

POLICY COMMITTEE
PUBLIC MEETING AGENDA

DATE: MONDAY, FEBRUARY 8, 2021
10:30 AM
Via Zoom

The Richmond Board of Education acknowledges and thanks the First Peoples of the hən̓q̓əmiṇəm (hun-ki-meen-um) language group on whose traditional and unceded territories we teach, learn and live.

- 1. ADOPT AGENDA**
- 2. APPROVE MINUTES**
Attachment: Minutes of meeting held January 18, 2021.
- 3. SECTION 600: FINANCE**
Memorandum from the Assistant Secretary Treasurer attached.
- 4. SECTION 700: FACILITIES**
Memorandum from the Executive Director, Facilities Services attached.
- 5. POLICY 105-R: *District Code of Conduct: How We Learn and Work Together***
Personal Use of District Supplies, Equipment and Facilities
Memorandum from the Executive Director, Facilities Services attached.
- 6. STATUS OF CURRENT AND ANTICIPATED ITEMS**
Attachment: Update to February 8, 2021
- 7. NEXT MEETING DATES**
The next meeting is scheduled for Monday, March 8, 2021 at 10:30 am.
- 8. ADJOURNMENT**

School District No. 38 (Richmond)
7811 Granville Avenue, Richmond, BC V6Y 3E3

MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE

Date: Monday, January 18, 2021 at 10:30 am
Via Zoom Webinar

Present: Sandra Nixon, Chairperson
Debbie Tablotney, Vice-Chairperson
Norman Goldstein, Member
Scott Robinson, Superintendent
Rick Ryan, Deputy Superintendent
Frank Geyer, Executive Director, Facilities Services
Tim McCracken, Richmond Teachers' Association
Steve Wenglowski, Richmond Teachers' Association
JW Cho, Richmond Teachers' Association
Mark Hoath, Richmond Association of School Administrators
Rebeca Avendano, Richmond Management Professionals Staff
Ian Hillman, CUPE 716
Catherine Cleary, Executive Assistant (Recording Secretary)

The Chair called the meeting to order at 10:35 am.

1. ADOPT AGENDA

The agenda was adopted as circulated.

2. APPROVE MINUTES

The Minutes of the meeting held November 16, 2020 were approved as circulated.

3. POLICY 502: *Student Behaviour and Discipline*/POLICY 502.1: *Maintenance of Orderly Conduct*/POLICY 502.2 & 502.2-R: *Student Suspension or Exclusion from School*/POLICY 502.3 & 502.3-R: *Student Possession of Weapons*

A verbal Update from the Deputy Superintendent was provided on the policies attached to the agenda package regarding suspension, conduct and behaviour. The Deputy Superintendent noted that as the policies and regulations were adopted in 1990, they will require significant alignment with the District's updated Code of Conduct. The policies and regulations are an area of focus for district staff to modernize and then bring back to the Committee for further review and feedback.

ACTION: It was **AGREED** that the Policy 502: *Student Behaviour and Discipline*/Policy 502.1: *Maintenance of Orderly Conduct*/Policy 502.2 & 502.2-R: *Student Suspension or Exclusion from School*/Policy 502.3 & 502.3-R: *Student Possession of Weapons* would be brought back for review and feedback in the Spring.

4. SECTION 700: FACILITIES

The Executive Director, Facilities Services provided a Memorandum with an updated summary of the proposed changes under Phase 1 of the Facilities specific policies review and revision timeline with the agenda package.

Tim McCracken, of Richmond Teachers' Association, provided some preliminary feedback on consistency for capitalization throughout the policies, a glossary of terms and that stakeholder groups be listed rather than numbers per stakeholder group. The Executive Director noted these amendments and will update the policies for consistency.

The Chairperson thanked Mr. Geyer for the work on the Section 700: Facilities updates and noted that, following comments and feedback for stakeholder review, would consider a time period following Spring Break.

ACTION: It was **AGREED** that the updated outlined facilities policies feedback would be updated and brought back to the February Policy meeting with proposed timeline for the Stakeholder review process.

5. STATUS OF CURRENT AND ANTICIPATED ITEMS

The Status document was updated to January 18, 2021. The Chairperson noted that the Committee could expect Policy 102 in the Spring for discussion as input from working groups is ongoing. Policy 103 will be revised with work to take place during this year, and Finance section 600 to be reviewed at the next Policy meeting with specific policies identified for the full process and Stakeholder review.

6. NEXT MEETING DATES

The next meeting is scheduled for Monday, February 8, 2021 at 10:30 am.

7. ADJOURNMENT

The meeting was adjourned at 10:57 am.

Respectfully Submitted,

Sandra Nixon, Chairperson
Policy Committee

Report to the Policy Committee PUBLIC

DATE: February 5, 2021
FROM: Maria Fu, Assistant Secretary Treasurer
SUBJECT: Proposed Policy Revisions to Policy 600's – Finance Section

BACKGROUND

It has been many years since the Policy 600's – Finance section was reviewed in its entirety to ensure they reflect our current financial principles and practices along with government legislation and regulations.

CONSULTATION

The draft proposed revisions to the Policy 600's – Finance section was reviewed and discussed at the Finance and Legal Committee on February 19 and May 13, 2020 and the Audit Committee on March 2, May 4 and September 14, 2020.

CONCLUSION

The revisions to policies and regulations in Policy 600's – Finance section are intended to ensure the financial health of the School District in attaining greater fiscal stability and better supporting educational goals. The revisions are aimed to update the framework of accountability, financial principles and functions, and authority and responsibility as they relate to the financial management of the School District and adherence to government legislation and regulations.

Respectfully submitted,

Maria Fu
Assistant Secretary Treasurer

Proposed Revised Policy 600's - Finance

Proposed Revised Policy	Current Policy	Key Changes
Policy 600 Financial Management (NEW)		Overall Financial Management statement.
Policy 601 Budget <ul style="list-style-type: none"> Regulation 601-R Budget 	Policy 601 Budget <ul style="list-style-type: none"> Regulation 601-R Budget Capital Plan and Operating Budget Preparation Guideline 601-G Budget Capital and Operating Budget Preparation 	Revised to reflect the current budget development and approval processes with budget monitoring and responsibilities, including stakeholders' participation.
Policy 611 Financial Controls (NEW) <ul style="list-style-type: none"> Regulation 611-R Financial Controls (NEW) 		Establish policy and regulation for financial controls.
Policy 611.1 General Banking <ul style="list-style-type: none"> Regulation 611.1-R General Banking 	Policy 608 Selection of Financial Institution <ul style="list-style-type: none"> Regulation 608-R Selection of Financial Institution 	Remove the administration of Canada Savings Bond program (program ended Nov 2107).
Policy 611.2 Investments <ul style="list-style-type: none"> Regulation 611.2-R Investments 	Policy 611 Investments <ul style="list-style-type: none"> Regulation 611-R Investments 	Revise to reflect current investment practices without separate criteria for different funds.
Policy 611.3 Revenue Generation <ul style="list-style-type: none"> Regulation 611.3-R Revenue Generation 	Policy 602.9 Funds Raised for Schools <ul style="list-style-type: none"> Regulation 602.9-R Funds Raised for Schools Guideline 602.9-G Funds Raised for Schools Policy 602.9.1 General Principles for Revenue Generating Activities <ul style="list-style-type: none"> Regulation 602.9.1-R General Principles for Revenue Generating Activities Policy 602.9.1.1 Disbursement of Funds from District Revenue Generating Activities <ul style="list-style-type: none"> Regulation 602.9.1.1-R Disbursement of Funds from Revenue Generating Activities Guideline 602.9.1.1-G Disbursements of Funds from District Revenue 	Consolidate revenue generating activities into one policy and regulation.

Proposed Revised Policy 600's - Finance

Proposed Revised Policy	Current Policy	Key Changes
Policy 611.4 Purchasing Goods and Services <ul style="list-style-type: none"> Regulation 611.4-R Purchasing Goods and Services (<i>NEW</i>) Regulation 611.4.1-R Method to Acquiring Goods and Services (<i>NEW</i>) Regulation 611.4.2-R Competitive Bidding Process (<i>NEW</i>) Regulation 611.4.3-R Selection of Vendor Bids and Proposals (<i>NEW</i>) 	Policy 603.1 Purchasing and Tendering <ul style="list-style-type: none"> Regulation 603.1-R Purchasing and Tendering Regulation 603.3-R Purchase Orders 	<p>Outline the principles of purchasing all goods and services, the method to acquire goods and services, competitive bidding process, and selecting and awarding of bids. Update the purchasing process based on value of the goods or service purchased – with updated value limits.</p> <p>Acknowledgement that the District complies with the spirit of intent of all applicable trade agreements. Set out product standards for goods to be purchased.</p>
Policy 611.5 Procurement Cards (<i>NEW</i>) <ul style="list-style-type: none"> Regulation 611.5-R Procurement Cards Regulation 611.5.1-R Usage and Responsibility (<i>NEW</i>) 		<p>Establish policy and regulations for the use and responsibility of the new procurement cards program.</p>
Policy 611.6 Travel Expenses <ul style="list-style-type: none"> Regulation 611.6-R Travel Expenses 	<ul style="list-style-type: none"> Regulation 603.9-R Travel Allowances 	<p>Revised to include guiding principles for travel expenses.</p>
Policy 611.7 Charitable Donations <ul style="list-style-type: none"> Regulation 611.7-R Charitable Donations 	Policy 602.7 Gifts Grants and Benefits	<p>Revised to reflect the definition and conditions of charitable donations and donations-in-kind and adherence to CRA tax rules.</p>
Policy 612 Authorization <ul style="list-style-type: none"> Regulation 612-R Authorized Signatures 	Policy 603.5 Approval and Payment for Goods and Services Policy 603.5.1 Authorized Signatures <ul style="list-style-type: none"> Regulation 603.5.1-R Authorized Signatures- Authorization to Contract 	<p>Contract obligation up to \$50,000 revised signing officer from Manager, Purchasing & Stores to Assistant Secretary Treasurer or designate.</p>
Policy 613 Financial Audit	Policy 604.5 Audits Policy 607 Selection of an Auditor <ul style="list-style-type: none"> Regulation 607-R Selection of an Auditor 	<p>Revised to reference the School Act regarding the appointment of auditor instead of itemizing what the audit entails.</p>
Policy 613.1 Internal Audit (<i>NEW</i>) <ul style="list-style-type: none"> Regulation 613.1-R Internal Audit (<i>NEW</i>) 		<p>Establish policy and regulation for internal audits.</p>
Policy 621 Financial Reporting <ul style="list-style-type: none"> Regulation 621-R Financial Reporting 	Policy 604 Financial Reports	<p>Expand policy to cover the major financial reporting requirements and not just the audited financial statements.</p>
Policy 621.1 Financial Reporting- School Based Funds <ul style="list-style-type: none"> Regulation 621.1-R Financial Reporting – School Based Funds 	Policy 602.9 Funds Raised for Schools <ul style="list-style-type: none"> Regulation 602.9-R Funds Raised for Schools Guideline 602.9-G Funds Raised for Schools 	<p>Outline the principles and responsibilities of school based funds.</p>

Proposed Revised Policy 600's - Finance

Proposed Revised Policy	Current Policy	Key Changes
	Policy 603.5.2 Petty Cash	Request to remove. No active use of petty cash.

SD#38 (Richmond)
Policy 600's Finance
Proposed Revised Policies

Proposed Revised Policy 600's – Finance Structure

Policy 600 Financial Management

Policy 601 Budget

Regulation 601-R Budget

Policy 611 Financial Controls

Regulation 611-R Financial Controls

Policy 611.1 General Banking

Regulation 611.1-R General Banking

Policy 611.2 Investments

Regulation 611.2-R Investments

Policy 611.3 Revenue Generation

Regulation 611.3-R Revenue Generation

Policy 611.4 Purchasing Goods and Services

Regulation 611.4-R Purchasing Goods and Services

Regulation 611.4.1-R Method to Acquiring Goods and Services

Regulation 611.4.2-R Competitive Bidding Process

Regulation 611.4.3-R Selection of Vendor Bids and Proposals

Policy 611.5 Procurement Cards

Regulation 611.5-R Procurement Cards

Regulation 611.5.1-R Usage and Responsibility

Policy 611.6 Travel Expenses

Regulation 611.6-R Travel Expenses

Policy 611.7 Charitable Donations

Regulation 611.7-R Charitable Donations

Policy 612 Authorization

Regulation 612-R Authorized Signatures

Policy 613 Financial Audit

Policy 613.1 Internal Audit

Regulation 613.1-R Internal Audit

Policy 621 Financial Reporting

Regulation 621-R Financial Reporting

Policy 621.1 Financial Reporting-School Based Funds

Regulation 621.1-R Financial Reporting – School Based Funds

Policy 631 Accumulated Operating Surplus and Capital Reserves

Regulation 631-R Accumulated Operating Surplus and Capital Reserves

FINANCE**Policy 600****Financial Management**

The Board of Education (Richmond) recognizes its responsibility for prudent financial stewardship and for the creation of processes and controls that will ensure due diligence in the financial oversight and accountability of school district operations that support the achievement of strategic education and business goals.

Board Adoption: date

FINANCE**Policy 601****Budget**

The Board of Education (Richmond) recognizes its responsibility to prudently administer the funding provided by the provincial government, to be used for the provision of education programs. The Board regards the annual budget process as an important way to improve communication and budget setting engagement, both within the school system itself and between the Board, staff, stakeholders and the residents of Richmond.

The Board of Education (Richmond) will ensure an inclusive, transparent annual budget process that is aligned to its strategic plan and budget guiding principles.

PROPOSED

Board Adoption: date

FINANCE

Policy 601-R

Budget

The annual budget is a financial plan reflecting the implementation and maintenance of the Board's educational and operational goals and objectives. The objectives reflected in the budget should be consistent with the Board's vision, mission and values as identified in the Board's Strategic Plan.

In accordance with *Section 156 (12)* of the *School Act*, the Board must not incur a deficit of any kind unless the Board has approval of the Minister or meets criteria prescribed by order of the Minister.

The annual budget of the District shall be compiled in the form and containing the content specified by the Minister of Education:

1. "Estimated expenditures" means the estimated expenditures plus any operating deficit that the board must fund in the fiscal year;
2. "Estimated revenues" means the estimated revenues plus appropriated operating reserves;
3. Estimated expenditures in the annual budget must not exceed estimated revenues.
4. Estimated expenditures in the annual budget, other than the estimated debt services expenses, may exceed the estimated revenues if the board had held a referendum under *Section 112* of the *School Act* and the referendum approved the amount in excess of the estimated revenues.

A budget reflects the best estimate of planned revenues and expenses as of a point in time. Salary and benefit increases, inflation and other estimated changes must be budgeted. In addition, the budget must include all recurring and non-recurring revenues and expenditures for the full fiscal year.

Budget Development

The annual budget shall be developed based on the instructions received from the Ministry of Education.

In the development of the annual budget, the following must be observed:

- The budget for any fiscal year shall not deviate materially from the Board's policies and strategic priorities.
- Annual recurring expenditure obligations must not be funded from non-recurring revenues.
- Revenues and expenditures must be projected in a manner that avoids fiscal jeopardy.
- Ancillary operations must be operated to cover all direct and indirect operating costs.
- The Board shall not proceed with major building projects unless funding for the full capital and operating costs has been identified.

Board Adoption: date

Budget Responsibility

The Secretary Treasurer will have the overall responsibility of budget preparation, with the support from the Superintendent and senior management team.

1. Budget planning involves all levels of school and district staff, as well as from the District Parent Advisory Council, staff unions and associations, and other stakeholders.
2. A timeline will be published by the Secretary Treasurer in December, outlining key dates and opportunities for consultation.
3. Opportunities from budget consultation will take place, involving parents, parent associations, staff unions and associations, students and other stakeholders.
4. The results of the consultations will be provided to the Board during the budget process.

It is the responsibility of the Board to assure themselves that the budget represents a responsible implementation of its directions, and reflects prudent stewardship of funds, and to approve the budget.

Budget Preparation and Approval

The annual budget will be formulated in compliance with dates and instructions established by the Ministry of Education. At the beginning of each budget development cycle, the Secretary Treasurer, in collaboration with the Superintendent, shall prepare and present a budget development plan for the approval of the Board.

The annual budget process shall include:

- Three-year base budget estimates presentation,
- Proposed annual budget including detailed proposed budget adjustments and budget balancing proposal,
- Opportunities for stakeholder groups and public to provide input in the budget development process,
- Annual budget including detailed budget proposals to balance the budget.

The Board, by bylaw, must adopt an annual budget on or before June 30 of each year for the next fiscal year.

The *School Act* states that "if an operating grant to a board is amended under *Section 106.3 (6)*, or a grant is withheld or reduced under *Section 117 (1)*, the minister may order that the board, by bylaw, must amend its annual budget". The Board, by bylaw, must adopt the amended annual budget on or before February 28 of the current fiscal year.

Board approved annual and annual amended budgets shall be posted on the school district website.

Board Adoption: date

Budget Approval Outside of the Budget Development Process

There may be large capital or program expenditures that occur outside of the budget development process due to an unexpected, unforeseen or emergent situation. The process to review and approve such expenditures shall be:

1. Rationale submitted to the Superintendent and Secretary Treasurer as to the nature, estimated cost and estimated completion timeline of the unexpected, unforeseen or emergent situation.
2. Identify processes or controls to aid in reducing the risk or preventing such situation from recurring in the future.
3. The Superintendent and Secretary Treasurer shall review the submission and determine if the expenditure will be recommended for Board approval.
4. The Superintendent and Secretary Treasurer shall document the approval decision.
5. The Secretary Treasurer shall identify potential funding source(s) to cover the unexpected, unforeseen or emergent expenditure.
6. If the cost of the unexpected or emergent expenditure exceeds the approved amount, the Superintendent and Secretary Treasurer shall be informed immediately. The above process shall be followed again for the additional cost.
7. The Board shall be notified of the unexpected, unforeseen or emergent situation and approve of the expenditure that occurred outside of the budget development process.

Budget Monitoring

The Superintendent and Secretary Treasurer are delegated responsibility for the overall management of the educational and operational programs that are supported by the annual budget. The Secretary-Treasurer is specifically responsible for the financial management of the budget and all financial reporting.

It is the responsibility of the Superintendent and Secretary Treasurer to delegate segments of the budget for control and monitoring to designated management staff.

FINANCE**Policy 611****Financial Controls**

The Board of Education (Richmond) will ensure, through the Secretary Treasurer, that there is accurate and timely recording and reporting of all financial transactions in compliance with Public Sector Accounting Standards, Generally Accepted Accounting Principles, the Ministry of Education and the *School Act*. The School District will implement strong financial controls including regular financial monitoring and audits of financial records.

Board Adoption: date

FINANCE

Policy 611-R

Financial Controls

The *School Act* requires that the District's funds shall be accounted for "in a manner consistent with recognized public sector accounting practices, and specific funds shall be designated in accordance with the requirements specified by the Minister."

The *School Act* requires that the District shall maintain budgetary control over expenditures and shall keep records that conform to good accounting practice and procedure.

Board Adoption: date

FINANCE**Policy 611.1****General Banking**

The Board of Education (Richmond) recognizes that consideration must be given to utilize banking services in a financially responsible and administratively efficient manner to safeguard the Board monetary assets.

PROPOSED

Board Adoption: date

FINANCE

Policy 611.1-R

General Banking

The school district shall have knowledge of and authorization rights over all bank accounts containing district and/or school funds.

The school district shall reserve the right to select and specify the financial institution(s) with which district and school accounts are held.

The school district shall have the authority to minimize the number of financial institutions with which the district and schools hold accounts in order to promote efficiencies, minimize financial institution service fees, minimize investment risks and ensure cash balances earn adequate interest.

The purpose of banking services is for deposits, transfers, payments, withdrawals and investment of Board funds.

Investment of school district funds must comply with Policy 611.2 - Investments.

Authority

The Secretary Treasurer or designate shall:

- Establish the terms, conditions and operating arrangements for all district and school bank accounts.
- Approve all district and school bank accounts.
- Appoint the financial institution(s) which shall provide banking services.
- Maintain an inventory of all district and school bank accounts in use.
- Has the authority to delegate the responsibility for the operation of bank accounts to district and school administrators.

FINANCE**Policy 611.2****Investments**

The Board of Education (Richmond) believes that where cash is available for investment it should be invested in minimal risk financial instruments in order to generate investment revenue for the benefit of the school district. Cash that is available should be invested in minimal risk financial instruments whenever possible based on the following order of priority:

- Preservation of capital,
- Assurance of liquidity,
- An appropriate return consistent with safety and liquidity.

FINANCE

Policy 611.2-R

Investments

The District shall invest public funds in a manner responsive to the public trust. Revenue from investments shall be used in a manner that will best serve the interest of the District.

Investment of funds shall be governed by the following investment objectives:

1. Preservation and Safety of Capital (Principal)

Investments of the District shall be made in a manner that strongly favours preservation of capital. Investment of funds shall only occur when principal is guaranteed. Credit risk minimization shall be achieved through diversification whenever possible and appropriate.

2. Liquidity

The investment portfolio is an integral component in the District's cash management process. As such, the portfolio will remain sufficiently liquid to enable the District to meet all operating requirements, which might be reasonably anticipated.

3. Optimizing Returns

The investment portfolio shall be designed with the objective of attaining an overall yield commensurate with the District's preservation of capital and liquidity.

Authority

The Board assigns the responsibility for the implementation of the Investment policy to the Secretary Treasurer.

The Board authorizes the Secretary Treasurer or designate to have responsibility over investments for the District. The Secretary Treasurer is responsible for determining any specific procedures for managing and investing of surplus funds for the district and schools. He/she may delegate investment responsibilities. Reasonable care and judgment in making investment decisions that are consistent with this policy shall be exercised.

The Secretary Treasurer will:

- approve any investments with a maturity date greater than 5 years,
- maintain a listing of all district and school investments,
- review this Policy periodically for suitability.

FINANCE**Policy 611.3****Revenue Generation**

The Board of Education (Richmond) shall pursue revenue generation opportunities and grant opportunities to supplement government funding and thus allow the Board to enhance programs and services to students. Revenue generation activities are not intended to replace funding of public education by the Government of British Columbia.

The Board of Education (Richmond) is willing to consider school district for-profit initiatives, public-private partnerships and joint ventures, scholarships and other types of business relationships that provide extra funding for the school district. However, these initiatives must be compatible with the Board's mandate to provide a quality education for the K-12 students in our jurisdiction. The integrity of the public school system must be protected and every initiative must respect the school district's privileged relationship with its students, parents and staff.

The Board of Education (Richmond) recognizes that fund raising activities may be necessary at the school level to support curricular programmes, extra-curricular programmes, and cultural activities.

FINANCE

Policy 611.3-R

Revenue Generation

The school district shall consider opportunities to maximize revenue generation where it is in the best interest of public education and students, as outlined in the Board Policy.

Definition

District-Raised Funds

District-raised funds shall be deemed as those funds raised through the organizational efforts of district staff with little or no involvement from staff at the schools. Examples of district-raised funds include funds raised through the International Student Program and private rentals. These funds are considered Board funds. The expenditure of Board funds must be approved through an enactment by the Board and is subject to audit.

School-Raised Funds

School-raised funds shall be deemed as those funds raised through the organizational efforts of school staff with little or no involvement from staff at the district level. Examples of school-raised funds include funds raised through vending machines and a wide variety of other fundraising activities that are approved in accordance with Board Policy. These funds are considered Board funds. The expenditure of Board funds must be approved through an enactment by the Board and is subject to audit.

PAC-Raised Funds

Funds raised by the Parent Advisory Councils (PAC) on behalf of schools shall be deemed as those funds raised through the organizational efforts of parents in concert with the school. Example of PAC-raised funds include gaming and a wide variety of other fundraising activities. All non-gaming PAC-raised funds are subject to audit by the district in accordance with Board policy.

General Principles

The school administrators and district management staff are agents of the Board. As agents, they will ensure that all fundraising activities are conducted under their direct supervision. All fundraising activities shall be carefully considered to ensure:

- No interference with the delivery of educational programs,
- No compromise to the integrity and purpose of public education,
- No burden placed on the community, parents or staff,
- No undue risk is placed on the school district.

Board Adoption: date

General principles for revenue generating activities:

1. Revenue generating activities must be consistent with the Board's strategic plan and Board Policy.
2. Care should be taken in choosing the kinds of revenue generating activities to avoid the implied commercial endorsement by the school district. Activities shall be legal, ethical and avoid controversial products or services (no smoking, vaping or alcohol-related products or services) and be within the confines of Board Policy, legislation and contractual obligations.
3. The Board's involvement in revenue generating activities shall not require students to observe, listen to, or read advertising of any kind.
4. Participation by students, teachers and parents in revenue generating activities will be voluntary.
5. No activity should be undertaken which would compromise the goals and objectives of the school, classroom or district. Curriculum and instruction remain the responsibility of educators.
6. Students' access to district resources must not be compromised. Example is renting out gymnasiums when needed for school use.

Authority

The Board assigns the responsibility for the implementation of the Revenue Generation policy to the Superintendent of Schools and the Secretary Treasurer and authorizes the Superintendent of Schools and the Secretary Treasurer to establish procedures that will guide the implementation of this policy.

The Superintendent of Schools and the Secretary Treasurer or designate shall:

- examine all reasonable revenue generation and grant opportunities that may be of financial benefit to the school district,
- ensure and approve all agreements for a specified period,
- ensure all initiatives are conducted according to the highest ethical standards and be respectful of community standards,
- ensure all partnership comply with all of the Board policies,
- approve all materials distributed to students, staff and parents,
- approve any reference to or use of the school district's name, logo, slogan, mission, vision statements or reputation,
- ensure all sponsored products, materials and services must meet the standards used by the school district in the purchase of similar goods and services.

Fund Raising for the School

The Board recognizes the diversity existing in the composition of the groups wishing to raise funds, the purposes of which funds are raised, and the methods used to control the funds. Whatever the source or ultimate purpose of the funds, all shall be accounted for in accordance with Board Policy. All records related to a school's fund raising activity are considered part of the school's financial records and subject to audit.

Board Adoption: date

Fund Raising Groups

Fund raising projects may be undertaken for the benefit of individual schools by the following groups:

1. An internal school grouping consisting of a class, several classes, or the entire school organized for the specific purpose of raising funds. This unique organization formed to raise funds will disband at the completion of the project. Accounting for these funds shall be in the school's financial records and subject to audit.
2. An internal school association or club organized on a yearly basis with a specific function to perform within the school, such as student councils. Accounting for these funds shall be in the school's financial records and subject to audit.
3. A school committee made up of administration, staff, parents and students. This committee would determine the needs of the school by providing input from their respective groups. It would then be responsible to plan the fund raising events and recruit help from volunteers within their organizations. Accounting for these funds shall be in the school's financial records and subject to audit.
4. A Parent Advisory Council (PAC) formed under the authority of *Section 8* of the *School Act*.

Fund raising by groups, other than those listed above, must be pre-approved by the Superintendent of Schools, Secretary Treasurer or designate.

FINANCE

Policy 611.4

Purchasing Goods and Services

The Board of Education (Richmond) recognizes its responsibility for the effective use of public funds in providing quality education to its students. The Board will ensure that all goods and services are obtained in a responsible, cost-effective and professional manner in accordance with competitive public sector procurement practices.

The Board values the district purchasing department's contribution to educational and operational programs through:

- Application of specialized professional knowledge,
- Development of district-wide standards,
- Utilization of public purchasing standards and public sector buying,
- Efficiency of acquisition services,
- Acquisition of sustainable and green products, when possible,
- Realization of best value in acquiring goods and services.

The Board believes the school district should cooperate with other public authorities when appropriate.

The Board's purchasing objective is to satisfy the operational needs of the school district while realizing overall best value for the school district.

The Board recognizes that professional judgment must be exercised in order to achieve an appropriate balance between the Board's principles of purchasing and assigns the responsibility for those judgment to the Secretary Treasurer or designate. The school district's procurement activities must be conducted with integrity and the highest standard of ethical conduct. All individuals involved in the school district's procurement activities act in a manner that is consistent with the principles and objectives of this policy and in accordance with Policy 400-R1 - Conflict of Interest-Employees.

FINANCE

Policy 611.4-R

Purchasing Goods and Services

The District's purchasing activities shall be open, competitive and ethical.

The principles of purchasing all goods and services are:

1. Obtain maximum value by considering the life cycle cost of purchases.
2. Conduct purchasing in an efficient and cost effective manner. Administrative effort and cost are to be commensurate with the value of the purchase.
3. Provide purchasing discretion and flexibility for the district, schools and departments within the granted authority and subject to optimizing best value for the school district as a whole.
4. Establish and renew standardization of goods where appropriate to disseminate experiential base and realize best life cycle value.
5. Procure goods and services without compromising a healthy, safe, relevant and aesthetically acceptable learning and working environment.
6. Provide reasonable opportunities for qualified suppliers and contractors to seek the school district's business.
7. Document rationale for purchases made other than the lowest price bidder.
8. Select vendors through processes which are open, competitive and ethical.
9. Procure goods and services with due regard to a sustainable and green environment.
10. Utilize acceptable professional practices for public sector buying.
11. Utilize purchasing resources for the benefit of the school district.

Authority

The Board authorizes the Secretary Treasurer or his/her designate to commit the District to purchase contracts within the scope of this policy and to create all procedures required to support the implementation of this policy.

FINANCE

Policy 611.4.1-R

Purchasing Goods and Services

Method to Acquire Goods and Services

1. Board Contracts and Appointments

The Board may specifically approve major construction contracts and the appointment of professional advisors including architects, auditors and lawyers. The applicable departments coordinate the use of these services.

2. Consumption-Driven Services

Certain services are contracted district-wide then utilized and charged to sites based upon consumption such as printers.

3. Request for Information

A Request for Information (RFI) may be used by the Purchasing Department to solicit information on new products and services. This process may be initiated before the issuance of a Request for Proposals, Tenders or Request for Quotation to determine specifications, scope of work and requirements. An RFI may or may not request prices. In no circumstance will an RFI result directly in a contract award.

4. Request for Proposals

A Request for Proposal (RFP) may be used by the Purchasing Department to solicit both price proposals and information on products and services. Standard RFP documentation is utilized which outlines award criteria, general terms and conditions, specifications and specific or individual requirements.

5. Maintenance Service Contracts

Maintenance service contracts are utilized where unit rates are specified and usage is authorized by defined district staff. The total value of each of these arrangements is subject to pricing activity requirements.

6. Standing Purchase Orders

Standing purchase orders are issued with a maximum dollar limit to facilitate the acquisition of larger volumes of small dollar value purchases. Standing purchase orders must not be used to circumvent pricing activity requirements.

7. Supply Contracts

Supply contracts have been negotiated with a number of vendors where vendor provides a range of goods at discount prices.

8. Purchase Requisitions

- For purchases not addressed above, the user is required to complete a purchase requisition. This completed purchase requisition will need to be approved by a supervisor and forwarded to the Purchasing Department for action. The purchase requisition must include:

- a. Product requirement

Board Adoption: date

- b. Quantity of product
- c. General ledger account number to charge
- d. Authorized signature
- e. Delivery date, if applicable

- Managers are encouraged to utilize the knowledge in the Purchasing Department when seeking unique products.
- Purchasing Department is to ensure product standards are acceptable, terms of business are appropriate and required pricing activities are conducted before Purchase Orders are issued.
- Purchase Orders may be issued as either regular Purchase Orders or Standing Purchase Orders. Purchase orders must not circumvent requirements for pricing activity.

9. Procurement Cards

Procurement cards are a convenient, efficient, cost-effective method of purchase and payment of small dollar transactions. Refer to Policy 611.5 and 611.5-R - Procurement Cards.

Vendor Pricing

The extent and formality of price acquisition activity is based on values as follows:

Goods and Services

Estimated Value	Minimum Action
Up to \$3,000	At the discretion of Assistant Secretary Treasurer or as delegated to Management in Purchasing, or school administrator, or management assigned with responsibility of budget account.
Less than \$25,000	At the discretion of Assistant Secretary Treasurer or as delegated to Management in Purchasing.
\$25,000 to 75,000	Minimum 2 written quotations from vendors.
Over \$75,000	Tender Call or Requests for Proposals to be posted on BC Bid which provides open access to all interested vendors.

Construction

Estimated Value	Minimum Action
Less than \$100,000	At the discretion of Assistant Secretary Treasurer or as delegated to Management in Purchasing.
\$100,000 to \$200,000	Minimum 3 written quotations from vendors.
Over \$200,000	Tender Call or Requests for Proposals to be posted on BC Bid which provides open access to all interested vendors.

Board Adoption: date

The foregoing are stated as minimum actions to be taken and do not prohibit more extensive price acquisition activity.

School District No. 38 (Richmond) complies with the spirit of intent of all applicable trade agreements, including the *Canadian Free Trade Agreement (CFTA)* and the *New West Partnership Trade Agreement (NWPTA)*.

Under *NWPTA*, construction is defined as:

A construction, reconstruction, demolition, repair or renovation of a building, structure or other civil engineering or architectural work and includes site preparation, excavation, drilling, seismic investigation, the supply of products and materials, the supply of equipment and machinery if they are included in and incidental to the construction, and the installation and repair of fixtures of a building, structure or other civil engineering or architectural work, but does not include professional consulting services related to the construction contract unless they are included in the procurement.

When pricing has been established by another government body or purchasing consortium by competitive processes, the Purchasing Department may apply the resulting prices to school district purchases.

In the case of a sole source of supply (only one vendor can provide the good or service), the Sole Source Request Form must be filled out to support that there is no reasonable, competitive alternative source of supply. Once approved by the Secretary Treasurer, or designate, pricing negotiation can occur with the one vendor source.

In case of emergency or unforeseen circumstances, the Secretary Treasurer, or designate, may authorize appropriate actions, in writing, to suspend normal pricing activity.

Product Standards

The school district needs product standards to:

- Benefit from district-wide experience and knowledge,
- Enable efficient acquisition by schools and departments,
- Minimize the administrative cost of purchasing processes,
- Create economies of scale for vendors to minimize prices paid,
- Minimize costs and down-time for maintenance and repair,
- Facilitate movement of staff and resources between sites,
- Apply consistent high standards of safety consideration in selecting products.

Product standards are to be developed in a manner which seeks to achieve balance between the needs influencing the selection of standards.

Product standards are intended to satisfy a large portion of purchases which have common usage. Non-standard products are appropriate for use in unique circumstances.

The development of district product standards may originate with the Purchasing Department or district departments with relevant responsibilities. The determination of the district product standards is a collaborative process involving the Purchasing Department and the appropriate

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district department or end users.

The primary responsibility of the management of district product standards process rest with the Purchasing Department.

The final determination of district product standards will rest with the appropriate district department.

The adherence to the district product standards is the joint responsibility of the Purchasing Department and the appropriate district department.

Demonstration/Loaner Products and Equipment

Vendors may supply demonstration/loaner products and equipment to the school district for evaluation purposes. In order to ensure the vendor does not develop unwarranted expectation of a sale, the terms and conditions of such arrangements are to be documented in writing by the Purchasing Department where the value of the equipment, or products, or potential risk of damage to school district property exceeds \$2,500.

FINANCE

Policy 611.4.2-R

Purchasing Goods and Services

Competitive Bidding Process

Request for Proposals (RFP), Request for Tenders (RFT) and Request for Quotation (RFQ) are formal competitive bidding documents and processes used for larger dollar value purchases where it is considered to be in the school district's interest to incur the additional time and cost involved to:

1. Access value added offers from qualified vendors.
2. Support fair and open bidding competition.
3. Utilize quantitative, qualitative and objective analysis for vendor selection and award.

Each document and associated process has individual legal implications and are used in accordance to these requirements. Assessment of which document and process to be used rests solely with the Purchasing Department.

Conduct and Conflict of Interest

All participants in the procurement process, including any outside consultants or other service providers participating on behalf of the school district, must sign a conflict of interest declaration stating any perceived, possible or actual conflict of interest.

All evaluation team members must sign a conflict of interest declaration stating that they have no conflicts of interest with respect of the procurement process, as well as a non-disclosure agreement agreeing to keep the content of bids and proposals confidential.

Competitive Bidding Documents

RFPs, RFTs and RFQs provided to potential vendors will include, but not limited to:

1. General information, profile of the district, vendor submission process and instructions, evaluation and award criteria and timelines of completion, if possible, and definitions and terminology related to the particular RFP.
2. Description of the goods or services to be purchased (scope of the service requirement), the current description of the service required, proposed term of the contract and specific objectives that are to be met.
3. Mandatory requirements.
4. Notation of special conditions applicable to the particular requirement.
5. Terms and conditions of the contract being contemplated.
6. Vendor Proposal Questionnaire that would include questions to support the evaluation and award criteria for: corporate strength, financial, technology/quality/service and an opportunity for the vendors to included value added offers.
7. Vendor proposed terms and conditions summary, conflict of interest, third party

Board Adoption: date

- purchase option, and the vendor acceptance form.
8. Appendices which may include, but not limited to:
 - Vendor receipt confirmation
 - Standard terms and conditions
 - Pricing documents
 - Attachments, such as, diagrams, maps, samples.

Issuance of Competitive Bidding Documents

1. Originators complete and submit a requisition indicating the budgeted amount that will be committed for the requirement. Originators must be reasonably sure a contract award will occur.
2. Originators complete an Evaluation Criteria document that reflects the importance of weightings to be applied to the requirements. This process is conducted in consultation with the Purchasing Department.
3. Solicitations shall be posted on BC Bid inviting all interested vendors to submit bids for the contract.
4. A vendor pre-qualification process may be used, at the discretion of the Assistant Secretary Treasurer, or designate, to ensure a competitive market is available for the requirement.

Receipt of Solicitation

1. All formal solicitations will only be received at the Main Reception Desk at the School Board Office (SBO).
2. All solicitations received by the closing date and time specified will be date and time stamped.
3. Acceptance of facsimiles will be at the discretion of the Purchasing Department and in accordance to each requirement.
4. All solicitations received after the closing date and time specified are considered "late" and will NOT be accepted. Envelopes containing late tenders are to be time and date stamped. The Purchasing Department will return late submissions, unopened, to the sender with an accompanying letter.

Qualification of Bids and Evaluation

Compliant submissions will be evaluated in accordance to the weighted evaluation and award criteria. Consultation with the originator to review analysis will be conducted. If a disagreement or a concern is present and an agreement is not reached, the Assistant Secretary Treasurer, or designate, shall be consulted. Further analysis will be completed to ensure all processes have been conducted in accordance to the Competitive Bidding Law, applicable treaties and school district policies.

All vendor submissions must include the vendor acceptance signed by the bidder.

Solicitation Award

All awards will be documented with an Approval of Award that may include dollar value of the

Board Adoption: date

award without taxes, the award rationale, vendor rating, proposal summary, financial summary, quality statements, savings or revenue opportunities and follow-up dates. Signatures from the originator or users and authorized district staff in accordance to their designated authority levels are required.

If the lowest bid or the highest rated vendor is not chosen, supporting documentation must be provided by the originator or authorized delegate.

All notifications or award will be issued by the Purchasing Department. No internal or external communications associated with the award are permitted until after the award documentation has been issued to the winning proponents and such communications should only be conducted by the Purchasing Department.

All vendor debriefings will be directed and conducted by the Purchasing Department with confirmed appointments. Vendor debriefing documents will be filed with the original solicitation.

District solicitations are subject to the *Freedom of Information and Privacy Act*. All requests are to be received in writing and directed to the Assistant Secretary Treasurer, or designate, in cooperation with the Communications Department.

All paper documents will be filed in the Purchasing Department and will be retained pursuant to the retention and audit requirements.

FINANCE

Policy 611.4.3-R

Purchasing Goods and Services

Selection of Vendor Bids and Proposals

The primary objective in selecting vendor bids and proposals is to service the operational requirements of the school district in a manner which realizes best overall value for the school district.

The secondary objective is to award business to vendors through processes which are open, competitive and ethical.

Factors to be included in consideration of selecting vendor bids and proposals include:

- a. Best value for the school district.
- b. Compliance with plans and specifications.
- c. Availability of services or goods.
- d. Included or extra warranty.
- e. Service and facilities.
- f. Value-added services provided by vendor.
- g. Delivery date.
- h. Vendor reputation.
- i. Vendor performance record.
- j. Administrative cost of conducting business.
- k. Sustainable environmental "green" products.
- l. Life cycle cost.

The school district does not have a local purchase preference.

The Purchasing Department may meet with the requestor seeking the acquisition or the pre-established acquisition team to review the bid or proposal summary and determine an award recommendation. Where the acquisition is routine and straightforward, of a small scale, or there is not a single requestor or an acquisition team to consult with, the foregoing consultation is not practical and Purchasing shall make a determination of award.

The school district, at all times, reserves the right, to reject bids or proposals on any item or items, whether because of price consideration or for any other reason that would appear to make it inadvisable to buy under the term of the bid or proposal submitted or to conclude any agreements without going out to tender.

Award

Decision on awards, after the consultation, will be documented on an Approval of Award form and made according to the dollar value of the award by persons with delegated authority.

The Board may require, by request made prior to the award being made, or the Secretary Treasurer may decide, that the decision with respect to the awarding of the tender be made by the Board.

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When a tender is proposed to be awarded other than the lowest bidder, Purchasing shall ensure supporting documentation is provided, for approval by the Secretary Treasurer or designate.

Unsuccessful vendors shall be informed of the fact in writing. School district staff are not obligated to provide information other than through a pre-arranged vendor debriefing.

PROPOSED

Board Adoption: date

FINANCE**Policy 611.5****Procurement Cards**

The Board of Education (Richmond) recognizes the school district has an operational need to conduct daily business purchases for supplies, instructional materials and other small consumables. The Board believes procurement cards permit the quick and efficient procurement of those goods, with supporting documentation and authorization necessary for acceptable internal control.

Board Adoption: date

FINANCE

Policy 611.5-R

Procurement Cards

The Board believes appropriate use of procurement cards is a customary and economical practice to improve cash management, reduce costs and increase efficiency.

A procurement card account is a separate account established by board authorization for individuals at schools, district offices or departments to provide a more convenient, efficient, cost-effective method of purchase and payment of small dollar transactions and to provide for a simple method of direct payment, all within established board policies and regulations.

Authority

The Board authorizes the Secretary Treasurer to establish a procurement card system for the school district. The Secretary Treasurer or designate is further authorized to revoke the use of any procurement card issued by the school district.

FINANCE

Policy 611.5.1-R

Purchasing Goods and Services

Procurement Cards Usage and Responsibility

Definition

1. Procurement Card (P-Card)

The P-Card account is a separate account established by board authorization for use by individuals at schools, district offices or departments in making small or emergency purchases. All procurements are the property of the school district. Personal charges and usage of the P-Card are strictly prohibited.

2. Procurement Card Program Administrator

The P-Card Program Administration will be managed by the Finance Services Department (Finance and Purchasing). These responsibilities include, but are not limited to:

- All administrative interaction between school district and the P-Card financial institution.
- Maintaining a cardholder database.
- Authorizing the issue of new cards.
- Arranging for the cancellation of cards.
- Arranging replacement, lost or stolen cards.
- Establishing and maintaining district-wide communication.
- Assisting in normal card usage procedures.
- Assisting in problem resolution.
- Notification of non-compliance to cardholders and initiating appropriate action, if necessary.

3. Account Coordinator

The account coordinator (school administrators and other management staff) is assigned responsibility for budgets directly related to the activities he/she manages. This person is responsible for the authority and use of the P-Card and ensuring proper reconciliation of each card issued under their authorization. By authorizing an employee for use of the P-Card, the account coordinator has granted this employee authority for purchases to be made and charged to the account coordinator's respective budgets. The account coordinator will approve P-Card charges of the authorized employees and ensure proper assignment of general ledger account number to those charges in a timely manner.

4. Procurement Cardholder

The P-Cardholder is the individual, who has responsibility for the P-Card and overall management of its use, including:

- Authorizing disbursements.
- Accounting and reconciliation of the procurement account purchases and credits.
- Maintaining card security to prevent unauthorized charges against the accounts.

- Ensuring purchases are in accordance with district policies, regulations, guidelines and best accounting practices.
- Immediately notifying the P-Card financial institution and the P-Card Program Administrator of lost or stolen cards.
- Notifying the P-Card financial institution and the P-Card Program Administrator of disputed charges.
- Adhering to all conditions and restrictions on card usage.
- Verifying and reconciling all account activity, prices, authorizations for payments, etc.
- Notifying the P-Card Program Administrator of any changes to assignment (school, department) or in personal information (name, workplace location) or any changes that require an adjustment to default general ledger account numbers.

Authorization of Procurement Card

1. Use Approval

The Secretary Treasurer authorizes Financial Services Department to issue a P-Card to any employee at the school, district office or department, where appropriate and within the board's approval of use.

2. P-Card Credit Limit

Each P-Card is restricted on the number of transactions and dollar amount of purchases per transaction and per month. The default transaction credit limit per card will be \$1,000 per transaction and a maximum credit limit of \$5,000 per month.

Cardholders may request an increase or decrease of the credit limit through their account coordinator, to the Financial Services Department stating their reasons for the request. Requests will be reviewed for their appropriateness before approval.

3. Application for the Procurement Card

Employees wishing to obtain a P-Card can make an application by completing a Procurement Card Application Form (available on the staff portal). This application will include:

- Name of employee
- Employee number
- Location of the employee
- Employee acknowledgement of responsibilities
- Signature of employee
- Authorization by the account coordinator (school administrator or manager)

All applications will be forwarded to the Financial Services Department for review and consideration for a P-Card. Incomplete forms will be returned to applicant. Any denied application will be returned with stated reason.

4. Procurement Cardholder Responsibility

a. P-Card Use and Management

The P-Cardholder accepts full responsibility for the use of the card once activated. The P-Card is strictly for School District No. 38 (Richmond) business. No personal use of the P-Card is allowed.

The P-Card can be used to make any purchases within the acceptable limits of the

card.

The P-Card is prohibited from being used for:

- Prohibited purchases such as liquor, any products for smoking and/or vaping and explicit materials.
- Wages and salaries.
- Payment to consultants or contractors.
- Cash advances.
- Purchases in excess of \$1,000, including taxes and delivery.
- Orders which have been split into two or more transactions to remain under the \$1,000 limit.
- Personal purchases, even if the cardholder intends to reimburse the district for the expense.

The P-Cardholder must adhere to all the conditions and restrictions imposed on the card usage.

b. P-Card Security

P-Cards must be safeguarded and the number must not be given out except to authorized suppliers (a supplier with whom an order is being placed). Keep the P-Card and the P-Card number and PIN confidential.

c. Lost or Stolen P-Cards

The P-Cardholder must report lost or stolen cards immediately to the P-Card financial institution (Bank of Montreal) and to the P-Card Program Administrator (Financial Services Department). Once reported to the financial institution, the account will be block immediately minimizing the potential risk exposure. Verbal reports of lost or stolen P-Cards must be followed up in writing to the P-Card Program Administrator by way of an Incident Report.

d. P-Cardholder Transfer to Another District Site/Location

In the event a P-Cardholder transfers from one site/location to another or between departments, the P-Card need not be surrendered, if the new account coordinator deems the P-Cardholder should maintain the card. However, the default general ledger account might need to change.

It is the responsibility of the P-Cardholder to immediately advise the P-Card Program Administrator of any changes in assignment or personal information. Before leaving for their new assignment, the P-Cardholder should ensure that all purchases made up to the point of the assignment change are reconciled.

e. P-Cardholder Termination of Employment

The P-Cardholder must inform the P-Card Program Administrator of his/her termination of employment and surrender the card to the P-Card Program Administrator.

f. Fraudulent Card Use

If the financial institution, P-Cardholder or P-Card Program Administrator suspects that the card has been used fraudulently, the card will be cancelled. The financial institution can suspend cards instantly upon notification by the cardholder or program administrator. If the cardholder is asked by a merchant to surrender a revoked card, he/she must do so. Intentional misuse or abuse of the P-Card will

result in immediate revocation of privileges, and may be cause for disciplinary action.

g. Procurement Card Cancellation

A P-Card can be revoked for the following reasons:

- Employment termination of cardholder.
- Suspected misuse or fraudulent use of P-Card.
- Non-compliance with district policies, regulations and guidelines.
- Change in cardholder's employment assignment, where duties do not necessitate the need for a P-Card.
- Lost or stolen P-card.
- Request by Secretary Treasurer or designate to terminate card.

h. Procurement Card Statement Reconciliation

The P-Cardholder must obtain receipts for each transaction to reconcile the purchase made on his/her P-Card. Receipts must be originals and credit card slip/statement is unacceptable. Digital receipts or digitally scanned receipts are acceptable.

If the P-Cardholder has a concern with a transaction, the P-Cardholder will seek resolution directly with the merchant. If the problem cannot be resolved, the P-Cardholder must notify the P-Card Program Administrator.

FINANCE**Policy 611.6****Travel Expenses**

The Board of Education (Richmond) recognizes the need for trustees and employees to be reimbursed for all reasonable expenses incurred while performing their duties and responsibilities on behalf of the school district.

The Board supports and encourages trustees and employees to participate in conferences, seminars, workshops and other programs that contribute to their personal and professional growth as it relates to their roles in the school district.

FINANCE

Policy 611.6-R

Travel Expenses

The Board believes that when incurring expenses, trustees and staff must be cognizant of their accountability for public funds and always utilize optimum discretion in ensuring the appropriateness and efficiency of expenditures.

The guiding principles are:

1. Authorization must be obtained prior to arranging travel.
2. Travel miles or other points earned on travel or other expenses are to be utilized for school district business only.
3. Travel is to be arranged by the most economical and practical mode given recognition to the effective use of the traveler's time.
4. Travel advances may be requested from the Financial Services Department for items that cannot be paid for with a district issued procurement card (P-Card) or through direct billing to the school district. The approval of the supervisor is required.
5. Expense claims will be submitted recognizing the fundamental principle that expenses paid from public funds have been incurred prudently and meet the test of appropriateness and reasonableness.
6. All expense claims must be submitted in a format prescribed by the school district immediately following the travel or no later than monthly. Original expense receipts are required. Credit card receipts are not considered receipts.
7. Per diem meal allowance, not exceeding specified limit, will be reimbursed when meal is not provided during travel.
8. Mileage will be reimbursed at the rate stated in the employee's collective agreement or based on the rate used by the British Columbia School Trustees Association (BCSTA).

Authority

The Board authorizes the Superintendent of Schools and the Secretary Treasurer or designate to develop and implement all procedures related to travel expenses.

FINANCE**Policy 611.7****Charitable Donations**

The Board of Education (Richmond) recognizes philanthropy as an expression of community feeling for the welfare of others at the local, provincial, national and international levels.

The Board acknowledges that the district or the local school could be the recipient of a philanthropic act. The school district is a registered charitable organization and can issue official charitable tax receipts for eligible donations.

Where the district or the local school is in receipt of a philanthropic act, such as donations, bequests, memorial gifts, etc., the Board will be notified and it will endeavor to fulfill the intent of the benefactor in compliance with the *School Act* and Board Policy.

The Board believes the receiving of donations and related issuance of official charitable donation tax receipts can contribute to the advancement of education in the school district. The Board recognizes that members of the public often have the ability and desire to enhance public education through direct donations.

The Board will receive donations and provide charitable donation receipts for income tax purposes when the donations are clearly suited for the furtherance of the education purpose of the school district by meeting the requirements of School District No. 38 (Richmond) and adheres to the Government of Canada rules for tax receipt issuance. All transactions must be "at arms length" (i.e., no personal gain, rights, privilege, material benefit or advantage may accrue to the donor or to a person designated by the donor).

FINANCE

Policy 611.7-R

Charitable Donations

The School District No. 38 (Richmond) is a registered charity with the Canada Revenue Agency for the purpose of "advancement of education" as defined in the Income Tax Act. The advancement of education for charity purpose must include formal instruction or training of the mind, preparing a person for a job, or improving a useful branch of human knowledge.

Definition and Conditions

A charitable donation is voluntary transfer of property or cash that does not provide a material benefit to the donor or a member of the donor's family.

For a gift to qualify as a charitable donation, all of the following conditions must be met:

- Property or cash is transferred by the donor to School District No. 38 (Richmond).
- The donation is voluntary.
- The donation is made without expectation of a return.
- The donation can only be accepted, as defined above, and with the prior agreement of both:
 - a. The account coordinator responsible for the activity accepting any donor restrictive covenant on expenditure of the funds, and
 - b. The Secretary Treasurer, or designate, being satisfied that the purpose of the donation complies with the Income Tax Act.
- The district must maintain direct administration on the use of the donation for their intended purposes.

Transaction *ineligible* as a charitable donation and a charitable donation receipt will NOT be issued:

- If there is a benefit of any kind to the donor or their immediate family. The transaction must be "at arms length".
- For a contribution of personal time or service.
- For a time-share of a period of time arrangement.
- For most "nominal value" used goods that has no fair market value.
- For donation where an exchange of goods for consideration has taken place. The donation must not imply a direct exchange for services rendered.
- If the donation is directed to the benefit of a specific individual.
- For monies provided by parents or guardians for workbooks or field trips for their child.

Authority

The Board assigns authority and responsibility to the Secretary Treasurer to:

- Ensure that donations for which official charitable receipts are to be issued are only accepted where their purpose satisfies the requirement of the Government of Canada Income Tax Act.
- Accept or decline donation-in-kind requests.
- Authorize the issuance of official charitable tax receipts (minimum \$20).
- Hold and disburse charitable funds received subject to trust conditions which may be attached thereto.
- Adhere to all charitable donation requirements of the Canada Revenue Agency.

Donation-In-Kind

Donation-in-kind is a tangible piece of property for which title is transferred from the donor to the school district. It is a non-cash gift.

Donation-in-kind can only be accepted and commitment made to issue "donation-in-kind" charitable receipts after:

1. The donated goods adheres to the district's standards of quality, suitability and reasonableness of life cycle operating cost. It must be of a standard acceptable to the school district including considerations of technical operation, health, safety and aesthetic acceptability.
2. Donated equipment must be operational and capable of being operated and repaired at a reasonable cost.
3. The goods must be of educational purposes not for resale.
4. Fair market value has been substantiated by management and agreed to by the donor.
 - a. Computers and other information technology equipment - by Technology Services Department.
 - b. All other donation-in-kind - by Purchasing Department.
5. Confirmation that the goods have been received by the school district.

FINANCE**Policy 612****Authorization**

The Board of Education (Richmond) shall designate certain positions as having signing authority for Board contracts and funds. These authorizations shall be in effect until amended by the Board.

Board Adoption: date

FINANCE

Policy 612-R

Authorized Signatures

Corporate Seal

The authorized signing officers for execution of all legal documents requiring the Corporate Seal shall be the Chairperson or Vice-Chairperson of the Board, together with the Secretary Treasurer or designate.

Collective Agreement

The authorized signing officers for execution of all Collective Agreements and related Memoranda of Understanding shall be the Chairperson of the Board.

Memoranda of Understanding or Letters of Agreement that relate to implementation of the Collective Agreement shall be executed by the Executive Director, Human Resources, or designate.

Contracts

The authorized signing officers of the Board for the purpose of executing documents that commit the Board to legal contractual obligations are as set out below:

- For obligations of up to \$50,000:
one of Assistant Secretary Treasurer,
or Designate
- For obligations of up to \$250,000:
one of Secretary Treasurer,
or Designate,
or Superintendent of Schools
- For obligations of up to \$1,000,000:
one of Secretary Treasurer,
or Designate
and one of Superintendent of Schools,
or Designate
- For obligations of over \$1,000,000:
one of Board Chairperson,
or Board Vice-Chairperson
and one of Secretary Treasurer,
or Designate
and one of Superintendent of Schools,
or Designate

Board Adoption: date

Property

The authorized signing officers for execution of all legal documents relating to the purchase or sale of real property shall be the Chairperson or Vice-Chairperson of the Board, together with the Secretary Treasurer or designate.

The authorizing signing officers for execution of all changes to title, such as right of way and equivalency covenants shall be the Secretary Treasurer or Superintendent of Schools.

Authorization for Payment

For the issuance of cheques, the required signatures shall be:

Any one of:

- Board Chairperson;
- Board Vice-Chairperson;
- Superintendent of Schools;

And any one of:

- Secretary Treasurer;
- Assistant Secretary Treasurer;
- Manager of Financial Services

Such signatures may be affixed by hand, or by cheque0writing facsimile machine under the terms of the Board's agreement with its bank(s) regarding the use of facsimile signatures. The Board shall forward to the bank a certified copy of its resolution authorizing the use of facsimile signatures, and a certified specimen of any signature(s) approved for such use.

FINANCE**Policy 613****Financial Audit**

In accordance with the *School Act*, Board of Education (Richmond) shall appoint an auditor to audit the accounts and transactions of the Board. The auditor shall possess the qualifications, perform the duties, be granted the powers specified in the *School Act*, and be remunerated by the District. Every trustee and every officer or employee of the Board shall make available all records required by the auditor, and give the auditor every reasonable assistance and furnish the information and explanations concerning the affairs of the Board that the auditor considers necessary to complete the audit.

The auditor shall forward to the Minister a copy of every report made by the auditor to the Board.

FINANCE

Policy 613.1

Internal Audit

The Board of Education (Richmond) believes that internal audits contributes significantly to improving the way the school district operates and helps senior management to achieve board and district objectives.

The internal audit function is established to conduct independent audits and examinations that provide objective information, advice and assurance to the Board and senior management. Internal audit promotes accountability and best practices in school district operations.

Board Adoption: date

FINANCE

Policy 613.1-R

Internal Audit

Internal audit has two primary tasks:

1. Review and independently assess the practices associated with the school district's key financial, administrative and operational activities.
2. Recommend to management where improvements can be made.

The scope of internal audits may include assessing whether:

- a. Transactions and activities comply with applicable statutes and Board Policy.
- b. Assets are sufficiently safeguarded.
- c. Money has been expended with due regard to economy and efficiency.
- d. Satisfactory procedures have been established to measure and support the effectiveness of programs and activities.

Sound systems of internal controls are the prime vehicle for preventing and detecting misappropriations or fraud. Internal audit will maintain an awareness that will permit an adequate inspection of internal controls. However, internal audit is not responsible for preventing and detecting misappropriation or fraud. Internal audit can aid in the deterrence of fraud, dishonesty and theft of assets.

Whenever it is apparent to internal audit that public funds have been improperly retained by any person, the circumstances shall be reported immediately to the Secretary Treasurer, Superintendent of Schools and the Audit Committee of the Board.

Authority

The Board assigns the responsibility of performing internal audits for schools and departments to the Secretary Treasurer. The Secretary Treasurer will determine the frequency of internal audits, while maintaining the assurance of internal controls and compliance.

FINANCE**Policy 621****Financial Reporting**

The *School Act* requires that the school district's funds be accounted for "in a manner consistent with recognized public sector accounting practices, and specific funds shall be designated in accordance with the requirements specified by the Minister."

The Board of Education (Richmond) recognizes the need for fiscal responsibility while ensuring accountability and transparency. Financial reporting strengthens financial governance.

PROPOSED

FINANCE

Policy 621-R

Financial Reporting

Annual and Amended Annual Budgets

On or before June 30 of each year, the Board is required by legislation to adopt the following year's annual budget bylaw for all funds held by the school district, as prescribed by the Minister.

On or before February 28 of each year, the Board is required by legislation to adopt an annual amended budget for the current fiscal year, as prescribed by the Minister.

Quarterly Financial Results and Projections

Quarterly financial results and projections reports shall be presented to the Finance and Legal Committee. These reports will provide a "macro" (summarized) status of the performance against budget. These report will include an identification of budget variances with explanations.

The schedule of the quarterly financial results and projections reports will be provided to the Financial and Legal Committee in September of each year.

Annual Financial Statements

On or before September 15 of each year, the Board is required by legislation to have its Secretary Treasurer prepare annual financial statements about the preceding fiscal year. These statements must include for each fund a statement of financial position, a statement of operations and any other information that the Minister of Education may direct or the regulations prescribe.

As per the *School Act*, the annual financial statements are subject to annual audit.

Following Board approval, the annual financial statements shall be signed by the Board Chairperson and the Secretary Treasurer. No later than September 30 of each year, the Secretary Treasurer shall forward to the Minister a copy of the financial statements together with the auditor's report. No later than December 31 of each year, the financial statements shall be published for distribution to the public, together with the auditor's report.

In addition to these annual financial statements, the Board shall prepare other financial reports and statements as may be required by the Ministry.

Financial Statement Discussion and Analysis

The Financial Statement Discussion and Analysis (FSD&A) should be read in conjunction with

Board Adoption: date

the audited financial statements and accompanying notes of the school district. The purpose of the FSD&A is to highlight information and provide explanations which enhances the reader's understanding of the school district's financial statements as well as the factors that influenced the financial results presented in these statements.

While the preparation and presentation of the FSD&A is not a legislative requirement, FSD&A is recommended by the Ministry of Education.

The FSD&A, along with the audited financial statements, will be presented annually to the Audit Committee.

PROPOSED

FINANCE**Policy 621.1****Financial Reporting – School Based Funds**

The Board of Education (Richmond) shall provide through annual budget, financial support for school activities that are an integral part of the school's curricular program. It recognizes that certain activities may be carried out by the school to enrich the overall school program.

Board Adoption: date

FINANCE

Policy 621.1-R

Financial Reporting – School Based Funds

The Board recognizes that considerable sums of monies are being collected and disbursed in school district schools.

All funds from any and all activities of the school shall be classified as school based funds. The school administrator is responsible for such funds and for the maintenance of financial records in accordance with applicable legislation and Board policy and procedures.

The principles of school based funds are:

1. Any funds raised for a school by its student or employees, and all funds received by the school from external clubs, organizations, parent groups, individuals or any other external sources shall be deposited in a school bank account approved by the Secretary Treasurer or designate.
2. All funds raised or received by a school are under the over-all supervision of the school administration at that school.
3. The school administrator is responsible for ensuring that funds raised are expended for the purpose for which they are raised and for ensuring that school based financial records are maintained in accordance with applicable legislation and Board policy and procedures.
4. All school based financial transactions and statements are subject to audit by the Financial Services Department.

Authority

The Board assigns the responsibility for the implementation of Financial Reporting for School Based Funds to the Secretary Treasurer.

Report to the Policy Committee PUBLIC

DATE: 08 February 2021

FROM: Frank Geyer, Executive Director, Facilities Services

SUBJECT: Proposed Revisions to Board Policies and Regulations – Facilities Section 700

Latest draft revised Policies 700, 701, 701.2, 701.11 and 701.12, Regulations 701-R, 701.2-R and 701.11-R, and Administrative Guideline 701.12-G attached for information and review.

POLICY CONSIDERATIONS

Proposed replacement of Facilities-specific Policies 700, 701, 701.2, 701.11 and 701.12, Regulations 701-R, 701.2-R and 701.11-R, Administrative Guideline 701.12-G, and retirement of Policies 701.4, 701.6, 701.9, 701.10 and 701.13.

BACKGROUND

At the 18 January 2021 Policy Committee Public Meeting, the draft revised Policies 700, 701, 701.2, 701.11 and 701.12, Regulations 701-R, 701.2-R and 701.11-R, and Administrative Guideline 701.12-G were presented for information and review, along with the phasing plan for the completion of Facilities-specific policy review. At the meeting:

- initial verbal feedback was received from the Richmond Teachers' Association, specifically adjustments to Administrative Guideline 701.12-G – Official School Openings; and
- a general timeline for the stakeholder review process was agreed upon to follow Spring Break.

REVIEW AND ANALYSIS

Appended to this report are:

1. an updated summary of the proposed changes under Phase 1 of the Facilities-specific policies review;
2. a summary of Facilities-specific policies for review in future phases; and
3. latest draft documents:
 - Proposed document with mark-ups
 - Proposed finished document

Frank Geyer, PEng, FMA
Executive Director, Facilities Services

Proposed Revised Policy	Current Policy	Key Changes
Policy 700 - Statement of Guiding Principles for District Facilities	Policy 700 - Statement of Guiding Principles for Building Sites	<ul style="list-style-type: none"> Updated title to broader "Facilities" term, minor text edits
Policy 701 - Facilities Planning and Development	Policy 701 - Site Acquisition and Building Construction Policy 701.6 - Preliminary Building Specification Policy 701.9 - Tendering for Construction	<ul style="list-style-type: none"> Consolidated three policies into one comprehensive policy, eliminated outdated wording Recognized District Long Range Facilities Plan
Policy 701-R - Facilities Planning and Development	Regulation 701-R - Site Acquisition and Building Construction Policy 701.4 and Regulation 701.4-R - Selection of an Architect Policy 701.10 - Supervision of Construction	<ul style="list-style-type: none"> Consolidated two policies and two regulations into one comprehensive regulation, eliminated outdated wording Recognized District Long Range Facilities Plan, on-going planning and current capital planning rationale and submission Detailed current facilities development processes Detailed current project consultants and construction managers procurement processes Recognized current reporting requirements to the Ministry
Policy 701.2 - Capital Project Design Review Process	Policy 701.2 - School Building Planning Review Process	<ul style="list-style-type: none"> Revised title to reflect that the process is during the design phase and not the planning phase (which is covered off in Policy 701 and 701-R) Expanded scope of capital projects to include significant upgrades or renovations Updated wording to current project organizational structure

Proposed Revised Policy	Current Policy	Key Changes
Policy 701.2-R - Capital Project Design Review Process	Policy 701.2-R - School Building Planning Review Process	<ul style="list-style-type: none"> Revised title to reflect that the process is during the design phase and not the planning phase (which is covered off in Policy 701 and 701-R) Defined types of capital projects Replaced Steering Committee with Project Design Advisory Committee and incorporated language contained in 11 September 2019 Board Resolution to reflect current project governance and design delivery protocols
N/A	Policy 701.4 and Regulation 701.4-R - Selection of an Architect	<ul style="list-style-type: none"> Retire Policy 701.4 and Regulation 701.4-R as the contents have been incorporated into Regulation 701-R
N/A	Policy 701.6 - Preliminary Building Specification	<ul style="list-style-type: none"> Retire Policy 701.6 as the contents have been incorporated into Policy 701
N/A	Policy 701.9 - Tendering for Construction	<ul style="list-style-type: none"> Retire Policy 701.9 as the contents have been incorporated into Policy 701
N/A	Policy 701. 10 - Supervision of Construction	<ul style="list-style-type: none"> Retire Policy 701.10 as the contents have been incorporated into Policy 701-R
Policy 701.11 - Naming of Board Owned Facilities or Parts of Board Owned Facilities	Policy 701.11 - Naming of Board Owned Facilities or Parts of Board Owned Facilities	<ul style="list-style-type: none"> Reviewed, no changes
Regulation 701.11-R - Naming of Board Owned Facilities or Parts of Board Owned Facilities	Regulation 701.11-R - Naming of Board Owned Facilities or Parts of Board Owned Facilities	<ul style="list-style-type: none"> Updated naming committee to include stakeholder groups Added electronic media to advertising
Policy 701.12 - Official School Openings	Policy 701.12 - Official School Openings	<ul style="list-style-type: none"> Changed "School Board" to "Board of Education"

Proposed Revised Policy	Current Policy	Key Changes
Administrative Guidelines 701.12-G - Official School Openings	Administrative Guidelines 701.12-G - Official School Openings	<ul style="list-style-type: none"> • Updated wording to current District organizational structure and stakeholders • Updated invitation list • Deleted school dedication prayer
N/A	Policy 701.13 - School Facilities Survey	<ul style="list-style-type: none"> • Retire Policy 701.13 as the contents have been incorporated into Policy 701

FACILITIES

Policy 700 (previously Policy 900)

Statement of Guiding Principles for ~~Building-Sites~~District Facilities

The Board recognizes that the efficient and safe operation of the district's ~~physical-plant~~facilities is an essential dimension of ~~the educational programme~~programs. The Board supports standards of operations which will allow the schools and community to take maximum advantage of available ~~facilities~~district buildings and sites.



FACILITIES

Policy 700 **(previously Policy 900)**

Statement of Guiding Principles for District Facilities

The Board recognizes that the efficient and safe operation of the district's facilities is an essential dimension of educational programs. The Board supports standards of operations which will allow the schools and community to take maximum advantage of available district buildings and sites.



FACILITIES

Policy 701 (previously Policy 901)

~~Site Acquisition and Building Construction~~ Facilities Planning and Development

Overall district facilities requirements are contained in the District Long Range Facilities Plan, which shall be periodically evaluated and submitted to the Board by the Executive Director, Facilities Services.

School district facilities shall be planned and designed to provide the built environment necessary to implement district educational policies and plans. The Board supports standards of construction which will ensure that these facilities are both functional and attractive.

The Board also recognizes that ~~School district~~its facilities play a vital role in the life of the community. ~~The Board recognizes and that it is our~~ its responsibility to make the public aware of plans for new facilities and to provide opportunities for public input through meetings, committees, or other appropriate forms of participation.

All school development and improvements shall be planned, designed, tendered and constructed in accordance with Ministry of Education requirements and Provincial Government procurement policies and framework.

FACILITIES

Policy 701 (previously Policy 901)

Facilities Planning and Development

Overall district facilities requirements are contained in the District Long Range Facilities Plan, which shall be periodically evaluated and submitted to the Board by the Executive Director, Facilities Services.

School district facilities shall be planned and designed to provide the built environment necessary to implement district educational policies and plans. The Board supports standards of construction which will ensure that these facilities are both functional and attractive.

The Board also recognizes that its facilities play a vital role in the life of the community and that it is our responsibility to make the public aware of plans for new facilities and to provide opportunities for public input through meetings, committees, or other appropriate forms of participation.

All school development and improvements shall be planned, designed, tendered and constructed in accordance with Ministry of Education requirements and Provincial Government procurement policies and framework.

FACILITIES

Policy 701-R (previously Policy 901-R)

Facilities Planning and Development~~Site Acquisition and Building Construction~~

~~The planning of new schools normally adheres to the following pattern:~~

~~Recognizing that the quality of school district facilities can enhance effective teaching, learning, and administration, the Board will strive for facilities which offer the best possible environment, within financial limitations, for school district activities.~~

~~Specifically, the Board will aim toward:~~

- ~~• New and rejuvenated buildings which facilitate organizational and instructional patterns in support of the school district's educational philosophy and instructional goals;~~
- ~~• Maintaining facilities that meet health, safety and occupant comfort requirements;~~
- ~~• Providing building renovations as needed to meet accessibility requirements for persons with disabilities; and~~
- ~~• Building design and construction which enable low maintenance costs and energy conservation.~~

A. Planning

1. Long Range Facilities Planning

- a) A District-wide Long Range Facilities Plan (LRFP), forming the basis for capital investment decisions in school facilities, will be maintained by district staff and will take into consideration:
 - educational program requirements and trends;
 - current and 10-15 year projections in enrolments, and community demographics;
 - operating capacities, utilization and condition of existing facilities, including temporary accommodation and/or rental facilities
 - current and anticipated changes in land use;
 - future trends or anticipated new initiatives, including both those of the school district and the government; and
 - transportation of students.
- b) The vision for the LRFP is "a Board-approved planning document which supports our district vision for today, tomorrow and into the future. An LRFP will support our changing demographics and educational programming needs, and will ensure that our student learning environments will be safe and welcoming in modernized facilities distributed equitably across our district".
- c) The LRFP guiding principles are:
 - ensure that facilities planning is always in alignment with our District Vision, Mission and Values;
 - support safe, accessible, appropriately resourced and energy efficient learning environments for all students and working environments for employees;

- maintain appropriately sized facilities that will accommodate changing enrolment and educational programs over the next 10 to 15 years;
- value input from stakeholders from the community and partner groups;
- strive for increased efficiency in operational and capital costs, with financial decisions made that are sustainable over the long term;
- guarantee the LRFP is robust, resilient and adaptable as it accommodates unforeseen challenges, new needs and information; and
- always consider recommendations and decisions that are made with our focus on learners.

d) The District Long Range Facilities Plan shall be reviewed, and if necessary adjusted, annually.

2. On-going Planning

a) Enrolment projections will be produced for each school annually for a fifteen (15)-year period and any schools expected to be over-capacity will be identified.

- Portable classrooms or re-purposing of rooms not used as classrooms will be considered for minor fluctuations above a school's capacity.
- School catchment boundary revisions will be considered if adjacent schools can reasonably absorb the number of students exceeding capacity of a school.
- Where space in adjacent schools is not available for the long term, permanent space projects and site acquisition projects will be identified and included in the Capital Plan submission to the Ministry.

b) The condition of each school or facility will be evaluated by the Facilities Services Branch with the Annual Facility Grant, School Enhancement Program and other Ministry-funded annual capital programs adjusted accordingly.

c) Through evaluations of the school requirements and new education programs, renovation projects to reconfigure existing educational space for the future needs will be identified and considered as potential projects in the Capital Plan.

d) Significant deficiencies identified by the Facilities Services Branch will be considered as potential projects in the Capital Plan.

e) Any permanent space projects will be discussed with the City of Richmond to ensure coordination with proposed development in the City as defined in the Official Community Plan and Area Plans.

3. Capital Planning

a) A Five-Year Capital Plan shall be submitted annually by the Board in accordance with Ministry policy and the Five-Year Capital Plan instructions.

b) The Capital Plan will identify and prioritize school district projects, including:

- Site acquisition and development of new schools due to enrolment growth generated by new residential development;
- Additions to existing school sites and/or buildings due to enrolment growth or consolidation;
- Replacement or reconstruction of school buildings having exceeded their functional or economic life;
- Major rejuvenation of school buildings to extend their functional or economic life;
- Major upgrades to improve safety and/or meet current building codes (i.e. structural seismic resistance upgrades);

- Major renovations to school buildings to suit changes in facility usage or education programs;
 - Remediation of schools suffering damage from water ingress due to premature building envelope failure;
 - Energy efficiency projects that lower the school districts' carbon emissions;
 - The purchase and install new or replacement playground equipment; and
 - The purchase of new or replacement busses.
- c) Such projects shall be supported by the District Long Range Facilities Plan and if approved are paid for by the Ministry of Education capital fund.

B. Facilities Development

1. Site Acquisition

- a) The requirement for a new school site is recognized as a result of residential building activity in an area or a result of consolidating and replacing two or more existing schools.
- b) Site acquisition projects will be included in the Five-Year Capital Plan.
- c) The School Site Acquisition Agreement between the Board and the City of Richmond will be utilized to minimize site acquisition capital costs.
- d) Approval by the Minister is required prior to any site acquisition.

2. Pre-Design

If the Ministry of Education supports a major capital project, defined as a new school, expansion, replacement, seismic upgrade or other improvement project as set out in the Ministry's annual Five-Year Capital Plan instructions, the following process will be followed:

- a) The Minister of Education issues a response letter to the Board identifying the project, its project number and due date for the business case – the Project Definition Report (PDR).
- b) The school district assigns a Project Planner and funds the retention of an architect and specialty consultants (refer Section D for selection process) to develop the PDR. The Project Planner works with district departments and the Ministry as necessary to ensure completeness of the document.
- c) The Project Planner develops PDR options and presents to the Facilities & Building Committee for recommendation of a preferred option for Board approval.
- d) Upon Board approval, the Project Planner finalizes the PDR and submits to the Ministry for approval.
- e) Upon Ministry approval, a Capital Funding Project Agreement (CFPA) is developed and co-signed between the Board and Ministry to enable funding of the project, including costs associated with the development of the PDR, and to initiate project design and implementation.

3. Design

Once the CFPA is duly executed and Certificate of Approval is received from the Minister of Education:

- a) The school district assigns a Project Manager, who is responsible for the successful delivery of the complete project.
- b) The Project Manager retains the project architect, specialty consultants and construction manager (refer Section D for selection process) for the duration of the project.

- c) The Project Manager establishes the Project Design Advisory Committee and proceeds with the design and review of the project in accordance with District Policy 701.2-R - Capital Project Design Review Process.

4. Permits and Tendering

Once working drawings and specifications are complete:

- a) The project architect assembles the necessary documents to apply for a building permit from the City of Richmond.
- b) The Project Manager works with the Purchasing Department to conduct tendering and awarding of trade contracts in accordance with provincial procurement policy and best practices.

5. Construction

Once the building permit is obtained, the Project Manager:

- a) administers construction and occupancy of the project in accordance with industry best practices and established district standards;
- b) at substantial completion, coordinates deficiency inspections and commissioning of equipment involving Facilities Services and Learning & Business Technologies Departments staff; and
- c) at final completion, ensures all systems are functioning as designed, receives and arranges for filing of record drawings, maintenance materials, manuals and warranties.

C. Appointment of Project Consultants and Construction Managers

1. Processes for developing specifications and designs for new building or renovations shall provide for involvement of affected stakeholders.
2. Since an effective working relationship between District staff and external consultants is essential to the efficient design process, a group of three to four (3 to 4) prequalified architectural and engineering consulting firms and construction management firms will be maintained for capital projects.
3. Requests for prequalification of architectural firms and construction management firms shall be called every three (3) years, renewable for an additional three (3) years at the discretion of the school district by the Purchasing Department under the advice of the Facilities Services Branch. A proposal evaluation team chaired by the Assistant Manager – Purchasing shall be convened consisting of the Executive Director, Facilities Services, Project Planners and Managers, and other district staff as deemed appropriate.
4. Consulting engineering firms shall be selected from the prequalified lists maintained by the Focused Education Resources Society.
5. Approved capital projects will be assigned to prequalified consulting firms on the following basis:
 - a) Previous performance on similar projects in the District;
 - b) Ability to respond in the time available;
 - c) Proportion of projects presently assigned to them.
6. Approved capital projects will be assigned to prequalified construction management firms based on results from a competitive request for fee proposal.
7. A review of the prequalified consulting firms and construction managers will be carried out from time to time.

D. Reporting

The Project Manager prepares regular Project Status Updates for posting on the Richmond School District Planning & Development website and for reporting out to the Facilities & Building Committee by the Executive Director, Facilities Services throughout the life of each project.

- ~~1. The requirement for a new school is recognized as a result of residential building activity in an area and approval is sought from the Ministry of Education for the District to begin planning.~~
- ~~2. Once approval is received, an architect is appointed and the design concept is developed in consultation with the Board and the District's professional staff. The District's professional staff will include: Secretary Treasurer or designate, Maintenance and Operations Manager, Superintendent of Schools and/or designate, a principal, two teachers and a CUPE representative.~~
- ~~3. Where practical, members of the community in which the new school is to be constructed are invited to view the sketch plans and meet with the architect, Trustees and/or members of the district staff as named in point 2 above. The meetings, wherever possible, will be held in the community in which the new school is to be constructed.~~
- ~~4. The District management Committee recommends a final sketch plan for Board approval and submission to the Ministry of Education.~~
- ~~5. Once approved by the Ministry, plans for the new school are made available for public viewing in appropriate locations.~~

FACILITIES

Policy 701-R (previously Policy 901-R)

Facilities Planning and Development

Recognizing that the quality of school district facilities can enhance effective teaching, learning, and administration, the Board will strive for facilities which offer the best possible environment, within financial limitations, for school district activities.

Specifically, the Board will aim toward:

- New and rejuvenated buildings which facilitate organizational and instructional patterns in support of the school district's educational philosophy and instructional goals;
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- guarantee the LRFP is robust, resilient and adaptable as it accommodates unforeseen challenges, new needs and information; and
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- c) Through evaluations of the school requirements and new education programs, renovation projects to reconfigure existing educational space for the future needs will be identified and considered as potential projects in the Capital Plan.
- d) Significant deficiencies identified by the Facilities Services Branch will be considered as potential projects in the Capital Plan.
- e) Any permanent space projects will be discussed with the City of Richmond to ensure coordination with proposed development in the City as defined in the Official Community Plan and Area Plans.

3. Capital Planning

- a) A Five-Year Capital Plan shall be submitted annually by the Board in accordance with Ministry policy and the Five-Year Capital Plan instructions.
- b) The Capital Plan will identify and prioritize school district projects, including:
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 - Additions to existing school sites and/or buildings due to enrolment growth or consolidation;
 - Replacement or reconstruction of school buildings having exceeded their functional or economic life;
 - Major rejuvenation of school buildings to extend their functional or economic life;
 - Major upgrades to improve safety and/or meet current building codes (i.e. structural seismic resistance upgrades);
 - Major renovations to school buildings to suit changes in facility usage or education programs;
 - Remediation of schools suffering damage from water ingress due to premature building envelope failure;
 - Energy efficiency projects that lower the school districts' carbon emissions;
 - The purchase and install new or replacement playground equipment; and

- The purchase of new or replacement busses.
- c) Such projects shall be supported by the District Long Range Facilities Plan and if approved are paid for by the Ministry of Education capital fund.

B. Facilities Development

1. Site Acquisition

- a) The requirement for a new school site is recognized as a result of residential building activity in an area or a result of consolidating and replacing two or more existing schools.
- b) Site acquisition projects will be included in the Five-Year Capital Plan.
- c) The School Site Acquisition Agreement between the Board and the City of Richmond will be utilized to minimize site acquisition capital costs.
- d) Approval by the Minister is required prior to any site acquisition.

2. Pre-Design

If the Ministry of Education supports a major capital project, defined as a new school, expansion, replacement, seismic upgrade or other improvement project as set out in the Ministry's annual Five-Year Capital Plan instructions, the following process will be followed:

- a) The Minister of Education issues a response letter to the Board identifying the project, its project number and due date for the business case – the Project Definition Report (PDR).
- b) The school district assigns a Project Planner and funds the retention of an architect and specialty consultants (refer Section D for selection process) to develop the PDR. The Project Planner works with district departments and the Ministry as necessary to ensure completeness of the document.
- c) The Project Planner develops PDR options and presents to the Facilities & Building Committee for recommendation of a preferred option for Board approval.
- d) Upon Board approval, the Project Planner finalizes the PDR and submits to the Ministry for approval.
- e) Upon Ministry approval, a Capital Funding Project Agreement (CFPA) is developed and co-signed between the Board and Ministry to enable funding of the project, including costs associated with the development of the PDR, and to initiate project design and implementation.

3. Design

Once the CFPA is duly executed and Certificate of Approval is received from the Minister of Education:

- a) The school district assigns a Project Manager, who is responsible for the successful delivery of the complete project.
- b) The Project Manager retains the project architect, specialty consultants and construction manager (refer Section D for selection process) for the duration of the project.
- c) The Project Manager establishes the Project Design Advisory Committee and proceeds with the design and review of the project in accordance with District Policy 701.2-R - Capital Project Design Review Process.

4. Permits and Tendering

Once working drawings and specifications are complete:

- a) The project architect assembles the necessary documents to apply for a building permit from the City of Richmond.

- b) The Project Manager works with the Purchasing Department to conduct tendering and awarding of trade contracts in accordance with provincial procurement policy and best practices.

5. Construction

Once the building permit is obtained, the Project Manager:

- a) administers construction and occupancy of the project in accordance with industry best practices and established district standards;
- b) at substantial completion, coordinates deficiency inspections and commissioning of equipment involving Facilities Services and Learning & Business Technologies Departments staff; and
- c) at final completion, ensures all systems are functioning as designed, receives and arranges for filing of record drawings, maintenance materials, manuals and warranties.

C. Appointment of Project Consultants and Construction Managers

1. Processes for developing specifications and designs for new building or renovations shall provide for involvement of affected stakeholders.
2. Since an effective working relationship between District staff and external consultants is essential to the efficient design process, a group of three to four (3 to 4) prequalified architectural and engineering consulting firms and construction management firms will be maintained for capital projects.
3. Requests for prequalification of architectural firms and construction management firms shall be called every three (3) years, renewable for an additional three (3) years at the discretion of the school district by the Purchasing Department under the advice of the Facilities Services Branch. A proposal evaluation team chaired by the Assistant Manager – Purchasing shall be convened consisting of the Executive Director, Facilities Services, Project Planners and Managers, and other district staff as deemed appropriate.
4. Consulting engineering firms shall be selected from the prequalified lists maintained by the Focused Education Resources Society.
5. Approved capital projects will be assigned to prequalified consulting firms on the following basis:
 - a) Previous performance on similar projects in the District;
 - b) Ability to respond in the time available;
 - c) Proportion of projects presently assigned to them.
6. Approved capital projects will be assigned to prequalified construction management firms based on results from a competitive request for fee proposal.
7. A review of the prequalified consulting firms and construction managers will be carried out from time to time.

D. Reporting

The Project Manager prepares regular Project Status Updates for posting on the Richmond School District Planning & Development website and for reporting out to the Facilities & Building Committee by the Executive Director, Facilities Services throughout the life of each project.

FACILITIES

Policy 701.2 (previously Policy 901.2)

School Building Capital Project ~~Planning~~Design Review Process

The Board recognizes the need to enable conceptual and developed design proposals for new, expansion or replacement ~~and renovated school district facility~~ projects, or projects involving significant upgrades or renovations to district facilities to be seen and commented upon by all interested parties at appropriate stages and thus to promote effective planning and enable general support of the final design.

~~Steering Committee~~

The ~~planning design~~ process will be under the general direction of the Facilities Services Branch, with a Steering Project Design Advisory Committee ~~established by District Management Committee~~ for each project.

FACILITIES

Policy 701.2 (previously Policy 901.2)

School Building Capital Project Design Review Process

The Board recognizes the need to enable conceptual and developed design proposals for new, expansion or replacement district facility projects, or projects involving significant upgrades or renovations to district facilities to be seen and commented upon by all interested parties at appropriate stages and thus to promote effective planning and enable general support of the final design.

The design process will be under the general direction of the Facilities Services Branch, with a Project Design Advisory Committee established for each project.

FACILITIES

Policy 701.2-R (previously Policy 901.2-R)

Capital ~~School-Building-Planning~~Project Design Review Process

A. Project Types

Capital projects undertaken by the school district are classified as follows:

1. Minor Capital Projects are those with total budgets of \$7 million or less, which include most small- to medium-scale renovations and/or additions to existing facilities which improve space utilization, modify outmoded spaces for new use, improve accessibility, etc. These projects are typically funded by the Board. This regulation applies to these projects only if the affected building area exceeds 600 square metres.
2. Facility Renewal and Upgrade Projects are funded annually by the Ministry of Education, that will improve safety, facility condition (including building envelope), energy efficiency and functionality of existing school facilities and infrastructure, in an effort to extend their useful physical life. This regulation does not apply to these projects.
3. Seismic Upgrade Projects are funded by the Ministry of Education. This regulation applies to these projects.
4. Major Capital Projects are those with total budgets greater than \$7 million, which include new facilities, and large-scale building renovations, additions and replacements of existing facilities. These projects may be funded by the Ministry of Education, by the Board of Education, or both parties. This regulation applies to these projects.

B. Project Planning and Pre-Design

Refer to District Policy 701-R - Facilities Planning and Development.

C. Project Design Advisory Committees

1. Composition

Project Design Advisory Committees (hereafter referred to as "Committee") consist of key stakeholders in the design and implementation of capital projects. These parties will be invited to attend meetings at critical design stages to review progress drawings, discuss scheduling and phasing, and to discuss other issues pertaining to the delivery of the project. The composition of these teams is based on the type, magnitude and complexity of each capital project and shall include, but not be limited to, the following membership:

a) Applicable Minor Capital and Seismic Upgrade Projects

- Superintendent's Representative (Area Superintendent or designate)
- Executive Director, Facilities Services or designate
- Project Manager (Chair/RMAPS ^{*1} representative)
- District Administrator, Emergency Preparedness & Seismic Liaison ^{*2}
- School Administrator or designate (RASA ^{*3} representative)
- Board of Education Representative (Liaison Trustee for that school)
- Richmond Teachers' Association Representatives (maximum of two)
- School's Parent Advisory Council Representative
- Canadian Union of Public Employees, Local 716 Representative

b) Major Capital Projects

- Superintendent's Representative (Area Superintendent or designate)
- Secretary Treasurer or designate
- Executive Director, Facilities Services
- Project Manager (Chair/RMAPS ^{*1} representative)
- Board of Education Representative (Liaison Trustee for that school)
- School Administrator or designate (RASA ^{*3} representative) ^{*4}
- Richmond Teachers' Association Representatives (maximum of two)
- Student Representatives (maximum of two, selected by Student Council) ^{*5}
- School's Parent Advisory Council Representatives (maximum of two) ^{*6}
- Canadian Union of Public Employees, Local 716 Representative
- City of Richmond Representative (nominated by Community Services) ^{*7}
- Community Representative (nominated by nearest Community Association) ^{*7}
- Department Manager(s) or designates ^{*8}

Notes:

^{*1} Richmond Management Administration Professional Staff (RMAPS)

^{*2} Applicable to seismic upgrade projects only

^{*3} Richmond Association of School Administrators (RASA)

^{*4} Applicable to school projects only. For a new school, representative nominated by the Superintendent

^{*5} Applicable to secondary school projects only. For a new school, the Student Council shall be from the school currently serving the new catchment area.

^{*6} Applicable to school projects only. Parent Advisory Council shall be from the school currently serving the new catchment area.

^{*7} Applicable to school projects only.

^{*8} Applicable to non-school facility projects.

2. Governance

It is the responsibility of the Project Manager to call and chair Committee meetings, arrange for agendas to be issued to all members prior to meeting, and record and distribute meeting minutes to all members. Meetings are to be held at a location, dates and times convenient to the majority of parties.

The project architect shall attend all meetings as a resource to the Project Manager.

It is the responsibility of all representatives to report Committee proceedings to the organizations they represent.

When recommendations are being formulated by the Committee, there shall be a minimum of:

- four (4) members present at applicable Minor Capital and Seismic Upgrade project meetings;
- six (6) members present at applicable Major Capital project meetings.

As necessary, sub-committees may be formed to assist in the planning of individual curriculum areas, composed of teachers, administrators, and staff with particular expertise in those areas.

The introductory meeting at the onset of design phase will include a description of the purpose, process and reporting responsibilities of the Committee and a general discussion on philosophies, principles and educational design concepts as applicable.

Upon completion of design phase and prior to construction, the role of Project Design Advisory Committee will be complete and the committee ended.

3. Frequency of Meetings

The frequency of meetings of the Committee is based on the scope and complexity of the project:

- a) for Seismic Upgrade projects not involving any major changes to the floor plan of a school (i.e. purely a structural upgrade with some upgrades to building systems and/or finishes), meetings are to be held at the onset of design phase and at the 50%/95% design completion stages;
- b) for applicable Minor Capital projects and Seismic Upgrade projects involving major changes to the floor plan of a school (i.e. seismic upgrade plus either an addition or partial replacement to the building), meetings are to be held at the onset of design phase and at the 35%/70%/95% design completion stages; and
- c) for Major Capital projects, meetings are to be held as a minimum:
 - i. Onset of design
 - ii. 50%/95% complete schematic design stage to consider design options
 - iii. 35%/70%/95%* complete design development stage
 - iv. 95% complete working drawings stage

with additional meetings scheduled as needed by the Project Manager.

* The Ministry of Education is to be invited to attend these meetings

D. Design Reviews/Approvals

1. Major Capital Projects

a) Schematic Design

The project architect prepares alternate floor plan, site plan and elevations concepts based on the scope defined in the Project Definition Report approved by the Ministry of Education, and co-presents the schematic designs with the Project Manager to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.c) ii.

At the 95% complete schematic design stage, the Project Manager and project architect present the proposed design option supported by the Project Design Advisory Committee to the Facilities & Building Committee. The Facilities & Building Committee either recommends the proposed design to the Board for approval or directs back to Project Design Advisory Committee for reconsideration.

If requested by the Facilities & Building Committee and/or the Board, a Public Workshop may be scheduled to present design options and solicit feedback for the Project Design Advisory Committee to consider prior to resubmitting for final approval of the schematic design.

The Project Manager, upon Board approval of proposed design option, submits drawings and Class C cost estimate to the Ministry for information and comments. The project proceeds to Design Development phase.

b) Design Development

The project architect prepares preliminary design drawings based on the concept approved by the Board, and co-presents the documents with the Project Manager to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.c) iii.

The Project Manager:

- makes drawings available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments at the 50% and 95% complete design development stage;
- at the 95% complete design development stage, co-presents with project architect the updated design supported by the Project Design Advisory Committee to the Facilities & Building Committee; the Facilities & Building Committee either recommends the updated design to the Board for approval or directs back to Project Design Advisory Committee for reconsideration;
- co-presents with the project architect the updated design recommended by the Facilities & Building Committee to the Board at a Public Meeting; and
- upon Board approval of proposed design option, submits drawings and Class B cost estimate to the Ministry for information and comments.

The project may proceed to Working Drawings/Tender Documents upon approval by the Board.

c) Working Drawings/Tender Documents

The project architect prepares working drawings, specifications and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken.

The Project Manager:

- at the 50% and 95% complete working drawings stages, makes drawings and specifications available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments.
- at the 95% complete working drawings stage:
 - along with the project architect presents the updated design to the Project Design Advisory Committee for final review and feedback;
 - makes drawings and specifications available for review and feedback by Facilities Services and Learning & Business Technologies key staff;
 - submits final design drawings and Class A cost estimate to the Ministry for information and comments; and
 - upon receipt of concurrence from the Ministry to proceed with the request for tenders, initiates the tendering process with the Purchasing Department and instructs the project architect to proceed with the Building Permit application.

2. Applicable Minor Capital and Seismic Upgrade Projects

The project architect prepares design drawings, specifications and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken based on the scope defined in the Project Definition Report approved by the Ministry of Education.

The Project Manager:

- a) co-presents the designs with the project architect to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.a) or b), depending on whether the project involves major changes to the floor plan of the school;
- b) at the 50% design stage, submits drawings and Class B cost estimate to the Ministry for information and comments, and makes drawings and specifications available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments; and

c) at the 95% complete design stage:

- submits final design drawings and Class A cost estimate to the Ministry for information and comments;
- makes drawings and specifications available for review and feedback by Facilities Services and Learning & Business Technologies key staff; and
- initiates the tendering process with the Purchasing Department and instructs the project architect to proceed with the Building Permit application.

3. The Project Manager issues regular project status updates that are posted on the Richmond School District Planning & Development website and reported out to the Facilities & Building Committee and Ministry of Education by the Executive Director, Facilities Services throughout the life of each project.

Steering Committee Membership—Major Projects

~~For major capital projects (above \$1.5 million total cost) parties who will be invited to attend meetings and receive minutes will include:~~

~~Superintendent's Rep.— Area Superintendent or designate; Secretary Treasurer's Rep.— Manager of Facilities or designate; Manager of Maintenance and Operations; Trustee— Liaison Trustee for that school; Principal or Designate— Nominated by the Superintendent; Two R.T.A. Reps— Nominated by Richmond Teachers' Association; Two Students (secondary schools only)— Selected by Student Council. For a new school, the Student Council shall be from the school currently serving the new catchment area; Two Parent Reps.— Nominated by appropriate Parent Advisory Council in consultation with Principal. For a new school, the Parent Advisory Council shall be from the school currently serving the new catchment area; CUPE Rep.— Nominated by Canadian Union of Public Employees, Local 716; City of Richmond Rep.— Nominated by Administrator— Community Services; Community Rep.— Nominated by nearest Community Association.~~

Minor Projects

~~For minor projects less than \$1.5 million total project cost, representation on Steering Committees will be at the discretion of the Superintendent's Representative provided that it shall include the Secretary Treasurer's Representative, at least one Teacher Representative, one Parent Representative and a Principal or designate.~~

Procedure

~~Meetings shall be held at a location, dates and times convenient to the majority of parties. The Architect for the project when appointed by the Board shall be a Steering Committee resource person.~~

~~Responsibility to call and chair meetings will be with the Superintendent's representative with assistance from the Manager of Facilities.~~

~~It will be the responsibility of all representatives to report Steering Committee proceedings to the organizations they represent.~~

~~When recommendations are being formulated by the Committee for major projects there should be a minimum of six members present including the Superintendent's representative, the Principal, one teacher and one parent. For minor projects the minimum number of members present should be four.~~

~~Design Committees shall be formed to assist in the planning of individual curriculum areas, composed of teachers, administrators, and staff with particular expertise in those areas.~~

Planning Stages

The School Building Planning Process will normally proceed through three distinct stages as follows:

~~1. Stage One – Schematic Design~~

~~1.1 Design Concepts~~

Design concepts to be resolved during this stage will include:

- ~~• general layout of main building spaces~~
- ~~• number of storeys~~
- ~~• building "footprint" and location on site~~
- ~~• location of parking, playfields, drop-off and other main site features~~
- ~~• thematic exterior appearance~~

~~1.2 Planning Procedure~~

~~1. Steering Committee – Introductory Meeting~~

Trustee to welcome members; Superintendent's Rep. to describe purpose, process and reporting responsibilities; general discussion on philosophies, principles and educational design concepts.

~~2. Steering Committee – Subsequent Meeting(s)~~

Architect presents alternative concepts; Steering Committee selects three for public workshop.

~~3a. Public Workshop (participants by invitation/general advertisement from Steering Committee Reps.)~~

Architect presents three concepts; participants submit comments and preferences.

~~3b. Steering Committee – held immediately after Public Workshop Steering Committee selects preferred concept.~~

~~4. Personnel & Finance Committee~~

Superintendent's Representative from Steering Committee presents preferred concept.

Personnel & Finance Committee considers the preferred concept and forwards comments to District Management Committee.

~~5. District Management Committee~~

Superintendent's Representative presents preferred concept. District Management Committee recommends to Board or directs back to Steering Committee for reconsideration.

~~6. Board~~

District Management Committee recommends preferred concept; Board gives direction.

~~2. — Stage Two — Design Development~~

~~2.1 Design Concepts~~

~~Design proposals to be presented during this stage will include:~~

- ~~• detailed floor plan layouts~~
- ~~• site layout plan~~
- ~~• building elevations~~
- ~~• perspective or model~~
- ~~• cost estimate~~

~~2.2 Planning Procedure~~

~~1. — Steering Committee — meetings as required~~

~~Architect develops design, presenting to Steering Committee for input and participation until a final design is agreed upon.~~

~~2. — Personnel & Finance Committee~~

~~Superintendent's Representative presents design proposal agreed upon by Steering Committee.~~

~~Personnel & Finance Committee considers the design proposal and forwards comments to District Management Committee.~~

~~3. — District Management Committee~~

~~Architect presents design proposal agreed upon with Steering Committee.~~

~~District Management Committee recommends to Board or directs back to Steering Committee for reconsideration.~~

~~4. — Board~~

~~District Management Committee recommends design proposal to Board and requests public meeting date.~~

~~5. — Public Meeting~~

~~Architect presents recommended design.~~

~~6. — Board~~

~~Architect presents recommended design.~~

~~7. — With Board approval, design proposal is submitted to the Ministry to request their approval to commence working drawings. Upon receipt of that approval, the Steering Committee will normally be ended by District Management Committee, however, at the discretion of the Superintendent's Representative, the Steering Committee may be called during Stage 3 to review any significant design changes.~~

~~3. — Stage Three — Tender Documents~~

~~3.1 Design Concepts~~

~~Design concepts to be resolved during this stage will include all aspects of the project culminating in completion of working drawings, specifications and all documents necessary to enable construction tenders to be called.~~

~~3.2 — Planning Procedure~~

~~Preparation of the tender documents will be coordinated by the Consultant Architect. Direction to the Architect and other Consultants will be given by School District Facilities staff who will review progress periodically to access compliance with District requirements including the budgetary and time limitations.~~

~~3.3 — Personnel & Finance Committee~~

~~Progress reports will be made to the Personnel & Finance Committee at their regular meetings by the Facilities Manager.~~

~~3.4 — Approval to Call Tenders~~

~~At 90/95 percent completion of the tender documents, a set shall be submitted to the Ministry for approval to call tenders. A second set shall be submitted to the Managers of the Ministry of Education's Self Insurance Program for a loss protection review.~~

Board Concurrence: 20 February 1995

Board Approval of Revisions: 16 January 2006

[Proposed Revision: 16 November 2020 \(3rd Draft\)](#)

FACILITIES

Policy 701.2-R (previously Policy 901.2-R)

Capital Project Design Review Process

A. Project Types

Capital projects undertaken by the school district are classified as follows:

1. Minor Capital Projects are those with total budgets of \$7 million or less, which include most small- to medium-scale renovations and/or additions to existing facilities which improve space utilization, modify outmoded spaces for new use, improve accessibility, etc. These projects are typically funded by the Board. This regulation applies to these projects only if the affected building area exceeds 600 square metres.
2. Facility Renewal and Upgrade Projects are funded annually by the Ministry of Education, that will improve safety, facility condition (including building envelope), energy efficiency and functionality of existing school facilities and infrastructure, in an effort to extend their useful physical life. This regulation does not apply to these projects.
3. Seismic Upgrade Projects are funded by the Ministry of Education. This regulation applies to these projects.
4. Major Capital Projects are those with total budgets greater than \$7 million, which include new facilities, and large-scale building renovations, additions and replacements of existing facilities. These projects may be funded by the Ministry of Education, by the Board of Education, or both parties. This regulation applies to these projects.

B. Project Planning and Pre-Design

Refer to District Policy 701-R - Facilities Planning and Development.

C. Project Design Advisory Committees

1. Composition

Project Design Advisory Committees (hereafter referred to as "Committee") consist of key stakeholders in the design and implementation of capital projects. These parties will be invited to attend meetings at critical design stages to review progress drawings, discuss scheduling and phasing, and to discuss other issues pertaining to the delivery of the project. The composition of these teams is based on the type, magnitude and complexity of each capital project and shall include, but not be limited to, the following membership:

a) Applicable Minor Capital and Seismic Upgrade Projects

- Superintendent's Representative (Area Superintendent or designate)
- Executive Director, Facilities Services or designate
- Project Manager (Chair/RMAPS ^{*1} representative)
- District Administrator, Emergency Preparedness & Seismic Liaison ^{*2}
- School Administrator or designate (RASA ^{*3} representative)
- Board of Education Representative (Liaison Trustee for that school)
- Richmond Teachers' Association Representatives (maximum of two)
- School's Parent Advisory Council Representative
- Canadian Union of Public Employees, Local 716 Representative

b) Major Capital Projects

- Superintendent's Representative (Area Superintendent or designate)
- Secretary Treasurer or designate
- Executive Director, Facilities Services
- Project Manager (Chair/RMAPS ^{*1} representative)
- Board of Education Representative (Liaison Trustee for that school)
- School Administrator or designate (RASA ^{*3} representative) ^{*4}
- Richmond Teachers' Association Representatives (maximum of two)
- Student Representatives (maximum of two, selected by Student Council) ^{*5}
- School's Parent Advisory Council Representatives (maximum of two) ^{*6}
- Canadian Union of Public Employees, Local 716 Representative
- City of Richmond Representative (nominated by Community Services) ^{*7}
- Community Representative (nominated by nearest Community Association) ^{*7}
- Department Manager(s) or designates ^{*8}

Notes:

**1 Richmond Management Administration Professional Staff (RMAPS)*

**2 Applicable to seismic upgrade projects only*

**3 Richmond Association of School Administrators (RASA)*

**4 Applicable to school projects only. For a new school, representative nominated by the Superintendent*

**5 Applicable to secondary school projects only. For a new school, the Student Council shall be from the school currently serving the new catchment area.*

**6 Applicable to school projects only. Parent Advisory Council shall be from the school currently serving the new catchment area.*

**7 Applicable to school projects only.*

**8 Applicable to non-school facility projects.*

2. Governance

It is the responsibility of the Project Manager to call and chair Committee meetings, arrange for agendas to be issued to all members prior to meeting, and record and distribute meeting minutes to all members. Meetings are to be held at a location, dates and times convenient to the majority of parties.

The project architect shall attend all meetings as a resource to the Project Manager.

It is the responsibility of all representatives to report Committee proceedings to the organizations they represent.

When recommendations are being formulated by the Committee, there shall be a minimum of:

- four (4) members present at applicable Minor Capital and Seismic Upgrade project meetings;
- six (6) members present at applicable Major Capital project meetings.

As necessary, sub-committees may be formed to assist in the planning of individual curriculum areas, composed of teachers, administrators, and staff with particular expertise in those areas.

The introductory meeting at the onset of design phase will include a description of the purpose, process and reporting responsibilities of the Committee and a general discussion on philosophies, principles and educational design concepts as applicable.

Upon completion of design phase and prior to construction, the role of Project Design Advisory Committee will be complete and the committee ended.

3. Frequency of Meetings

The frequency of meetings of the Committee is based on the scope and complexity of the project:

- a) for Seismic Upgrade projects not involving any major changes to the floor plan of a school (i.e. purely a structural upgrade with some upgrades to building systems and/or finishes), meetings are to be held at the onset of design phase and at the 50%/95% design completion stages;
- b) for applicable Minor Capital projects and Seismic Upgrade projects involving major changes to the floor plan of a school (i.e. seismic upgrade plus either an addition or partial replacement to the building), meetings are to be held at the onset of design phase and at the 35%/70%/95% design completion stages; and
- c) for Major Capital projects, meetings are to be held as a minimum:
 - i. Onset of design
 - ii. 50%/95% complete schematic design stage to consider design options
 - iii. 35%/70%/95%* complete design development stage
 - iv. 95% complete working drawings stage

with additional meetings scheduled as needed by the Project Manager.

** The Ministry of Education is to be invited to attend these meetings*

D. Design Reviews/Approvals

1. Major Capital Projects

a) Schematic Design

The project architect prepares alternate floor plan, site plan and elevations concepts based on the scope defined in the Project Definition Report approved by the Ministry of Education, and co-presents the schematic designs with the Project Manager to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.c) ii.

At the 95% complete schematic design stage, the Project Manager and project architect present the proposed design option supported by the Project Design Advisory Committee to the Facilities & Building Committee. The Facilities & Building Committee either recommends the proposed design to the Board for approval or directs back to Project Design Advisory Committee for reconsideration.

If requested by the Facilities & Building Committee and/or the Board, a Public Workshop may be scheduled to present design options and solicit feedback for the Project Design Advisory Committee to consider prior to resubmitting for final approval of the schematic design.

The Project Manager, upon Board approval of proposed design option, submits drawings and Class C cost estimate to the Ministry for information and comments. The project proceeds to Design Development phase.

b) Design Development

The project architect prepares preliminary design drawings based on the concept approved by the Board, and co-presents the documents with the Project Manager to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.c) iii.

The Project Manager:

- makes drawings available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments at the 50% and 95% complete design development stage;
- at the 95% complete design development stage, co-presents with project architect the updated design supported by the Project Design Advisory Committee to the Facilities & Building Committee; the Facilities & Building Committee either recommends the updated design to the Board for approval or directs back to Project Design Advisory Committee for reconsideration;
- co-presents with the project architect the updated design recommended by the Facilities & Building Committee to the Board at a Public Meeting; and
- upon Board approval of proposed design option, submits drawings and Class B cost estimate to the Ministry for information and comments.

The project may proceed to Working Drawings/Tender Documents upon approval by the Board.

c) Working Drawings/Tender Documents

The project architect prepares working drawings, specifications and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken.

The Project Manager:

- at the 50% and 95% complete working drawings stages, makes drawings and specifications available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments.
- at the 95% complete working drawings stage:
 - along with the project architect presents the updated design to the Project Design Advisory Committee for final review and feedback;
 - makes drawings and specifications available for review and feedback by Facilities Services and Learning & Business Technologies key staff;
 - submits final design drawings and Class A cost estimate to the Ministry for information and comments; and
 - upon receipt of concurrence from the Ministry to proceed with the request for tenders, initiates the tendering process with the Purchasing Department and instructs the project architect to proceed with the Building Permit application.

2. Applicable Minor Capital and Seismic Upgrade Projects

The project architect prepares design drawings, specifications and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken based on the scope defined in the Project Definition Report approved by the Ministry of Education.

The Project Manager:

- a) co-presents the designs with the project architect to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.a) or b), depending on whether the project involves major changes to the floor plan of the school;
- b) at the 50% design stage, submits drawings and Class B cost estimate to the Ministry for information and comments, and makes drawings and specifications available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments; and

- c) at the 95% complete design stage:
 - submits final design drawings and Class A cost estimate to the Ministry for information and comments;
 - makes drawings and specifications available for review and feedback by Facilities Services and Learning & Business Technologies key staff; and
 - initiates the tendering process with the Purchasing Department and instructs the project architect to proceed with the Building Permit application.
3. The Project Manager issues regular project status updates that are posted on the Richmond School District Planning & Development website and reported out to the Facilities & Building Committee and Ministry of Education by the Executive Director, Facilities Services throughout the life of each project.

FACILITIES

Policy 701.4
(previously Policy 901.4)

Selection of an Architect

Coordinating Architect

The Board shall appoint a Coordinating Architect to ensure adherence to established district construction standards.

The Coordinating Architect will:

- advise individual project architects of Board construction policies and assist them in meeting overall design objectives.
- provide professional advice on the development of district construction plans and programmes.
- assist in the development and evaluation of district construction standards.

Appointment of Architects

The Board shall ensure that a firm of architects, considered to be best qualified to execute a particular project or programme, is appointed for all major construction projects. The "basic criteria for selection of architects", set out in regulations and exhibits following this policy, shall be used as guidelines in such appointments.

PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED REGULATION 701-R

FACILITIES

Policy 701.4-R (previously Policy 901.4-R)

Selection of an Architect

Selection Criteria

The Secretary-Treasurer would not normally plan interviews with prospective architects when the estimated cost is \$500,000 or less. Normally, an architect that has done work for the Board, whether on the subject property or not, and is known to be reliable and competent, would be contacted.

The Secretary-Treasurer should consider each architect included on the original list in light of the criteria below with a view to short listing not more than six architects to be interviewed.

The Secretary-Treasurer will judge the suitability of each architect to the project by appraising them on the following criteria and any others, from time to time, that the district may consider to be relevant. This process will likely involve discussions with clients and other forms of investigation.

In the process of judging the suitability of each firm, the Secretary-Treasurer will conduct confidential interviews with those short listed unless the estimated cost of the project is less than \$500,000. As part of the interview, the architects will be requested to present to the committee an outline of their approach to the development of the particular project under consideration. In preparation for the interview each architect will be provided with the same pertinent information about the project whether it be in written form or through preparatory meetings, site inspections, etc.

It should be noted that the following criteria are not intended to represent an exclusive listing of all those that might be used in selecting an architect. Each project will have its own problems and characteristics which will give rise to other criteria that should be considered in the selection process. These and other criteria will be used informally by representatives from the district when they are giving independent consideration to architects and formally as the representatives deliberate collectively.

Basic Criteria for Selection

1. Demonstrated ability to discern and translate the educational philosophy and programme needs of the project into the design.
2. Quick and accurate comprehension and analysis of difficulties, problems, strengths, weaknesses of building or site.
3. Ability to translate the specific instructions given by the owner and follow through with advice and prompt action.
4. Awareness of the time factors involved in school projects and one established in cooperation with the Board, a commitment to adhere to the schedule.
5. Creativity in design.

6. Previous experience in building schools and awareness of modern teaching techniques.
7. Availability for consultation either by telephone or meetings.
8. Size of firm.
9. Structural, mechanical, and electrical capability.
10. Extent to which pre-engineered components have been used by the firm.
11. Use of quantity surveyors (cost analysis).
12. Correlation of (a) cost per square meter, (b) cost per student and (c) total area as a percentage usable for instructional purposes and maintain at a reasonable level.
13. Supervision of construction.
 - (a) frequency of visits to job site
 - (b) specialist supervision
14. Location of architect and whether there would be charges to the Board beyond normal fee.
15. Such other criteria as are unique to the project.

Final recommendations pertaining to the selection of architect(s) shall be made to the Board by the Superintendent of Schools, based upon the report of the Secretary-Treasurer and the advice, as appropriate, of the District Management Committee.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED REGULATION 701-R**

FACILITIES

Policy 701.6
(previously Policy 901.6)

Preliminary Building Specifications (Construction Standards)

School buildings shall be designed to provide the physical facilities necessary to implement district educational policies. The Board supports standards of construction which will ensure that these facilities are both functional and attractive.

The Secretary-Treasurer and his/her staff, in consultation with the District Coordinating Architect, shall be responsible for the establishment, application, and evaluation of comprehensive standards governing construction methods and materials. These standards shall be in conformity with the requirements of appropriate regulatory agencies and shall reflect the Board's concern for lasting value and performance.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED POLICY 701**

FACILITIES

Policy 701.9 **(previously Policy 901.9)**

Tendering For Construction

The Board of Education (Richmond) is responsible for the necessary construction, repair, and maintenance of school buildings, for their furnishing, heating, and lighting, and for the improvement and maintenance of school grounds.

The Minister of Education has been empowered by the Cabinet to make rules governing tendering procedures to be followed by Boards of Education. These rules were issued by the Minister in January 1986, and shall be observed by the Board and by all tenderers for construction in the Richmond School District.

PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED POLICY 701

FACILITIES

Policy 701.10 **(previously Policy 901.10)**

Supervision of Construction

The Maintenance and Operations Manager shall undertake a periodic inspection of all construction projects to ensure compliance with established district standards.

Completed projects shall be inspected by the Coordinating Architects and the Maintenance and Operations Manager to verify that the project has been constructed in accordance with approved plans and specifications and is substantially complete.

PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED REGULATION 701-R

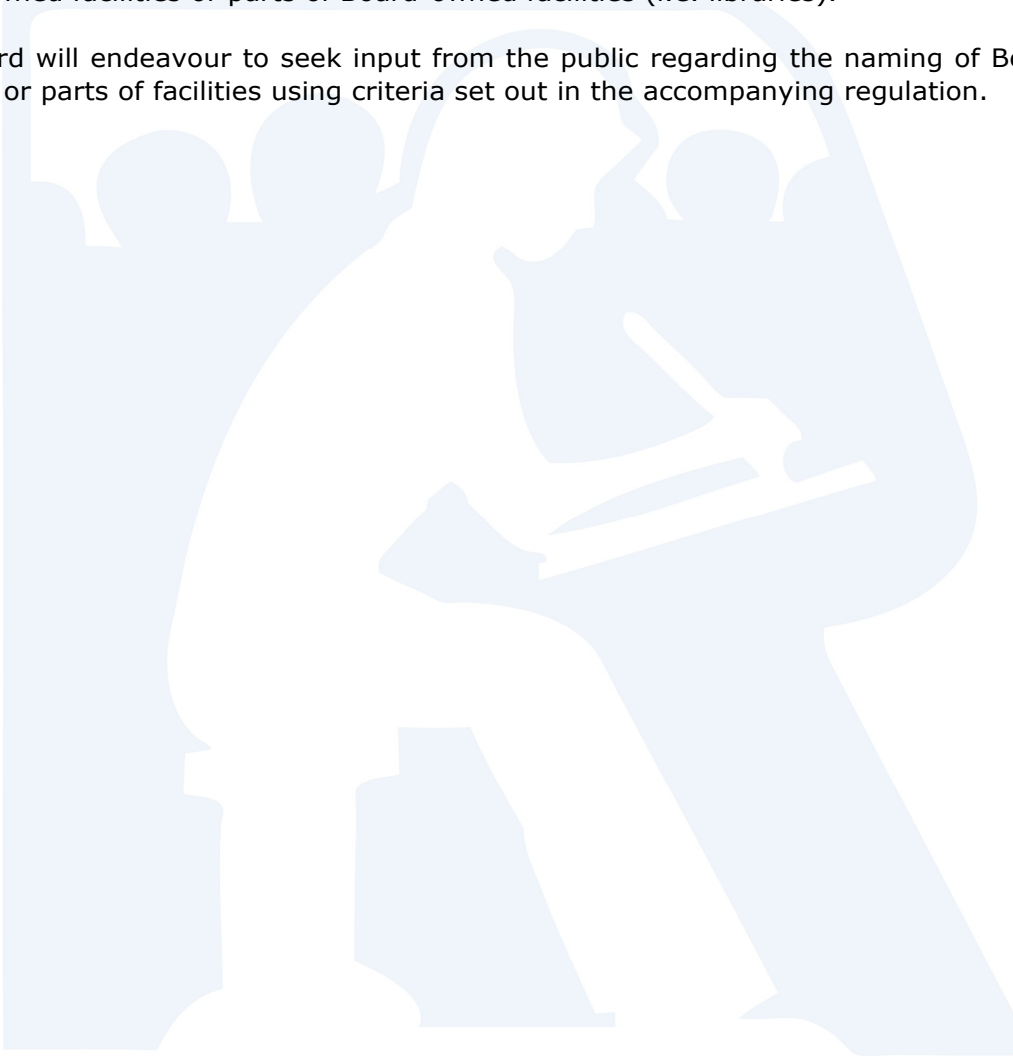
FACILITIES

Policy 701.11 **(previously Policy 901.11)**

Naming of Board-Owned Facilities or Parts of Board-Owned Facilities

The Board of Education (Richmond) in its absolute discretion has the right to name and rename Board-owned facilities or parts of Board-owned facilities (i.e. libraries).

The Board will endeavour to seek input from the public regarding the naming of Board-owned facilities or parts of facilities using criteria set out in the accompanying regulation.



FACILITIES

Policy 701.11-R (previously Policy 901.11-R)

Naming of Board-Owned Facilities or Parts of Board-Owned Facilities

A. Naming of a New Board-Owned Facility

1. When planning funding is announced by the Provincial Government for the construction of a new Board-owned facility, a Special Committee of the Board shall be formed, in accordance with Board Policy 201 (Special Committees of the Board), whose mandate it will be to recommend to the Board a suitable name for the facility in accordance with policy.
2. This committee will consist of:
 - (a) Two Trustees - the first named will be the Committee Chairperson; ~~and~~
~~(a)~~ (b) One representative from each of the internal stakeholder groups (RTA, RASA, RDPA, CUPE and RMAPS); and
 - ~~(b)~~ (c) Staff member(s) as deemed appropriate.
3. The Special Committee of the Board will:
 - (a) place appropriate advertisements in the local and provincial print and electronic media seeking input of the public (public to include members of the community, parents, students, employees). The advertisement will advise the public of the following:
 - (i) that all submissions by members of the public will be held in confidence.
 - (ii) that there is no limitation as to the number or type of suggestions that will be received by the Board.
 - (iii) that submissions include, where possible, rationale or explanation of the proposed name.
 - (iv) that submissions should be sent to the attention of the Secretary Treasurer.
 - (v) that submissions will be received from members of the public for a period of three months. The advertisement will state the closing date by which submissions must be received.
 - (vi) that a decision will be made by the Board within twelve months of placement of this advertisement, whenever possible.
 - (vii) that the decision of the Board will be made by resolution at an in-camera meeting and that a public announcement will be made at the next public meeting of the Board.
 - (b) receive in confidence all submissions from members of the public and provide a summary of the submissions received, or previously received, regarding the naming and will provide such summary to the Board at the next available in-camera meeting after the closing date for submissions.
 - (c) within one month of the closing date for submissions, establish a draft shortlist of names to be considered and forward all details of the shortlisted submission to the Board along with a summary of all of the submissions that have been received.

- (d) following Board approval of a shortlist, the Special Committee will undertake the research it deems necessary to provide the Board with further background to the shortlisted names.
 - (e) provide the Board at an in-camera meeting, within six months of the closing date for submissions, the background associated with each shortlisted submission along with its recommendation and a draft press release.
4. After receiving, at an in-camera meeting, the background associated with each shortlisted submission, the Board may, in accordance with Board Policy 201 (Committee of the Whole), resolve itself into a Committee of the Whole for the consideration of the Special Committee's report.
 5. The Board will, by resolution, vote in-camera on the naming of Board-owned facilities.
 6. The Board will announce the new name of a Board-owned facility at its next public meeting.

B. Naming of Parts of Board-Owned Facilities

The Board may contemplate naming part of a Board-owned facility on its own initiative or at the suggestion of a member of the public, whereupon it will determine the necessity of asking for submissions of names from the public. If the Board decides to seek submissions from the public, it may follow the same process as that listed for the Naming of a New Board-Owned Facility.

FACILITIES

Policy 701.11-R (previously Policy 901.11-R)

Naming of Board-Owned Facilities or Parts of Board-Owned Facilities

A. Naming of a New Board-Owned Facility

1. When planning funding is announced by the Provincial Government for the construction of a new Board-owned facility, a Special Committee of the Board shall be formed, in accordance with Board Policy 201 (Special Committees of the Board), whose mandate it will be to recommend to the Board a suitable name for the facility in accordance with policy.
2. This committee will consist of:
 - (a) Two Trustees - the first named will be the Committee Chairperson;
 - (b) One representative from each of the internal stakeholder groups (RTA, RASA, RDPA, CUPE and RMAPS); and
 - (c) Staff member(s) as deemed appropriate.
3. The Special Committee of the Board will:
 - (a) place appropriate advertisements in the local and provincial print and electronic media seeking input of the public (public to include members of the community, parents, students, employees). The advertisement will advise the public of the following:
 - (i) that all submissions by members of the public will be held in confidence.
 - (ii) that there is no limitation as to the number or type of suggestions that will be received by the Board.
 - (iii) that submissions include, where possible, rationale or explanation of the proposed name.
 - (iv) that submissions should be sent to the attention of the Secretary Treasurer.
 - (v) that submissions will be received from members of the public for a period of three months. The advertisement will state the closing date by which submissions must be received.
 - (vi) that a decision will be made by the Board within twelve months of placement of this advertisement, whenever possible.
 - (vii) that the decision of the Board will be made by resolution at an in-camera meeting and that a public announcement will be made at the next public meeting of the Board.
 - (b) receive in confidence all submissions from members of the public and provide a summary of the submissions received, or previously received, regarding the naming and will provide such summary to the Board at the next available in-camera meeting after the closing date for submissions.
 - (c) within one month of the closing date for submissions, establish a draft shortlist of names to be considered and forward all details of the shortlisted submission to the Board along with a summary of all of the submissions that have been received.

- (d) following Board approval of a shortlist, the Special Committee will undertake the research it deems necessary to provide the Board with further background to the shortlisted names.
 - (e) provide the Board at an in-camera meeting, within six months of the closing date for submissions, the background associated with each shortlisted submission along with its recommendation and a draft press release.
- 4. After receiving, at an in-camera meeting, the background associated with each shortlisted submission, the Board may, in accordance with Board Policy 201 (Committee of the Whole), resolve itself into a Committee of the Whole for the consideration of the Special Committee's report.
 - 5. The Board will, by resolution, vote in-camera on the naming of Board-owned facilities.
 - 6. The Board will announce the new name of a Board-owned facility at its next public meeting.

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FACILITIES

Policy 701.12 **(previously Policy 901.12)**

Official School Openings

The official opening ceremony of a school provides an opportunity to showcase the new facility, and to highlight education in Richmond and in the school community. The official opening is also a way for the ~~School~~-Board of Education to maintain its ties with local and provincial policy makers, and to ensure that these people are recognized for their efforts on behalf of the District.

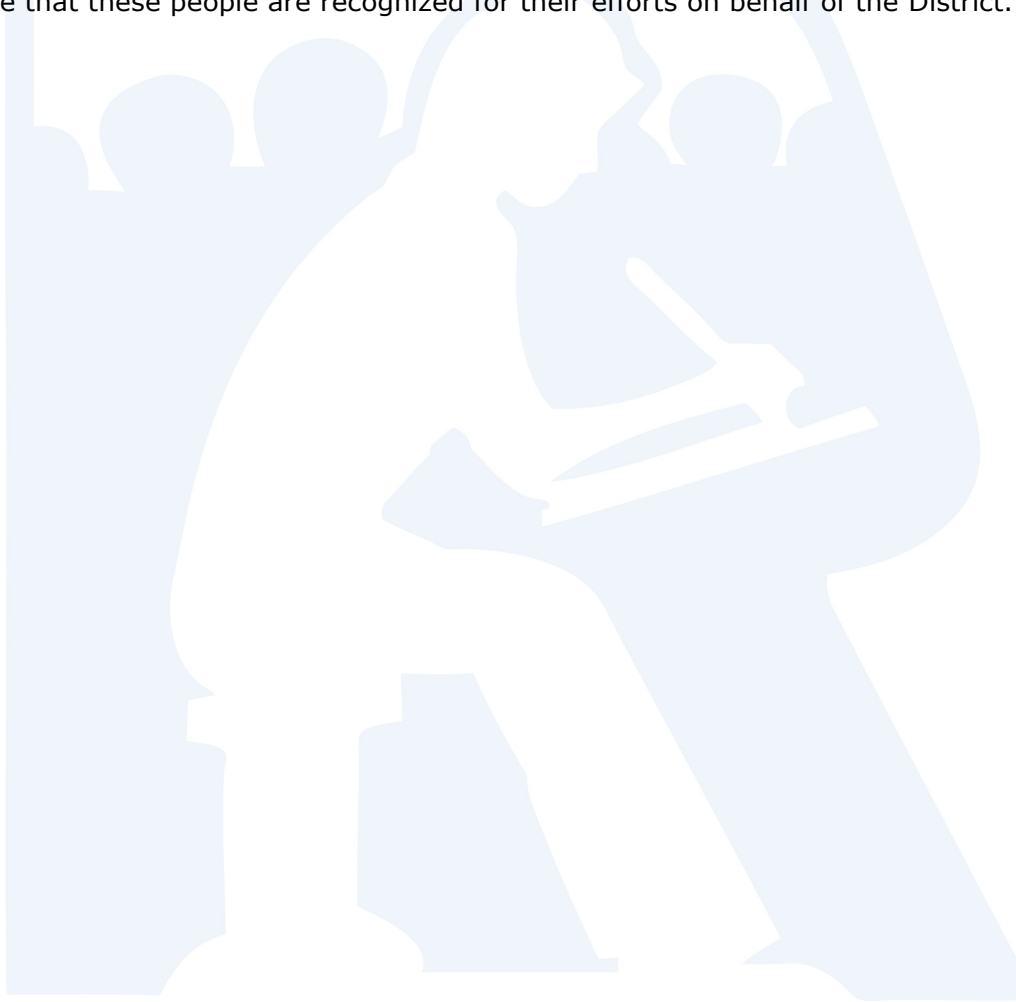


FACILITIES

Policy 701.12 **(previously Policy 901.12)**

Official School Openings

The official opening ceremony of a school provides an opportunity to showcase the new facility, and to highlight education in Richmond and in the school community. The official opening is also a way for the Board of Education to maintain its ties with local and provincial policy makers, and to ensure that these people are recognized for their efforts on behalf of the District.



FACILITIES

Policy 701.12-G (previously Policy 901.12-G)

Official School Openings

The following information is designed to assist with the planning of the official opening of schools. Samples of invitations, correspondence etc. from schools which have officially opened in ~~the~~ past few years are available at the office of the Secretary-Treasurer. ~~Please call to view this information, or if any assistance is required.~~ [Refer to Appendix "A" for the Action Check List as a guide for planning the event.](#)

1. Speakers

~~There are seven elected School Trustees in Richmond, including the Chairperson of the Board; three Members of the Legislative Assembly; one Member of Parliament; plus a Mayor and eight City Councillors within the Richmond School District.~~ Invitations should be sent a minimum of six to eight weeks before the planned event date under the official signature of the Board Chairperson [to those speakers and guests listed in Appendix "B" - Invited Speakers and Guests](#), with a follow-up phone call to confirm closer to the date. The following should be invited to speak at the official opening:

- Minister of Education (also officially opens)
- Chairperson of the Board of Education (Richmond)
- Superintendent of Schools (Master of Ceremonies)
- Member of Parliament
- Member of Legislative Assembly ~~(for the area)~~
- Mayor
- School Namesake or Relative (where appropriate)
- Dedicatory Official
- Architect
- Contractor
- Principal

~~The Minister of Education or designate is to be invited to officially open the school. Please see Appendix "B" Invited Speakers and Guests, for a complete listing of invitees to the ceremony.~~ In addition [to the list of invitees in Appendix "B"](#), others of special involvement in the ~~building~~ [development](#) of the new school can be invited. All official invitations are to be under the signature of the Chairperson of the Board.

Where a joint facility is being opened, the school opening should be arranged in consultation and in conjunction with the other partners. (e.g. school/community ~~center~~[centre](#))

2. Organization

A planning committee including representatives from staff, students and the [school's](#) Parent Advisory Council, [and chaired by the Director of Communications & Marketing](#), should be formed as soon as possible after the selection of the opening date.

3. Dedication Plaque and Ceremonial Key

A dedication plaque will need to be ordered through the ~~Manager of Facilities~~[Facilities Services Branch](#) at least five to six weeks before the opening event.

See Board ~~policy~~[Regulation](#) 701.11-R - Acceptance & Naming of New Facilities for inscription guidelines. The Master of Ceremonies calls upon individuals to participate in the unveiling of the plaque. An engraved ceremonial key is ordered from a local trophy manufacturer.

Please contact the Secretary-Treasurer's office to facilitate. The key is passed from the contractor to the architect to the principal to symbolize the process of completing the facility. Each is asked to say a few words - the contractor to the architect indicating he has completed the plans provided by the architect; the architect to the principal indicating the project is complete according to the design of the school district; the principal accepts the key on behalf of the school district in recognition of receiving ownership of the building.

4. Press Coverage

Invitations to the event will be sent to the local media to be included in "upcoming events" announcements under the Chairperson's signature. Although reporters/photographers seldom attend such events, a special theme or "twist" sometimes attracts media attention.

Press releases and pictures may be sent to the local papers and local cable television before and/or after the event by the school so that coverage may be achieved without attendance by the media.

5. Community Participation

Secondary schools may wish to invite elementary feeder schools and include them, perhaps, in their entertainment program. Consideration should also be given to local community centers and businesses. Elementary schools may wish to consider inviting local pre-schools/daycares.

6. Invitations and Programs

A variety of invitations and programs are available for viewing at the office of the Secretary-Treasurer. Examples range from formal letters to computer-designed or student-made cards. Event programs may also be made in a variety of styles often including student artwork. A school may want to have students draw a picture on each one to personalize the paper.

7. Agenda

The agenda for the event will be dominated by the speeches but this is also an opportunity to show off student achievement. Choirs, bands, drama, dance and slide or video presentations are all effective entertainment and promotion. Student-led tours of the facility prior to the commencement of the ceremony provide an opportunity to exhibit the new school.

8. Decorations

A theme for the entire event often helps determine appropriate decorations, although student work is always a popular sight. It is a nice touch when every student is represented in the decorations for the opening.

9. Refreshments

A cake and coffee/tea/juice provided after the ceremony is usually sufficient. A special treat and/or certificate for the students, provided in their classrooms, can also be added to the evening's events.

10. Photos/Video

A person may be assigned by the school to be the "official photographer" for the opening. However, it is a good idea to have several people contribute to the taking of pictures.

11. Budget

Don't be shy to stretch the budget with contributions from the business community. A local nursery may loan greenery for the decorations; the local bakery may provide a cake for the reception. As well, the dedicatory family, the architect and the contractor may be interested in contributing to the event. Please contact the Secretary-Treasurer's office regarding budget.

12. School Dedication

The following dedication is to be used at official school openings:

Dear God, you who are the beginning and the end of all we are and all we see, we thank you for the opportunity to continually learn with and from each other. We pray for all who will be part of this school that they will be inspired by the knowledge available to them. We pray that the Principal and staff of this school will provide excellent and sensitive leadership, and be creative in their methods of teaching our children and youth. May they be good role models for the students to follow.

May this be a safe and secure place for our students to learn. We are thankful for those who work hard to continually provide good facilities and a good education for all in our community. We pray for protection for all the staff and students in the many activities and field trips in which they will be involved. May all those who pass through this school be better prepared and able to be a positive member of our community, as well as in society, wherever they will be.

The school is invited to suggest a ministerial representative from any religious denomination within the Richmond community.

The following Action Check List may be helpful as a guideline for preparations for the opening. The list is a suggestion only—some action items may not apply to a school or situation.

Enjoy the event!

Appendix "A" - Action Check List - School Openings

3 Months Prior

- Form Planning Committee
- Contact Secretary-Treasurer's office
- Determine budget
- Determine theme
- Determine location for ceremony and guest assembly

10 Weeks Prior

- Confirm guest list
- Begin planning program
- Begin planning decorations
- Begin planning of refreshments
- Arrange for chairs
- Arrange for podium and staging
- Arrange for plaque stand
- Cancel rentals
- Make initial contacts re: donations

8 Weeks Prior

- Send invitations to speakers and guests from Chairperson
- Order plaque through ~~Manager of Facilities~~ [Purchasing Department](#)
- Order ceremonial key through Secretary-Treasurer's office

6 Weeks Prior

- Arrange and check sound system
- Designate hosts for parking, welcome, ushering and tours
- Create decorations
- Send invitations to community centers/feeder schools, etc.
- Letter of invitation for inclusion in school newsletters

4 Weeks Prior

- Arrange for volunteers for reception
- Order flowers and corsages (for namesake/relative)
- Order dishes and silverware

2 Weeks Prior

- Confirm plaque, and key
- Write Principal's Welcome
- Arrange for official photographer
- Plan parking strategy if required
- Confirm agenda/program with Board Chairperson

1 Week Prior

- Print programs
- Determine guest list from RSVP's
- Obtain platform seating arrangements from Secretary-Treasurer's office
- Check sound system
- Decorate gym
- Have podium, stage risers and plaque stand delivered from ~~Maintenance-Dept.~~ [Facilities Services Branch](#)
- Create name tags for invited guests
- Confirm refreshments
- Confirm dishes and silverware

2 Days Prior

- Hold dress rehearsal
- Evaluate and make necessary revisions to schedule
- Put up signs directing guests to the main entrance of the school
- Have students ensure that classrooms and hallways are clean and tidy

Day Before

- Set up gymnasium
- Check decorations
- Set up plaque and stand
- Pick up/have delivered dishes, napkins, silverware

Day of the Event

- Check sound system
- Pick up flowers and corsages
- Assemble refreshments
- Set out name tags
- Assemble event hosts
- Assemble and brief platform party

After the Event

- Thank you letters to speakers and platform guests from the Chairperson
- Write thank you letters to volunteers and contributors
- Send write-up and pictures to local press (optional)
- Write follow-up article for inclusion in school newsletter



Appendix "B" - Invited Speakers and Guests - School Openings

~~1-~~ Podium Seating

1. Minister of Education
2. Chairperson of the Board of Education (Richmond)
3. Mayor
4. Member of Parliament ([for the riding](#))
5. Member of Legislative Assembly ([for the riding](#))
6. Namesake/family member
7. School Trustees
8. City Councillors
9. Other elected officials
10. Dedicatory Official
11. Superintendent of Schools and Senior ~~Staff~~[Management Team](#)
12. Principal
13. Contractor/[Construction Manager](#)
14. Architect
- ~~15-~~ ~~Manager of Facilities~~
- ~~16-15.~~ Project Manager

Reserved Seating/Podium (as applicable)

- ~~17-16.~~ Student Council President or student representative
- ~~18-17.~~ Parent Advisory Council Chairperson
- ~~19-18.~~ RTA President
- ~~20-19.~~ CUPE President
- ~~21-20.~~ RASA President
- ~~21.~~ RDPA President
22. [RMAPS Representative](#)
23. Other invited guests

In some cases, space is limited on the stage. The above list may be limited/restricted to speakers and Trustees. In the case of a joint opening, the guest list would be expanded in consultation with the other party.

Seating according to protocol will be arranged by the Secretary-Treasurer's office once the attendees have responded.

FACILITIES

Policy 701.12-G (previously Policy 901.12-G)

Official School Openings

The following information is designed to assist with the planning of the official opening of schools. Samples of invitations, correspondence etc. from schools which have officially opened in past years are available at the office of the Secretary-Treasurer. Refer to Appendix "A" for the Action Check List as a guide for planning the event.

1. Speakers

Invitations should be sent a minimum of six to eight weeks before the planned event date under the official signature of the Board Chairperson to those speakers and guests listed in Appendix "B" - Invited Speakers and Guests, with a follow-up phone call to confirm closer to the date. The following should be invited to speak at the official opening:

- Minister of Education (also officially opens)
- Chairperson of the Board of Education (Richmond)
- Superintendent of Schools (Master of Ceremonies)
- Member of Parliament
- Member of Legislative Assembly
- Mayor
- School Namesake or Relative (where appropriate)
- Dedicatory Official
- Architect
- Contractor
- Principal

In addition to the list of invitees in Appendix "B", others of special involvement in the development of the new school can be invited. All official invitations are to be under the signature of the Chairperson of the Board.

Where a joint facility is being opened, the school opening should be arranged in consultation and in conjunction with the other partners. (e.g. school/community centre)

2. Organization

A planning committee including representatives from staff, students and the school's Parent Advisory Council, and chaired by the Director of Communications & Marketing, should be formed as soon as possible after the selection of the opening date.

3. Dedication Plaque and Ceremonial Key

A dedication plaque will need to be ordered through the Facilities Services Branch at least five to six weeks before the opening event.

See Board Regulation 701.11-R - Acceptance & Naming of New Facilities for inscription guidelines. The Master of Ceremonies calls upon individuals to participate in the unveiling of the plaque. An engraved ceremonial key is ordered from a local trophy manufacturer.

Please contact the Secretary-Treasurer's office to facilitate. The key is passed from the contractor to the architect to the principal to symbolize the process of completing the facility. Each is asked to say a few words - the contractor to the architect indicating he has completed the plans provided by the architect; the architect to the principal indicating the project is complete according to the design of the school district; the principal accepts the key on behalf of the school district in recognition of receiving ownership of the building.

4. Press Coverage

Invitations to the event will be sent to the local media to be included in “upcoming events” announcements under the Chairperson’s signature. Although reporters/photographers seldom attend such events, a special theme or “twist” sometimes attracts media attention.

Press releases and pictures may be sent to the local papers and local cable television before and/or after the event by the school so that coverage may be achieved without attendance by the media.

5. Community Participation

Secondary schools may wish to invite elementary feeder schools and include them, perhaps, in their entertainment program. Consideration should also be given to local community centers and businesses. Elementary schools may wish to consider inviting local pre-schools/daycares.

6. Invitations and Programs

A variety of invitations and programs are available for viewing at the office of the Secretary-Treasurer. Examples range from formal letters to computer-designed or student-made cards. Event programs may also be made in a variety of styles often including student artwork. A school may want to have students draw a picture on each one to personalize the paper.

7. Agenda

The agenda for the event will be dominated by the speeches but this is also an opportunity to show off student achievement. Choirs, bands, drama, dance and slide or video presentations are all effective entertainment and promotion. Student-led tours of the facility prior to the commencement of the ceremony provide an opportunity to exhibit the new school.

8. Decorations

A theme for the entire event often helps determine appropriate decorations, although student work is always a popular sight. It is a nice touch when every student is represented in the decorations for the opening.

9. Refreshments

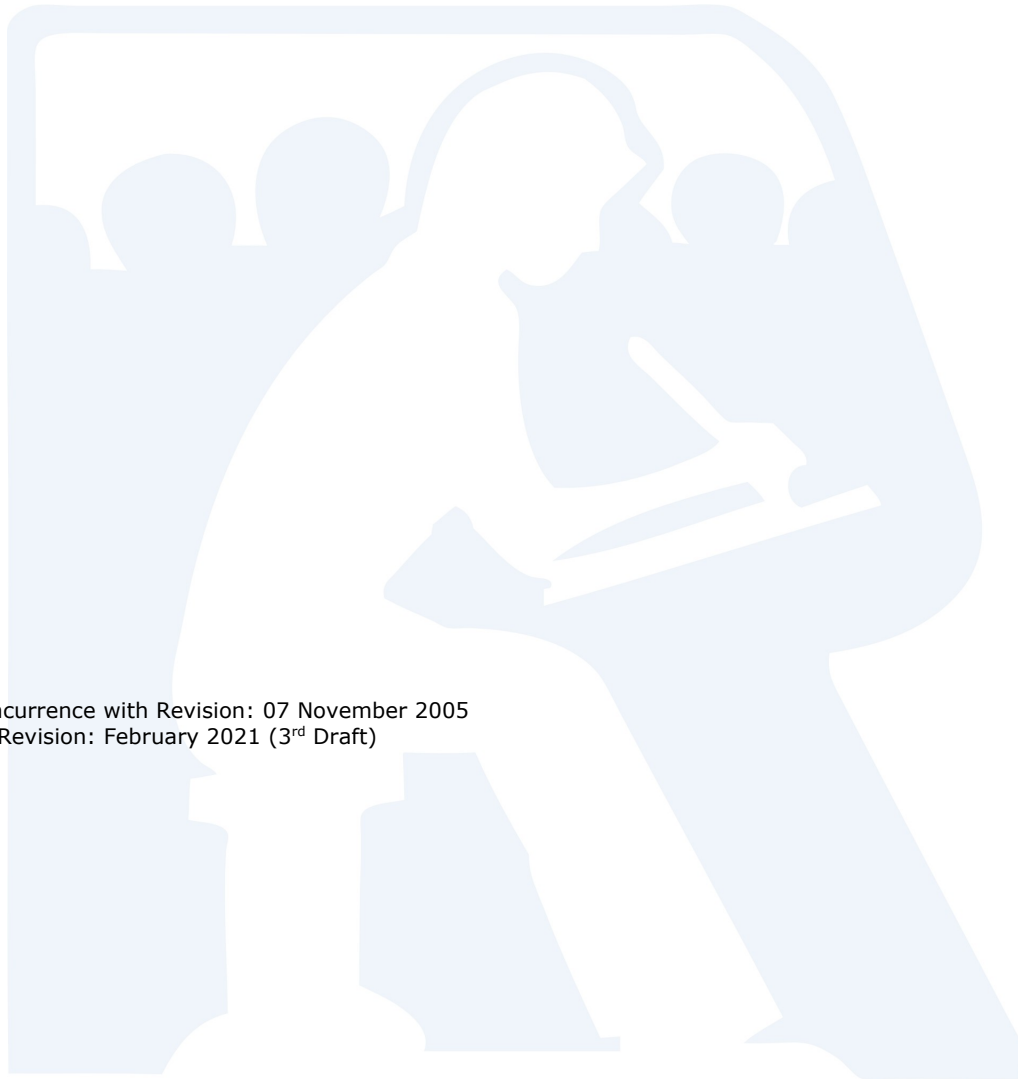
A cake and coffee/tea/juice provided after the ceremony is usually sufficient. A special treat and/or certificate for the students, provided in their classrooms, can also be added to the evening’s events.

10. Photos/Video

A person may be assigned by the school to be the “official photographer” for the opening. However, it is a good idea to have several people contribute to the taking of pictures.

11. Budget

Don’t be shy to stretch the budget with contributions from the business community. A local nursery may loan greenery for the decorations; the local bakery may provide a cake for the reception. As well, the dedicatory family, the architect and the contractor may be interested in contributing to the event. Please contact the Secretary-Treasurer’s office regarding budget.



Board Concurrence with Revision: 07 November 2005
Proposed Revision: February 2021 (3rd Draft)

Appendix "A" - Action Check List - School Openings

3 Months Prior

- Form Planning Committee
- Contact Secretary-Treasurer's office
- Determine budget
- Determine theme
- Determine location for ceremony and guest assembly

10 Weeks Prior

- Confirm guest list
- Begin planning program
- Begin planning decorations
- Begin planning of refreshments
- Arrange for chairs
- Arrange for podium and staging
- Arrange for plaque stand
- Cancel rentals
- Make initial contacts re: donations

8 Weeks Prior

- Send invitations to speakers and guests from Chairperson
- Order plaque through Purchasing Department
- Order ceremonial key through Secretary-Treasurer's office

6 Weeks Prior

- Arrange and check sound system
- Designate hosts for parking, welcome, ushering and tours
- Create decorations
- Send invitations to community centers/feeder schools, etc.
- Letter of invitation for inclusion in school newsletters

4 Weeks Prior

- Arrange for volunteers for reception
- Order flowers and corsages (for namesake/relative)
- Order dishes and silverware

2 Weeks Prior

- Confirm plaque, and key
- Write Principal's Welcome
- Arrange for official photographer
- Plan parking strategy if required
- Confirm agenda/program with Board Chairperson

1 Week Prior

- Print programs
- Determine guest list from RSVP's
- Obtain platform seating arrangements from Secretary-Treasurer's office
- Check sound system
- Decorate gym
- Have podium, stage risers and plaque stand delivered from Facilities Services Branch
- Create name tags for invited guests
- Confirm refreshments
- Confirm dishes and silverware

2 Days Prior

- Hold dress rehearsal

- Evaluate and make necessary revisions to schedule
- Put up signs directing guests to the main entrance of the school
- Have students ensure that classrooms and hallways are clean and tidy

Day Before

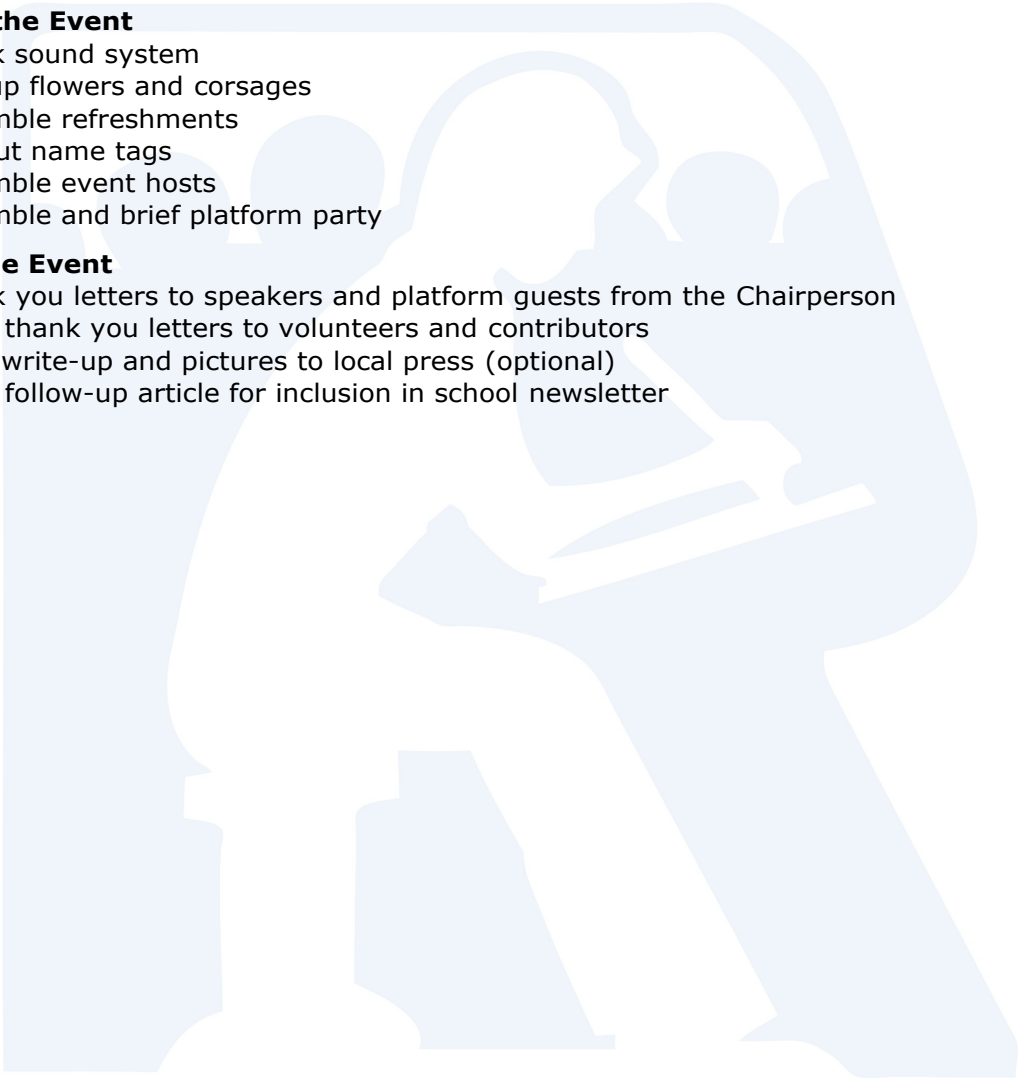
- Set up gymnasium
- Check decorations
- Set up plaque and stand
- Pick up/have delivered dishes, napkins, silverware

Day of the Event

- Check sound system
- Pick up flowers and corsages
- Assemble refreshments
- Set out name tags
- Assemble event hosts
- Assemble and brief platform party

After the Event

- Thank you letters to speakers and platform guests from the Chairperson
- Write thank you letters to volunteers and contributors
- Send write-up and pictures to local press (optional)
- Write follow-up article for inclusion in school newsletter



Appendix "B" - Invited Speakers and Guests - School Openings

Podium Seating

1. Minister of Education
2. Chairperson of the Board of Education (Richmond)
3. Mayor
4. Member of Parliament (for the riding)
5. Member of Legislative Assembly (for the riding)
6. Namesake/family member
7. School Trustees
8. City Councillors
9. Other elected officials
10. Dedicatory Official
11. Superintendent of Schools and Senior Management Team
12. Principal
13. Contractor/Construction Manager
14. Architect
15. Project Manager

Reserved Seating/Podium (as applicable)

16. Student Council President or student representative
17. Parent Advisory Council Chairperson
18. RTA President
19. CUPE President
20. RASA President
21. RDPA President
22. RMAPS Representative
23. Other invited guests

In some cases, space is limited on the stage. The above list may be limited/restricted to speakers and Trustees. In the case of a joint opening, the guest list would be expanded in consultation with the other party.

Seating according to protocol will be arranged by the Secretary-Treasurer's office once the attendees have responded.

FACILITIES

Policy 701.13
(previously Policy 901.13)

School Facilities Surveys (Planning)

The Board recognizes the need for long-range planning for the district physical plant to complement the established planning procedures of the Ministry of Education.

Overall district requirements will be periodically evaluated and submitted to the Board by the Superintendent of Schools, after consultation with a committee which includes the Superintendent of Schools, the Secretary-Treasurer, the Maintenance and Operations Manager, the Coordinating Architects, and appropriate support staff as required.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED POLICY 701**

Proposed Policy Reviews – Facilities (Phase 2)

Spring 2021

Proposed Revised Policy	Current Policy	Key Changes (in progress)
Policy 522 and Regulation 522-R - Transportation	Policy 522 and Regulation 522-R - Transportation	<ul style="list-style-type: none"> Reviewed – no changes necessary
Policy 702 and Regulation 702-R – Facilities Maintenance and Operations	Policy 702 and Regulation 702-R - Maintenance and Operations	<ul style="list-style-type: none"> New text around specific facilities maintenance (work orders, routine maintenance, emergency calls and winter grounds maintenance) Updated School Act references Moved fencing to Policy 703.3
	Policy 702.2 and Regulation 702.2-R - Installation of Adventure Playgrounds	<ul style="list-style-type: none">
	Policy 702.6 - Inventory	<ul style="list-style-type: none">
	Policy 702.9 - Life Cycle Analysis of Physical Plant	<ul style="list-style-type: none">
	Policy 703 - Safety Programme Buildings and Grounds	<ul style="list-style-type: none">
Policy 703.3 - Building and Grounds Security	Policy 703.3 - Building and Grounds Security	<ul style="list-style-type: none"> Modernized text Added emphasis on asset protection Added wording around fencing Updated School Act references
Regulation 703.3-R and Administrative Guideline 703.3-G - Building and Grounds Security	N/A	<ul style="list-style-type: none"> New regulation New administrative guideline
	Policy 703.4 and Regulation 703.4-R - Vandalism	<ul style="list-style-type: none">
Policy 804.1, Regulation 804.1-R and Administrative Guideline 804.1-G - Community Use of District Facilities	Policy 804.1, Regulation 804.1-R and Administrative Guideline 804.1-G - Community Use of School Facilities	<ul style="list-style-type: none"> Modernization of text Enhanced language to reflect Ministerial Order and amendments to School Act regarding childcare
Policy 804.4 - Fees for Use of District Facilities and Administrative Guideline 804.4-G - Schedule of Charges for Use of District Facilities	Policy 804.4 - Fees For Use of School Facilities and Administrative Guideline 804.4-G - Schedule of Charges for Use of School Facilities	<ul style="list-style-type: none"> Modernization of text

Proposed Policy Reviews – Facilities (Phase 3)**Summer 2021**

Proposed Revised Policy	Current Policy	Key Changes
	Policy 703.1 - Accident Prevention and Safety Procedure	•
	Policy 703.2 - First Aid and Accident Reports	•
	Policy 703.5 and Regulation 703.5-R - Health and Safety	•
	Policy 703.6 and Regulation 703.6-R - Protection of Employees from Violence in the Workplace	•
	Policy 705 and Regulation 705-R - Telephones	•
	Policy 706 - Smoke Free Environments	•
	Policy 703.7 and Regulation 703.7-R - Closure of Schools Due to Emergent Conditions	•
	Policy 707 and Regulation 707-R - Post Disaster Procedures	•
	Policy 708 and Regulation 708-R - Video Surveillance	•

Report to the Policy Committee PUBLIC

DATE: 08 February 2021
FROM: Frank Geyer, Executive Director, Facilities Services
SUBJECT: Draft Revised Board Regulation, Policy 105-R

Draft revised Board Regulation, Policy 105-R - District Code of Conduct: How We Learn and Work Together attached for information and review.

POLICY CONSIDERATIONS

Proposed revised Regulation 105-R.

BACKGROUND

Over the past year, there have been a number of instances whereby District staff were using shop equipment, gymnasiums, weight rooms and other District equipment and facilities for personal purposes outside of normal business hours. While this practice may have been prevalent prior to the COVID-19 pandemic, it has been amplified in 2020 as custodial staff are challenged to keep rooms and equipment sanitized for school use.

A draft Administrative Guideline, Policy 105-G - Personal Use of District Supplies, Equipment and Facilities was presented to the Policy Committee at the 18 January 2021 In Camera Meeting for information and review. The Committee requested that proposed guideline be incorporated into existing Board Regulation, Policy 105-R - District Code of Conduct: How We Learn and Work Together.

DISCUSSION

The risk and liability to the District associated with staff using District facilities and equipment without authorization is potentially significant. Should an employee injure themselves or others, or if equipment or facilities are damaged, the District could be legally responsible for damages.

The draft revised regulation, attached and as written (highlighted) prohibits employees from using district supplies, equipment and facilities for anything other than authorized and normal business use.

Frank Geyer, PEng, FMA
Executive Director, Facilities Services

Attachment

DISTRICT PHILOSOPHY

Policy 105-R (previously 502.1.1-R)

District Code of Conduct: How We Learn and Work Together

It is our collective responsibility to ensure that we are learning and working together positively.

District and school staff will ensure that the Code of Conduct Policy, Regulations and Administrative Guidelines are implemented at each school and district facility.

The District Code of Conduct and any school Code of Conduct shall be prominently displayed in all schools and district facilities. It is to be communicated and reviewed with students, staff and parents at regular intervals (at least once per year).

Respect for Human Rights

- All students, staff, trustees and parents will be provided with opportunities to develop their knowledge, skills, awareness, and behaviours to identify and eliminate all types of discrimination, harassment, and bullying.
- Schools counselors will be informed and knowledgeable about expectations pertaining to human rights, discrimination, bullying and harassment.
- Educational staff will be encouraged to adapt and include current learning resources and strategies to provide opportunities for all students and staff to develop positive awareness and respect for human rights and diversity.
- The District will outline appropriate behaviours and actions in order to prevent discrimination harassment and bullying through greater awareness, and dialogue that creates understanding and respect for diversity.
 - o This understanding and respect applies to spoken word, gestures, physical actions, visuals, print or electronic media.
- The District will provide awareness and education for all new employees to enhance sensitivity to human rights issues related to all types of discrimination, harassment, and bullying.
- Information for students and staff will be available to enhance respectful communication and behaviour, including how to demonstrate:
 - o Awareness and empathy
 - To model respect and affirmation
 - o To use appropriate language which is respectful and inclusive in all situations

Reporting Incidents of Discrimination, Harassment and Bullying

All members of the district community at each school and district site have collective responsibility and will comply with the expectations of the District's Code of Conduct. Any violation will warrant intervention and/or disciplinary action.

- Allegations of inappropriate language, behaviour or discrimination will be reported to the teacher, school administrator or supervisor.
- All appropriate steps will be taken to support and safe guard the person who has made a complaint of a breach of the Code of Conduct. Any witnesses involved in connection to a complaint will be supported as well.
- Response procedures and/or the consequences of a breach of the Code of Conduct will appropriately consider the maturity, as well as, the intellectual, social and emotional capacity of the individuals involved.
- Special consideration will be given to individuals with special needs who may be unable to comply with aspects of the Code of Conduct or other Board policies, due to a disability of an intellectual, physical, sensory, emotional or behavioural nature.

Respect for Personal / Social Health and Safety

- Respect for Self and Others
 - o All members of the School District community will demonstrate the use of respectful and inclusive language in all settings.
 - o Information and resources will be provided for students, staff and community to enhance their understanding of personal and social health and safety which will:
 - Build awareness and understanding of mental health and wellness
 - Educate about restricted and illegal substance use, including the harm and consequences of usage
 - o To ensure that appropriate safe places exist at all district sites to support safety, respect and privacy.

Respect for Personal Public Property and Environment

All members of our School District community are expected to respect personal and district property, such as our facilities, equipment and the personal articles of others.

District supplies and equipment are valuable resources that must be managed to ensure maximum benefit to the District. To that effect, employees are not to use, and cannot facilitate the use of, district supplies, equipment and facilities for anything other than authorized and normal business use.

The Richmond School District continues to be committed to environmental citizenship and expects our district community members to participate positively in the protection and stewardship of our natural resources. Positive environmental behaviour and habits are expected.

Information and awareness regarding sustainable practices will be provided to students, staff and parents to ensure that we are all contributing positively to our environment.

Respect of Ethical and Legal Guidelines

The District Code of Conduct supports how we learn and work together. Other protocols, including, but not limited to, collective agreements, contracts, and provincial and federal laws, also frame how we learn and work together.

All members of our district community will abide by the expectations of the School Act, provincial and federal laws, City of Richmond Bylaws, as well as individual school protocols and processes.

- Individuals involved in a violation will be informed and, if the individual is a student, their parents/legal guardians will be informed and asked to work with staff in the process of remediation and learning.
- Other members of the district or school community may be informed about violations if it is deemed to be helpful or the violation poses a serious threat to the community as a whole.
- Outcomes and Interventions
 - o May vary depending upon a variety of factors pertinent to each case and individual or group, however, consequences may include:
 - A warning and learning conversation
 - Loss of privileges depending on the situation, for example: time outs, limits to participation, apology, suspensions, etc.
 - Significant violations may result in more serious consequences, including, but not limited to, such things as appearing before a Board of Review for students, a disciplinary review for employees or a police investigation.

Board Concurrence: 05 September 1995
Board Concurrence with Revision: 20 November 2006
Board Concurrence with Revision: 15 September 2008
Board Concurrence with Revision: 19 June 2017
Draft for Policy Committee Review: 08 February 2021

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

POLICY	STATUS	DATE/TIMELINE
Policy 101: Developmental Objectives	Requires revision upon completion of District Strategic Plan.	2021 – following completion of Strategic Plan
Policy 102: Diversity and Inclusion	Requires revision	2021 – with the formation of the Anti-racism Working Group, this with the cultural diversity work will be combined and worked on in early Spring 2021
Policy 103 Bylaw: Complaints by Students, Parents & the Public	Requires revision	2021
Policy 105-R: District Code of Conduct: How we Learn and Work Together Personal Use of District Supplies, Equipment and Facilities	Requires revision	Feb 8 2021 – Executive Director to bring a Memorandum and proposed Draft revised Regulation to the Policy Committee. Guideline and Policy were reviewed at the Nov 18, 2020 F&L Committee meeting, that advised it be brought to Policy for review.
Policy 204: Creation & Revision of Policy and Regulations	Requires revision	Spring 2021
Policy 502: Student Behaviour and Discipline Policy 502.1: Maintenance of Orderly Conduct Policy 502.2/502.2-R: Student Suspension or Exclusion from School Policy 502.3/502.3-R: Student Possession of Weapons	Requires revision	Jan 18 2021 – Update provided by Deputy Superintendent. Policies and regulations will be updated in with District Code of Conduct and brought back to the Committee for further review and feedback.
Policy 522/522-R: Transportation	Requires revision	2021
Policy Section 600: Finance	Requires revision	Feb 8 2021 – memorandum with revisions/updates on policies for stakeholder review and revision process
Policy Section 700: Facilities	Revisions, etc. This will be the work of the Facilities & Building Committee and will return for discussion and review.	Nov 16, 2020 Policy meeting – Phase One: Planning & Developmental update provided Jan 18 2021– revisions and updates will be provided and guidelines included for information.

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

		Feb 8 2021 – further revisions/suggested timeline to enter stakeholder review process
Policy 804.1: Community Use of Schools	May 06 2019 - It was agreed that there is no urgency to t review this policy.	2021
Fair Notice/Critical Incidents Protocols/Policy 504.9/504.9-R	Nov 16 2020 – update provided	An update will be provided at a future meeting
Child Care Centres – Ministerial Order to create policy		
Document Management Policy	On hold	