ECE-WE where applicable, and operate for a minimum number of years as defined in a funding agreement.

The Ministry of Education and Child Care will also be supporting child care operators on school grounds with operational funding to support the gap between completing the capital project and opening operations to children and families. This operational funding is intended to be used for expenses such as toys, books, games, small appliances, single-purchase technology, office supplies, and staffing to prepare for opening. More information will become available to districts in the Spring.

See Appendix D for SASG design considerations.

1.1 Funding Criteria

SASG supports small-scale projects to enhance and/or renovate existing school facilities to create new child-care spaces for school-age children through either a new program or expansion of an existing program. This includes the purchase and installation of fixtures, furniture, and equipment required to obtain a child-care license.

Proposed SASG projects must:

- Create child care spaces not exceeding a cost of \$6,000 per space
- Create net new child care spaces within active schools
- Be completed by March 31, 2027
- Be operated by the district or partner with a not-for-profit operator
- Be supported by the district securing a SASG Licence Type. This licence provides exemptions allowing districts to create more spaces, recognizing that school facilities already provide a safe learning environment.

1.2 SASG Project Prioritization

Primary consideration for funding will be given to submissions that:

- focus on board-operated programs
- can open by September 2026
- provided new spaces at the lowest cost.

Other considerations include:

- whether care is available on non-instructional days (e.g., during Summer, Winter, and Spring breaks; on Pro-D days)
- whether the program offers both before- and after-school care.

1.3 Submission Requirements

- Review and update any project request submitted in MyCAPS for the previous Child Care Capital submission to align requests with new SASG program requirements.
- Provide a detailed budget identifying costs to purchase equipment and furniture, and any costs for renovation/construction, including supplies and labour.
- If any existing licensed spaces will be relocated, include this information. However, only net new spaces will be considered for funding.
- Indicate any interest in receiving operational funding in the PRFS tab of the project request.¹
- Projects must be submitted under the SASG special call for submission (Minor 2026/2027 | 2026-04-01 | Child Care (Minor)), with the project type set as “School Age Care on School Grounds”.

Submissions should also consider:

- Requirements and guidelines for licensing as found in the [Community Care and Assisted Living Act](#), the [Child Care Licensing Regulation](#), and [Director of Licensing Standard of Practice – School Age Care on School Grounds](#).
- Inclusion of SASG space planning in LRFP accessibility features to support children with diverse needs.
- Staffing requirements to adequately deliver care.
- Coordination with other capital program needs for affected schools.

Key Contacts

For more on **SASG**, contact your **child care capital** [Regional Director or Planning Officer](#). For more on **child care operational** planning, programming and funding contact ccdevsupport@gov.bc.ca.

¹ For a description of operational funding costs, please see Section 1.

PART VII: APPENDICES

A Seismic Risk Rating

The seismic risk rating criteria established by EGBC for public schools are as follows.

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.

B 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

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.

The Ministry'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.

C Playground Designs

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 should 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

This should be completed proactively by the school district prior to their capital plan submission to avoid delays, if the playground project is approved by the Ministry for the following fiscal year.

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

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

D School Age Care on School Grounds Design Considerations

Planning your SASG project begins with understanding the demand for additional school age child care on school grounds. You can establish this through a survey of parents, or if a relationship is established, by asking third party operators about their waitlists. When designing your program you should consider meeting the needs of families, including consideration of affordable parent fees, and hours of operation that reflect commute times in your community. Planning the operational viability of a program is key to its long term success and sustainability.

When planning your program spaces, thoughtful design plays a key role in supporting functionality, developmentally appropriate care, and minimizing disruptions to children's learning. Although the physical environment for SASG is not subject to the same licensing regulations required for other categories of child care, it is still important to consider how the space will operate in practice. This includes ensuring easy access to washrooms to promote independence and hygiene, providing a door that opens directly to the outdoors to support smooth transitions for outdoor play, and establishing a convenient, clearly accessible entry point for parents during pick-up and drop-off. By intentionally considering these elements, programs can create an organized, welcoming environment that supports positive outcomes for both children and caregivers whether using dedicated or shared spaces for school age child care programs.

E Simplified Designs Guideline

The Ministry encourages 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