



# Long Range Facilities Plan (2023-2032)

always learning | takaas?aaq̓lin huuhtakšiih | ka kishkaytaynaan | apprendre, toujours

Prepared in 2023 by:



**PALMER**  
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## LRFP WORKPLAN

<b><u>ACTION</u></b>	<b><u>DATE</u></b>
<b>Project Initiation Meetings</b>	April 2023
<b>School Visits – Alberni Valley and Westcoast</b>	April 2023
<b>Document Review</b>	Apr to Sept 2023
<b>First Draft of LRFP</b>	October 2023
<b>Review Meetings with SD Staff</b>	November 2023
<b>Review Draft with Board of Education</b>	December 19, 2023
<b>Second Draft of LRFP</b>	January 2024
<b>Public Engagement</b>	Feb to Mar 2024
<b>Third Draft of LRFP</b>	March 2024
<b>Final Review with Board of Education</b>	March 2024
<b>Final LRFP Submitted and Posted</b>	April 2024

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## LAND STATEMENT AND ACKNOWLEDGEMENT

**The Pacific Rim School District is situated on the ha-houlthees of the čišaaʔath, Hupačasath, Tla-o-qui-aht, Yuułuʔiłʔath, and Huu-ay-aht First Nations and acknowledges that we work alongside these Nuu-chah-nulth nations as well as the Ditidaht, Uchucklesaht, Toquaht, Ahousaht, and Hesquiaht First Nations, the Métis Nation of British Columbia and the Alberni-Clayoquot Métis Society to serve the children and youth of the Alberni-Clayoquot region.**

**The district strives to increase awareness, understanding and integration of Nuu-chah-nulth, Métis and Inuit culture, history, and language in all Pacific Rim School District schools as part of our ongoing commitment to Truth and Reconciliation.**

## EXECUTIVE SUMMARY

British Columbia school districts are required by the Ministry of Education and Child Care (Ministry) to maintain an up-to-date Long Range Facilities Plan (LRFP) to demonstrate that school district facilities are managed effectively, economically and efficiently to meet educational goals. LRFPs are guidance documents that identify facility needs and opportunities from a district-wide perspective.

This LRFP includes analysis of past, current and forecasted student enrolment; facility capacity utilization; facility condition assessments; vision and strategic planning principles; evaluation of options; and recommendations. The intent of the LRFP is to provide a strategic framework and direction for future Pacific Rim School District No. 70 (District) annual Five Year Capital Plan submissions and other capital project planning in the District.

The District operates twelve schools (including the Eighth Avenue Learning Centre) in the communities of Bamfield, Port Alberni, Tofino, Ucluelet. Bamfield Community School is a K-12 school; in Port Alberni there are six K-7 Elementary Schools, one 8-12 Secondary School, and the Eighth Avenue Learning Centre for alternate and adult education programs; Tofino has one K-7 Elementary School; and in Ucluelet the District operates one K-7 Elementary School and one 8-12 Secondary School on adjacent sites.

The District's total headcount has been reasonably stable for the past ten years and is projected to remain mostly stable in the coming ten years. The main reason for the District's enrolment stability is that future Kindergarten enrolments are expected to be roughly the same as the number of outgoing Grade 12 students over the LRFP time period. And in-migration to the District is not expected to add significant enrolment over the planning period. No school closures are recommended, and no new schools are expected to be required in the District over the next ten years, however additions may be required to alleviate enrolment pressures at specific schools.

### Summary of Key Recommendations

1. Adopt capital planning principles
2. Create and maintain five year plans for Ministry minor capital funding programs
3. Advocate for Ministry capital funding for teacherages
4. Continue to submit joint seismic and expansion requests for Wickaninnish Elementary
5. Continue to submit expansion requests for Alberni District Secondary School
6. Do not consider any school closures
7. Do not Proceed with any material catchment boundary changes in the short term

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## I. LONG RANGE FACILITIES PLANNING

### A. Purpose and Process

LRFPs are meant to guide capital planning decisions, to validate annual capital plan requests to the Ministry, to provide high-level facilities information to students, staff, and the public, and to generally support a long term vision for the management of school district buildings and land.

Among other things, the LRFP considers:

- ✓ High-level Educational Programming and Future Needs
- ✓ Demographics, Facility Capacity and Utilization
- ✓ Facility Condition and Maintenance Requirements
- ✓ Staff Housing Requirements
- ✓ Community Partnerships

The last LRFP completed by the District was in 2010. This current LRFP has been developed to include up-to-date information and data about enrolment and facility condition, and other details required to make sound capital planning and investment decisions.

### B. Guiding Principles

The Ministry of Education and Child Care (Ministry) 2024/25 Capital Plan Instructions document requires boards of education to develop and maintain a comprehensive LRFP to “guide board of education decisions regarding capital asset management and capital plan submissions, both in terms of facility operations and educational programming.” A school district LRFP most commonly uses a ten year planning horizon and must account for the unique circumstances of the school district now, and into the future.

Project requests in a school district’s Annual Five-Year Capital Plan submission to the Ministry should be supported by the recommendations and findings of an up to date LRFP. Although a LRFP is not required to be submitted as part of the Annual Five-Year Capital Plan submission, the Ministry may request that a school district reference relevant sections of the LRFP to inform the Ministry’s capital plan review process.

A LRFP is not meant to simply identify capital projects that are needed in the school district the way an Annual Five-Year Capital Plan does. Rather, a LRFP is a comprehensive planning tool that covers a longer time frame (usually ten years) which describes how the board of education plans to manage existing facilities and identifies any new facilities required to accommodate enrolment growth.



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The scenarios envisioned and the recommendations adopted in the LRFP should respond to various factors, but primarily:

- Forecasted enrolment growth or decline
- Building condition and maintenance requirements
- Potential changes in educational programming and grade configurations
- Other facility-specific needs

## II. SCHOOL DISTRICT OVERVIEW

### A. About the School District

The Pacific Rim School District No. 70 (the District) covers much of Central Vancouver Island's rugged, picturesque West Coast and serves a regional population of approximately 31,000 residing in the communities of Port Alberni, Tofino, Ucluelet, Bamfield and other rural communities in the west central regions of Vancouver Island (see Figure 1).

The District is home to about 4000 students, 36% of whom are of Indigenous Ancestry, in two neighbourhood secondary schools, eight elementary schools, and one K-12 school. The District has a successful alternate learning centre, a strong French Immersion program, a thriving international student program, and a busy continuing education program.

The District is committed to all student successes and has strong connections to early learning and community wellness and mental health support, as well as the region's two major post-secondary institutions. The District employs close to 500 employees.

**Figure 1 – Map of Pacific Rim School District No. 70**



## B. District Strategic Plan

Education facilities are essential to the success of any school district. A comprehensive Long Range Facilities Plan is required by the Ministry and necessary to help the District achieve each of the goals in the District's 2023/24 – 2027/28 Strategic Plan:

- ✓ **Indigenous Learner Success and Relations with First Nations**
  - Ensuring spaces are inclusive and reflect local Indigenous culture
- ✓ **Student Achievement**
  - Creating the best possible facility conditions for student success
- ✓ **Mental Health and Social-Emotional Well-Being**
  - Recognizing that the condition and functionality of education facilities can influence behaviours, attitudes and outcomes
- ✓ **Safe, Welcoming and Modern Learning Environments**
  - Maintaining and renewing education facilities to maximize safety, health and learning opportunities
- ✓ **Environmental Stewardship and Global Citizenship**
  - Operating efficient buildings and taking advantage of new energy technologies as learning tools (e.g. solar walls, heat pumps, etc.)

### District Vision:

Our vision is to be a safe, welcoming, and engaging learning community that is diverse, equitable, inclusive, accessible, and collaborative, and creates belonging and opportunities for all.

### District Mission:

Our overall intent is to educate students in safe, inclusive, and engaging learning environments where every student develops the knowledge, skills, and abilities to be lifelong learners and responsible members of our global society.

## C. District Programs and Services

### Indigenous Education

The District Indigenous Education Team works to increase awareness of Indigenous culture, traditions and language. Staff work closely with the Indigenous Education Advisory Committee to help guide development of programs and teachings to strengthen the identity of Indigenous students in the district and increase Indigenous students' success in the education system. The District works with the H̓a̓a̓h̓uup̓c̓amis Councils to learn about and apply appropriate cultural principles, ideas, core values, and language protocols with District initiatives and as a reminder to teach from love and respect.

### International Education

The International Education program mission is to provide international students with an immersive overseas education experience surrounded by natural beauty in the heart of Vancouver Island, Canada. SD70 is dedicated to fostering cross-cultural understanding, academic excellence, and personal growth. With beautiful campuses, dedicated staff, wonderful host families and personalized attention, we empower students with the knowledge, skills, and global perspective to become compassionate, globally-minded leaders, equipped to thrive in an interconnected world.

### Digital Classroom

The Information Technology Department envisions a future where innovative technology seamlessly integrates into every aspect of education. The Department strives to cultivate a dynamic learning environment that harnesses the power of technology to inspire, engage, and support students, educators, and staff.

#### **Goals:**

1. **Reliable Infrastructure:** Develop and maintain a robust IT infrastructure that ensures reliable connectivity, security, and accessibility across all school facilities.
2. **Equity and Inclusion:** Ensure equitable access to technology resources for all students and staff, bridging the digital divide and promoting inclusivity.
3. **Enhanced Learning Experiences:** Implement technological solutions to enrich teaching and learning experiences, fostering creativity and critical thinking among students.
4. **Professional Learning:** Provide training and support to educators and staff, empowering them to leverage technology effectively in their roles.

5. **Innovation and Adaptability:** Continuously explore emerging technologies and strategies to adapt and evolve our IT initiatives, keeping pace with the ever-changing educational landscape.
6. **Data-driven Decision Making:** Utilize data analytics and insights to inform strategic decisions, optimizing IT resources to meet the evolving needs of the district.

Through collaborative work and a commitment to learning, the IT Department strives to provide a safe, welcoming and modern learning environment for all.

## **Early Learning**

Pacific Rim Children and Families is the District's early learning branch. It is a partnership that includes the District, Pacific Rim Children and Family staff, community partners, and families working together. Various onsite and outreach programming enhances connections, with families, early care and learning professionals, primary educators and community partners.

Pacific Rim Children and Families is physically located at The Family Hub at EJ Dunn Elementary School. Programs includes The Family Hub, Kindergarten Transition, Child Care, StrongStart, and Pop Up Play.

## **Community Schools**

The District operates three diverse Community Schools – Alberni Valley Community School, Bamfield Community School and Wickaninnish Community School. While the Community School offices are located in district schools and much of their programming takes place in those schools, each Community School is managed by a non-profit Community School Society or Association. Core funding is provided through the Ministry of Education CommunityLINKS envelope and School District Policy 630 regulates Community Schools.

## **Alternative Programs**

The District operates three learning programs out of Eighth Avenue Learning Centre.

Pacific Rim Continuing Education is an ADULT GRADUATION PROGRAM for any adult learner who would like to graduate with an Adult Dogwood Diploma or upgrade their academic courses to pursue post-secondary or training opportunities. Literacy and numeracy support for adult

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learners is also available at the Eighth Avenue Learning Centre. Learners that do not live in Port Alberni can access courses in an online format.

CHOICES is an Online Learning school that provides self-paced, individualized instruction for students of all ages within the Pacific Rim School District. Blended learning opportunities are available onsite, offering students the opportunity to work with your teacher one-on-one or in small groups. All courses provided by CHOICES follow BC Ministry of Education and Child Care Learning Standards.

Online Learning is an instructional method that increases student choice, flexibility, and access to study outside of traditional classroom schedules and it is the primary delivery method of Pacific Rim School District's CHOICES Online Learning program.

Eighth Avenue Learning Centre is also home to the Pacific Rim School District's ALTERNATIVE PROGRAM which is an educational alternative to the traditional school model. The Alternative Program operates on an individualized model with each student working on a course(s) in a self-paced, personalized format with assistance from qualified teachers. There are Youth Care Workers, Indigenous Support Workers, Nuuchahnulth Education Workers and highly experience, trauma informed teachers who provide one-on-one support, cohort-based instruction, and enhanced supports to ensure that students have every opportunity to achieve their goals.

## **French Immersion**

Early French Immersion students begin the program in Kindergarten (or in some cases grade one) and continue on through to Grade 12. All instruction is in French for the first three years (Kindergarten to Grade 2). Formal instruction in English begins in Grade 3 and represents 20% of instructional time through Grade 7. The percentage of French instruction decreases gradually as students proceed through the secondary grades. French Immersion is available at Alberni Elementary and at ADSS.

## **Mental Health and Wellness Hub**

The District's Mental Health and Wellness Hub provides families and educators with resources that are specifically recommended by District wellness counsellors.

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## D. Facilities and Student Achievement

Although the functionality, design, and condition of education facilities are not necessarily primary factors in overall student achievement and success, there is a good deal of research demonstrating that the quality and functionality are important variables. Some of the ways that school facilities can affect student outcomes include:

- Air quality
- Temperature and moisture control
- Acoustics and noise
- Lighting and vision
- Classroom size and layout
- Wayfinding and circulation

The District believes that every child deserves an equal opportunity to reach their full potential. By implementing evidence based instructional practices, continuously assessing student progress, and providing targeted support, the District works to ensure that each student receives the necessary tools and support to succeed academically and socially.

As referenced in the Strategic Plan, the District's specific goals for student achievement are to:

- ✓ Maintain literacy and numeracy as top priorities K-12
- ✓ Focus on student engagement and commitment to their own learning
- ✓ Close any learning or school completion gaps between Indigenous and non-Indigenous learners
- ✓ Connect with early years providers to support children's transitions into school
- ✓ Focus on transitions into school, from elementary to secondary and to graduation with dignity, purpose, and options
- ✓ Provide the best possible support services for learners
- ✓ Provide West Coast students with the same opportunities as are found in the Alberni Valley
- ✓ Support involvement of parents and caregivers in their children's education

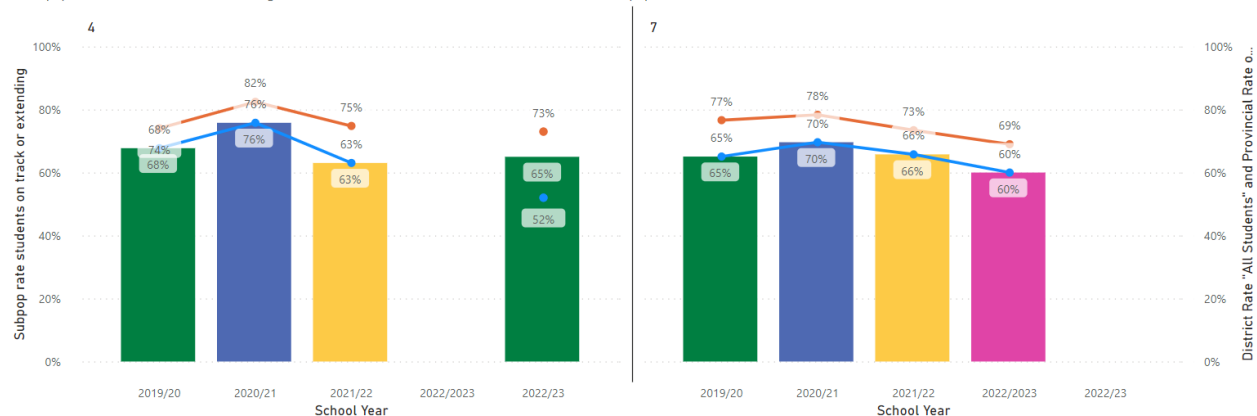
## E. District Student Achievement

Figures 2 through 6 show some of the District's recent student achievement results for Literacy 10, Numeracy 10, and Graduation Transitions respectively, from the most recent [Foundation Skills Assessment Results](#) from the [District's Enhancing Student Learning Report](#). While results for the District are below provincial averages in certain categories, there are some positive trends, particularly with Grade 10 results improving consistently over the past several years.

**Figure 2 – FSA Results Grades 4 & 7 Literacy/Reading: All Students**

FSA Results Literacy/Reading - Percentage of students on track or extending. Current year and 3-year trend for students in grades 4 and 7

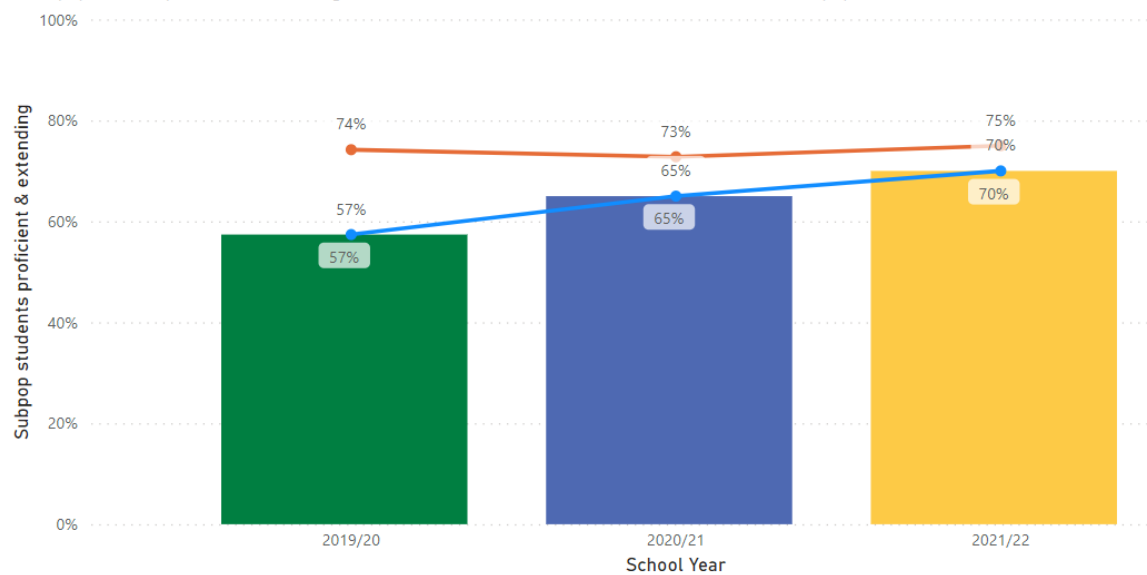
● Subpop rate students on track or extending ● District Rate "All Students" ● Provincial Rate of Subpopulation



**Figure 3 – FSA Results Grade 10 Literacy: All Students**

Literacy 10 Assessments - Percentage proficient or extending. Current year and 3 year trend.

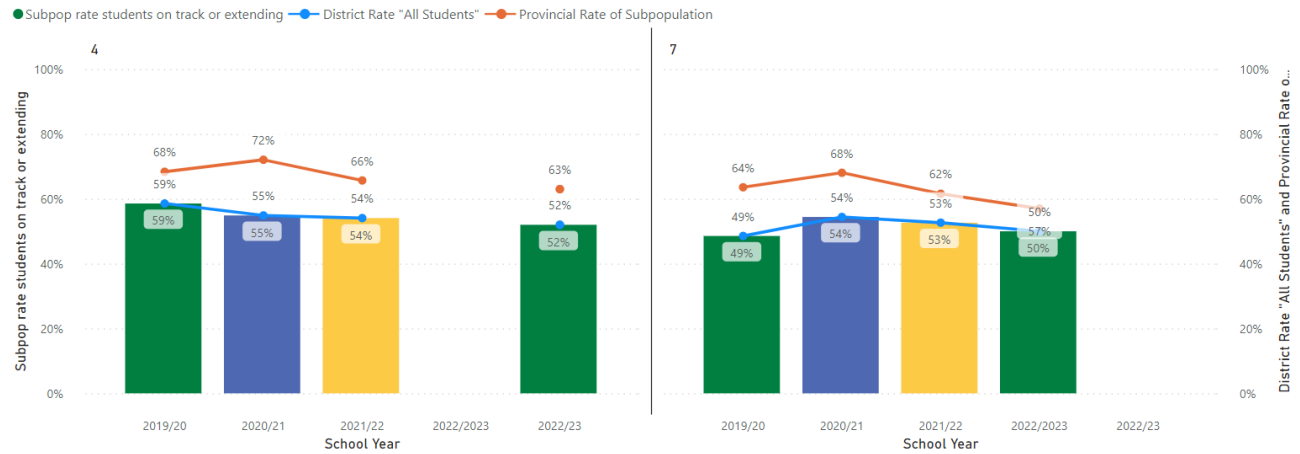
● Subpop students proficient & extending ● District Rate - All Students ● Provincial Rate of Subpop





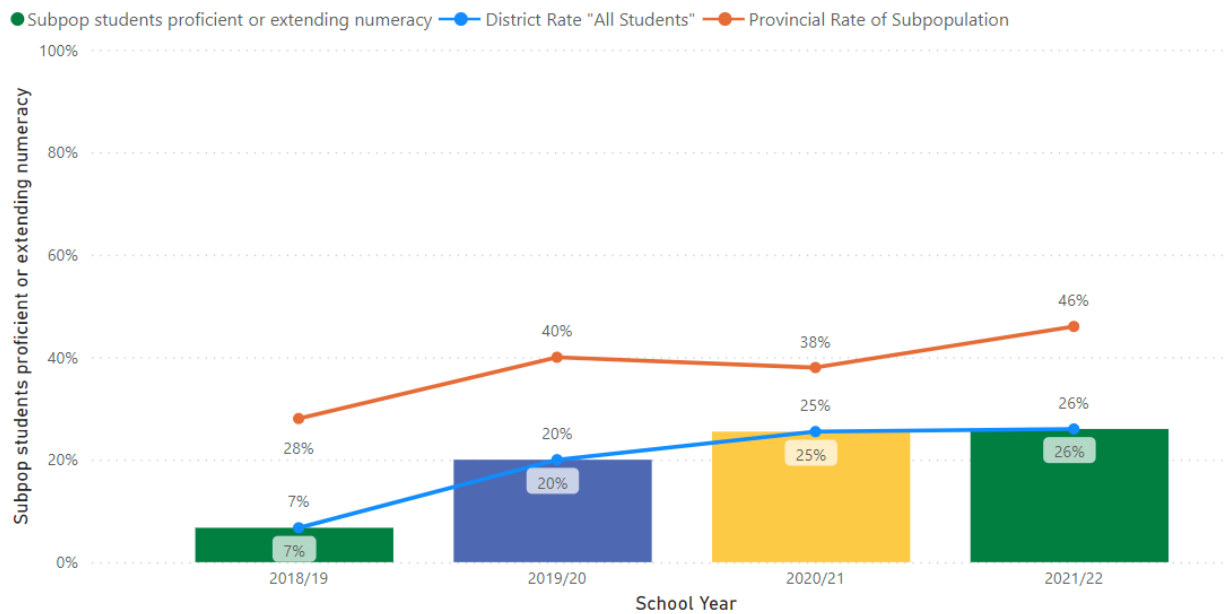
## Figure 4 – FSA Results Grades 4 & 7 Numeracy: All Students

FSA Results Numeracy - Percentage of students on track or extending. Current year and 3-year trend for students in grades 4 and 7



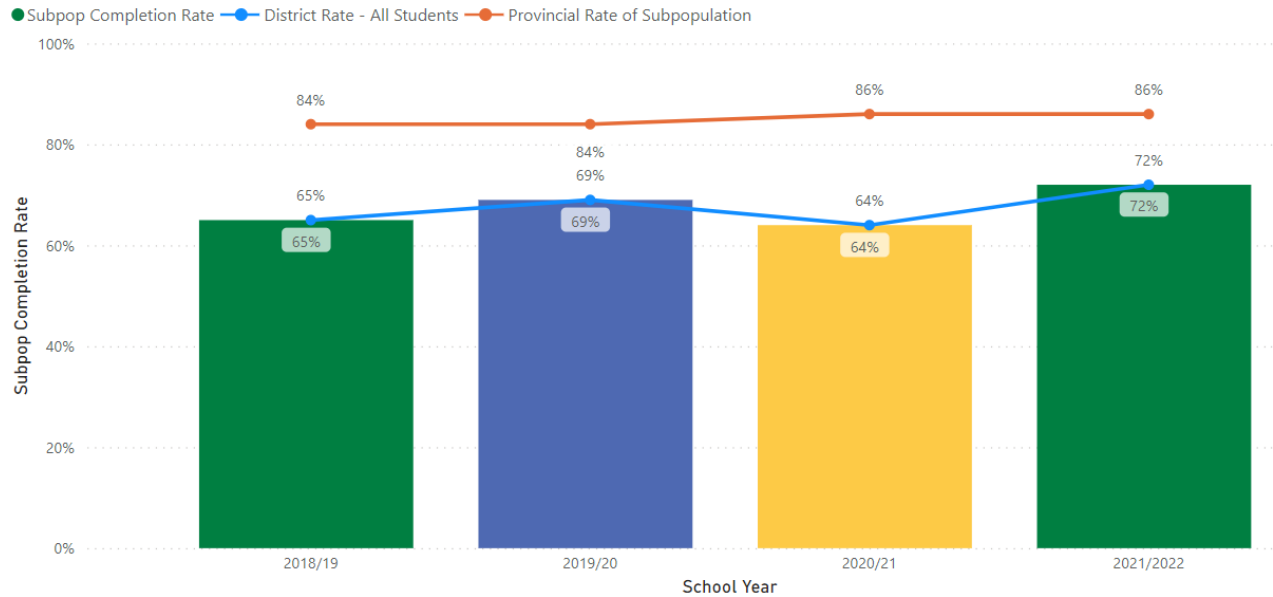
## Figure 5 – FSA Results Grade 10 Numeracy: All Students

Numeracy 10 Assessments - Percentage proficient or extending. Current year and 3 year trend,



**Figure 6 – Graduation Achievement within 5 Years of Start of Grade 8**

Percentage of resident students who achieved a BC Certificate of Graduation Dogwood Diploma within 5 years of start Grade 8.

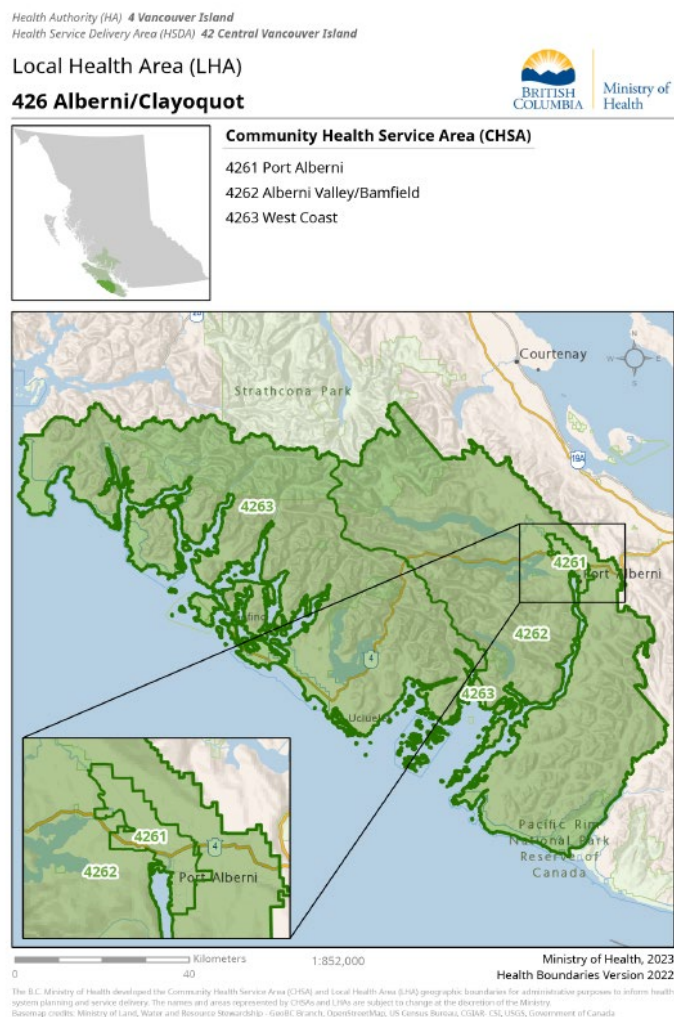


## F. Community Demographics and Profiles

Education is one of the keys to improving social and economic indicators. It is the responsibility of the Ministry and boards of education to continually work to establish the conditions for student success. This includes creating and maintaining high quality and functional education facilities for students and for District staff.

The District shares boundaries with the Alberni-Clayoquot Local Health Area (see Figure 5). Total school age population estimates for the Local Health Area are shown in Figure 6. While the majority of the school age population in BC communities attend public schools, some students do attend other schools, such as independent schools or Conseil Scolaire Francophone schools.

**Figure 7 – Map of Alberni-Clayoquot Local Health Area**



**Figure 8 – Total School Age Population Estimates for Alberni-Clayoquot Local Health Area**

Year/Grade	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2022	338	347	348	358	347	351	339	353	351	369	361	365	334	4,561
2023	343	334	342	348	352	346	352	346	366	367	381	360	362	4,599
2024	330	336	328	341	348	354	343	356	355	383	378	376	359	4,587
2025	317	323	329	329	342	348	353	349	365	374	394	375	376	4,574
2026	302	312	317	331	329	341	345	356	361	384	386	390	370	4,524
2027	332	302	308	319	329	327	337	349	367	375	396	383	387	4,511
2028	335	327	293	306	321	331	324	343	360	383	388	392	379	4,482
2029	338	332	317	294	307	317	330	329	349	376	396	383	387	4,455
2030	340	332	324	320	293	303	315	333	336	372	388	392	379	4,427
2031	340	335	322	322	322	294	304	317	342	355	383	383	387	4,406
2032	339	334	325	325	323	320	292	309	328	358	365	374	380	4,372
2033	339	332	325	325	326	325	317	294	315	343	368	360	372	4,341
Range	41	45	55	64	59	60	61	62	52	41	35	32	53	

Source: BC Stats Population Estimates and Projections for BC

Figure 7 shows that the District unemployment rate within the District is higher than the provincial rate, median family income is lower, population density of is lower, the percentage of people 25-64 with post-secondary credentials is lower, and the percentage of lone-parent families is slightly higher.

**Figure 9 – Pacific Rim School District Socio-Economic Measures Compared to Province**

	Pacific Rim	Province
Unemployment Rate	9.012%	8.27%
Median Family Income Economic Families (Before Tax)	\$88,278	\$113,137
Population Density (people per sq. km of land area)	1,036	3,644
Percent of 25-64 with Post Secondary Credentials	35.299%	42.06%
Percent of Lone Parent Families	5.097%	4.286%

<https://studentsuccess.gov.bc.ca/school-district/070>

## 1) Bamfield Zone

The Bamfield Zone consists primarily of the community of Bamfield, located on the south shore of Barkley Sound with a total population of approximately 200. The Town is in the traditional territory of the Huu-ay-aht First Nation, which has a local resident population of around 100 and another 650 in other communities, primarily Port Alberni. Bamfield is well known for its salmon fishing, access to wilderness, and as the northern terminus of the famous West Coast Trail.

Demographic statistics specific to the community are challenging to find given the small size of the community. Bamfield's Official Community Plan, adopted in 2014 and revised in 2022, includes the following Vision Statement:

*We envision Bamfield as an internationally recognized life-long learning community with the necessary supporting infrastructure, with a stable and vibrant economy that provides a variety of jobs and entrepreneurial and educational opportunities. We will preserve and restore the environment and cultural integrity, develop recreational resources and niche specialties that build on new technologies, and establish a*

*welcoming, informed, caring and involved community in which individuals enjoy relationship, spirit and unity.*

Overall, the OCP does not emphasize residential growth to the same extent as many other OCPs in BC. Although Objective 3.2.6 does seek to “facilitate the provision of safe, affordable rental housing within the Plan Area.”

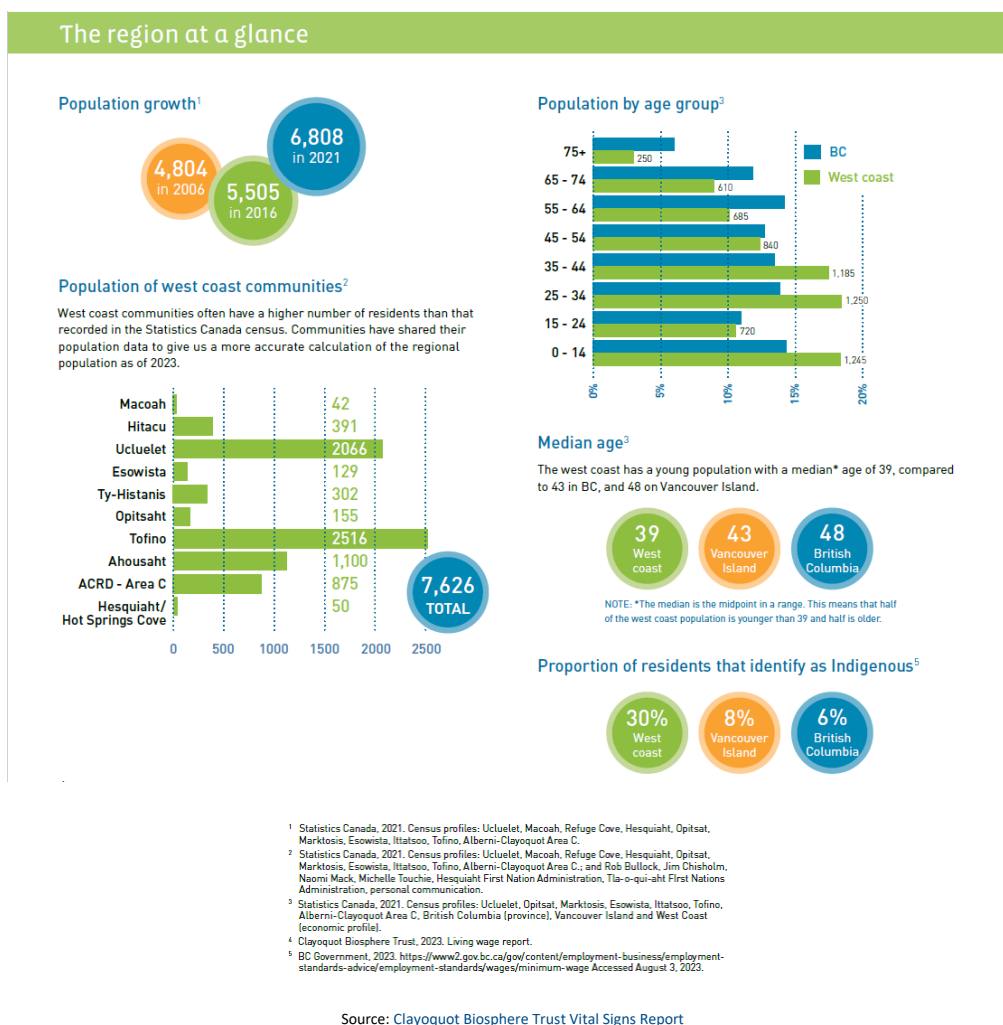
The population of the community appears to have remained quite stable in recent years, and forecasts are for continued stability, without significant growth or decline in the overall population or the specific school age population.

## 2) Westcoast Zone

The entire Westcoast Zone relies heavily on the tourism sector. Pacific Rim National Park and a wide variety of outdoor recreational opportunities are supported many accommodation and services enterprises. Although steady growth in the tourism sector over the past 10-20 years has led to overall population increases in the region, school age populations have remained fairly constant.

The Westcoast Zone of the District runs from Ucluelet in the south up to Tofino in the north, including Opitsat. A high percentage of Westcoast Zone residents identify as Indigenous (30%) compared to Vancouver Island as a whole (8%), or all of BC (6%), as shown in Figure 10. The overall population of the Westcoast zone has grown considerably over the past 15 years, though the school age population has not grown at the same rate as other age groups, even though the population is quite youthful compared to all of BC. The median age for the Zone is much lower than for Vancouver Island or BC, with the 25-34 and 35-44 age groups having relatively higher proportional representation.

Figure 10 – Demographics of the Westcoast Zone

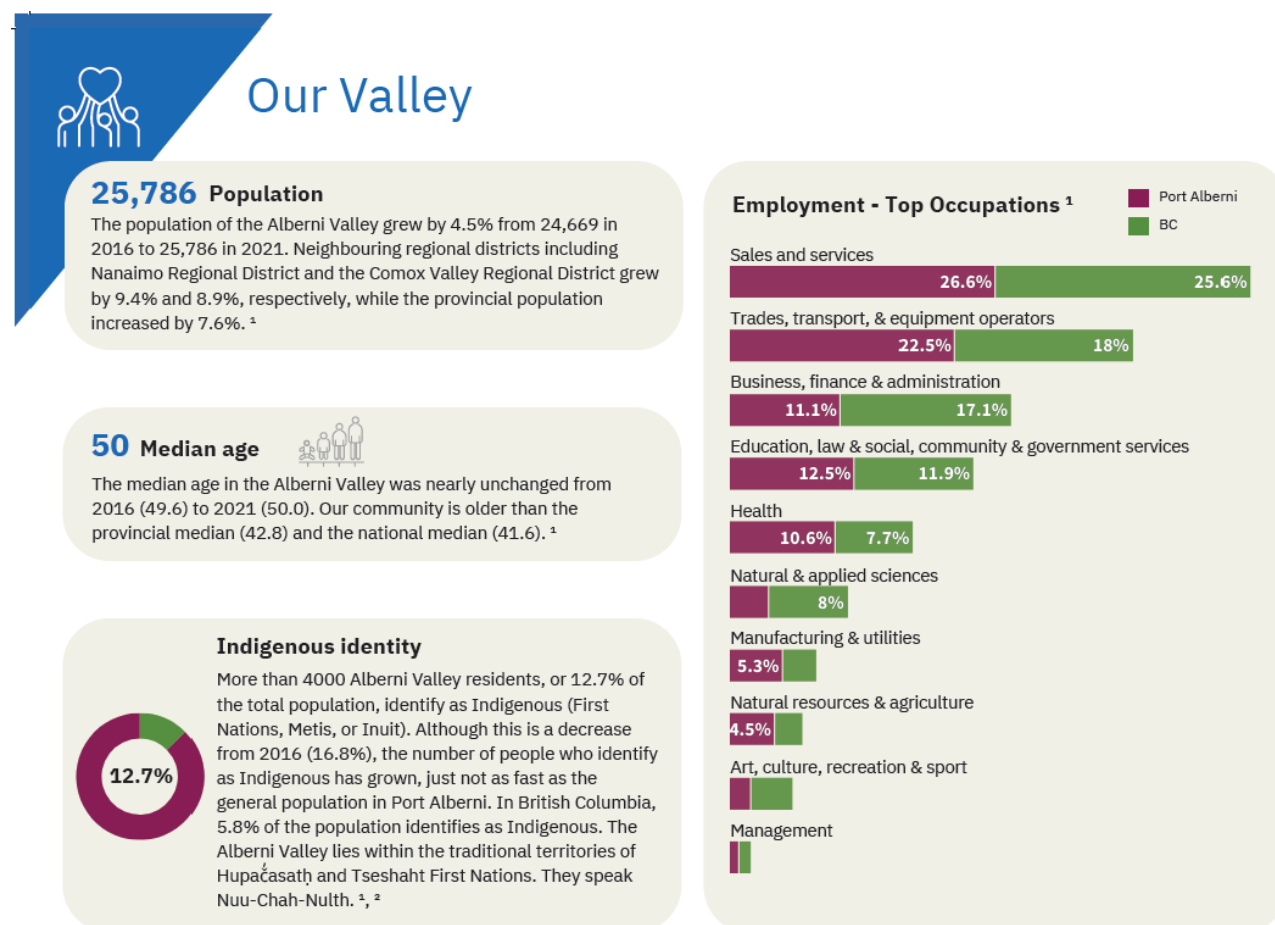


### 3) Alberni Valley Zone

The Alberni Valley Zone is the largest of the three zones in the District, with six elementary schools, one secondary school and the Eighth Avenue Learning Centre, which provides alternate and adult education programs.

Figure 11 shows the overall population of the Alberni Valley Zone has grown in recent years (4.5%), but at a slower rate than neighbouring regional districts (Nanaimo 9.4% and Comox Valley 8.9%), and slower than the overall growth rate for BC (7.6%). Over 4000 residents (12.7%) in the Alberni Valley Zone identify as Indigenous, compared to 8% on Vancouver Island and about 6% for all of BC. The percentage of people employed in the Health (10.6%) and Education (12.5%) sectors are higher than for BC as a whole.

**Figure 11 – Demographics of the Alberni Valley Zone**



Source: [The Alberni Valley Community Foundation 2023 Vital Signs Report](#)

## III. GOVERNMENT AND MINISTRY INITIATIVES

### A) Mandate Letter

The Minister of Education and Child Care’s mandate letter from December 2022 includes several items that align directly with the District’s needs and priorities, including some that have implications for capital funding. The Minister is directed in the letter from the Premier, the Minister is directed to prioritize several of the following tasks:

- Continue to work with Boards of Education to ensure all students have the supports they need to be successful.
- **To help make sure students are properly fed for learning, expedite work with school districts to create more local school meal programs based on district data and priorities, and work with the Minister of Agriculture and Food to integrate Feed BC into this plan so that districts can include locally grown food.**
- Deliver targeted investments to help make sure students have the classroom supplies they need to succeed, so parents and teachers don’t have to pay the full cost out-of-pocket.
- With support from the Parliamentary Secretary for Accessibility, continue providing supports to children and youth with disabilities and special learning needs.
- **Continue to invest in new and modernized schools, including focusing on meeting seismic requirements, increasing child care spaces, and achieving climate change and energy efficiency standards as set out in our CleanBC plan.**
- Work with staff, Boards of Education, teachers, parents, students, and other stakeholders to identify and address issues of racism in our education sector.
- **Support the Minister of State for Child Care by working toward universal access to before and after school care, continuing to build spaces on school grounds, and finalizing development of a capital plan for child care.**
- Work with the Minister of Children and Family Development and support the work of the Minister of Mental Health and Addictions to continue our government’s commitment to addressing mental health problems early by expanding Integrated Child and Youth Teams to 20 school districts.

### B) Universal Child Care – New Spaces Fund

School districts and the Ministry have significant roles to play as the Province implements a universal child care program. Schools will be essential in creating affordable, accessible, and inclusive child care spaces, including before and after school spaces. Supporting child care



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workers and educating those who would like to become childcare workers will also be key to meeting the needs of urban and rural communities as BC seeks to expand child care services.

The ChildCareBC New Spaces Fund has two streams that are relevant to school districts.

The *School Age Care on School Grounds* funding stream is available to BC School Boards, First Nation Schools, First Nation Independent Schools, and Other Eligible Independent Schools interested in creating or expanding access to new licensed School Age Care on School Grounds spaces through ground-up builds, renovations, and/or the purchase of equipment. This stream was established in 2022/23 and is intended to assist in the creation of licensed school-age child care spaces on school grounds through a more streamlined application process. Additionally, to be eligible for the School Age Care on School Grounds stream, the project must fall within the maximum cost-per-space threshold of \$40,000. Projects above this cost per space are ineligible for this stream.

School districts are also eligible to apply under the *Primary Stream* if creating other licensed child care types as well or instead of School Age Care on School Grounds spaces.

Full eligibility requirements can be found in the [Funding Guidelines](#).

Key changes to the New Spaces Fund in 2022-23 included:

- An open intake for applications was implemented for the 2022/23 fiscal year. The intake closes when funding runs out or at the end of the funding cycle
- Maximum provincial funding amounts were removed to support larger space creation projects, with prioritization for projects with a cost per space of \$40,000 or less
- Increased priority for projects creating infant toddler child care spaces
- Increased priority on school age space creation, including a new application stream BC School Boards, First Nation Schools, First Nation Independent Schools, and Other Eligible Independent Schools creating new School Age Care on School Grounds licence category type
- Added eligibility for the funding of consulting services incurred up to 12 months prior to entering a funding agreement
- New requirement for projects to include a minimum 10% contingency fund

The Ministry's capital funding programs for child care space have not been fully integrated with the Ministry's capital funding programs for K-12 space. Consequently, child care spaces are not fully integrated into this LRFP, despite the fact that the District is actively creating child care spaces using programs like the New Spaces Fund.

The District has received project funding under this program to provide more and better child care spaces. For details, see specific school descriptions in Section IV.

## C) Apprentices on Public Projects

This initiative requires that all new, major infrastructure projects in British Columbia, valued at over \$15 million ensure that contractors and subcontractors demonstrate they are engaged in apprenticeship training and use apprentices on the work site. Other public sector organizations and projects with a total provincial investment less than \$15 million are also encouraged to adopt best practices, including engaging in apprenticeship training and reporting on the use of registered apprentices and trainees.

This initiative is unlikely to have a meaningful impact on the District unless approval is received for a new or replacement school, or for a major school renovation project.

## D) Wood First Act and Mass Timber

The *Wood First Act* requires “the use of wood as the primary building material in all new provincially funded buildings, in a manner consistent with the building regulations within the meaning of the *Building Act*.” This only applies to new construction, so as with the apprenticeship policy, it would only be a consideration for the District if a large major capital project was approved. The Province has also taken steps towards requiring the use of mass timber in provincial infrastructure projects, where appropriate.

## E) Accessible BC Act

Public sector organizations, like school districts, need to be aware of three requirements that came into force on September 1, 2022:

- Establish an accessibility committee
- Develop an accessibility plan
- Establish a process for receiving public feedback

### Accessibility Committees

Accessibility committees are intended to help accessible organizations identify barriers to individuals in or interacting with the organization, and to advise the organizations on how to remove and prevent these barriers. To the extent possible, these committees should:

- have at least half of their members be persons with disabilities or individuals who represent a disability-serving organization;

- have a membership which reflects the diversity of persons with disabilities in British Columbia; and
- have at least one member who is an Indigenous person.

## **Accessibility Plans**

Website – Sept SD70 Plan available... update to follow

Accessibility plans must outline how accessible organizations will identify, remove and prevent barriers to individuals in the organization or interacting with it. An accessibility plan does not need to be complete or comprehensive at the start. It is intended to be a developing and evolving plan. Accessible organizations must review and update these plans at least once every three years.

In developing and updating an accessibility plan, accessible organizations must consult with their accessibility committee and consider the following principles:

- inclusion;
- adaptability;
- diversity;
- collaboration;
- self-determination; and
- universal design.

The plan, and its focus, will likely be relatively unique to the organization and dependent on its mandate. Accessible organizations do not have to submit their accessibility plans to the provincial government for review or approval, but organizations should make their plans available to the public (i.e. by publishing it on their website).

## **Accessibility Feedback**

Public sector organizations must establish a process for receiving public feedback to help inform accessibility plans and decisions.

## IV. MINISTRY CAPITAL FUNDING PROGRAMS

The District is responsible for managing the overall maintenance and repair of District facilities, as well as the supervision of all new construction activities associated with these facilities. This is done using the District's operating grant funding, but also from several capital funding grant programs provided by the Ministry. These include a general Annual Facility Grant, as well as a series of capital grant programs that are designed to address specific areas of facility maintenance that District staff apply for annually.

The Ministry has processes for requesting and receiving capital funding from these various capital programs. Most of them require applications annually through the school district capital plan submissions.

### A. Ministry Capital Programs

The following is a summary of Ministry capital funding programs, including recommendations for District priorities in each program.

#### 1) Minor Capital Programs

##### **Annual Facilities Grant (AFG)**

AFG funding is provided to Districts to be used at their discretion to address repair and maintenance priorities at schools to ensure these facilities are safe and functioning well. The AFG is intended to fund the facility projects required to maintain a District's facilities through their anticipated economic life and to prevent the premature deterioration. Each school district should have a current maintenance plan that articulates the plan to maintain or improve the condition of District facilities within its inventory of capital assets and to allocate AFG towards this strategy accordingly.

The District typically receives approximately \$1,000,000 in AFG funding annually. The amount has not increased significantly over the past twenty years, which means that as costs have increased, particularly over the past five years, the District's ability to properly maintain its capital assets has become more challenging. Figure 12 shows the District's AFG projects from the past several years.

**Figure 12 – Annual Facility Grant Projects in Pacific Rim School District (2021-2024)**

Facility	Total Project Cost	Project Type	Project year	Submission
Alberni Elementary	\$200,000	Site Upgrades	2021/2022	AFG 2021/2022   2021-06-30
Ucluelet Secondary	\$30,000	Electrical (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Ucluelet Elementary	\$20,000	Electrical (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Wickaninnish Community School	\$15,000	Site Upgrades	2021/2022	AFG 2021/2022   2021-06-30
Wickaninnish Community School	\$55,000	Site Upgrades	2021/2022	AFG 2021/2022   2021-06-30
John Howitt Elementary	\$65,000	Site Upgrades	2021/2022	AFG 2021/2022   2021-06-30
Alberni Elementary	\$15,000	Interior Construction (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Alberni Elementary	\$15,000	Interior Construction (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Wood Elementary	\$15,000	Interior Construction (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Tsuma-as Elementary	\$25,000	Interior Construction (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Tsuma-as Elementary	\$25,000	Electrical (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Tsuma-as Elementary	\$100,000	HVAC (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Eric J Dunn Elementary	\$25,000	Site Upgrades	2021/2022	AFG 2021/2022   2021-06-30
	\$10,000	Plumbing (AFG)	2021/2022	AFG 2021/2022   2021-06-30
	\$10,000	Plumbing (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Maquinna Elementary	\$20,000	Plumbing (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Alberni Elementary	\$15,000	Plumbing (AFG)	2021/2022	AFG 2021/2022   2021-06-30
John Howitt Elementary	\$10,000	Plumbing (AFG)	2021/2022	AFG 2021/2022   2021-06-30
	\$25,000	Roofing (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Wood Elementary	\$50,000	Interior Construction (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Alberni Elementary	\$50,000	Site Upgrades	2021/2022	AFG 2021/2022   2021-06-30
	\$40,000	Interior Construction (AFG)	2021/2022	AFG 2021/2022   2021-06-30
	\$75,000	HVAC (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Eric J Dunn Elementary	\$50,000	Site Upgrades	2021/2022	AFG 2021/2022   2021-06-30
Eric J Dunn Elementary	\$45,000	Electrical (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Maquinna Elementary	\$35,000	Electrical (AFG)	2021/2022	AFG 2021/2022   2021-06-30
Eighth Avenue Elementary	\$28,072	Electrical (AFG)	2021/2022	AFG 2021/2022   2021-06-30
John Howitt Elementary	\$65,000	Electrical (AFG)	2022/2023	AFG 2022/2023   2022-05-31
Alberni Elementary	\$85,000	Electrical (AFG)	2022/2023	AFG 2022/2023   2022-05-31
Tsuma-as Elementary	\$85,000	Electrical (AFG)	2022/2023	AFG 2022/2023   2022-05-31
Wood Elementary	\$65,000	Electrical (AFG)	2022/2023	AFG 2022/2023   2022-05-31
	\$35,000	Electrical (AFG)	2022/2023	AFG 2022/2023   2022-05-31
Ucluelet Elementary	\$85,000	Electrical (AFG)	2022/2023	AFG 2022/2023   2022-05-31
Ucluelet Secondary	\$100,000	Electrical (AFG)	2022/2023	AFG 2022/2023   2022-05-31
	\$200,000	HVAC (AFG)	2022/2023	AFG 2022/2023   2022-05-31
	\$50,000	Interior Construction (AFG)	2022/2023	AFG 2022/2023   2022-05-31
Alberni Elementary	\$225,000	Site Upgrades	2022/2023	AFG 2022/2023   2022-05-31
Bamfield Community School	\$45,000	Electrical (AFG)	2022/2023	AFG 2022/2023   2022-05-31
Tsuma-as Elementary	\$28,072	Roofing (AFG)	2022/2023	AFG 2022/2023   2022-05-31
Alberni District Secondary	\$7,500	Electrical (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Alberni District Secondary	\$20,000	Electrical (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Alberni District Secondary	\$10,000	Interior Construction (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Alberni Elementary	\$25,000	Exterior Wall Systems (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Alberni Elementary	\$50,000	Interior Construction (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Alberni Elementary	\$35,000	Interior Construction (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Alberni Elementary	\$45,000	Electrical (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Alberni Elementary	\$55,000	Accessibility Upgrades	2023/2024	AFG 2023/2024   2023-05-19
Bamfield Community School	\$55,000	Exterior Wall Systems (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Eighth Avenue Elementary	\$5,000	Interior Construction (AFG)	2023/2024	AFG 2023/2024   2023-05-19
John Howitt Elementary	\$15,000	Accessibility Upgrades	2023/2024	AFG 2023/2024   2023-05-19
John Howitt Elementary	\$35,000	Interior Construction (AFG)	2023/2024	AFG 2023/2024   2023-05-19
John Howitt Elementary	\$45,000	Exterior Wall Systems (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Maquinna Elementary	\$50,000	Interior Construction (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Tsuma-as Elementary	\$10,000	Exterior Wall Systems (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Tsuma-as Elementary	\$7,500	Site Upgrades	2023/2024	AFG 2023/2024   2023-05-19
Ucluelet Elementary	\$15,000	Electrical (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Eric J Dunn Elementary	\$25,000	Exterior Wall Systems (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Ucluelet Secondary	\$5,000	Interior Construction (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Wickaninnish Community School	\$50,000	Electrical (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Wickaninnish Community School	\$40,000	Electrical (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Wood Elementary	\$50,000	Electrical (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Wood Elementary	\$25,000	Exterior Wall Systems (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Wood Elementary	\$35,000	Interior Construction (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Wood Elementary	\$40,000	Electrical (AFG)	2023/2024	AFG 2023/2024   2023-05-19
Wood Elementary	\$15,000	Site Upgrades	2023/2024	AFG 2023/2024   2023-05-19
	\$537,824	Interior Construction (AFG)	2023/2024	AFG 2023/2024   2023-05-19

There are 9 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).

## **School Enhancement Program (SEP)**

The SEP was launched in 2014 to help school districts extend the life of their facilities through a wide range of improvement projects, including:

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

Consideration is also given to whether the project proposals:

- Address issues affecting safety or the effective functioning of the school

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- Are in schools with unique significant importance to the school district such as those in rural areas with limited alternatives
- Where the benefits over the costs of the improvements are positive over the appropriate time horizon for the investment

Successful SEP projects are chosen based on need, priority and how well they support student learning and safety. The SEP is designed to supplement the AFG and focusses on requirements that help to extend the useful life of the existing asset. See Figure 13 for the District’s approved and submitted SEP projects from the past four years.

**Figure 13 – School Enhancement Program Projects in Pacific Rim School District (2021-2024)**

Facility	Funding Requested	Project Type	Project year	Project Request Status
Bamfield Community School	\$700,000	HVAC (SEP)	2021/2022	Approved
Wickaninnish Community School	\$300,000	HVAC (SEP)	2021/2022	Approved
Eric J Dunn Elementary	\$158,000	HVAC (SEP)	2021/2022	Approved
Wood Elementary	\$350,000	Roofing (SEP)	2022/2023	Approved
John Howitt Elementary	\$750,000	Roofing (SEP)	2022/2023	Approved
Tsuma-as Elementary	\$800,000	Roofing (SEP)	2023/2024	Approved
Eighth Avenue Elementary	\$350,000	HVAC (SEP)	2023/2024	Approved
Eric J Dunn Elementary	\$275,000	Food Infrastructure (SEP)	2023/2024	Approved
Alberni Elementary	\$750,000	Interior Construction (SEP)	2024/2025	Submitted
	\$350,000	Interior Construction (SEP)	2024/2025	Submitted
Eric J Dunn Elementary	\$1,900,000	HVAC (SEP)	2024/2025	Submitted
John Howitt Elementary	\$350,000	Roofing (SEP)	2024/2025	Submitted
Eric J Dunn Elementary	\$850,000	Interior Construction (SEP)	2024/2025	Submitted
Eric J Dunn Elementary	\$100,000	Food Infrastructure (SEP)	2024/2025	Submitted
Wickaninnish Community School	\$100,000	Food Infrastructure (SEP)	2024/2025	Submitted
Alberni District Secondary	\$15,000	Food Infrastructure (SEP)	2024/2025	Submitted
Eighth Avenue Elementary	\$60,000	Food Infrastructure (SEP)	2024/2025	Submitted
Ucluelet Secondary	\$25,000	Food Infrastructure (SEP)	2024/2025	Submitted

## Carbon Neutral Capital Program (CNCP)

The CNCP is available to school districts to provide funding specifically for energy-efficiency projects and projects that lower a school district’s carbon emissions. When selecting priorities for CNCP funding, the school district should consider projects that lead to significant emissions reductions and operational cost savings. Projects should also consider opportunities to coordinate with other capital funding programs, such as the AFG or SEP. Districts should also demonstrate that the project is being proposed for a school that is shown to be required for District operations in their Long Range Facilities Plan.

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In the District's 2024/25 Minor Capital Submission to the Ministry, a request was made for a \$600,000 electrical upgrade at Ecole Alberni Elementary. The Ministry will announce which minor capital projects have been supported in March or April 2024.

## **Building Envelope Program (BEP)**

The BEP program is a specific and limited program for school facilities that were built between 1980 and 2000 which have been assessed as having a building envelope design issue has resulted in water ingress.

## **Playground Equipment Program (PEP)**

The PEP began in 2018 and provides funding to school districts for the replacement of playground equipment that is unsafe or has reached the end of its useful life. PEP funding is used to purchase and install new or replacement playground equipment that is universal in design, and in compliance with accessibility measures as defined through the Canadian Standards Association. This equipment is to be permanently fixed on a school site and include appropriate ground cover for fall protection, improved access, and increased mobility. In recent years, new playgrounds were funded at \$165,000 each. Funding has now increased to \$195,000 per playground project approval. In recent years, the District has received approval for playgrounds at John Howitt, Ucluelet and Alberni Elementary Schools. Funding for a new playground at Tsuma-as Elementary was requested in the District's 2024/25 minor capital plan submission to the Ministry (see Figure 23).

**Figure 14 – Playground Equipment Program Projects in Pacific Rim School District (2021-2024)**

Facility	Funding Requested	Project Type	Project year	Project Request Status	Submission
John Howitt Elementary	165000	Replacement (PEP)	2021/2022	Approved	Minor 2021/2022   2020-07-31
Ucluelet Elementary	165000	Replacement (PEP)	2021/2022	Approved	Minor 2021/2022   2020-07-31
Alberni Elementary	165000	Replacement (PEP)	2023/2024	Approved	Minor 2023/2024   2022-09-30
Tsuma-as Elementary	195000	Replacement (PEP)	2024/2025	Submitted	Minor 2024/2025   2023-09-30

## **Rural Districts Program (RDP)**

The RDP assists school districts with school facilities in rural communities. The intention of the RDP is to target funding for specific types of projects that would directly benefit school facilities



in rural communities but are typically not included under the Ministry's Major Capital Program or Minor Capital Program. RDP may provide funding for the full and partial demolition of board-owned buildings, and for capital projects associated with the consolidation of under-utilized schools. RDP funding support will only be considered for schools in communities with a population of less than 15,000 inhabitants in those school districts located outside of the Lower Mainland, Greater Victoria, and Kelowna. In recent years, the District has not received any funding under the RDP.

## **School Bus Replacement/New Program (BUS)**

The BUS program provides funding for school bus replacements and, where need can be demonstrated, net new buses for new routes required due to increased enrolment. Bus acquisition funding is based on a capital allowance and 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). Details of the RFSO can be found at <http://www.astsbcc.org/>.

Bus funding requests that will be eligible funding will consider the following;

- School bus age and/or mileage
- Existing buses with safety and mechanical issues (based on CVSE report)
- New school buses to support new routes due to increased district enrolments that are without current service
- School district's intention to create their own bussing services versus using third-party contracted services

## **School Food Infrastructure Program (FIP)**

The School Food Infrastructure Program (FIP) is a new 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 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.

The following overarching requirements apply to the FIP:

- 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

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- The purchase and installation of new or used kitchen equipment (e.g. refrigerators, freezers dishwashers, stoves, ovens, etc.)
  - Space and functionality 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 and cannot be used to construct net new space.

Maybe table of projects

Expand this section – important to students and families in SD70

## 2) Major Capital Programs

### **School Expansion Program (EXP)**

The EXP funds the construction new schools and additions to existing schools in areas of the province that are experiencing high population growth and where the school district can demonstrate that existing facilities are already at or over capacity.

The Ministry’s priority for expanding school space is to areas experiencing consistent and rapid, high density population growth due to economic development and where space optimization has been demonstrated. The Ministry of Education requires all capital funding requests for space expansions to be supported by:

- A cost-benefit analysis based on the selection of the “least cost option” over the life of the school
- Current Long Range Facilities Plan that demonstrates the school district is working towards achieving optimal space utilization
- A verification that enrollment has increased in the area over the previous five consecutive years and the next 10 years
- A cost share commitment by the board of education based on available capital funding

Optimal space utilization varies between large urban districts and small rural districts due to practical realities of population distribution, density, travel distances and weather extremes. An approach to optimizing space utilization varies between school districts due to declining enrolment, stable enrolment, increasing enrolment or shifting enrolment within the school

district. For most areas, a forecast of 10 years is the standard for anticipating growth and should be included when assessing utilization.

## **School Replacement Program (REP)**

This program funds the replacement of schools that have reached the end of their useful life and where the further investment of capital dollars is not substantiated due to major structural issues, or the accumulation of maintenance needs exceeds the cost of replacement.

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.

Standardized Facility Condition Assessments (FCA) of all schools in the Province are done every five years by the VFA Canada Inc. The FCAs for all schools in the province provide the Ministry with comparable data to support the Provincial capital plan for building renewal.

## **Seismic Mitigation Program (SMP)**

The SMP began in 2005 after the completion of an assessment of all schools in high risk seismic zones across the province. The SMP funds seismic upgrading projects for schools that were assessed as being high risk of structural collapse in an earthquake.

## **B. Ministry Capital Processes**

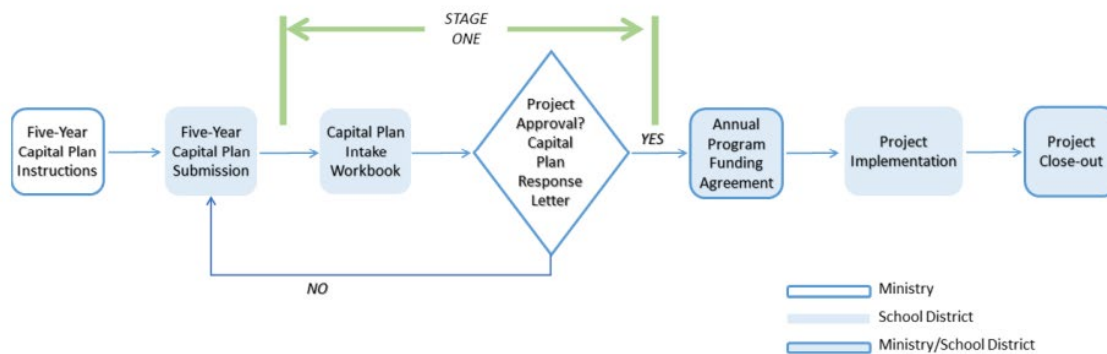
Most school district capital planning, data input, and project submissions are done in the Ministry's capital planning system, MyCAPS. All school districts have access to MyCAPS and are required to submit project requests into the system using the proper Ministry submission templates.

Typically, school districts must submit project requests each year in June (major projects) and September (minor projects), and requests follow an approval process that is dependent on the capital program with which the project is associated.

## **One-Stage Approval Process**

All minor capital requests made for projects in SEP, CNCP, BUS, PEP, and BEP undergo a one-stage approval process (see Figure 15). Ministry support for a qualifying project request will be based on the information provided by school districts in MyCAPS. For AFG funding, the District must submit an annual expenditure plan that shows how the District plans to use their AFG allocation for the year. AFG plans are simply reviewed by the Ministry to ensure proposed AFG projects are eligible projects under the AFG policy.

**Figure 15 – Ministry Approval Process for SEP, CNCP, BUS, PEP, FIP, and BEP**

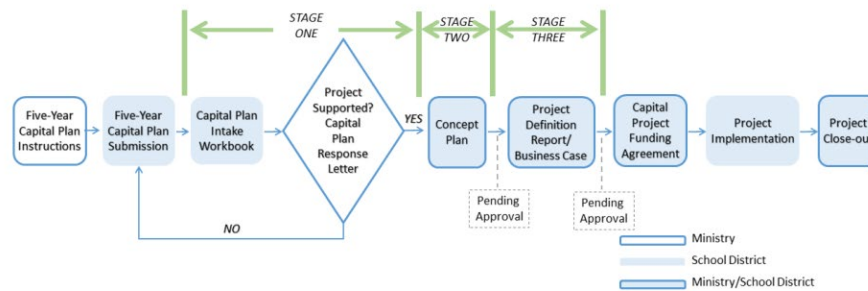


## Two and Three-Stage Approval Processes

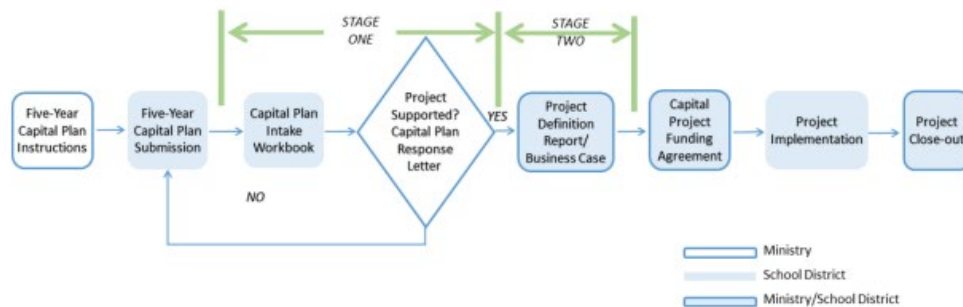
Requests made for projects in SMP, EXP, and REP undergo a more extensive two or three-stage process (see Figures 16 & 17), dependent on project risk level, complexity, and size/value. Initial Ministry support for project requests is based on Project Request Factsheets that are submitted in MyCAPS. RDP projects are subject to a two-stage approval process, as shown in Figure 20.

Under all major capital processes, a board of education is responsible for using its own 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 16 – Ministry Approval Process for EXP, SMP and REP**



**Figure 17 – Ministry Approval Process for RDP**



## 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 separate Board Resolutions, one for the Major Capital Program submissions, one for Minor Capital Program submissions and one for Building Envelope Program submissions (if applicable).

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. Notably, AFG expenditure plan submissions to the Ministry do not require a Board Resolution.

## Capital Plan Response Letters

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, usually in March or April.

The Capital Plan Response Letter identifies 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;
- 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 is rarely 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 are notified of the amount of their approved AFG funding, both capital and operating portions, as part of the Provincial funding announcement made annually on or before March 15 by the Minister, in accordance with s. 106.2 of the *School Act*.

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## V. DISTRICT FACILITIES

### A. Schools

#### 1) Comprehensive K-12 Schools

##### **Bamfield Community School**

Bamfield Community School is a K-12 elementary-secondary school located at 240 Nuthatch Road in the community of Bamfield. The one storey school opened in 1996. The facility has an FCI of 0.17. With an operating capacity of 86 and current enrolment of 47, Bamfield Community School is operating at 55% capacity utilization.

#### 2) Secondary Schools (8-12)

##### **Alberni District Secondary School (ADSS)**

ADSS is a Grades 8-12 school located at 4000 Roger Street in Port Alberni. The facility was constructed in 2012 as a seismic replacement for the previous ADSS facility. ADSS has a capacity of 1,150 and a 2023/24 student population of about 1,190 students, or a XX% capacity utilization. As it is a new facility, ADSS has a Facility Condition Index (FCI) of 0.03 (*for an explanation of FCI, see page 29*).

##### **Ucluelet Secondary School**

Ucluelet Secondary is an 8-12 school located at 1450 Peninsula in Ucluelet. The original school opened in 1947, with a renovation done in 2004, however the school was largely replaced in 2022 under the Seismic Mitigation Program. The previous facility had an FCI of 0.53, but the facility has not been re-assessed since the recent upgrade. With an operating capacity of 300 and current enrolment at 250, Ucluelet Secondary is operating at 83% capacity utilization.

#### 3) Elementary Schools (K-7)

## **École Alberni Elementary School**

École Alberni is a K-7 school located at 4645 Helen Street in Port Alberni. The two storey facility was constructed in 1937, with a renovation in 1978. The facility has an FCI of 0.49. With an operating capacity of 452 and current enrolment of 391 students, Ecole Alberni Elementary is operating at 87% capacity utilization. The facility is included in the Ministry's Seismic Mitigation program as high risk.

École Alberni is a dual track school, offering classes in both English and French Immersion, with about 60% of students in English and 40% in French Immersion. It is the only French Immersion elementary school in the District.

The school has onsite childcare in the annex building. Care is offered by a third-party non-profit provider – Alberni Valley Childcare Society. Stepping Stones at Alberni is the name of the centre and offers multi-age care (8 spaces), 3-5 year old care (16 spaces), preschool (20 spaces), and Before and After School Care (24 spaces). A total of 68 spaces are available at the childcare centre.

## **E.J. Dunn Elementary School**

E.J. Dunn is a K-7 school located at 3500 Argyle Street in Port Alberni. The school opened in 1966 with a renovation in 1994. The facility has an FCI of 0.36. With an operating capacity of 406 and current enrolment of 247, E.J. Dunn Elementary is operating at 61% capacity utilization. The District offers a StrongStart program at the school. The facility is included in the Ministry's Seismic Mitigation program as high risk.

EJ. Dunn Elementary has onsite childcare in the Family Hub building. School Age Care on School Grounds is offered by a third party non profit provider. AV Saplings at Dunn offer care for 24 school age children.

## **John Howitt Elementary School**

John Howitt is a K-7 school located at 3867 Marpole Street in Port Alberni. The school opened in 1962, with a renovation in 1976. The facility has an FCI of 0.39. With an operating capacity of 268 and current enrolment of 218 students, John Howitt Elementary is operating at 81% capacity utilization. The facility is included in the Ministry's Seismic Mitigation program as high risk.

John Howitt Elementary has onsite School Age Care on School Grounds childcare for 24 children in room 8. SD 70 Pacific Rim holds the childcare license and CUPE Education Assistants facilitate



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the program. New Spaces funding was accessed to purchase furniture and equipment and to update the HVAC system in the room.

## **Maquinna Elementary School**

Maquinna is a K-7 school located at 3881 Bruce Street in Port Alberni. The school opened in 1962, with a renovation done in 2001 and a seismic upgrade in 2009. The facility has an FCI of 0.49. With an operating capacity of 381 and current enrolment at 310, Maquinna Elementary is operating at 75% capacity utilization.

Maquinna Elementary School has onsite school age care offered in room 10 by a third party non-profit provider. Fern Valley Out of School Care offer care to 24 children. New Spaces funding was accessed to purchase furniture and equipment and to update the HVAC system in the room.

## **Tsuma-as Elementary School**

Tsuma-as (formerly A.W. Neill Middle School) is located at 5055 Compton Road in Port Alberni. The school was constructed in 1957 and underwent a significant renovation in 2004. The facility has an FCI of 0.30. With an operating capacity of 373 and current enrolment of 360, Tsuma-as Elementary is operating at 97% capacity utilization. The facility is included in the Ministry's Seismic Mitigation program as high risk. The District offers a StrongStart program at the school.

Tsuma-as Elementary School has onsite childcare offered by a third party non-profit provider. Mighty Learners offers care to infant/toddler (12 spaces), 3-5 year olds (16 spaces), and school age care on school grounds (60 spaces). New spaces funding was accessed to renovate the old shop into a childcare building. Rooms 101 and 317 are also used for school age care on school grounds.

## **Ucluelet Elementary School**

Ucluelet Elementary is a K-7 school located at 1350 Peninsula in Ucluelet. The original school opened in 1964, with a renovation done in 2000, however the school was largely replaced in 2022 under the Seismic Mitigation Program. The previous facility had an FCI of 0.41, but the facility has not been re-assessed since the recent upgrade. With an operating capacity of 210 and current enrolment at 218, Ucluelet Elementary is operating at 104% capacity utilization. The District offers a StrongStart program at the school.

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Ucluelet Elementary has onsite childcare in the building between the elementary and secondary school. Childcare is offered on one side of the building by a third party non-profit provider. Comfort First Early Learning offers care to multi-age (8 spaces for infants to school age), and 3-5 year olds (16 spaces). On the other side of the building SD 70 Pacific Rim holds the license for School Age Care on School Grounds and CUPE Education Assistants facilitate the program. Seismic Upgrade and New Spaces Funds were accessed to renovate the band building into a childcare building as well as equipment and furniture.

## **Wickaninnish Elementary School**

Wickaninnish is a K-7 school located at 431 Gibson Street in Tofino. The school was constructed in 1974, and underwent a renovation done in 1993. The facility has an FCI of 0.55. With an operating capacity of 159 and current enrolment at 253, Wickaninnish Elementary is operating at 159% capacity utilization. The facility is included in the Ministry's Seismic Mitigation program as high risk. The District offers a StrongStart program at the school.

## **Wood Elementary School**

Wood is a K-7 school located at 4111 Wood Avenue in Port Alberni. The school opened in 1962, with a renovation done in 1996. The facility has an FCI of 0.55. With an operating capacity of 203 and current enrolment at 214, Wood Elementary is operating at 105% capacity utilization. The facility is included in the Ministry's Seismic Mitigation program as high risk.

## 4) Alternate Schools

### **Eighth Avenue Learning Centre**

Eighth Avenue is located at 2941 8<sup>th</sup> Avenue in Port Alberni. The school offers distance learning programs from K-12, home school programs, in person classes, and adult education. The original facility was constructed in 1941 with an addition in 1971. The original 1941 building was demolished and completely rebuilt in 1998, and the facility underwent a major interior renovation in 2002. The current FCI is 0.46. Currently the facility is suitable for the programs delivered at Eighth Avenue.

## **B. Administrative Facilities**

### **1) Alberni Valley Maintenance Facility**

#### **Alberni Valley Maintenance Facility**

The Alberni Valley Maintenance Facility is located at 4930 Maebelle Road in Port Alberni (the former Maebelle Elementary School). The original facility was constructed in 1962 but was renovated to become the District's Port Alberni maintenance facility. The facility has an FCI of 0.66.

#### **Board Office**

The District's board of education office is located at 4690 Roger Street in Port Alberni. The wood-frame facility was constructed in 1977 with 12,720 sq/ft of space. The facility accommodates District administrative staff offices and the board meeting room.

#### **Central File Storage**

This small building at 3816 Anderson Avenue (formerly known as the Boys Project) is currently used for file storage. It is a one storey cinder block construction.

#### **Alberni Valley Bus Garage**

The District's Alberni Valley Bus Garage is located at 4550 Roger Street in Port Alberni. The facility was constructed in 1977 with a small addition in 2006. The facility has an FCI of 0.43.

#### **Westcoast Maintenance Facility**

The Westcoast Maintenance Facility is located at 1450 Peninsula Road in Ucluelet. The original facility was constructed in 1946 but it was replaced in 2020. The facility has an FCI of 0.02.

## C. Staff Housing

Many rural and/or remote school districts or First Nations schools rely on facilities such as teacherages and other rental accommodations to attract and retain staff. Without the certainty of a place to live, it would be extremely difficult to operate and maintain the educational facilities that are so important for small communities.

The Ministry does not allocate capital funding for the construction or maintenance of administrative and other facilities that support schools, including staff housing. This decision has disproportionately disadvantaged rural and remote school districts that require staff housing or other types of rental properties to effectively house their teachers and/or staff and have smaller overall budgets.

School districts such as Pacific Rim that must own and operate staff housing are forced to fund the cost of construction and maintenance of these essential educational facilities from their general operating fund or from capital programs that are typically meant for schools. Just as with administrative facilities like board offices, bus garages, and maintenance buildings, there are no specific Ministry capital funding programs for staff housing.

No detailed information is available about the condition of teacherages because rental accommodation properties are not included in the Ministry-sponsored facility condition assessments that are conducted for all school districts on a five-year rolling basis by VFA Canada Inc. This is an oversight that the Ministry should consider when a new facilities assessment contract is established for BC public schools.

The District owns and maintains several housing units in Bamfield, Ucluelet and in Tofino to accommodate teachers and/or District staff. Overall, these facilities are an added cost and generally an administrative burden for school districts that require them, like Pacific Rim. But they remain vital assets in certain communities.

## VI. FACILITY CONDITION

All public school district facilities in BC are assessed on a rolling five year basis under a Ministry of Education and Child Care contract with VFA Canada Inc. (VFA). VFA assessors visit each school district to conduct a visual inspection of all systems within the educational facilities. The assessments are very detailed and result in a Facility Condition Index (FCI) score. A score of 0.0 represents a brand new building with no requirements, while a higher FCI closer to 1.0 represents a building that requires significant system renewal and replacement. The average FCI for all public school facilities in BC is approximately 0.47.

The broad building systems reviewed in VFA assessments are:

- Exterior building envelope
- Interior construction and conveyance
- Electrical systems
- Heating, ventilation, and air conditioning systems
- Plumbing systems
- Structure
- Site

The results of the building inspections culminate in a detailed report on the condition of each school with the key metric being the Facility Condition Index (FCI) which quickly reflects the condition on a scale of 0 to 1.00 (see Figure 18). FCI is based on the following formula:

$$\text{FCI} = \text{Cost to Remedy Maintenance Deficiencies} / \text{Value of Facility}$$

While the value of the FCI does not necessarily qualify the condition of an individual school (such as, “good”, “fair”, “poor” or even “critical”), it does provide a reliable indication as to the amount of capital investment that may be required to keep a facility in an acceptable operational condition (see Figure 8). This information should assist a board of education in determining its long-term maintenance plan and deciding whether necessary building component upgrades or replacement – as well as changes in the BC Building Code and BC Energy Code requirement - can be managed using its AFG and local capital funds or that capital funding should be sought from the Ministry through a Minor Capital Program. Ultimately, it may become more practical and fiscally prudent to request a partial or full replacement.

**Figure 18 – FCI Rating Scale**

Rating	Condition	Remarks
0.00-0.05	Excellent	Near new; meets present and foreseeable future requirements
0.05-0.15	Good	Meets all present requirements
0.15-0.30	Average	Has significant deficiencies, but meets minimum requirements; some significant building system components nearing end of normal life-cycle
0.30-0.60	Poor	Does not meet requirements; immediate attention required to significant building systems; some significant building systems at end of life-cycle
0.60-1.00	Very Poor	Does not meet requirements; immediate attention required to most significant building systems; most significant building systems at end of their life-cycle

Much of the FCI data highlights what it will cost to replace all of the requirements of a District facility. In other words, the FCI reflects the full renewal/replacement cost to restore the life of the asset or component to zero. Depending on the type of facility and usage, an acceptable FCI target may vary. The target of an FCI <.10 as being GOOD does not reflect the reality of available funding, usage and facility maintenance issues faced by school districts, and the practical reality of replacing building systems even if they are still operating well. Also, aesthetic issues that are less than ideal may be acceptable, so efforts are usually made to extend the useful life of assets by focussing on items that are critical to building operations and safety.

Not all of the District's facilities have been assessed by VFA under the Ministry's current assessment methodology. For example, teacherages are not assessed under the current terms of the Ministry contract with VFA. Further, as the most recent assessments were done in 2021, they do not account for the upgrades recently completed at Ucluelet Elementary and Ucluelet Secondary.

The facilities that were assessed in 2021 have an average FCI of 0.41 (see Figure 19), which is better than the provincial average of 0.47. If we estimate the FCI for the two Ucluelet schools that were recently upgraded and renovated to be around 0.05, the average FCI for the District falls to 0.36 (see Figures 20 and 21). This means that the District's facilities are in better than average condition and have been well maintained, especially considering the high average age for District facilities.

**Figure 19 – District FCI (from 2021 VFA Assessment)**

Facility	FCI *	Age
Maintenance Building	0.02	3
Alberni District Secondary School	0.03	11
Bamfield Community School	0.17	27
Tsuma-as Elementary	0.32	66
Eric J Dunn Elementary	0.36	57
John Howitt Elementary	0.39	59
Ucluelet Elementary - not assessed 2021	0.41	59
Bus Garage	0.43	46
Eighth Avenue Elementary	0.45	67
Alberni Elementary	0.45	69
Maquinna Elementary	0.49	61
Board Office	0.49	46
Ucluelet Secondary - not assessed 2021	0.53	76
Wood Elementary	0.55	61
Wickaninnish Community School	0.55	49
Alberni Valley Maintenance Building	0.66	46
Central File Storage	0.67	51
<b>Average</b>	<b>0.41</b>	<b>50</b>

BC Average = .47

Current Replacement Value is calculated as the sum of the Replacement Cost of all Systems within the selected Assets.

\* FCI (for an individual Asset) is calculated as its Deferred Maintenance Costs divided by its Current Replacement Value.

**Figure 20 – District FCI (with estimated FCIs for Ucluelet schools)**

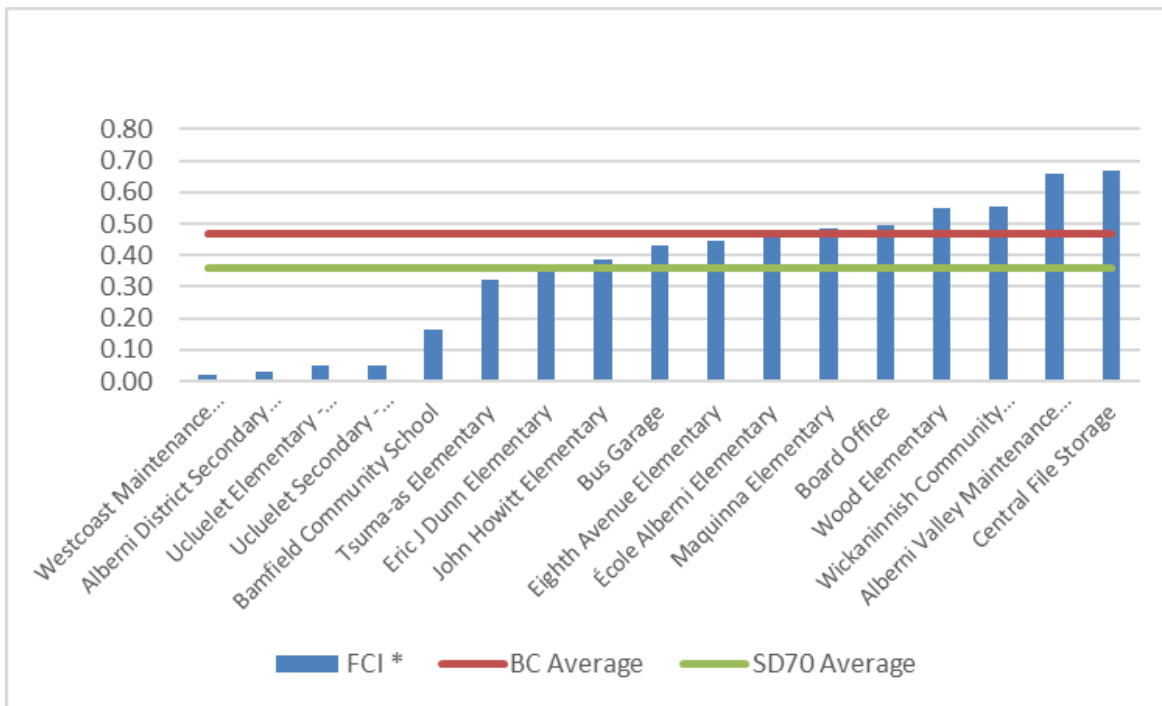
Facility	FCI *	Age
Westcoast Maintenance Building	0.02	3
Alberni District Secondary School	0.03	11
Ucluelet Elementary - replaced 2022	0.05	2
Ucluelet Secondary - replaced 2022	0.05	2
Bamfield Community School	0.17	27
Tsuma-as Elementary	0.32	66
Eric J Dunn Elementary	0.36	57
John Howitt Elementary	0.39	59
Bus Garage	0.43	46
Eighth Avenue Elementary	0.45	67
Alberni Elementary	0.45	69
Maquinna Elementary	0.49	61
Board Office	0.49	46
Wood Elementary	0.55	61
Wickaninnish Community School	0.55	49
Alberni Valley Maintenance Building	0.66	46
Central File Storage	0.67	51
<b>Average</b>	<b>0.36</b>	<b>42</b>

BC Average = .47

Current Replacement Value is calculated as the sum of the Replacement Cost of all Systems within the selected Assets.

\* FCI (for an individual Asset) is calculated as its Deferred Maintenance Costs divided by its Current Replacement Value.

Figure 21 – District Facility Condition Index Scores





## VII. SEISMIC RISK

The BC Ministry of Education’s Seismic Mitigation Program (SMP) was launched in 2004 and has provided approximately \$2 billion to mitigate structural seismic risk in nearly 200 public schools in BC. Schools are assessed and upgraded using the Seismic Retrofit Guidelines (SRG) developed in partnership with the Engineers and Geoscientists of BC (EGBC). All public schools in high risk seismic zones in BC were given seismic risk ratings using available information at the time. Schools received a risk rating according to the table in Figure 22.

**Figure 22 – Seismic Risk Ratings and Descriptions**

RISK	DEFINITION
High 1 (H1)	Most vulnerable structure; at highest risk of widespread damage or structural failure. Not reparable after event. Structural and non-structural seismic upgrades required.
High 2 (H2)	Vulnerable structure; at high risk of widespread damage or structural failure. Likely not reparable after event. Structural and non-structural seismic upgrades required.
High 3 (H3)	Isolated failure to building elements is expected; building not likely reparable after event. Structural and non-structural seismic upgrades required.
Medium (M)	Isolated damage to building elements is expected; non-structural elements (such as bookshelves, lighting) are at risk of failure. Non-structural upgrades required. Building to be upgraded or replaced within the Capital Plan when it has reached the end of its useful life.
Low (L)	Least vulnerable structure. Would experience isolated damage and would probably be reparable after an event. Non-structural upgrades may be required.

Changes to the 2015 National Building Code (NBC) reflected significantly increased assumptions for ground force motions from a Cascadia Fault subduction event off the west coast of Vancouver Island and Haida Gwaii. Specifically, the expectations are for more intense shaking on Vancouver Island and Haida Gwaii than previously assumed. Given the NBC changes, EGBC updated the SRG and developed Probable Event Seismic Ranking (PSR) categories for H1 blocks to further prioritize the schools at highest risk (see Figure 23). Then in 2018, all Vancouver Island, Haida Gwaii, and Richmond schools were reassessed using the new SRG.

**Figure 23 – Probable Event Seismic Ranking (PSR) Categories for High-Risk Buildings**

Description of Probable Event Seismic Ranking (PSR) Categories for Ranking H1 Blocks for Moderate Levels of Shaking	
PSR Category	PSR Category Description
P1	(a) Total damage (b) Highest life safety consequences (c) Demolition post-event outcome
P2	(a) High probability of total damage (b) High life safety consequences (c) Demolition probable post-event outcome
P3	(a) Moderate probability of total damage (b) Moderate life safety consequences (c) High post-event repair costs
P4	(a) Low probability of total damage (b) Low life safety consequences (c) Readily repairable post-event

Figure 24 shows that several seismic upgrade projects have been completed for District schools under the SMP since 2004.

**Figure 24 – Seismic Projects Completed for Schools in Pacific Rim School District**

<u>SCHOOL</u>	<u>PROJECT TYPE</u>	<u>YEAR</u>
Maquinna Elementary	Upgrade	2009
Alberni District Secondary	Replacement	2012
Ucluelet Elementary	Upgrade and Renewal	2022
Ucluelet Secondary	Upgrade and Renewal	2022

All schools in the District were assessed in 2018 using the updated SRG, resulting in higher risk ratings for many schools. The assessments were instrumental in the District receiving funding for the recent upgrades at Ucluelet Elementary School and Ucluelet Secondary School. District schools with high seismic risk are shown in Figure 25, including PSR rankings for all H1 schools.

**Figure 25 – Seismic Risk Ratings for Pacific Rim School District Schools**

Facility	Name	Block	Construction Types	Construction Years	# Of Storeys	Site Class	Floor Area	Risk Rating	PRIORITY
Alberni Elementary	Classrooms	2	Wood Frame - 22	1945	2	C	3,254	H1	P3
Alberni Elementary	Field House	3	Steel - 51	1976	1	C	640	H1	P2
E.J. Dunn Elementary	Building D South Side Classrooms	2	Wood Frame - 22	1965, 1974	1	D	1,800	H1	P3
E.J. Dunn Elementary	Building A, F	3	Wood Frame - 22	1965, 1974, 2007	1	D	820	H1	P4
E.J. Dunn Elementary	Building B, E	4	Wood Frame - 22	1965	1	D	450	H1	P3
Eighth Avenue	Annex	2	Concrete Masonry - 31	1966	1	D	550	H1	P1
John Howitt Elementary	Original School and 1965 Addition	2	Wood Frame - 22	1965	1	D	1,300	H1	P2
John Howitt Elementary	1969 Classroom & Library Addition	4	Concrete Masonry - 31	1969, 1968	1	D	600	H1	P1
Tsuma-as Elementary	1956 2-Storey Classrooms	2	Wood Frame - 22	1956, 1959	2	D	2,700	H1	P3
Tsuma-as Elementary	1956 1-Storey Block	3	Wood Frame - 22	1956	1	D	1,800	H1	P3
Wickaninnish Community	1971 2-Storey Main Building	1	Concrete Masonry - 31	1971, 1993	2	D	2,560	H3	-
Wood Elementary	1958 1-Storey Classrooms	3	Wood Frame - 22	1958, 1963, 1965	1	D	1,620	H1	P3

The Ministry has been actively prioritizing schools that are highest risk (i.e., rated H1/P1). For this reason, John Howitt should continue to be a priority for Pacific Rim School District's annual capital plan submissions to the Ministry. After John Howitt, there is some flexibility for prioritization as there are several H1/P3 schools. Note that the H1/P2 facility at Alberni Elementary is the field house, not the classroom block.

The District also has some options to consider around how to manage the seismic risk at Wickaninnish Elementary. Although the school has a lower H3 rating, it is operating far over capacity. There is the potential to work with the Ministry to align an expansion project with a seismic upgrade to deal with both facility challenges under the same project. This should be explored further.

It is also worth noting that there are two District schools (Tsuma'as Elementary and École Alberni Elementary) that are situated in the Tsunami Zone which is below 20M G.S.C. Fortunately these sites are still relatively elevated, lying at the outer edges of the Tsunami Zone.

## VIII. DEMOGRAPHICS & ENROLMENT FORECASTS

### A. Enrolment History and Projections

Various sources are utilized to establish enrolment projections for school districts. The primary sources are Baragar, BC Stats and government of Canada census data. All of this data is examined to create projections, with +/- 10% deviations to visualize potential facility needs in different circumstances. There is quite a high degree of confidence in the enrolment projections in this LRFP as there is not expected to be any extreme growth or decline in the planning horizon for this LRFP.

Although there has been some fluctuation, enrolment in the District has remained relatively consistent for the past several years, at around 3,600 K-12 students. Students are spread fairly evenly across each of the grades, meaning that there is not a statistically significant 'bubble' of students currently moving through any of the K-12 grades. It is possible that a "covid bubble" could appear in the early grades over the next few years, but it is not expected to be large enough to require any specific facilities accommodations for the District to accommodate one or two slightly larger cohorts.

### B. Capacity Utilization

The overall capacity utilization for the District is right around an optimal level however even if overall capacity utilization is at an efficient level, individual schools or communities can still have pressures. Although overall District enrolment is not forecast to increase in the coming years, existing localized pressures and future growth may require increased capacity in the form of classroom additions within the timeframe of this LRFP. Capacity utilization tables for every District school are found in Appendix A.

As shown in Figure 26, the current overall capacity utilization for the District is right around an optimal level, at of 93%. This is a very efficient level of utilization. Elementary schools tend to operate most efficiently between 85% to 95% while secondary schools can operate well between 95% to 100%, as secondary schools have more flexibility and options to manage through programming and timetabling.

**Figure 26 – Operating Capacity Utilization – by School**

Facility	Current Type	Area (m²)	Grade Range		Enrolment	Operating Capacity					Portables	Portables
			Lowest	Highest		K	E	S	Total	Utilization %		
Alberni District Secondary	Secondary	12,153	8	12	1,190	0	0	1,150	1,150	103%	1	
École Alberni Elementary	Elementary	4,893	K	7	391	0	452	0	452	87%	1	
Bamfield Community School	K-12	1,165	K	12	47	19	42	25	86	55%		
Eric J Dunn Elementary	Elementary	5,424	K	7	247	0	395	0	395	63%		
John Howitt Elementary	Elementary	2,475	K	7	218	19	249	0	268	81%		1
Maquinna Elementary	Elementary	3,172	K	7	285	19	362	0	381	75%		
Tsuma-as Elementary	Elementary	5,841	K	7	360	0	373	0	373	97%		
Ucluelet Elementary	Elementary	2,227	K	7	218	0	210	0	210	104%		1
Ucluelet Secondary	Secondary	4,517	8	12	250	0	0	250	250	100%		
Wickaninnish Community School	Elementary	2,699	K	7	253	19	140	0	159	159%	2	
Wood Elementary	Elementary	2,115	K	7	214	0	203	0	203	105%		1
<b>3,673</b>									<b>3,988</b>	<b>93%</b>	<b>4</b>	<b>3</b>
						<b>Average Utilization of Schools</b>						
						<b>Overall District Utilization</b>						
						<b>93%</b>						
						<b>92%</b>						
Eighth Avenue Learning Centre	Alternate	2,227			0	0	0	0	0	0%		

Source: MyCaps

Figure 27 shows that overall District capacity utilization has increased slightly in recent years, but it is not expected to change significantly over the next ten years. This finding is consistent across all data sets and the District can remain confident in these forecasts, barring a significant change in the local economy, like the addition or loss of a major employer in one of the District communities.

Figure 27 – Forecasted Overall Operating Capacity Utilization – by Year

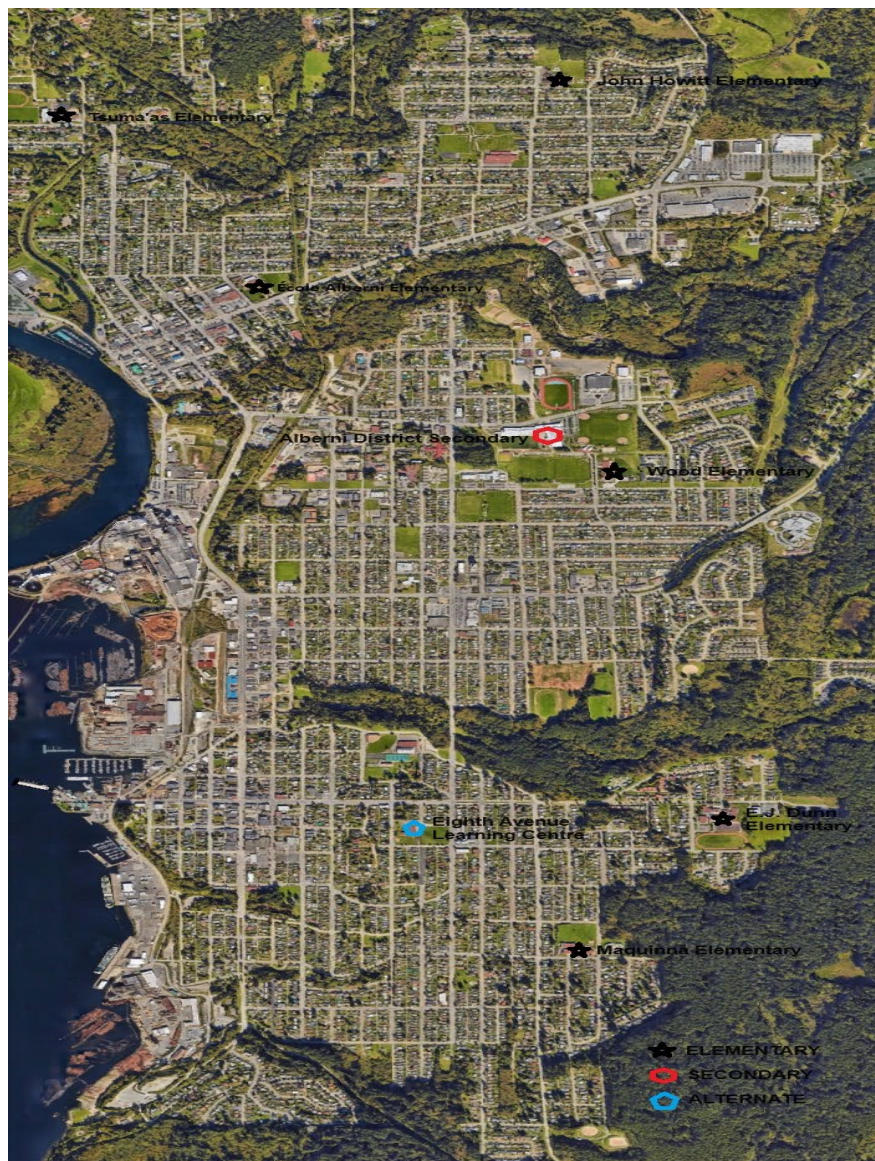
Pacific Rim (SD70) Calculated Operating Capacity Utilization 2021/22 to 2032/33				
Year		Elementary	Secondary	Total
2021/2022SY	Enrolment	2,192	1,375	3,567
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	93%	85%	89%
2022/2023SY	Enrolment	2,211	1,407	3,618
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	94%	87%	91%
2023/2024SY	Enrolment	2,221	1,452	3,673
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	94%	89%	92%
2024/2025SY	Enrolment	2,225	1,455	3,680
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	94%	90%	92%
2025/2026SY	Enrolment	2,215	1,443	3,658
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	94%	89%	92%
2026/2027SY	Enrolment	2,262	1,454	3,716
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	96%	89%	93%
2027/2028SY	Enrolment	2,226	1,464	3,690
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	94%	90%	93%
2028/2029SY	Enrolment	2,203	1,484	3,687
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	93%	91%	92%
2029/2030SY	Enrolment	2,197	1,517	3,714
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	93%	93%	93%
2030/2031SY	Enrolment	2,173	1,574	3,747
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	92%	97%	94%
2031/2032SY	Enrolment	2,166	1,596	3,762
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	92%	98%	94%
2032/2033SY	Enrolment	2,174	1,566	3,740
	Calculated Operating Capacity	2,363	1,625	3,988
	% Utilization	92%	96%	94%



## C. Alberni Valley Zone

The six elementary schools in the Alberni Valley Zone can be grouped into North, Central, and South Sub-Zones – with Tsuma’as, Howitt and Alberni north of Roger Creek, Wood between the Roger Creek and Dry Creek, and Maquinna and Dunn south of Dry Creek. Alberni District Secondary School (ADSS) in the Central Sub-Zone serves as the only secondary school for the Alberni Valley Zone, while alternate and adult programs are provided at Eighth Avenue Learning Centre. Figure 28 shows the location of all Alberni Valley Zone schools.

**Figure 28 – Map of Alberni Valley Zone Schools**

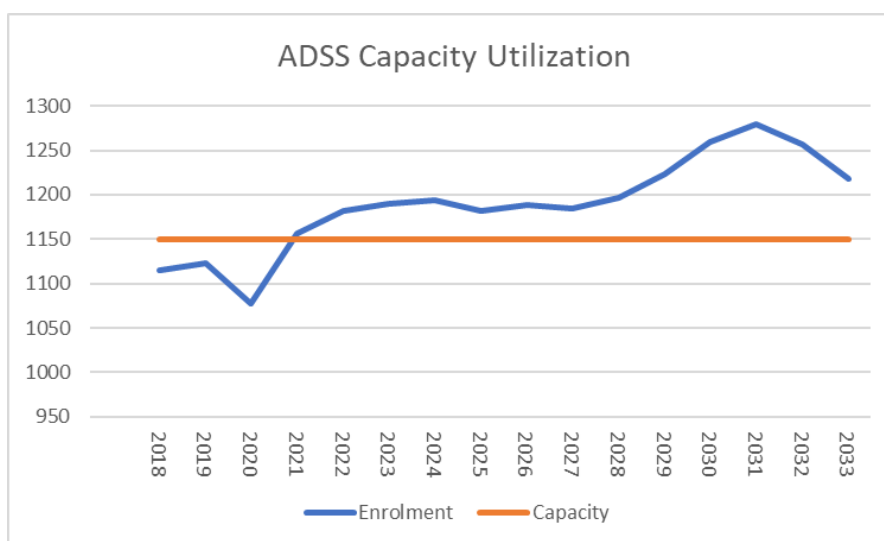


## 1) Alberni District Secondary School (ADSS)

Figure 29 demonstrates that ADSS is beginning to experience some pressure from enrolment increases in the secondary grades. As the only secondary school in the Alberni Valley, there is no flexibility for the District to manage this growth through other means, such as redrawing catchment boundaries or moving programs like French immersion.

While there are capacity utilization pressures in other parts of the province, and secondary facilities are usually able to run relatively efficiently at 100% to 110%, if ADSS enrolment forecasts materialize as predicted, there will be a need for added space – either through portables which are a cost to the District operating budget, or through a Ministry-funded addition to the school.

**Figure 29 – ADSS Capacity Utilization (2018 to 2033)**



Source: Baragar

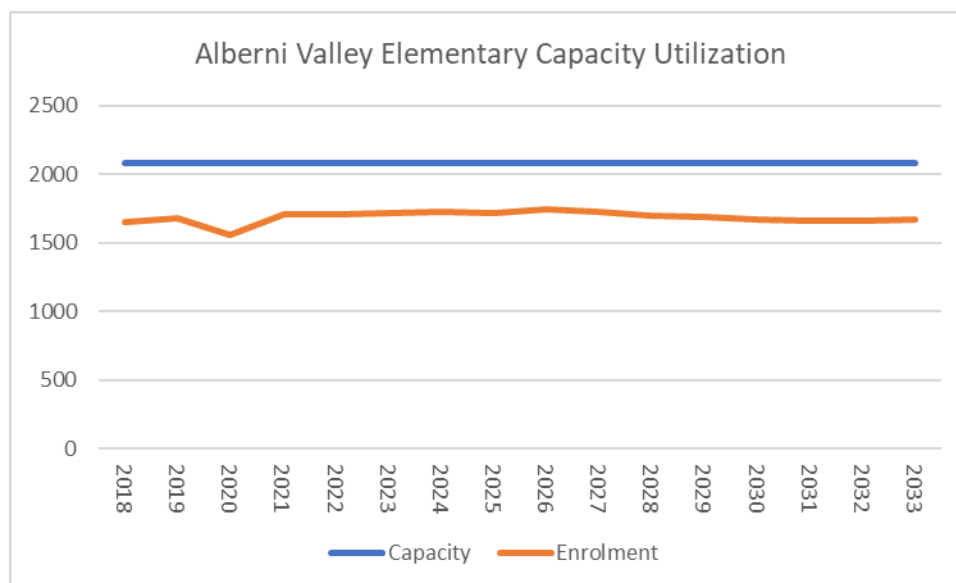
## 2) Elementary Capacity Utilization in the Alberni Valley Zone

Most elementary schools in the Alberni Valley zone are operating below capacity, and the zone as a whole is operating below capacity (see Figure 30). Notably, it is the schools in the south (Dunn and Maquinna) that are most underutilized, while the schools north of the highway (Howitt, Alberni and Tsuma'as) are operating at capacity. If enrolment growth in northern schools materializes, the District will need to explore options for managing that pressure. First by redrawing catchment boundaries, where possible, or looking at possible program changes in



those schools. Beyond that, options are to acquire portables and request an addition in an annual capital plan submission to the Ministry.

**Figure 30 – Elementary Capacity Utilization in the Alberni Valley Zone (2018 to 2033)**



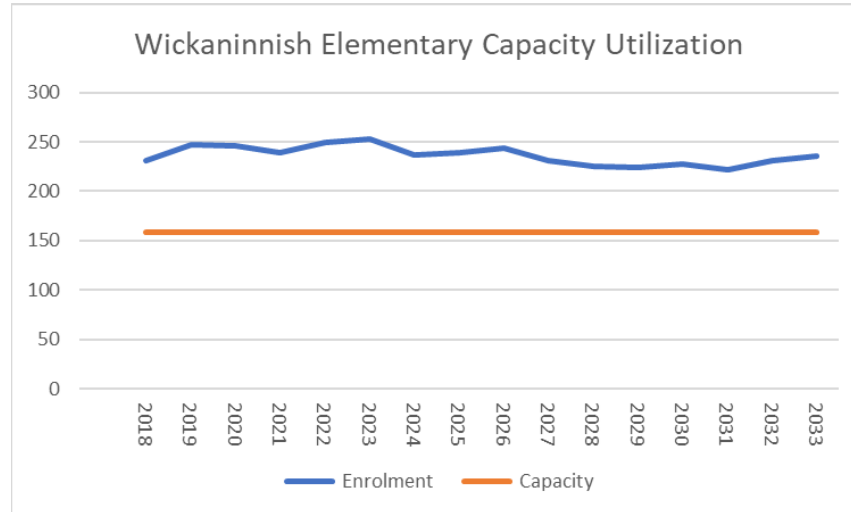
Source: Baragar

## C. Westcoast Zone

### 1) Wickaninnish Elementary School

Wickaninnish Elementary is operating well above its operating capacity (see Figure 31). This is a significant challenge for the District as it is the only school in Tofino. Wickaninnish is likely the most significant priority for an expansion project in the District and is a further priority as a high seismic risk. It would make sense to combine project requests under the Ministry's seismic and expansion programs to mitigate both the seismic risk and capacity challenge under a single capital project.

**Figure 31 – Wickaninnish Elementary Capacity Utilization (2018 to 2033)**

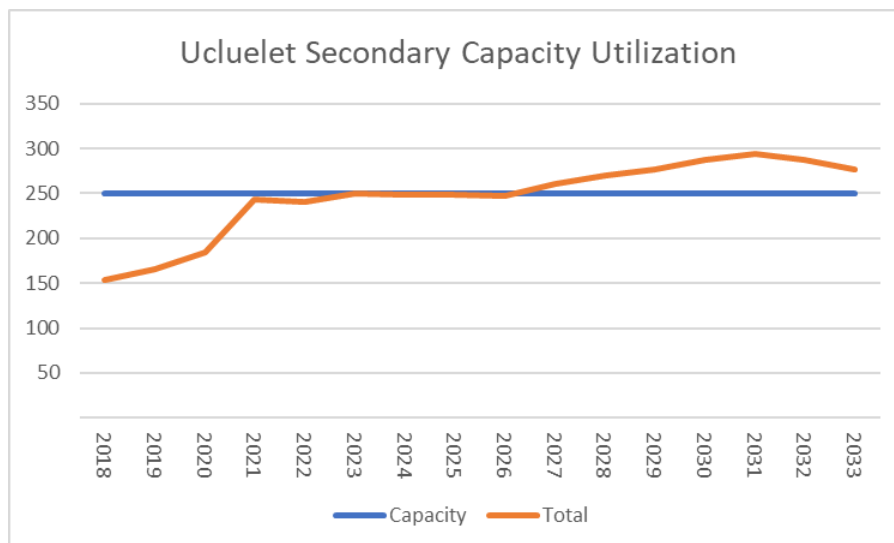


Source: Baragar

## 2) Ucluelet Secondary School

Ucluelet Elementary is operating slightly above its operating capacity (see Figure 32), despite the recent seismic upgrade and renovation at the school. While Ucluelet Elementary is not necessarily an immediate priority for an expansion project, it should be monitored, and the District will have to continue to manage the operation of the school over capacity.

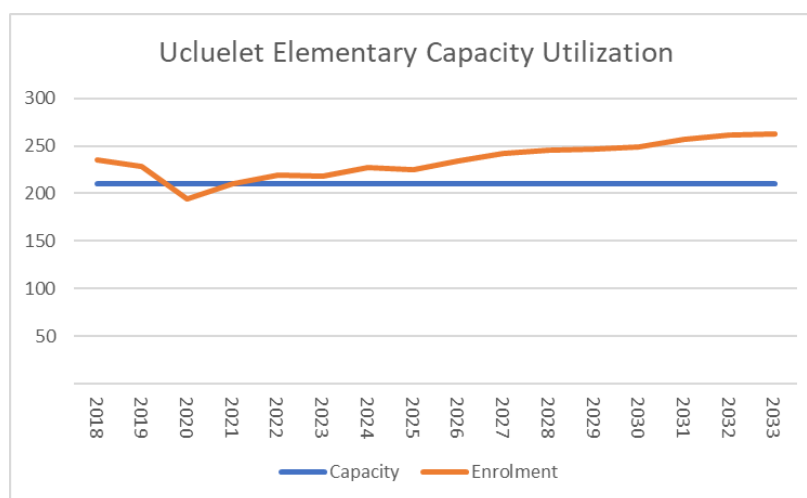
**Figure 32 – Ucluelet Secondary Capacity Utilization (2018 to 2033)**



### 3) Ucluelet Elementary School

Ucluelet Elementary is operating slightly above its operating capacity (see Figure 33), despite the recent seismic upgrade and renovation at the school. While Ucluelet Elementary is not necessarily an immediate priority for an expansion project, it should be monitored, and the District will have to continue to manage the operation of the school over capacity.

**Figure 33 – Ucluelet Elementary Capacity Utilization (2018 to 2033)**



Source: Baragar

## IX. RECOMMENDATIONS

1. That School District No. 70 (Pacific Rim) adopt the following long range facilities planning principles – The District will:
  - strive to deliver quality programs in appropriate locations
  - maintain appropriately sized facilities to accommodate enrolment and educational programs over the next 10 to 15 years
  - seek to increase operational and energy efficiency in District facilities
  - use the Long Range Facilities Plan as a strategic framework and support document for the District’s annual Five Year Capital Plan submissions, as per the capital planning requirements of the Ministry of Education and Child Care
  - Update enrolment forecasts each year for the Ministry’s annual capital plan submissions
2. That School District No. 70 (Pacific Rim) establish and maintain plans for all of the Ministry of Education and Child Care capital funding programs – the District will have five year plans for:
  - Annual Facility Grant projects to identify and prioritize the highest priority maintenance needs
  - project applications to the School Enhancement Program, considering opportunities to phase larger projects over two or more years
  - the Carbon Neutral Capital Program for projects that reduce energy costs and carbon emissions
  - upcoming playground equipment needs for applications to the Playground Equipment Program
  - projects that could be eligible for funding under the Rural District Program.
3. That School District No. 70 (Pacific Rim) write to the Ministry of Education and Child Care to state the critical importance of Teacherages for school districts like School District No. 70 (Pacific Rim), and request that Ministry of Education and Child Care:
  - include Teacherages in the Ministry’s facility condition assessment program with VFA Canada
  - amend the Annual Facility Grant formula to account for the gross floor area of district-owned Teacherages
  - allocate additional capital funding under the Rural District Program to build, renovate, and maintain Teacherages
  - ensure that operating funding formulas reflect the costs of managing and maintaining teacher and staff housing as a landlord

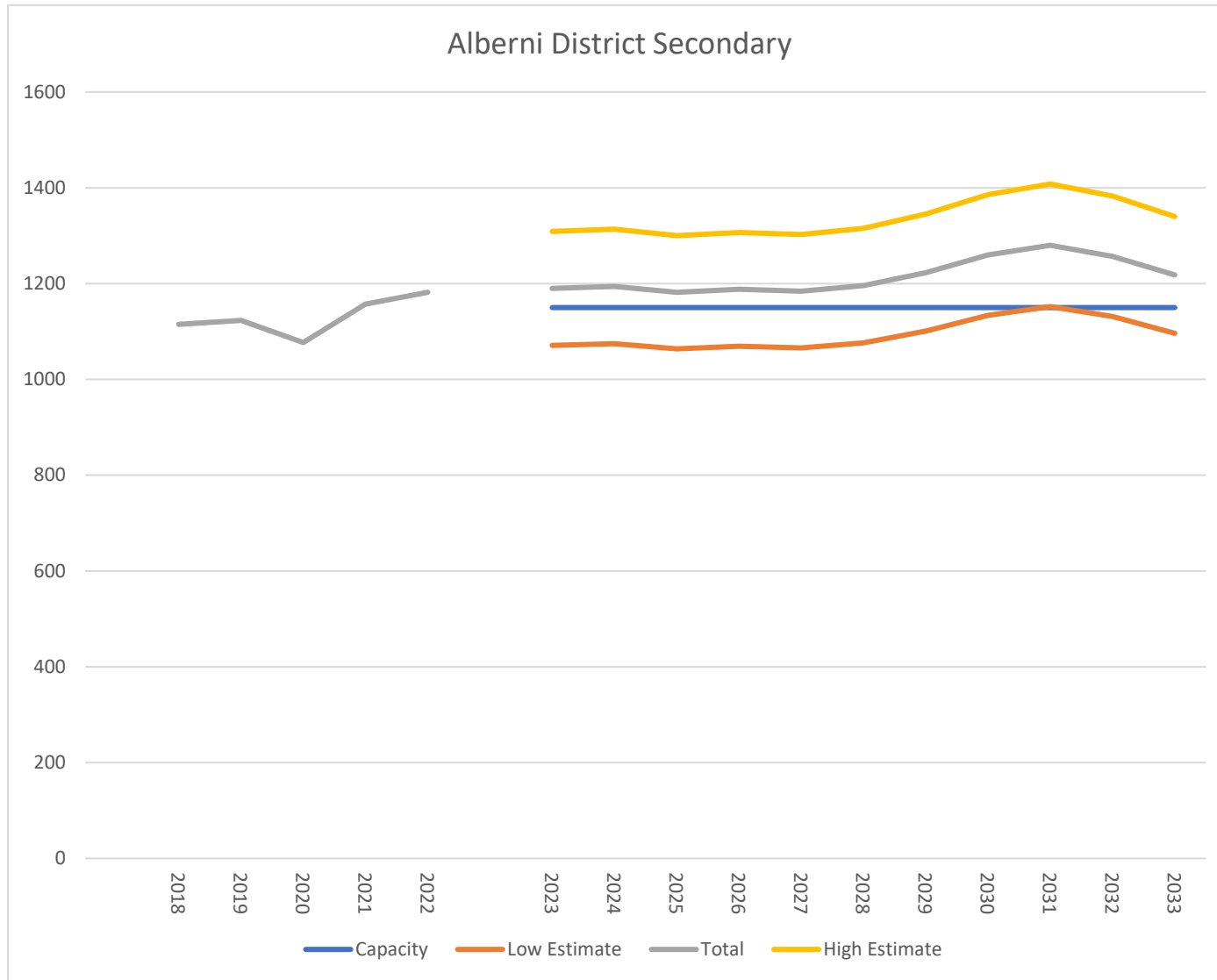
# DRAFT

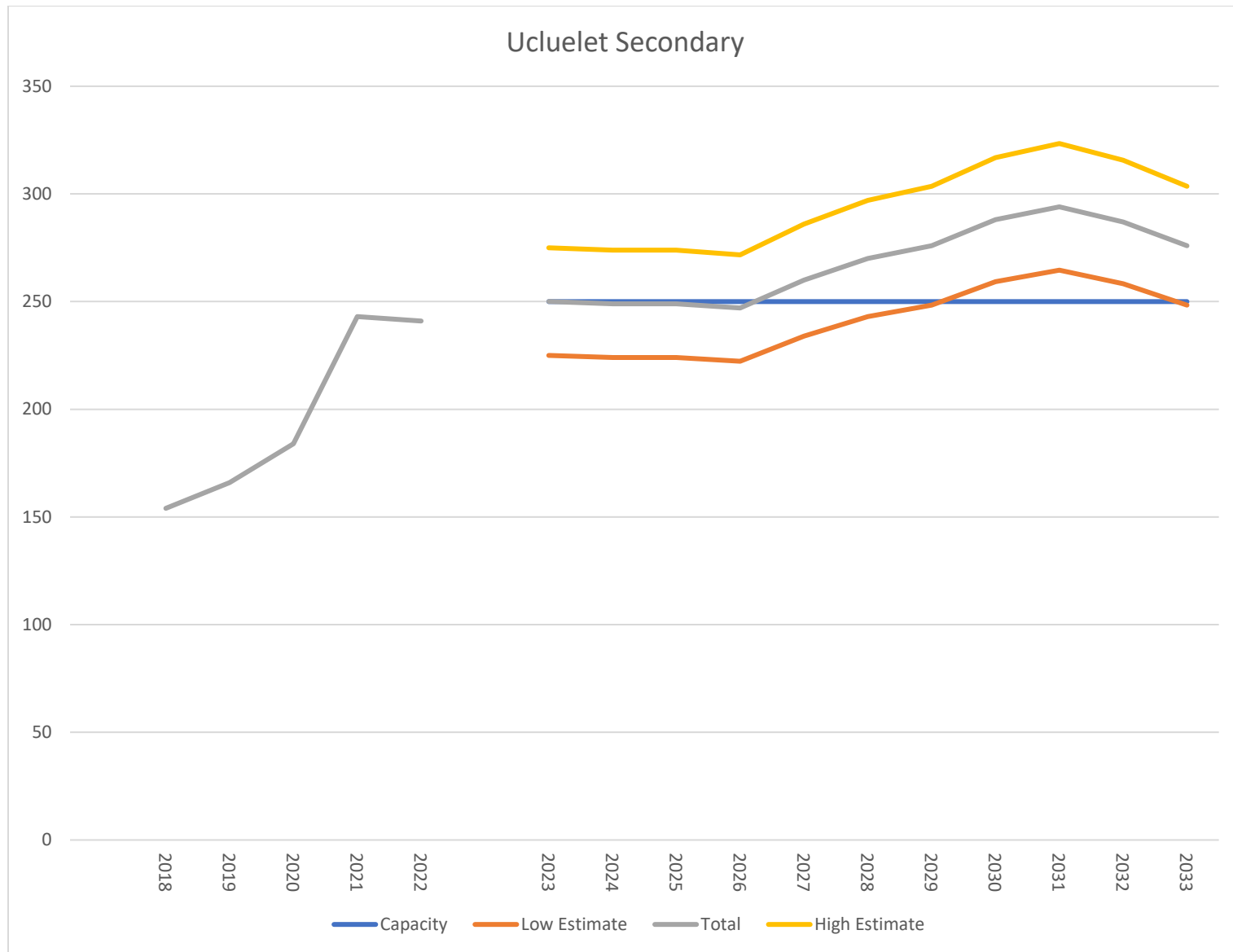
4. That School District No. 70 (Pacific Rim) continue to make Wickaninnish Elementary School a high priority in Annual Capital Plan submission, under both the Seismic Mitigation Program and the Expansion Program.
5. That School District No. 70 (Pacific Rim) continue to make Alberni District Secondary School a high priority in Annual Capital Plan submission under the Expansion Program.
6. That School District No. 70 (Pacific Rim) not consider any school closures
7. That School District No. 70 (Pacific Rim) not make any material changes to school catchment boundaries or program locations in the short term, but that capacity utilization at Alberni Valley Zone Elementary Schools is monitored carefully. If schools in the north zone become overutilized over time, adjustments may be required to use space available in Central Zone (Wood) and South Zone (Maquinna and E.J. Dunn) Elementary Schools

**DRAFT**

## **X. APPENDICES**

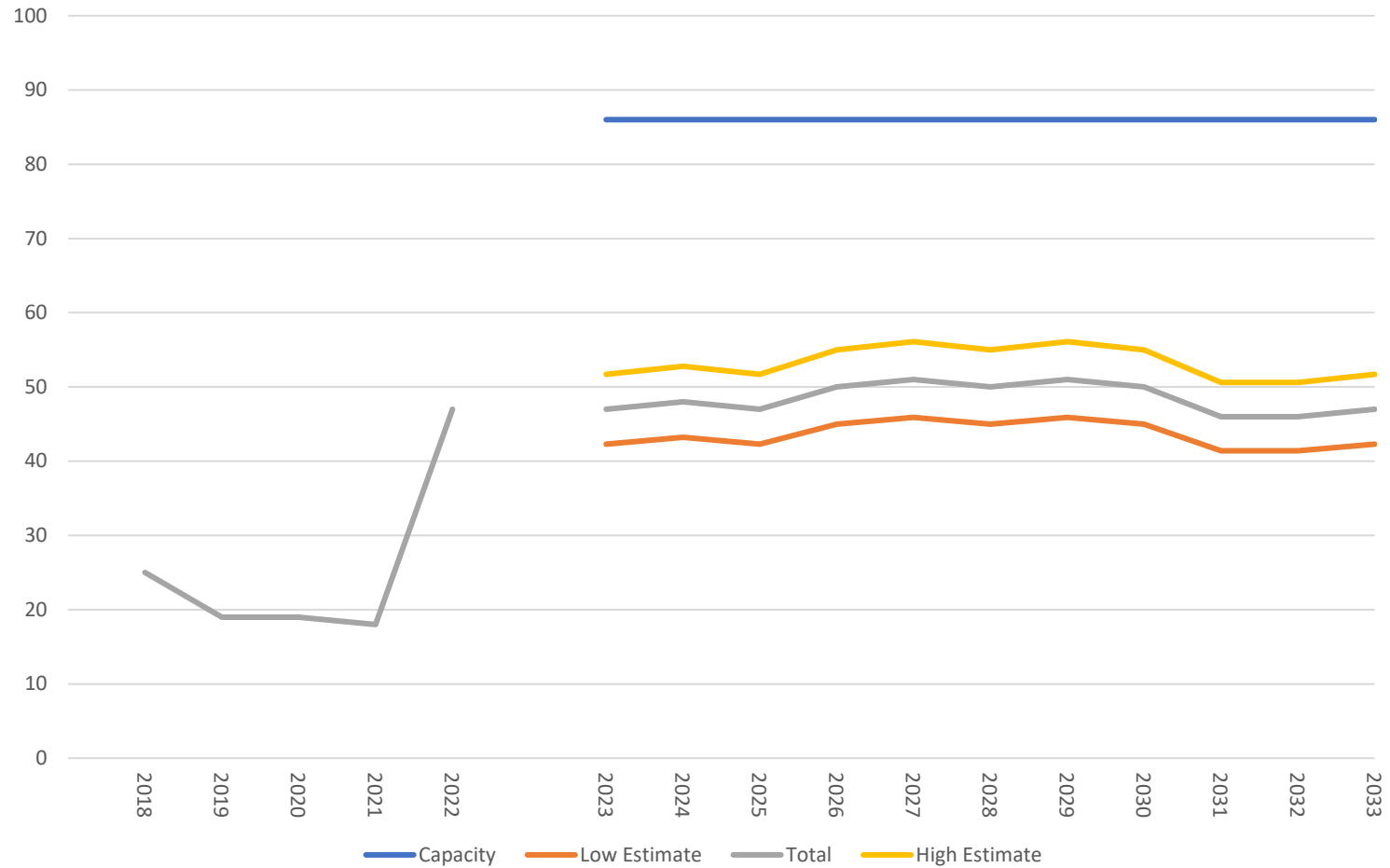
## APPENDIX A – Capacity Utilization Forecasts for District Schools

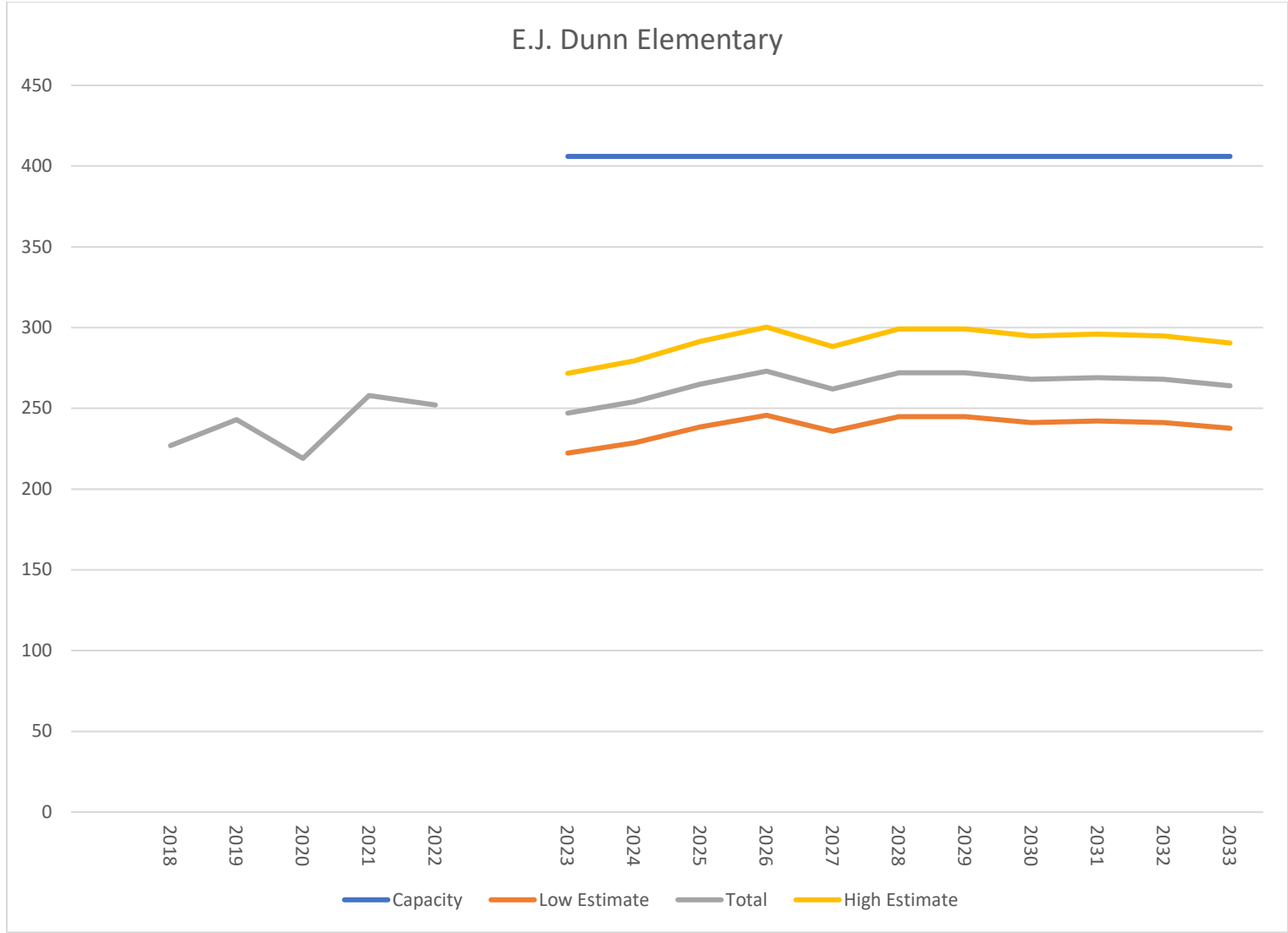




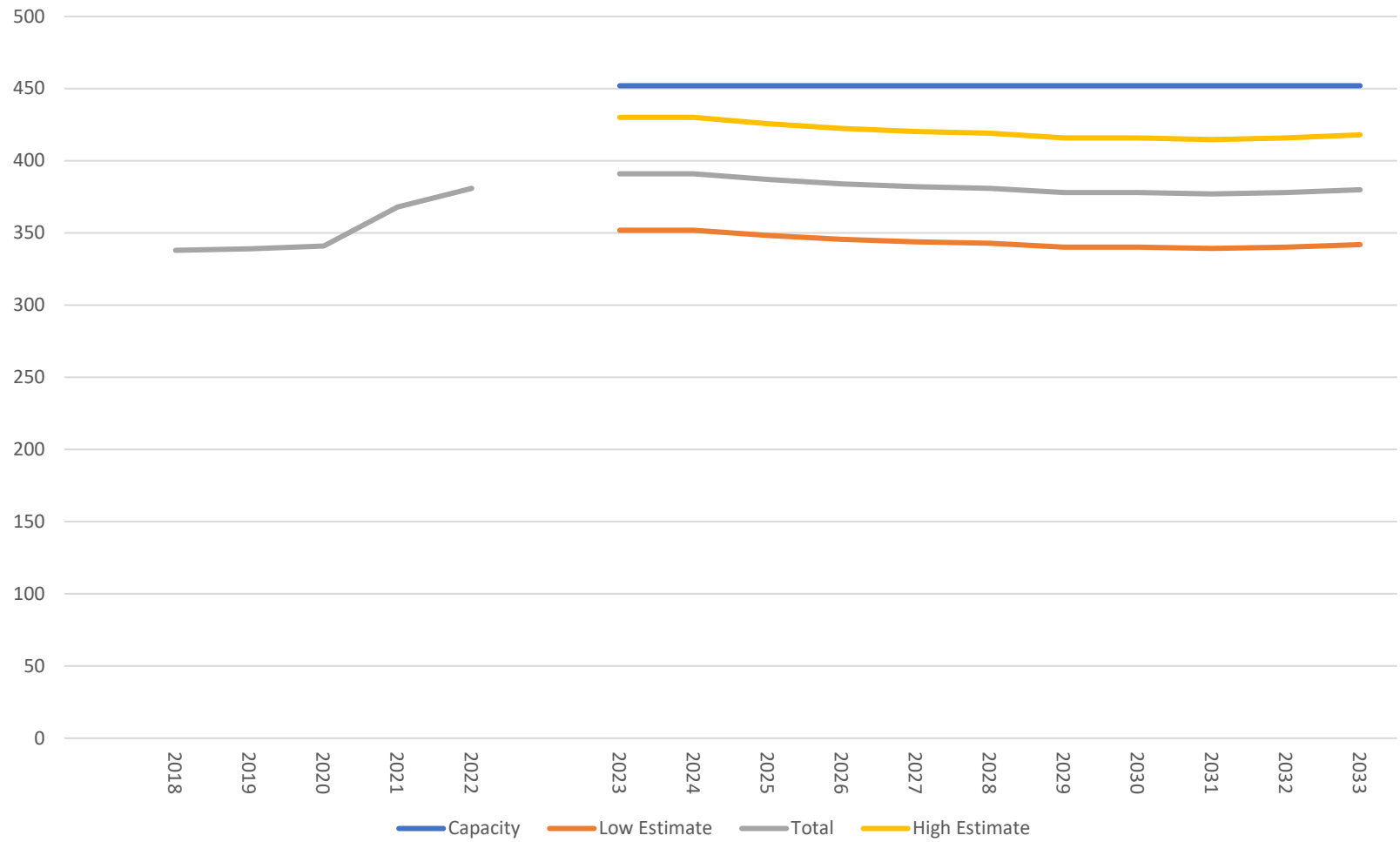


# Bamfield Community School

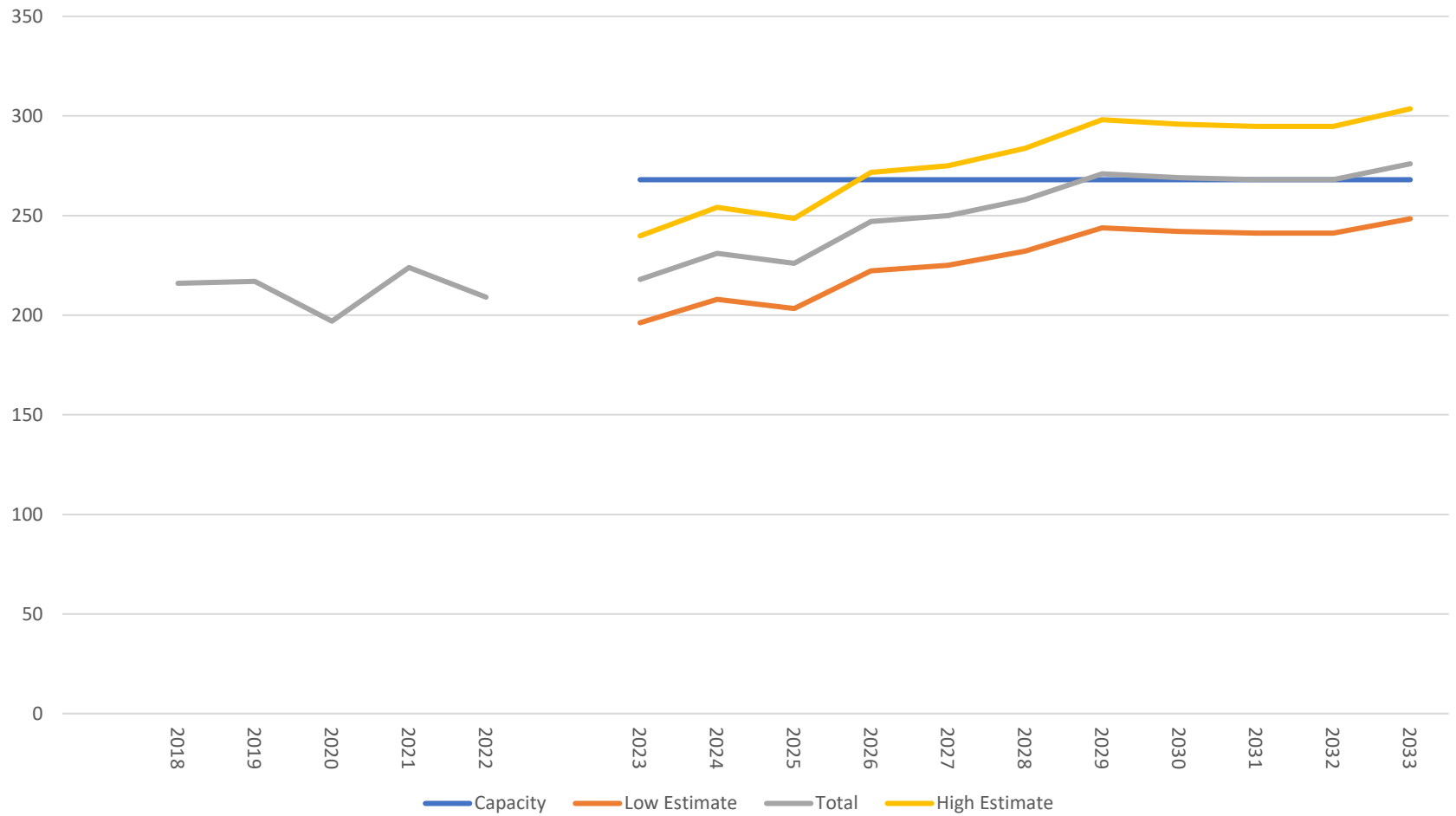




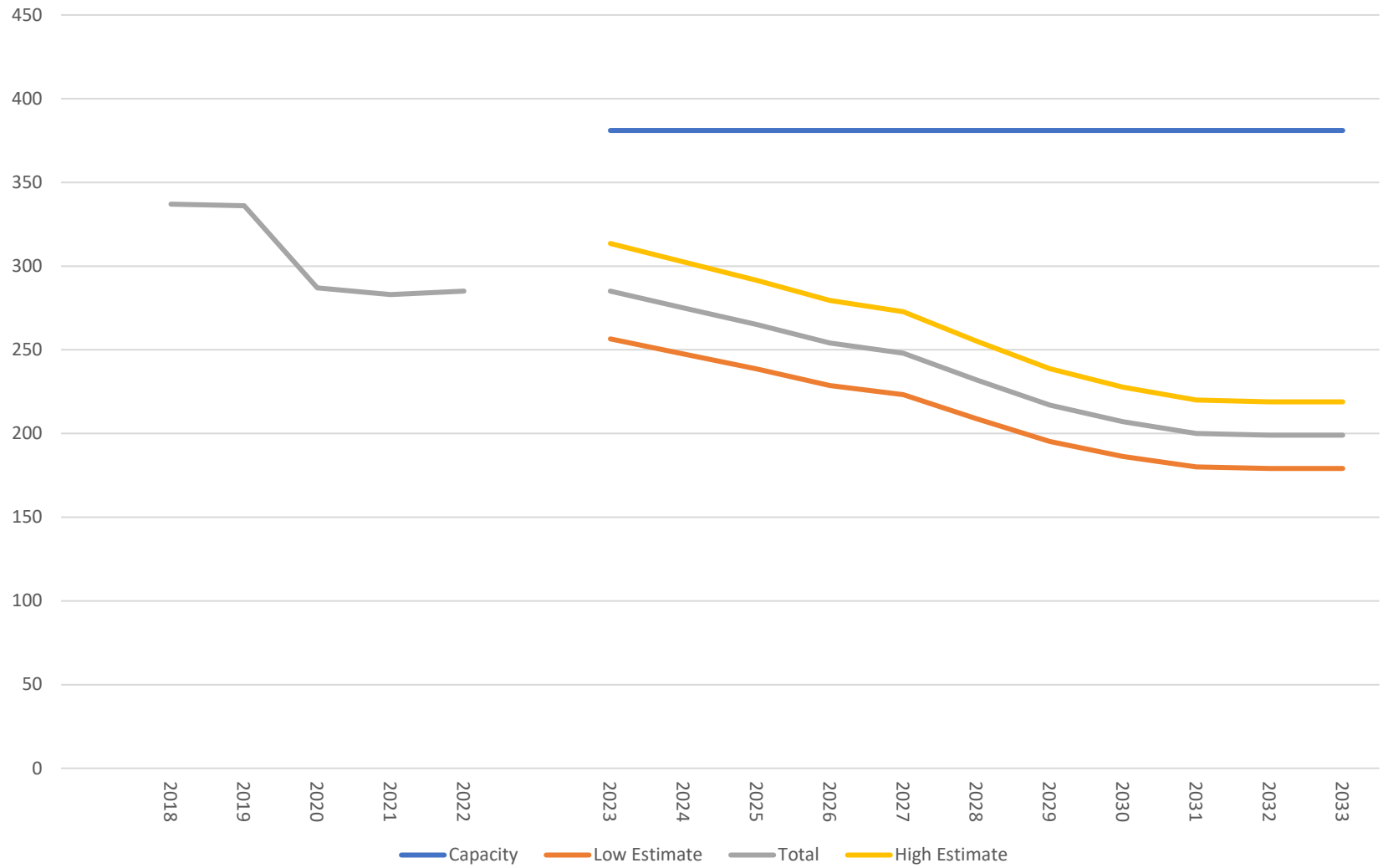
# École Alberni Elementary



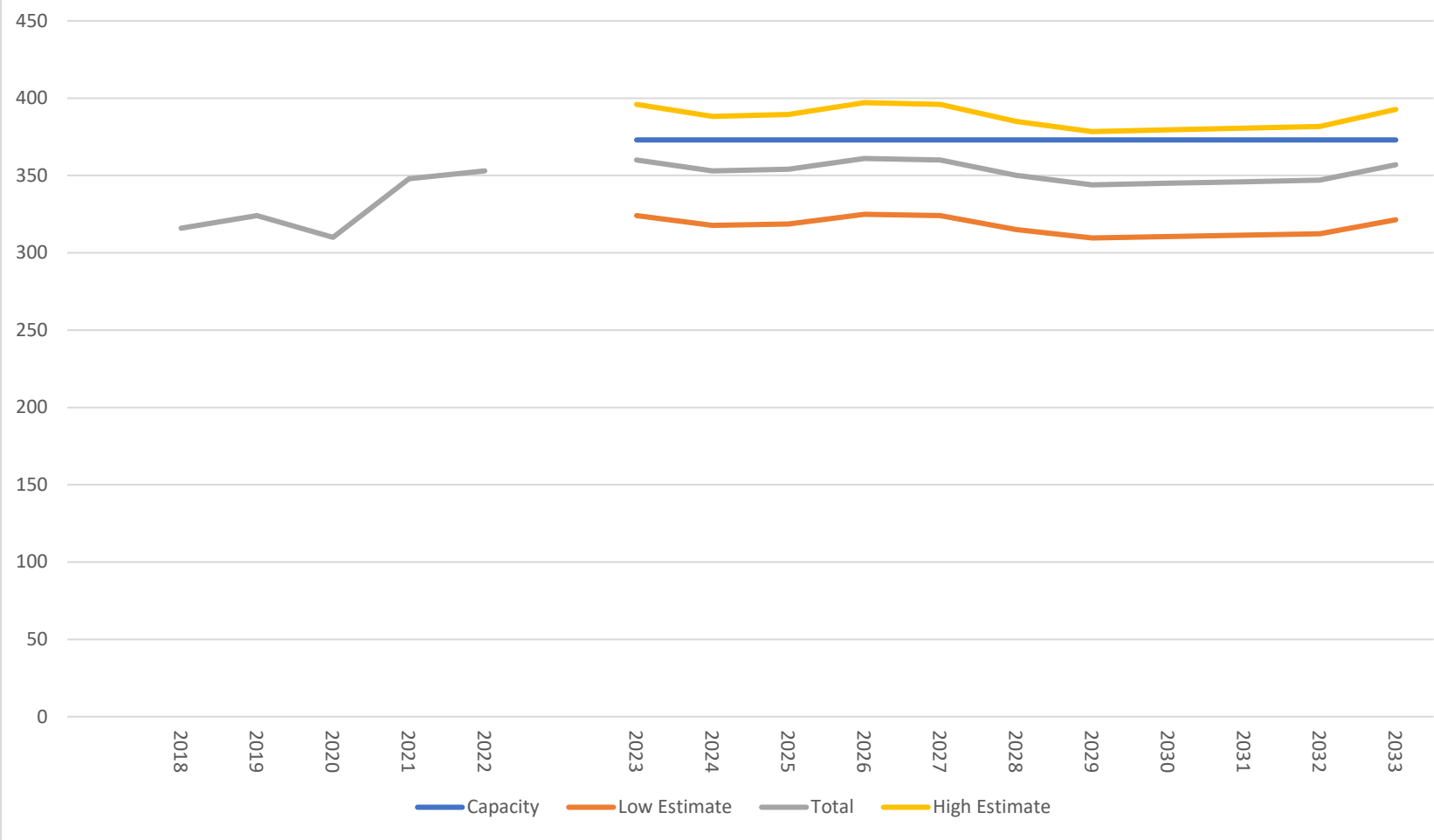
# John Howitt Elementary



# Maquinna Elementary



Tsuma-as Elementary



## Ucluelet Elementary

