



CAMPBELL RIVER

School District 72

Long Range Facility Plan

2025-2035



Acknowledgements

Campbell River School District acknowledges that we operate on the traditional territories of the Liḡʷildaxʷ people from the Wei Wai Kum, We Wai Kai and Kwiakah First Nations. We also recognize that some of our schools reside on the traditional territories of the Klahoose, xʷemalkʷu, and K̓ómoks First Nations.

We honour our relationship with these Nations and all other First Nations, Métis and Inuit peoples who reside on the territories we serve.



THE LONG-RANGE FACILITIES PLAN **(LRFP) 2024**

The LRFP is a valuable strategic document that provides a framework for facilities planning and investment decisions to support the district’s annual review of its five-year capital plan and proposed capital projects.

The Ministry of Education and Child Care expects each district to have a long-range facilities plan (LRFP) in place that lays out various management strategies regarding its inventory of capital assets - primarily to support changes in student enrolment and educational programming goals.

The long-range facilities plan serves to establish a set of principles aligned to the overall strategic plan, to which the district adheres and makes decisions related to the enhancement, alteration, re-purposing, and/or building of facilities, while looking ahead 10 to 15 years.

The long-range facilities plan guides the board in future capital plan submissions requesting provincial project support. The LRFP presents a wide-ranging vision for the use of the board’s current and potential future inventory of capital assets, providing broad strategies for the most-effective delivery of education programs.

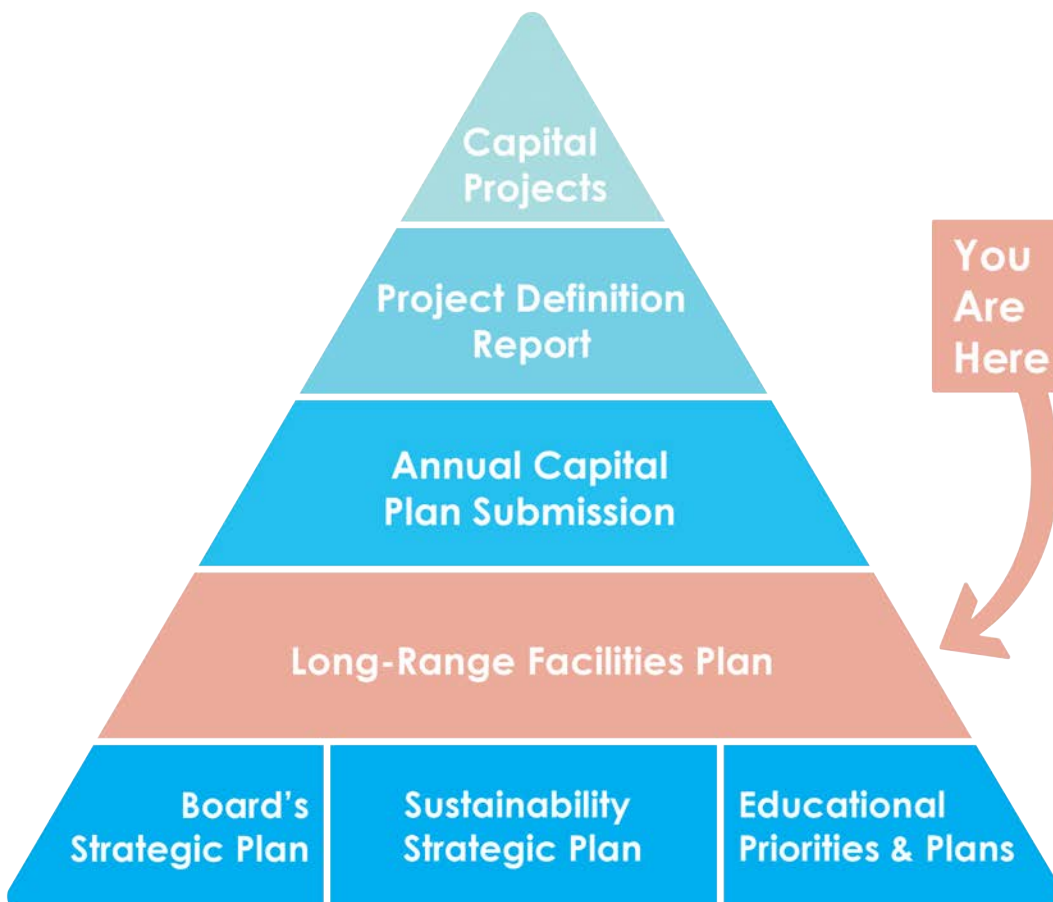
The plan builds on previous plans and outlines priorities for facilities over the next 10 years;

- The plan is aligned with the SD72 2024-2028 Strategic Plan, with a focus on the built environment;
- The plan is used as a supporting document for capital requests submitted to the Ministry of Education and Child Care; and
- This will be a plan for SD72 as a whole, to be used as a continuous reference and living document, to be updated every 2 to 3 years.
- This plan was developed over several months, with a core team of key SD72 senior staff, through weekly meetings. One large workshop with the senior leadership team was held, as well as multiple in person and virtual meetings with local authorities and representatives of the local First Nations rightsholders and Indigenous partners.



The plan addresses the following unique challenges and opportunities for the district:

- Addressing enrolment projections for a school district with slow enrolment growth that may be on the brink of growth
- How to manage the delivery of education in aging/older schools that do not meet current educational needs (support spaces, culturally relevant spaces, 2SLGBTQIA+ safe spaces)
- How to serve remote communities (unique transportation needs, island schools)





EXECUTIVE SUMMARY

The Campbell River School District is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River and includes the outer islands of Read, Cortes and Quadra. At the time this LRFP was written the district has 963 employees who provide educational programming to 5,569 students in kindergarten to grade 12 across our 13 elementary schools, two middle schools, two secondary schools and alternate learning centre.

The Long-Range Facilities Plan is a Board of Education driven document that provides a framework for facilities planning and investment decisions to support the District's annual Five-Year Capital Plan and proposed capital projects. The Ministry of Education and Child Care expects each Board of Education to have a Long-Range Facilities Plan in place that lays out various management strategies regarding its inventory of capital assets - primarily to support changes in student enrolment and educational programming goals. It is a living document that is expected to be updated each year, as changes occur.

The Long-Range Facilities Plan was developed in collaboration between a key school district stakeholder group, workshops with stakeholders including senior administrators, managers, and several school principals, site visits, and data collection. In addition, the team met with representatives of the local authorities, as well as representatives of the First Nations rightsholders and Indigenous partners.

Over the past 5-10 years, the school district has seen a very small growth in enrolment, and looking into the future, projections show a steady enrolment numbers for the first five years, with an average overall operating capacity of 86%, and a very slight decline in enrolment for years 6-10.

As part of the work, the following three unique challenges/opportunities were identified, related to school district facilities:

1. School district with slow enrolment growth that may be on the brink of growth;
2. Aging/older schools that do not meet current educational needs (support spaces, culturally relevant spaces, 2SLGBTQIA+ safe spaces); and
3. Replacement of Cedar Elementary

The report discusses each unique challenge, as well as provides recommendations and mitigations strategies.



The following recommendations were identified as part of the plan, for the short, medium and long term:

Short Term Recommendations (1 year)

- Continue to monitor enrolment projections through (bi-) annual meetings with the City, First Nations rightsholders and Indigenous partners, and Baragar
- Engage a consultant team to provide an update to the Project Request Fact Sheet (PRFS) for Cedar Elementary School, which was done in 2017, and continue to advocate for the replacement of Cedar Elementary through the capital plan submission process, with this project as the highest priority
- Summarize opportunities for universal washroom renovations in various schools
- Summarize opportunities for the creation of effective collaborative/breakout spaces, through small renovations, in various schools
- Summarize opportunities to create outdoor learning spaces
- Continue to investigate opportunities for collaboration with First Nations rightsholders and Indigenous partners, and review opportunities for the creation of culturally sensitive spaces within schools
- Conduct a catchment review of several schools with high capacity utilization and development happening within their catchments, including: Ripple Rock Elementary, Georgia park Elementary, and Ocean Grove Elementary.

Mid Term Recommendations (2-5 years)

- Continue to monitor enrolment projections through (bi-) annual meetings with the City, First Nations rightsholders and Indigenous partners, and Baragar
- Continue to review and update enrolment projections yearly
- (Upon approval of Cedar Elementary Project): prepare a Project Definition Report (PDR) for the replacement of Cedar Elementary, and continue with the capital project for a replacement
- Review facility conditions for each school and create priority list for potential replacement of schools, based on condition facilities and utilization
- Review school district owned larger vacant sites, for potential future capacity expansion, and investigate the potential disposition of a number of smaller parcels that have an extremely low probability of being of use to the district in the future.

Long Term Recommendations (5+ years)

- Continue to monitor enrolment projections through (bi-) annual meetings with the City, First Nations rightsholders and Indigenous partners, and Baragar
- Should faster enrolment growth be detected, revise the LRFP and start looking at expansion opportunities.



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A.

The School District



SD72:

Who we are

The Campbell River School District is located on the east coast of central Vancouver Island, extending north to Sayward and south to Oyster River and includes the outer islands of Read, Cortes and Quadra ([SD72 Area Map](#)). The district is dedicated to developing well-rounded individuals who are prepared to meet the challenges of the future with resilience, responsibility and respect.

Campbell River and Quadra Island schools and its school board office are located on the traditional territory of the Liḡw̱ildax^w people. School District 72 also encompasses the traditional territory of the Klahoose (Cortes), K'ómoks (Sayward), and x^wemalk^wu (Bute Inlet) First Nations. This land has always been a place of learning, and it is with respectful consideration that the programs and services provided to students and staff acknowledge the histories, cultural contributions and contemporary concerns of all First Nations, Métis and Inuit peoples who reside in these territories.

At the time this LRFP was written the district has 963 employees who provide educational programming to 5,569 students in kindergarten to grade 12 across our 13 elementary schools, two middle schools, two secondary schools and alternate learning centre.



CAMPBELL RIVER

School District 72

PARTNERSHIPS

Over the years, SD72 has built partnerships on several levels:

First Nations rightsholders and Indigenous partners' Partnerships

SD72 values the strong partnerships it has, particularly with the Wei Wai Kum, We Wai Kai, Klahoose and xʷəməlkʷu First Nations through local education agreements. These agreements enhance educational experiences and opportunities for Indigenous students within our schools. (for more, see under “B: The Communities”).

Childcare Partnerships

Over 2023-2024, the district has constructed seven new before- and after-school childcare centres on school sites. Each childcare centre can accommodate 30 students and is located in a freestanding building on the site, thus providing its own identity, and ability to be operated independently from the school while still being conveniently located centrally within the community.

Childcare facilities have opened on the following school sites: Ocean Grove, Ripple Rock, Cedar, Pinecrest, Sandowne, Georgia Park and Quadra Elementary Schools. Childcare is provided by school district staff at all of these locations with the exception of Quadra Elementary School, which is run in partnership with the Quadra Childcare Society.

In addition to these new childcare facilities, the district has stand-alone childcare facilities operating on district properties through agreements with private/non-profit operators at Carihi, Penfield, and École Willow Point. There is also a private childcare operating out of the closed Oyster River Elementary.

Post-Secondary Education Partnerships

SD72 has a strong relationship with North Island College with the ‘shared’ Timberline/NIC campus on the Heritage Lands. At this campus, Timberline Secondary School and North Island College facilities are connected in one continuous facility, where students share certain facilities such as the cafeteria.

Non-profit Community Partnerships

Robron Centre, a former school, and a school district owned facility, currently hosts a large number of facility tenants, mostly community-based non-profits.

The Surge Narrows School shares common space with the Surge Narrows Community Association through the gymnasium and office space.

The Laichwiltach Family Life Society (local non-profit that provides a wide range of services to Indigenous families and children) has operated out of the closed school at Cedar Annex before fire damaged the building in July 2024.

WHAT WE BELIEVE IN

The district is governed by the Board of Education, consisting of 7 elected trustees. The board governs through the priorities identified within its strategic plan for 2024-2028 shown below.

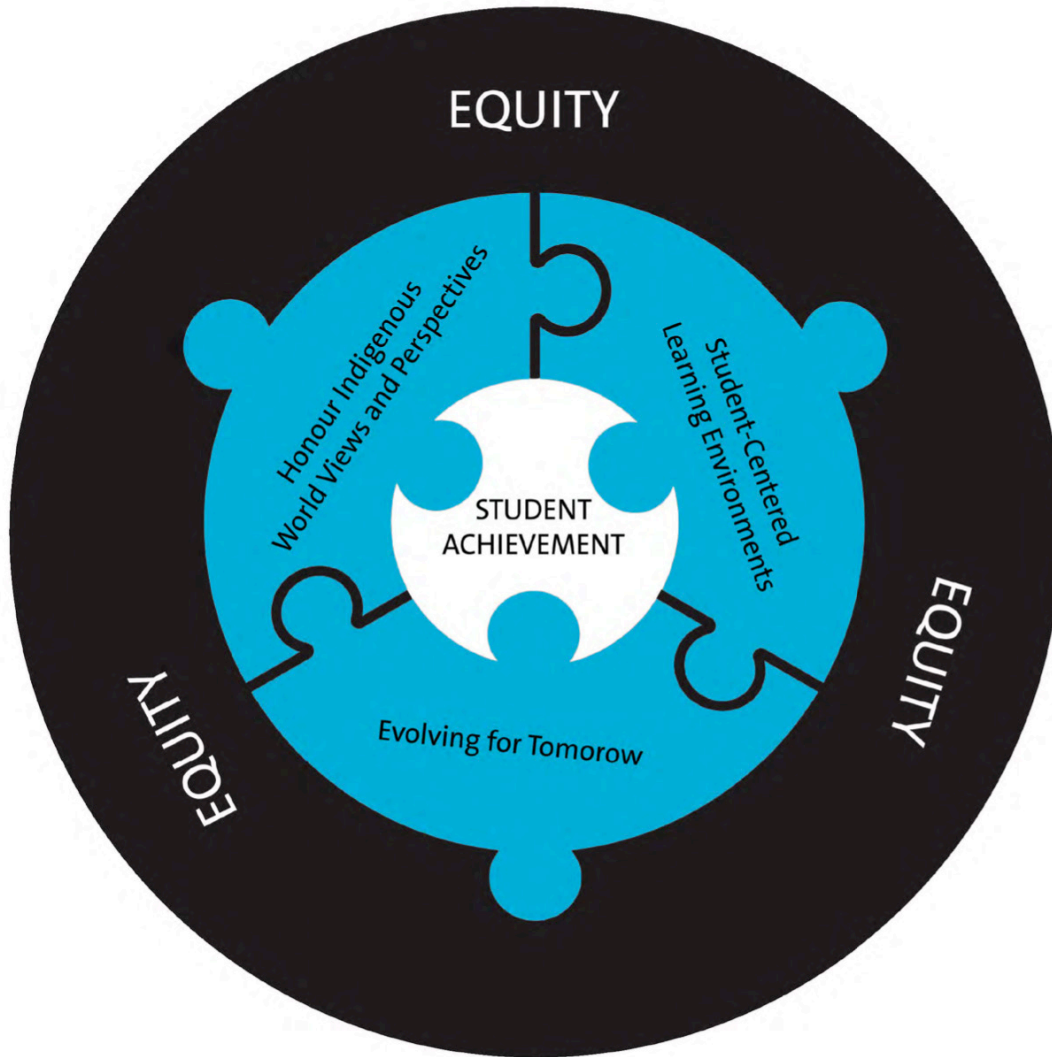


Image: Strategic Focus, SD72 Strategic Plan 2024-2028

The district also follows these foundational learning beliefs:

- Respectful relationships are fundamental to successful learning.
- Learning is an active and social process.
- All learners vary in their learning styles, prior knowledge and experiences, abilities, and rates of development.
- Positive learning behaviors and attitudes lead to greater student independence, success, and lifelong learning.

Campbell River School District 72



Image: SD72 Catchment Area



THE SCHOOLS

In total, in the school district, there are:

- 13 Elementary Schools
- 2 Middle Schools
- 2 Secondary Schools
- One Alternate Learning Centre: Robron Centre

Other facilities owned by SD72

There are currently 3 other facilities that are part of SD72's portfolio:

- The school board office
- The operations centre
- Cedar Annex: this annex building, located adjacent to Cedar Elementary, is currently leased to Laichwiltach Family Life Society, an Indigenous community service group that provides much needed services to the local nations and urban Indigenous population that lives near the annex building

Recently closed schools

The last LRFP dates from over 10 years ago. At the time, the district was seeing a declining enrolment, and the recommendation was made to close two schools, in order to consolidate assets and resources. Both of the schools closed are being used for other school district storage. The board will hold these school sites until significant cost repairs are required. Then the board will decide whether to invest in the building or remove the building. The board plan was to keep all closed school sites for the duration of the last LRFP for future needs.

Families of Schools

Typically, schools form a family of schools, where elementary schools feed into middle and secondary schools. For SD72, as there are a few remote schools, the families of schools look as follows:

- Remote Schools (stand alone schools in remote locations)
- Campbell River North Schools
- Campbell River South Schools

Remote Schools

Cortes Island School
Quadra Elementary School
Surge Narrows
Sayward School

Note: While the district doesn't typically identify Quadra Elementary School as a remote school, for the purposes of this LRF, remote refers to any school that does not have a nearby school of the same level that can easily be used as an alternative catchment school.

Campbell River North Schools

Carihi Secondary
École Phoenix Middle School
Ripple Rock Elementary
École Des Deux Mondes
École Willow Point
Cedar Elementary
Pinecrest Elementary

Campbell River South Schools

Timberline Secondary
Southgate Middle School
Sandowne Elementary
Penfield Elementary
Georgia Park Elementary
Ocean Grove Elementary

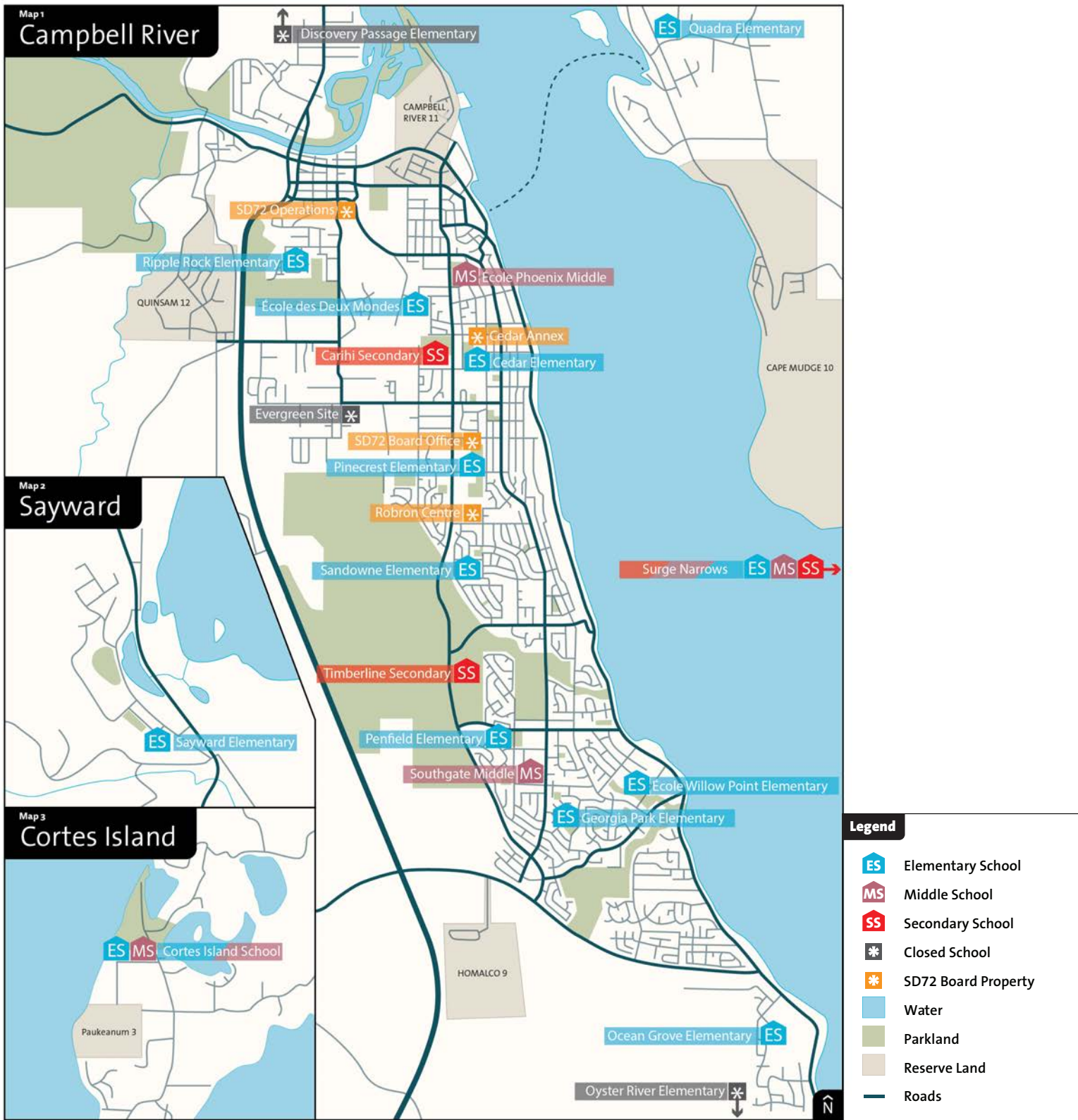


Image: Map of SD72 school locations



TRANSPORTATION

SD72's district spans a wide geographical area, with student transportation by both sea as well as road. Out of the district's approximately 5,600 students, SD72 currently transports over 1,200 students a day by bus.

Transportation of students is critically important to the students and communities that the district serves. The district has 16 bus routes reaching to each corner of the school district. Robust bussing allows us to better support schools in their community and provide better academic and career preparation options for senior students. Our bussing supports community – for example, the Cortes Island route regularly busses 100% of their students.

Whereas the majority of the school district facilities are located in or near the City of Campbell River, there are a few outliers:

- Sayward Elementary School is located in Sayward, 75kms north of Campbell River. Once students finish elementary school, they are bussed daily to Campbell River, which is an hour bus ride each way.
- Cortes Island School opened in 1979. The school has a small enrollment of approximately 50 students and the school's population feeds into Carihi Secondary School.
- Surge Narrows is the district's most remote school. Located on Read Island, the school has 17 students from kindergarten to grade 9 who all learn together in one classroom and under the direction of one teacher.

The district operates the following bus routes:

- 11 in Campbell River,
- 2 for Sayward,
- 2 for Quadra,
- 1 for Cortes.
- All of the support/maintenance/dispatching is done out of the operations centre in Campbell River.

Having remote school facilities means a need for consistent and reliable transportation of students and maintenance personnel.



FACILITY CONDITION

The Facility Condition Index (FCI) is used in facilities management to provide a benchmark to compare the relative condition of a group of facilities. The FCI is primarily used to support asset management initiatives in government organizations. An FCI of 0.1 signifies a 10 percent deficiency, which is generally considered low, and an FCI of 0.7 means that the building needs extensive repairs or replacement. On average, schools in BC have an FCI of approximately 0.45.

In the district, the existing buildings have an average age of 50 years, which is relatively high, considering most buildings have an average lifespan of approximately 50 years.

Out of the 24 facilities (schools, board office, bus garage and maintenance buildings), 5 are between 50-60 years of age, 4 between 60-70 years of age, and 3 are over 70 years of age.

The district has done an amazing job maintaining its relatively older buildings. Despite this great work, the average FCI across all facilities in the district in 2024 was 0.60, (where 0.45 is considered the provincial average). A summary of the FCI for all district schools and facilities is as follows:

FCI	Number of Elementary/Middle/Secondary Schools in each category
FCI - 0.00 to 0.29	1
FCI - 0.30 TO 0.60 (Average)	11
FCI - 0.61 to 1.00 (Poor)	12

Facility List - SD 72 Campbell River



Facility Name	Year Opened	FCI Score
Carihi Secondary	1964	0.58
Cedar Annex - Laichwiltach Family Life Society	1952	0.68
Cedar Elementary	1957	0.68
Cortes Island School	1978	0.66
Discovery Passage Elementary	1960	0.77
Ecole des Deux Mondes (EDM) Elementary	1966	0.54
Ecole Phoenix Middle	1949	0.72
Ecole Willow Point Elementary	1954	0.51
Georgia Park Elementary	1996	0.62
Grounds Storage Building	1970	0.73
Maintenance Building	1970	0.60
Ocean Grove Elementary	1993	0.58
Oyster River Elementary	1982	0.81
Penfield Elementary	1982	0.70
Pinecrest Elementary	1967	0.39
Quadra Elementary	1950	0.69
Ripple Rock Elementary	2005	0.39
Robron Centre Continuing ED SD 72	1980	0.24
Sandowne Elementary	1982	0.60
Sayward Elem-Jr Sec	1994	0.67
School Board Office	1977	0.56
Southgate Middle	1972	0.41
Surge Narrows Elementary	1990	0.65
Timberline Secondary	1997	0.46
Average Age	50 years	
Average FCI		0.54



SEISMIC CONDITION

Due to the age of the facilities in the district, multiple schools have seismic deficiencies. The following projects are on the seismic priority list:

- Cedar Elementary School (one H2 block)
- Cedar Annex building (one H1 block, one H2 block)
- Penfield Elementary School (one H2 block, 1 M block)
- Robron Centre (two H1 blocks, three H3 blocks)
- Oyster River Elementary School (one H1 block)- school is closed

Seismic ratings are defined as following:

Rating	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 such as walls are expected; building likely not 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.



REAL ESTATE

The district owns all of its school sites, the school board office site, operations centre site, as well as two additional school sites (where schools have previously been closed), and smaller parcels throughout its district. A comprehensive list of all real estate assets can be found in the Appendix.

The vacant parcels/closed school sites that the district owns, are valuable assets that could increase in value in the future, and/or provide space for future schools that may be needed, should enrolment start to grow. Some of the smaller parcels that are owned by the district however are located in more remote locations or on islands, where the likelihood of a future school is low. The board historically has decided to keep all of its land, however in the future it may investigate the potential to sell some of its assets, in particular to assist in funding larger capital projects.



B.

The Communities



THE COMMUNITIES – INTRODUCTION

The Campbell River School District is located on the east coast of central Vancouver Island, and its catchment area is part of the Strathcona Regional District, encompasses the City of Campbell River, and its schools and school board office are located on the traditional territory of the Liḡʷildaxʷ people. School District 72 also encompasses the traditional territory of the Klahoose (Cortes), K'ómoks (Sayward), and xʷɛmalkʷu (Bute Inlet) First Nations.

Decisions related to land use, housing, population growth, and economic opportunities for each of these communities, all influence the school district enrolment and the positioning of its assets. This section therefore addresses each community, its drivers, and its potential influence on SD72 enrolment and assets.

FIRST NATIONS RIGHTSHOLDERS AND INDIGENOUS PARTNERS

The Campbell River School District is profoundly grateful for the opportunity to collaborate with local First Nations rightsholders and Indigenous partners. Our schools in Campbell River and Quadra Island, along with the school board office, are located on the traditional territory of the Liḡʷildaxʷ people. Additionally, our district encompasses the traditional territories of the Klahoose (Cortes), K'ómoks (Sayward), and xʷɛmalkʷu (Bute Inlet) First Nations and 21 percent of the district's student population identifies as Indigenous (at the time this report was written).

This land has always been a place of learning, and it is with respectful consideration that the programs and services provided to students and staff acknowledge the histories, cultural contributions, and contemporary concerns of all First Nations, Métis, and Inuit peoples who reside in these territories.

Our district values the strong partnerships we have particularly with the Wei Wai Kum, We Wai Kai, Klahoose and xʷɛmalkʷu First Nations through local education agreements. These agreements enhance educational experiences and opportunities for Indigenous students within our schools.

We also recognize the significance of the Canadian Human Rights Tribunal's issuance of 2021 CHRT 41. This order mandates Canada to fund the purchase and construction of capital assets for the delivery of First Nations child and family services or the delivery of services under Jordan's Principle. Under CHRT 41, they hold the right to request funds to purchase or construct their own schools should they wish to do so. The Nations within the Campbell River School District, with whom we have local education agreements, have chosen to continue providing education for their members off-reserve, within district schools and we do not take their decision for granted. Their trust and collaboration with the district are deeply valued and form the foundation of our shared commitment to educational excellence.

The Campbell River School District is committed to fostering an inclusive, respectful, and culturally aware educational environment that honours the rich traditions and contributions of Indigenous communities. Our ongoing collaboration with local Indigenous rightsholders is a cornerstone of our commitment to providing equitable and high-quality education for all students.

For further information about the First Nations rightsholders and Indigenous partners with whom the Campbell River School District has local education agreements, visit the Nations' websites:

[Wei Wai Kum First Nation](#)

[We Wai Kai First Nation](#)

[Klahoose First Nation](#)

[Homalco First Nation](#)



Image: Indigenous Communities within the Strathcona Regional District (source: SRD website)



STRATHCONA REGIONAL DISTRICT

2021 census population	48,150 (+7.8%)
2016 census population	44,671 (+3.3%)
2011 census population	43,255

The Strathcona Regional District (SRD) is the government body providing services to over 48,000 residents within north central Vancouver Island, Discovery Islands and mainland area inlets, representing four electoral areas, a treaty First Nation and five member municipalities.

The SRD provides its residents with a diverse range of services, including water and sewage systems, fire protection, land use planning, parks, bylaw enforcement, recreation, broadband, emergency planning and response.

The SRD is governed by a 14-member board of elected officials and was established on February 15, 2008, as a result of the provincial government’s restructure of the Comox Strathcona Regional District.

The SRD’s administrative boundaries include approximately 22,000 square kilometers (8,517 square miles). The borders extend from the Oyster River in the south to Gold River, Sayward, Tahsis, Zeballos and Kyuquot-Nootka in the north and west, and east to Cortes Island, Quadra Island and the Discovery Islands as well as a portion of the adjacent mainland north of Powell River. The administrative boundaries lie within many traditional First Nations territories and the SRD works closely with 10 local First Nations communities.

It should be noted that the SRD sets the regional growth strategies, however the City of Campbell River has its own land use planning tools.

The 2023-2027 SRD Strategic Plan is built on the following 3 strategic themes: Community Wellbeing, Climate Resiliency, and Good Governance.

The board’s vision is to create a connected, resilient, self-sufficient region that honours and values diversity, seeks collaboration and partnership opportunities, promotes reconciliation with First Nations communities and actively stewards our natural environment.



Image: Map of Strathcona regional District (SRD website)

CITY OF CAMPBELL RIVER

2021 census population	35,519 (+7.6%)
2016 census population	33,007 (+5.8%)
2011 census population	31,186

The City of Campbell River is the economic hub of the Strathcona Regional District. Multiple resource-based industries, including mining, fishing and logging, make up Campbell River's historical and present economy.

In the past, fluctuating population growth has also been tied to several large construction projects (BC Hydro project, new hospital).

In addition to these resource based industries, the City relies on winter and summer tourism.

Recently, the City has seen an increase in employment in future-forward industries and in the number of businesses offering services such as advanced manufacturing and research and development. The City encourages entrepreneurial growth from a variety of sectors including film, audio engineering, web development and digital development.

Future Growth

Relatively affordable housing and land contribute to the growth of the region. In the past 5-10 years, the north island has seen a population growth, most notably in the Comox area, which has seen census increases of close to 9% between 2016 and 2021.

The thought is that it is just a matter of time before this growth will find its way further north to Campbell River, the speed with which this happens will be determined mainly by housing stock and economic development.

Fish farm closures: Recently, the government extended the licenses for 79 fish farms along the coast to 2029 (many of which rely on Campbell River as its major hub to offer support), after which they are all slated to close. Although the decision for closure has many stakeholders arguing for and against the issue, it is evident that at least in the short run, this change will bring a significant loss of employment to the region.

The City's latest Official Community Plan (OCP) dates from 2012, however the City is currently working on a new OCP. It is anticipated that this will be completed in 2025.

The City of Campbell River could be on a cusp when it comes to economic and population growth. Over the next 3-5 years, it will be important to monitor any significant changes to the OCP, economic drivers and housing markets, and their effect on potential school district enrolment.



C.

Enrolment



PROJECTION METHODOLOGY

Enrolment projections are a critical tool for long-range facility planning for school districts. One cannot simply assume that enrolment is linear. Projecting enrolment calls for an integrated strategy, taking into account a large number of factors, ranging from current population data to development projections over a 10-30 year span.

It is important to understand that projections are forecasts based on available data. Although they do take into account observed trends, they cannot predict the future. If we look at the last 5 years in Canada/BC, the movement of people has been severely affected by a global pandemic, and several large conflicts, displacing millions of people, many who have migrated to Canada/BC, and have enrolled their children in local schools. Changes made to federal immigration policy did not take into account the impact to rural and urban populations. The demand on Canadian infrastructure was not even predicted 5 years ago.

Enrolment projections are used to predict trends, and as such are not meant to be used outright for staffing projections. It is important for every school district to review their enrolment projections on a yearly basis, as local and municipal policies may change to adapt to rapid change in their communities (influencing policy), and the building/developers are constantly petitioning for higher housing density/zoning to maximize the demand for more housing and increasing property values. These factors are further exacerbated by continuing national and international immigration.

For the purpose of this LRFP, new enrolment projections were developed, with local knowledge. As a basis of the projections, Baragar projections were used. (Baragar Systems is a BC based company, and an industry leader in school district planning and software. Baragar projections are recognized by the Ministry of Education and Child Care). These projections were augmented with local knowledge. The local knowledge was gained through a rigorous process which included the following:

- Meetings with the planning department at the City of Campbell River;
- Meetings with SD72 senior leadership;
- Review of development planning and building permit data, made available by the City of Campbell River; and
- Direct observation of ongoing/future development areas.

To arrive at the projection by school, the following process applies:

1. Review the overall population (Birth to 18-year-old cohorts). The population can grow or shrink depending on birthrate and migration.
2. Capture Rate: the percentage of 5- to 18-year-old cohorts that attend the public school system.
3. Participation rate is also a percentage that further refines the number of public school students that attend their assigned catchment school.
4. Local knowledge assumptions are then applied to the local in-catchment enrolment to determine enrolment trend over a 5- and 10-year period

It should be noted that base Baragar projections consist of the following:

- Baragar uses past historical data/trends/algorithms to forecast a 15-year enrolment projection. Their forecasting is defined not only per catchment but also the district as a school.
- School age children, who are part of new immigrant families, are captured in real time as part of school enrolment. Whereas the family data captured by the federal government entities may lag upwards of 12 months as these families are processed through federal processes.
- “Local Knowledge” inputted by the district reflects local building, development and zoning applications.
- For constructed housing supply, Baragar assumes a certain yield rate of students per typology of housing (typically, a higher yield rate for single family residential, and a lower yield rate for town houses or apartments). However, this yield rate may be shifting due to housing affordability: Where families until recently may have purchased homes based on bedroom counts (one room per child and parents) it has now become determined by affordability. Securing appropriate housing is shifting the mentality to “What house can we afford?”. The influx of immigrants from around the globe also signals a trend towards a generational household. This traditional form of house ownership is changing yield rates per housing unit. Family types/makeup are reforming the look and density of the single-family zone. Changing yield rates due to affordability can play an important role in projection and should therefore be reviewed on an annual basis.



HISTORICAL DISTRICT ENROLMENT 2014 – 2023

Historical youth population

Understanding the youth population trend over a 10-year period provides insight into the potential direction of enrolment in the coming years.

Campbell River's historical youth population has been growing over the last 10 years by increasing on average of 60 new children (birth to 17 years old) per year. Predominate growth starts to show up with 7-year-olds and continues until 17 years old, which shows the trend to start to slow down and trending downwards. Though the changes are clear, it should be understood that the trend is a shallow to almost a flat line.

General District Birthrate

The birthrate in the district has declined, with 2022 being the all-time lowest year during the past 10 years. The birthrate first peaked in 2008 at 420 then peaked again in 2014 to 403 births per year. Since then, the birthrate has slowly declined to 2022 at 303 births. The drop between 2021 and 2022 was 45 less births, which is the largest drop in births since 2015.

General District Migration rate

Historical data indicates that children born in Campbell River, typically move out of the city during their first year. In contrast preschoolers (1- to 4-year-olds) experience positive in-migration. This can be accounted by new parents moving back to communities where their parents reside for familial support. School age children 5 – 13 years olds are the next group to experience an upward trend in in-migration. The 5-year average is 48 school age children migrating into the school system. Breaking it down, 5- to 8-year-olds (K to Grade 3) continue the strong growth trend that can be predicted because of the large preschooler population. From 9 to 12 years old the migration starts to decline, which continues with teenager (13 – 17-year-olds) migration dipping to single digits. The leveling out trend could indicate the teenager cohort remain at their secondary schools perhaps because of their friend groups and post education prerequisites.

Historical Capture Rate

Not all children in the district attend a public school. Children attending private schools or out-of-district schools are the two most common choices that parent have when deciding not to attend their local public school. To understand the trends for enrolment in the public system, the capture rate tracks the percentage of the population that attend a public school.

The district has a high overall capture rate since 2019. The breakdown is as follows:

- K- 10 year olds: 78 to 80% of the youth population of their age cohort
- 11–13-year-olds: 72 to 74% of the youth population of their age cohort
- 14–17-year-olds: 73 to 75% of the youth population of their age cohort

The overall capture rate 75% to 77% is consistent over the last 5 years for school age children, who choose to attend and stay within the Campbell River School District as demonstrated in the enrollment graph below.

Historical Enrolment Numbers 2019-2023

Over the last five years, the district has seen fluctuations in enrolment, the majority of which can be attributed to the Covid-19 pandemic and the temporary closure of schools. When we look however at the years 2019 and 2023, we can see a slight increase in overall students of approximately 3.4% over these 5 years in total.

GRADE	2019	2020	2021	2022	2023
K	423	403	409	389	356
1	415	422	416	420	396
2	386	412	444	428	432
3	437	383	411	462	424
4	399	427	386	418	465
5	424	394	438	398	419
6	452	422	406	439	403
7	428	452	423	404	439
8	388	430	451	435	406
9	367	381	429	460	453
10	394	375	433	488	495
11	469	385	411	446	474
12	478	461	423	438	482
TOTAL	5460	5347	5480	5625	5644

K-5	2484	2441	2504	2515	2492
Gr6-8	1268	1304	1280	1278	1248
Gr9-12	1708	1602	1696	1832	1904
K-12 TOTAL	5460	5347	5480	5625	5644



CURRENT DISTRICT ENROLMENT 2024 – 2028

Youth population trends

Forecasting the 5-year-old population for the next 5 years is based on actual birthrates from 2019 to 2022. Even though 2022 has the lowest number of births in the last 10 years, by the time they are 5 years old in 2027, their age cohort will have grown due to in-migration. Current forecasting shows that the growth trend would be around 14% which is within the migration rate when compared with 10-year-olds born in 2013 which sits at 19%.

The last indicator when forecasting, is to compare incoming enrolment at the elementary level to the middle school enrolment number. There is a key period between students transitioning from middle school into secondary school. This is a key time for families to change from their local secondary school to another school to programs geared to a student's abilities and pursuits. As for Campbell River, the middle/secondary enrolment is larger than elementary enrolment. This trend over time will begin to show as a decline in enrolment.

Enrolment trends

The birthrate in the district has declined, with 2022 being the all-time lowest year during the past 10 years. The birthrate first peaked in 2008 at 420 then peaked again in 2014 to 403 births per year. Since then, the birthrate has slowly declined to 2022 at 303 births. The drop between 2021 and 2022 was 45 less births, which is the largest drop in births since 2015.

A District on the cusp

Campbell River is on the verge of change. There are two key drivers that will form the basis of change in the community:

- Official Community Plan (OCP) to be revised and re-envisioned by the City to attract employment opportunities which will include bringing more people into the community.
- The Indigenous bands are undertaking building multi-family housing to bring back the young people and families of the band back to their lands.

Housing

Expected to come online in the next 3 to 5 years, there are 958 housing units in development and zoning stages waiting for approval. The housing form most requested is for sub-divisions of 15 units made up of townhomes and semi-attached homes. There is a 6-story apartment (43 units in total) under review. The development is along Dogwood Street to the west. The land between Dogwood Street and the Island Highway is currently made up of large rural tracks of land with hobby farms. Because of its proximity to the Island Highway, access to the area is easier for families that commute south for work.

Campbell River, like so many of cities, is moving away from a rural housing model towards a higher density suburban model. Many of the zoning applications are requesting sub-division of one parcel into two but mostly three lots. The new housing located in the Ripple Rock catchment are 20 semi-attached units on 1 ½ acre parcels.



ENROLMENT PROJECTIONS

The enrolment projections for the next 10 years have been divided into 3 sections:

- Remote Schools
- Campbell River North
- Campbell River South

Remote Schools

As each of these schools is located on its own, in a remote location, projections have to be reviewed on a school-by-school basis. (Meaning: if one school has excess space, and another one has too many students, these schools cannot alleviate each other, due to their remote locations).

ISLAND SCHOOLS		Operating Capacity	Portable	ACTUAL		10 YEAR FORECAST									
				2023	2024	2024	2025	2026	2027	2028	2029	2030	2031	2032	
ES/MS/SS	Surge Narrows	46		19	17	18	17	17	16	15	14	13	12	12	
ES/MS	Sayward	230		47	48	50	47	41	42	39	38	36	34	35	
ES/MS	Cortes Island	111	1	76	72	82	80	84	82	83	85	84	78	78	
Elem	Quadra	226		110	105	106	104	94	88	90	93	93	91	92	
TOTAL		613	5	252	242	256	248	236	228	227	230	226	215	217	
	Seat shortfall			-361	-371	-357	-365	-377	-385	-386	-383	-387	-398	-396	
	Operating capacity			41%	39%	42%	40%	38%	37%	37%	38%	37%	35%	35%	

Campbell River North Schools

On the north side of Campbell River, the schools operate at a very high average operating capacity of 97%. Enrolment projections show this capacity utilization will stay high over the next 10 years.

NORTH SIDE FAMILY		Operating Capacity	Portable	10 YEAR FORECAST								
				2024	2025	2026	2027	2028	2029	2030	2031	2032
Sec	Carihi	875		870	914	909	899	939	931	949	950	917
	2024 REV											
Middle	Ecole Phoenix Middle	725	1	646	643	675	678	646	627	611	616	611
	2024 REV											
Elem	Cedar	203		174	179	186	184	167	164	165	159	157
	2024 REV											
	Ripple Rock	291	2	307	304	288	289	299	298	303	300	301
	2024 REV											
	Pinecrest	240		242	228	226	218	215	210	196	196	196
	2024 REV											
		2334										
	SUB-TOTAL			2239	2268	2284	2268	2266	2230	2224	2221	2182
choice	Ecole Des Deux Mondes	160		176	169	167	164	163	162	157	157	157
	2024 REV											
	TOTAL	2494	3	2415	2437	2451	2432	2429	2392	2381	2378	2339
	Seat shortfall			-79	-57	-43	-62	-65	-102	-113	-116	-155
	Operating capacity			97%	98%	98%	98%	97%	96%	95%	95%	94%

Campbell River South Schools

On the south side of Campbell River, the schools operate at a high average operating capacity of 87%. Enrolment projections show this capacity utilization will stay high over the next 10 years.

SOUTH SIDE FAMILY		Operating Capacity	Portable	10 YEAR FORECAST REVISED								
				2024	2025	2026	2027	2028	2029	2030	2031	2032
Sec	Timberline	800	1	752	759	741	756	802	804	823	828	778
	2024 REV											
Middle	Southgate Middle	675		596	626	622	647	629	605	568	544	556
	2024 REV											
Elem	Sandowne	426		249	238	235	244	242	250	265	268	269
	2024 REV											
	Penfield	337		276	276	282	269	268	264	279	277	280
	2024 REV											
	Georgia Park	337		296	285	297	284	273	277	273	281	280
	2024 REV											
	Ocean Grove	222	4	288	272	247	237	230	239	238	233	236
	2024 REV											
	SUB-TOTAL	2797		2457	2456	2424	2437	2444	2439	2446	2431	2399
choice	Ecole Willow Point	287		235	230	231	223	223	213	214	214	214
	2024 REV											
	TOTAL	3084	5	2692	2686	2655	2660	2667	2652	2660	2645	2613
	Seat shortfall			-392	-398	-429	-424	-417	-432	-424	-439	-471
	Operating capacity			87%	87%	86%	86%	86%	86%	86%	86%	85%

Combined Projections

The combined projections show a steady numbers for the first five years, with an average overall operating capacity of 86%, and a very slight decline in years 6-10.

	Operating Capacity	Portable	10 YEAR FORECAST REVISED								
			2024	2025	2026	2027	2028	2029	2030	2031	2032
Island Schools	613	1	242	248	236	228	227	230	226	215	217
North Side	2494	3	2415	2437	2451	2432	2429	2392	2381	2378	2339
South Side	3084	5	2692	2686	2655	2660	2667	2652	2660	2645	2613
	6191		5349	5371	5342	5320	5323	5274	5267	5238	5169
Seat shortfall			-842	-820	-849	-871	-868	-917	-924	-953	-1022
Operating capacity			86%	87%	86%	86%	86%	85%	85%	85%	83%

Catchment pressures

There are a few schools where utilization is very close to 100%, and where catchments include areas of new housing construction. Even though current 10-year projections do not show that these new developments would put these schools at a high risk of overcrowding, because they are at close to 100% utilization, even a small change in enrolment may make a difference. It is therefore suggested that it may be prudent to undertake catchment reviews of these schools, to see how potential growth could be mitigated.

Schools recommended for a catchment review include:

- Ripple Rock: Most of the new homes constructed over the next 10 years will be in this catchment.
- Georgia Park: this catchment is experiencing moderate housing growth, and even though current projections show the school will not reach capacity within the next 10 years, it will be prudent to carefully monitor the yield out of the new development.
- Ocean Grove: this school is currently over capacity and already has 4 portables on site.



D.

**Unique Challenges
and Opportunities**



WHY WE LOOK 10 YEARS AHEAD

As important as an LRFP is to summarize the current state of facilities and enrolment in a district, it is equally important to look forward to future trends and needs. Early identification of future needs is imperative, as the design and construction process for school additions and new schools typically takes multiple years:

1. To start with, there are preliminary feasibility studies that need to be completed, to determine the need for a capital project (such as project request factsheets and project definition reports). This process can take anywhere from 6-18 months, depending on Ministry review timelines and approvals.
2. Following approval to move forward with a project (the project agreement), the design, construction documentation, and permit submissions for a capital project can take anywhere from 8-16 months, depending on the complexity of the project and the approval process timelines for the local authorities.
3. Once approvals have been granted, the project can be tendered, this typically takes 1-2 months.
4. After tender approval, the construction of a capital project can take anywhere from 8-12 months for a smaller (modular or prefab) addition, to 18-24 months for a larger complex addition or new schools. Very large secondary schools on complex sites may have an even longer construction schedule of up to 30-36 months.

While enrolment growth for 100%+ utilized schools can be accommodated with portables in the short term, there are site restrictions, as well as costs associated with temporary accommodation.

Every school district is unique and will have its own particular challenges, when it comes to facilities. There are some districts that face extremely pressing space needs, however this is not to say that those districts that do not experience explosive growth, will not have any challenges of their own, when it comes to their facilities.

It is important to identify future needs as early as possible through both enrolment projections, as well as a review of the current state of facilities, as they relate to the specific needs of each district. This section identifies the unique challenges and opportunities that School District 72 faces, that inform the recommendations for the future of its facilities.

Unique Challenges and Opportunities

As part of the LRFP, the team conducted data research, site visits, as well as a workshop with senior leadership, where we discussed the unique challenges and opportunities that this district is facing. Based on the findings, the following three unique challenges/opportunities were identified:

1. School district with slow enrolment growth that may be on the brink of growth;
2. Aging/older schools that do not meet current educational needs (support spaces, culturally relevant spaces, 2SLGBTQIA+ safe spaces); and
3. Replacement of Cedar Elementary

This section will discuss each challenge in detail, list the affected facilities, and provide recommendations for challenges mitigation for each.



CHALLENGE 1: SCHOOL DISTRICT WITH SLOW ENROLMENT GROWTH THAT MAY BE ON THE BRINK OF GROWTH

As we can see from the census data, the Campbell River and Strathcona Regional District areas have seen more growth over the past few years than in previous years. When moving around the city and surrounding areas, new developments are popping up everywhere. The Campbell River area is clearly expanding its housing and commercial real estate inventory, and people are moving to the region. Up until now, however, that population growth has not translated into a growth of school-age children, and the Baragar projections for the next 10 years do not yet indicate any meaningful growth either.

The Comox region has been experiencing a slightly larger growth than the Campbell River area (Comox Regional District experienced a 9% growth from 2016-2021 census, versus a 7.9% growth for Campbell River), however in that area, it has translated into quite an explosive growth of K-12 enrolment.

The reasons why the growth in Campbell River has not (yet) translated into K-12 enrolment growth is hard to quantify, as even the average age of the Campbell River population, 45.7 years, is lower than the 2021 census average age in for example Courtenay (46.7 years), or the Comox Regional District (47.7 years).

One explanation could be that the region attracts a slightly older population, whose children are beyond school age. Another explanation could be that due to the resource and tourism industry-based economy, there is a large transient population of people who stay for a shorter period of time, but do not choose the region to settle down and start a family.

Whatever the reasons may be, the Baragar projections continue to show a steady holding pattern over the next 5-10 years. Birthrates are steady, however the district has recently seen a discrepancy in the number of students graduating, versus a (lower) number of students entering Kindergarten, which over time could start to lead to a small decline in enrolment. The only thing that could change the projections significantly in an upwards trend over a short period of time, is if a large amount of in-migration would happen, which is something that is near impossible to predict unless a precedent or trend is started.

Situations that could trigger a larger than current in-migration, or an in-migration of different demographics, that we have not yet been able to quantify, but could see occurring over the next 5-10 years, are:

- Several of the First Nations rightsholders and Indigenous partners are pushing both economic development as well as the construction of new housing on reserve. Although part of these jobs and houses may be for members that are already residing in the community but off-reserve, it can also lead to members deciding to return from further away, and to bring their families with them, or start new families.
- The City of Campbell River, through its new 2025 OCP, and continued incentives, could attract more technology-based businesses. A new economic driver can attract people for whom the region previously was not as suitable.
- The unaffordability of housing in the Lower Mainland is slowly making its way up the island, and we have seen property values in the Nanaimo and Comox area increase. With properties further south becoming less affordable for the average family, people may want to choose to settle in Campbell River, and even commute from Campbell River to the Comox area in the future.
- Last but not least, the decision by the provincial government made earlier this year, to extend permits for fish farms in the area, but to phase them out by 2029, may have an impact on the local economy. If no suitable replacement work is available, fish farm workers may move away from the area with their families. At this point it is impossible to quantify what the effects of this decision may be on school district enrolment, however this is something to continue to monitor.

Currently, there is no evidence that any of the above will for sure occur, however it must be noted that due to the changes in economy, housing prices, and development, it certainly appears that the Campbell River area may be on the cusp of change.

How to mitigate this challenge?

SD72 should continue to closely monitor development and continue to engage in regular meetings with both the municipality, as well as the local First Nations.

The development and release of the new Campbell River OCP, which is expected in 2025, will also be an important factor. To summarize, SD72 shall:

- Carefully review annual actual enrolment numbers, and when these start to increase, capture as much data as possible on where the growth may come from.
- Engage in bi-annual conversations with the City of Campbell River planning department on changes to development in the area.
- Engage in bi-annual conversations with the local First Nations on their development, housing and information on numbers of members returning to the reserve (where this would be possible to capture).
- Review in detail, once it is released, the new OCP for the City of Campbell River, for new economic drivers.
- Continue to work with, and engage in annual meetings, with Baragar, on projections and any changes they may see in the enrolment projections.

Monitoring the items above will allow SD72 to respond to any changes as they occur, and as they may start to affect enrolment numbers.

Schools that are affected by this challenge:

- Most of the 'urban' schools within the City of Campbell River (the schools in rural and island communities will most likely not see growth as fast as the city schools will)



CHALLENGE 2: AGING/OLDER SCHOOLS THAT DO NOT MEET CURRENT EDUCATIONAL NEEDS (SUPPORT SPACES, CULTURALLY RELEVANT SPACES, 2SLGBTQIA+ SAFE SPACES)

As noted, the portfolio of facilities for this district is quite old, with an average age of 50 years, however due to excellent maintenance, the average FCI is close to the provincial average.

One major challenge that comes with operating older facilities is that they were not necessarily designed to meet modern educational and pedagogical needs:

- Older schools are often designed as ‘cells and bells’, with long and narrow corridors with closed classrooms on each side;
- There often is little to no space for socializing or breakout spaces for group work;
- Typically, few to no special education support spaces are provided;
- Schools at that time also were not designed to necessarily provide safe spaces, such as safe washroom facilities; and
- There would be no allocation for cultural spaces.

Spaces that are currently needed in SD72 schools include the following:

Spaces for collaborative work:

The current curriculum is based on problem-based learning, and involves individual and small group work, research and collaboration. Providing small breakout spaces, or even furniture solutions in wider corridors, and replacing lockers with ‘coffee bar’ style desk spaces and seats, would allow some breakout space to be created at a low cost.

Support spaces for students with special needs:

It has been recognized that there is a wide variety of students with special needs, and sensitivities to large crowds, loud noises and harsh lighting. It is important that a school has some quiet spaces that allow those students to extract themselves from the busy school environment to decompress. Incidents have risen in SD72 schools and often these students are given a space in the administration area, at the expense of much needed office space, as this is the only space in an older school to provide a relatively quiet and safe space. Renovating storage rooms, or carving out some smaller spaces out of larger classrooms would allow for more quiet spaces throughout the schools.

2SLGBTQIA+ safe spaces, in particular washroom spaces:

Existing (gendered) washroom spaces are often spaces where students gather out of sight of staff and where bullying takes place. Converting some existing (gendered) washrooms into universal washrooms will provide choice of washrooms, especially in secondary school settings. Certain guidelines would need to be followed to make these spaces safe and successful, including high privacy partitions, and relatively open and doorless floorplans, which allow for easy overview and supervision.

It should be noted that the district in 2024, has already started a washroom modernization program, primarily funded from the annual facilities grant. Opportunities may exist to fund larger renovations through minor capital streams or as part of larger renovations.

Culturally relevant spaces:

SD72 and its First Nations rightsholders and Indigenous partners have strong working relationships. SD72 provides education to a large student population that identifies as Indigenous, and even has created a language revitalization program in one of its schools.

Having culturally relevant spaces that allow for ongoing collaboration and dialogue is important. These spaces could be created by converting a classroom space into a cultural room, with an emphasis on schools that serve the largest percentage of Indigenous students.

Outdoor Learning Opportunities

With limited spaces inside existing buildings for new ways of learning, and the emphasis on sustainability, outdoor learning opportunities could be a great way to augment existing space at a relatively affordable cost.

The space creation ideas above require effort and financial support. The only way to currently allocate funds to such renovations would be through the use annual facilities grant or minor capital streams such as the School Enhancement Program (SEP).

With an average school age of 50 years however, SEP funds need to be prioritized along with replacement of key building systems such as major HVAC or roofing.

This means that at the moment, SD72 is forced to choose between a safe washroom or a new roof, a support space or a new boiler.

How to mitigate this challenge?

- SD72 to define a priority list of schools that need collaboration/breakout spaces and provide a feasibility study on opportunities for interior renovations;
- SD72 to define a priority list of schools that would benefit from universal washroom renovations, and investigate the suitability of existing washrooms for conversion renovations (this part has been set in motion already); and
- SD72 to define a priority list of schools that have the highest percentage of students identifying as Indigenous, and where students may benefit the most from implementing a culturally sensitive space.

Schools that are affected by this challenge:

All schools, and in particular the middle and secondary schools, as well as the elementary schools with the highest percentage of students identifying as Indigenous, which are Cedar Elementary and Ripple Rock Elementary.”



CHALLENGE 3: REPLACEMENT OF CEDAR ELEMENTARY SCHOOL

A key recommendation in the Board of Education’s 10-year Facility Plan for 2015-2025 was to advocate the Ministry of Education for a possible new Cedar Elementary School building. For the last ten years the seismic upgrade or replacement of Cedar Elementary has been the top priority of the district’s capital requests to the Ministry of Education and Child Care.

Cedar Elementary was built in the 1950s and expanded in the early 1960s and, despite heroic efforts by the district’s maintenance department, Cedar Elementary is one of the schools in the poorest condition across the province by their own facility condition index.

At 67 years old, the school until recently had an Facility Condition Index (FCI) of 0.78, however some recent renovations have brought the FCI down to 0.68. It should be noted that the renovations were not able to alleviate the largest concerns for this building, which have to do with indoor air quality and design.

The school was built at a time when construction, seismic, energy conservation standards and educational practices were far different than they are now and therefore the building itself faces challenges on multiple levels:

- The building design is old with no flexibility: It has low ceilings, narrow corridors, and no opportunities for interior renovations to create any breakout or collaborative spaces.
- The school has suffered from odour problems and mold concerns in the past, in particular in the gymnasium where standing water has been found in the crawlspace.
- The building has the highest percentage of students identifying as Indigenous (52%), as well as some of the most vulnerable students in the district. The Indigenous students are from First Nations across Northern Vancouver Island and central coast without their local cultural supports. The school building has no suitable support spaces or culturally relevant spaces, and due to its design, has no opportunities to create these spaces within the building envelope.
- The school has one seismically deficient (H2) block.

How to mitigate this challenge?

In the lead up to the provincial election in October 2024, the sitting premier made a campaign promise for replacement funding of Cedar Elementary, however it is still imperative that the school district continues with the following action items:

- The urgent project request for Cedar replacement requires ongoing advocacy and the need to be reviewed with the current condition and context in mind.
- It is recommended that SD72 completes a detailed PRFS report to demonstrate the immediate need for a replacement for this school.
- For the replacement option, SD72 would like to investigate the potential opportunity for on-site integration of community support services, such as Laichwiltach Family Life Society, MCFD, etc. where it may be mutually beneficial.





E.

Recommendations

THE PLAN

The plan sets out a holistic, as well as realistic, approach to the maintenance, expansion, and replacement of facilities within the district over the next 10 years.

Short Term Recommendations (1 year)

- Continue to monitor enrolment projections through (bi-) annual meetings with the City, First Nations rightsholders and Indigenous partners, and Baragar
- Engage a consultant team to provide an update to the Project Request Fact Sheet (PRFS) for Cedar Elementary School, which was done in 2017, and continue to advocate for the replacement of Cedar Elementary through the capital plan submission process, with this project as the highest priority
- Summarize opportunities for universal washroom renovations in various schools
- Summarize opportunities for the creation of effective collaborative/breakout spaces, through small renovations, in various schools
- Summarize opportunities to create outdoor learning spaces
- Continue to investigate opportunities for collaboration with First Nations rightsholders and Indigenous partners, and review opportunities for the creation of culturally sensitive spaces within schools
- Conduct a catchment review of several schools with high capacity utilization and development happening within their catchments, including: Ripple Rock Elementary, Georgia park Elementary, and Ocean Grove Elementary.

Mid Term Recommendations (2-5 years)

- Continue to monitor enrolment projections through (bi-) annual meetings with the City, First Nations rightsholders and Indigenous partners, and Baragar
- Continue to review and update enrolment projections yearly
- (Upon approval of Cedar Elementary Project): prepare a Project Definition Report (PDR) for the replacement of Cedar Elementary, and continue with the capital project for a replacement
- Review facility conditions for each school and create priority list for potential replacement of schools, based on condition facilities and utilization
- Review school district owned larger vacant sites, for potential future capacity expansion, and investigate the potential disposition of a number of smaller parcels that have an extremely low probability of being of use to the district in the future.

Long Term Recommendations (5+ years)

- Continue to monitor enrolment projections through (bi-) annual meetings with the City, First Nations rightsholders and Indigenous partners, and Baragar
- Should faster enrolment growth be detected, revise the LRFP and start looking at expansion opportunities.



CAMPBELL RIVER

School District 72

studio**HuB**
architects

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