

PUBLIC MEETING AGENDA
BOARD OF EDUCATION

WEDNESDAY, MARCH 31, 2021 – 7:00 pm

https://sd38.zoom.us/webinar/register/WN_5pezFjgpTPSy0epjam6rrQ

Telephone 604 668 6000

Visit our Web Site @ www.sd38.bc.ca

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

1. Recognition of Visitors, Announcements and Updates from Trustees

- (a) Recognition of Visitors
- (b) Announcements
- (c) Any materials not included in packages available to the public

2. Adoption of Agenda

3. Presentations, Special Recognitions, Briefs and Questions from the Public

(a) Presentations

Nil.

(b) Special Recognitions

Nil.

(c) Briefs

2021-2022 Budget Brief from Liz Baverstock, President,
Richmond Teachers' Association attached.

(d) Questions from the Public

Members of the public are invited to come forward with questions regarding agenda items.

Communications Break

4. Executive

5. Approval of Minutes

- (a) Regular meeting of the Board held Wednesday, February 24, 2021 and a Special Meeting of the Board held Wednesday, March 10, 2021 for approval.
- (b) Record of an In-camera meeting of the Board held Wednesday, February 24, 2021 and a Special In-camera meeting of the Board held Wednesday, March 10, 2021.

6. Business Arising

- (a) Nil.

7. New Business

- (a) Nil.

8. Questions from the Public: Tonight's Agenda

Members of the public are invited to come forward with questions regarding agenda items.

9. Standing Committee Reports

- (a) Audit Committee
Chair: Donna Sargent
Vice Chair: Norman Goldstein

A meeting was held on March 8, 2021.

- (b) Education Committee
Chair: Heather Larson
Vice Chair: Donna Sargent

The next meeting is scheduled for Wednesday, April 21, 2021 at 6 pm.

(c) Facilities and Building Committee

Chair: Ken Hamaguchi

Vice Chair: Norman Goldstein

- (i) Minutes of the meeting held February 3, 2021 are attached for information.

A meeting was held on March 3, 2021. The next meeting is scheduled for Wednesday, April 7, 2021 at 5 pm.

(d) Finance and Legal Committee

Chair: Debbie Tablotney

Vice Chair: Ken Hamaguchi

- (i) Minutes of the meeting held January 20, 2021 are attached for information.

A meeting was held on February 17, 2021. The next meeting is scheduled for Wednesday, April 21, 2021 at 11 am.

(e) Policy Committee

Chair: Sandra Nixon

Vice Chair: Debbie Tablotney

- (i) **RECOMMENDATION: Policy Section 700 Facilities** – Stakeholder Review Process attached.

The next meeting is scheduled for Monday, April 19, 2021 at 11 am.

10. Correspondence

FOR ACTION:

- (a) Correspondence from CUPE Local 716 dated March 25, 2021 regarding the April 28th National Day of Mourning attached.

11. Board Committee and Representative Reports

- (a) Council/Board Liaison Committee

The next meeting will be held on Wednesday, April 14, 2021 at 9:30 am via Zoom.

12. Adjournment



Richmond School District
7811 Granville Avenue, Richmond BC V6Y3E3
Phone: (604) 668-6000

BOARD OF EDUCATION

Telephone 604 668 6000
Visit our Web Site @ www.sd38.bc.ca

The next Board Meeting is scheduled for Wednesday, April 28, 2021

Contact Persons regarding agenda items:

Superintendent of Schools, Mr. Scott Robinson – 604 668 6081

Secretary Treasurer, Mr. Roy Uyeno – 604 668 6012

- Please address any item for an upcoming Agenda to the Chairperson, Board of Education (Richmond) at: 7811 Granville Avenue, Richmond, BC V6Y 3E3.
- Items are to include your name and address.
- Items received at the office of the Secretary Treasurer by 9am the Thursday preceding a meeting of the Board will be included on the Agenda.
- Items arriving after the 9am Agenda deadline will be reserved for the next meeting of the Board.
- For further assistance, please contact the Executive Assistant to the Board at 604 295 4302.

COMMITTEE APPOINTMENTS 2021

	AUDIT	EDUCATION	FACILITIES AND BUILDING	FINANCE AND LEGAL	POLICY
Chair	Donna Sargent	Heather Larson	Ken Hamaguchi	Debbie Tablotney	Sandra Nixon
Vice-Chair	Norman Goldstein	Donna Sargent	Norman Goldstein	Ken Hamaguchi	Debbie Tablotney
Member	Sandra Nixon	Richard Lee	Heather Larson	Richard Lee	Norman Goldstein
Alternate	Debbie Tablotney	Norman Goldstein	Debbie Tablotney	Heather Larson	Heather Larson
Senior Leader	Roy Uyeno	Lynn Archer	Roy Uyeno/Rick Ryan	Roy Uyeno	Scott Robinson

	Cambie Coordinating	Aboriginal Education Enhancement Agreement Advisory Committee	Child Care Development Advisory Committee	Council/Board Liaison Committee	Richmond Sister City Advisory Committee
Rep(s)	Norman Goldstein	Norman Goldstein	Ken Hamaguchi	Sandra Nixon/ Debbie Tablotney	Ken Hamaguchi
Alternate	Sandra Nixon	Heather Larson	Debbie Tablotney	Norman Goldstein	Heather Larson
Senior Leader	Roy Uyeno/Christel Brautigam	Jane MacMillan	Frank Geyer	Scott Robinson/Roy Uyeno	Jason Higo
Reports To	Finance and Legal Com.	Education Com.	Facilities and Building Com.	Board of Education	Education Com.

	BCPSEA	BCSTA Prov. Council	ELL Consortium	Vancouver Coastal Health Authority	Anti-Racism Working Group
Rep(s)	Ken Hamaguchi	Heather Larson	Donna Sargent	Norman Goldstein	Ken Hamaguchi
Alternate	Debbie Tablotney	Norman Goldstein	Richard Lee	Sandra Nixon	Debbie Tablotney
Senior Leader	Laura Buchanan	Scott Robinson	Jane MacMillan	Scott Robinson	Christel Brautigam
Reports To	Board of Education	Board of Education	Education Com.	Education Com.	Board of Education

	SOGI Advisory Committee
Rep(s)	Heather Larson
Alternate	Donna Sargent
Senior Leader	Scott Robinson
Reports To	Education Com.

The Chairperson or Vice Chairperson of the Board is the alternate to all standing committees in the absence of appointed Trustee. All Trustees are encouraged to attend standing committee meetings as they are available.

November 25, 2020



Richmond Teachers' Association

210 - 7360 Westminster Hwy.

Richmond, BC

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www.richmondteachersassociation.ca

March 11, 2021

Via E-Mail

Board of Education
School District No.38 (Richmond)
7811 Granville Avenue
Richmond, B.C. V6Y 3E3

Dear Trustees,

On behalf of the Richmond Teachers' Association, we thank you for the opportunity to submit a budget brief for the 2021-2022 District budget. The RTA currently understands the District is now faced with a structural shortfall of \$7.6 million. The shortfall is a result of continued underfunding of Public Education that has not kept pace with inflationary pressures and, due to the 2020 Funding Model Changes that resulted in a \$2 million loss of revenue in Richmond, with the elimination of the Vulnerable Student Supplement, Carbon Tax Grant and reduced support for the Employer Health Tax. The RTA is dismayed that the Ministry of Education does not recognize the unique English Language Learning needs of learners in Richmond and does not provide additional funds to support English Language Learners beyond ELL Level 4. Educators in Richmond understand that language learning extends well beyond ELL Level 4 and requires additional funding to help support ELL learners as they progress through to graduation. The current Equity of Opportunity Supplement is insufficient to support the needs of all learners in Richmond.

In addition to changes in provincial funding, the pandemic has contributed to a decrease in anticipated student enrollment for 2021/22 (was projected to increase by 382 students and is now targeted to increase by 191 students) and a significant decrease in International Student Revenue (~\$3 million), which is not projected to rebound for several years. When combined, these two factors will result in a loss of opportunity for our International Students, who enjoy the opportunities provided by learning and being immersed in Richmond, and the rich cross-cultural and diverse experiences that the International Program makes possible. It is unfortunate that the District must rely on revenue from International Programs to support the General Operating Fund, but we know this is our current reality. All of these lower enrollment projections are adding significant pressure to the budget.

With the above in mind, the RTA is providing the Board with information that may be useful in helping determine priorities for the 2021-2022 District Budget.

As always, we encourage Trustees to keep their “focus on the learner” and ensure that contemplated financial reductions be kept as far away from the classroom as possible, so that they do not further affect student learning.

i. Pandemic Concerns

The RTA remains optimistic that we will be transitioning out of the worldwide pandemic when schools open in September. Unfortunately, news of variants is casting doubt that we will truly be at Stage 1 or back to normal in September. Even if we are in Stage 1, Richmond will need to maintain increased attention to Health & Safety as students return to schools. As well, many families will have kept their children out of school buildings for well over a year, and will likely remain concerned about safety, in addition to seeking additional learning supports that have not been fully accessible in a remote learning environment. It is vital the District is not welcoming families back with news of cuts to either teaching or support staff; this messaging will only serve to undermine confidence and push families away from Public to Private Education.

The Board must ensure the following pandemic budget improvements are maintained for the 2021/22 school year:

- Daytime Custodians for elementary schools.
- Portable sinks for handwashing. Ideally, these sinks become permanent for all learning spaces.
- Hand hygiene stations and additional cleaning supplies.
- FTE to provide learning assistance, learning resource and ELL staffing to support blended or cohort models of support, and to support students returning to school buildings.
- Noon Hour Supervisors to support schools who elect to maintain a “runch” schedule.
- Continued funding to support outdoor learning.
- Provision of PPE, including face masks.

ii. Addressing the \$7.6 million Structural Shortfall

The RTA recommends the Board use all avenues available to advocate for continued funding from the Federal Government and additional Provincial funding to maintain COVID-19 supports, in order to ensure a successful start to the school year in September, and a stable transition through to the end of the pandemic. The RTA also recommends the Board advocate for additional, one-time targeted ELL funding, which would ensure ELL learners at all levels receive support to target language acquisition difficulties that have been exaggerated by the pandemic, specifically in situations where ELL students have been learning remotely.

The RTA recommends the Board offset the anticipated structural shortfall by accessing \$5 million of surplus along with any remaining funds from the COVID Contingency Reserve.

The RTA makes this request due to the current shortfall, which has caused lower than expected enrollment by both Richmond residents and International Students.

It is important that families are attracted back to schools in the Richmond School District; this will be more difficult if the District is announcing funding cuts and layoffs. A greater amount of surplus will be needed to help Richmond transition back to pre-pandemic numbers.

iii. Classroom Enhancement Funding

The RTA recommends the Board encourage the District to ensure all possible funding is captured through the Classroom Enhancement Fund. For example, the recent Jackson Arbitration, relating to special education, has seen a loss of Classroom Enhancement Funds, both in terms of money available for teaching FTE (down 20 FTE from 2019/2020), release time funds, remedy and overhead funding. The loss of CEF overhead funding resulted in a loss of ~\$600,000, which has resulted in 12 FTE of Education Assistants no longer being funded through CEF rather by the General Operating Fund. The RTA recommends the new criteria for 1995 G and Q special education designations are once again reviewed to ensure the District is not exacerbating the funding loss with the criteria now being used.

The District promised that no support for special needs students would be lost. This may well be true, but the current position has come at the expense to the General Operating Fund, class size and teacher workload. A significant amount of non-enrolling staff is impacted by CEF funding. The RTA once again recommends the Ministry is approached to ensure ELL funding is bridged for ELL learners who learned remotely in 2020/21.

iv. Richmond School District's Strategic Plan

The RTA also recommends surplus is targeted for use in 2021/22 to support the Board's Strategic Plan. The RTA recommends the following spending to support the Board's Strategic Plan:

Priority 1: Inspired Learners

- Additional FTE for secondary and elementary counsellors to help support a culture of resilient learners with a continued focus on support for mental health, supported by early intervention strategies, which require ongoing sustainable funding.
- Funding is available to replace, replenish and enhance equipment in schools to foster physical and healthy living opportunities for students and staff.
- Authentic professional development opportunities to deepen understanding of Indigenous culture and history to ensure a rich ability to embed First Peoples' Principles across the District.
- Release time for teachers to engage in task forces to develop literacy, numeracy and digital literacy visions and frameworks for support and implementation.

Priority 2: Equity and Inclusion

- Additional FTE to address the individualized needs of learners. The pandemic has shown the inadequacy of technology for learning; rather, it is about relationships, the physical environment and the social and emotional connection to learning.
- Paid summer opportunities for Sheltered Instruction Observation Protocol (SIOP) training. “SIOP encourages teachers to design and deliver student-centered lessons that maximize student opportunities to interact with the language, the content, and their peers in meaningful ways.” Richmond currently has one teacher trained to deliver SIOP and should invest in additional training to help support all teachers to ensure academic content is continually scaffolded to support learning.
- Paid summer opportunities to increase understanding of evidence-based practices to support inclusive learning communities.
- Funding to support the Equity in Action Plan to address systemic barriers impacting Indigenous student achievement. Including:
 - Targeted funding for First People’s courses and resources.
 - 1.0 FTE additional Aboriginal Success Teacher to support Aboriginal students and Indigenous Ways of Knowing.
 - 1.0 FTE Indigenous Equity Coordinator position.
- Anti-Racism, Diversity and SOGI training.

Priority 3: Optimized Facilities and Technology

- Funding for school photocopiers rather than printers. The pandemic has reinforced for all of us that moving to a fully digital environment is not reasonable and does not support the diversity of learners. It also adds to the equity gaps in the Richmond community, where some families have internet access and multiple electronic devices, while others do not.
- Funding to support environmental sustainability education for students and staff. Climate Action is important to students and teachers. There needs to be more awareness and learning opportunities available for teachers.

Priority 4: A Progressive Workplace

- Maintain vaccination programs for flu, shingles and pneumonia.
- Maintain access to additional counselling through EFAP.
- Add supports for healthy living, including fitness classes and weight training programs.

v. Spending Cuts

If the Board is considering budget reductions that will result in cuts, the RTA encourages the Board to keep these cuts away from learners. The RTA does not believe any teaching positions should be lost for 2021/22 because all teaching positions in the District either directly or indirectly support learners in Richmond. Many of the recent teaching positions added to Richmond resulted from the 2017 restoration of our Collective Agreement where more than 300 FTE of positions were added.

The RTA would like to note that there has been substantial growth in management positions within Richmond that was facilitated by the restoration of our Collective Agreement language, and if any cuts are necessary because of the current structural shortfall the District should look to attrition in management positions. The RTA recommends the District completes the Aspen Program review in order to determine if the 1.0 FTE of administration support for MacNeill must still be maintained. This was added as a temporary addition in 2019/2020 and continued for 2020/2021 pending a review of staffing and program needs.

The RTA also suggests the Board does not proceed with the following one-time spending initiatives from the from the 2019/2020 and 2020/2021 Budget.

- Video Surveillance
- District iPad refresh
- Technology infrastructure upgrades
- Staff Training and Development – should be moved to support Strategic Priorities outlined in this brief
- PHE Curriculum Support – should be allocated to support staffing for the Equity in Action Plan
- Learning Spaces Furniture and Equipment – review learnings from the pandemic

Some of these monies may have already been all spent, but the RTA believes some have not yet been spent due to the pandemic and should remain unspent for 2020/21.

The RTA recognizes the significant challenges presented to the Board and the ongoing commitment to ensure the District is ready to welcome students and staff for the 2021/22 school year, and to move the Board's Strategic Plan forward. More than ever, joint advocacy will be needed to address the many funding shortfalls that are both structural and those that are a result of the pandemic. The RTA welcomes the opportunity to continue to work with the Board and District on planning for the 2021/22 school year.

Sincerely,



Liz Baverstock
President, RTA

cc: Scott Robinson, Superintendent of Schools
Roy Uyeno, Secretary Treasurer
Tim McCracken, 1st VP, RTA
Steve Wenglowski, 2nd VP, RTA
JW Cho, 3rd VP, RTA

**MINUTES OF A REGULAR MEETING
OF THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO 38 (RICHMOND)
7811 GRANVILLE AVENUE, RICHMOND, BC (via ZOOM)
ON WEDNESDAY, FEBRUARY 24, 2021
AT 7:00 P.M.**

Present: Chairperson
Trustees

S. Nixon
D. Tablotney
N. Goldstein
K. Hamaguchi
H. Larson
D. Sargent
R. Lee
S. Robinson
R. Ryan
R. Uyeno
L. Archer
C. Brautigam
F. Geyer
J. MacMillan
R. Laing
C. Cleary

Superintendent of Schools
Deputy Superintendent
Secretary Treasurer
Assistant Superintendent
Assistant Superintendent
Executive Director, Facilities Services
Executive Director, Learning Services
Executive Director, Learning & Business Technologies
Executive Assistant, Recording Secretary

The Chairperson called the meeting to order 7:05 pm

***The Richmond Board of Education acknowledged and thanked the
First Peoples of the hənq̓əminəm' (hun-ki-meen-um) language group on whose
traditional and unceded territories we teach, learn and live.***

Secretary-Treasurer Uyeno - A reminder was made for those that joined the meeting to please ensure that video was turned off and microphones muted to eliminate background noise; there will be two question periods at which time, questions sent to the Board meeting email account will be read out. For those who have not already submitted questions, there is an opportunity to via: boardmeetings@sd38.bc.ca; or through the Q and A feature in Zoom.

For the public joining the meeting, they are able to listen to the meeting but not speak or use chatbox during the meeting; and an audio/video recording of the meeting will be made available for viewing after this meeting.

1. Recognition of Visitors, Announcements and Updates from Trustees

(a) Recognition of Visitors

The Chairperson welcomed the gallery to the meeting.

- (b) Trustee Larson** – Since 2014, the Richmond School District and the City of Richmond have collaborated on the Respectful City Committee to promote February as **erase** bullying month and February 24th as PINK Day. Our committee's vision is "*through collaboration, education and celebration we create opportunities for all citizens to feel safe, connected and empowered to work, learn and play in Richmond.*" Information has been shared with schools which provides a history of Pink Shirt Day and links to some informative online resources. Schools, worksites and community common spaces will be using this information and resources to promote **erase** Bullying Month and Pink Day.

Trustee Nixon – Briefs regarding the 2021/2022 Annual Budget will be accepted without prior notice at the March 31, 2021 regular meeting of the Board, as well as at the April 28, 2021 regular meetings of the Board. Please note that budget updates will be made available on the District's Budget 2021/2022 website. At the April 28 2021 Board meeting, Stakeholders will be invited to present during the Budget Committee of the Whole. All budget feedback will be considered by the Board as part of the budget process which is anticipated to be completed by June, 2021.

- (c) **Any materials not included in packages available to the public.**
The Secretary Treasurer noted that all materials had been made available.

2. Adoption of Agenda

019/2021 MOVED BY H. LARSON AND SECONDED BY D. SARGENT:

THAT the Wednesday, February 24, 2021 Regular agenda of the Board of Education (Richmond) be adopted.

CARRIED

3. Presentations, Special Recognitions, Briefs and Questions from the Public

(a) **Presentations**

Nil.

(b) **Special Recognitions**

Nil.

(c) **Briefs**

Nil.

(d) **Questions from the Public**

Liz Baverstock, President, Richmond Teachers' Association (RTA), asked a question related to the budget with regards to advocacy for funding and addressing the structural shortfall. Ms. Baverstock noted that more funding is required to make sure that 2021-2022 is welcoming to everybody who returns in September. Ms. Baverstock asked if the District is advocating for funding to ensure that there is a continued focus on health and safety.

The Chairperson thanked Ms. Baverstock noting that the Board received the RTA Brief in January with suggestions around advocacy and the Board is considering those suggestions. Trustee Sargent noted that BCSTA is producing a document that will be looking at September, recovery and moving forward. Trustee Tablotney talked about the Annual General Meeting in April where many motions by Boards will be presented around advocacy through BCSTA.

4. Executive

The Superintendent of Schools provided an update on COVID-19 exposures since the last report in January. For February the number of cases has stayed low per week. This past week there was one exposure which was good news. It was noted that to date, there is still no documented case of transmission in the District's schools.

The Superintendent thanked the students and staff for the work they are doing to adhere to health and safety guidelines that most definitely is making a difference in the lack of transmission in Richmond's schools. The District continues to encourage the wearing of masks and has distributed posters to all schools.

The Superintendent then provided a presentation of the past month's activities and events throughout the District and featured as part of Education Week. These student activities are featured on the District's web site and members of the public can enjoy various examples of work provided by students and staff around the District.

For Education Week, February 22nd featured Learning through Inquiry; February 23rd highlighted Global Citizenship and Sustainability focusing on interacting with others in the natural world in respectful and caring ways; February 24th featured Equitable and Inclusive Learning communities where all students are valued members of the school community; on February 25th Indigenous Perspectives will be highlighted; and February 26th the District will be highlighting learning through the arts and arts education is a critical part of our learner's development, as a way to express identity and belonging.

Trustees thanked the Superintendent for the presentation acknowledging the different kinds of learning happening throughout the District. Trustees also noted the Junior Board event on Monday that was outstanding, where staff did an amazing job and students who provided deep discussions centered around four core questions. A Trustee also talked about how honest the conversations were about this past year and how we can increase student voices as one of our goals with the Strategic Plan.

5. Approval of Minutes

- (a) Regular meeting of the Board held January 27, 2021

020/2021 MOVED BY D. SARGENT AND SECONDED BY D. TABLOTNEY:

THAT the Board of Education (Richmond) approve the Minutes of Wednesday, January 27, 2021 Regular meeting as circulated.

CARRIED

- (b) Record of an In-camera meeting of the Board held January 27, 2021 was included for information.

6. Business Arising

- (a) Diversity and Anti-Racism Working Group

A report from Assistant Superintendent Brautigam was attached with the agenda. The group has met regularly since November 2020 and discussions have related directly to diversity and elevating the profile of anti-racism education, and how to effectively look at consulting and reviewing as relates to the mandate.

The Assistant Superintendent noted that the group has also discussed the need for teaching and learning about anti-racism for all stakeholders and to effectively identify any gaps that exist.

To fulfill the mandate of the Diversity and Antiracism Working Group, the District is seeking the services of a consultant to support and provide an audit of, and consultation with, students, staff and stakeholders regarding their experiences with racism with the school district; a review of that the District is currently doing with respect to education on various forms of racism; and a review of current district policy and practices regarding incidents of racism. Proposals for audits have been received from six local consulting firms and will be reviewed by the Group.

Assistant Superintendent Brautigam thanked members of the Diversity and Antiracism Working Group for their time and dedication to the work that has been done and is ongoing.

Trustees thanked Assistant Superintendent Brautigam for the detailed report and noted they look forward to the audit and recommendation that will be forthcoming.

(b) Long Range Facilities Plan (LRFP) Update

A report from the Executive Director, Facilities Services was included with the agenda. The Executive Director provided an update on the continued work of Planning staff including the Rapid Child Care Renovation Fund – conversion of a classroom into a pre-school facility and outside play area at Tait Elementary; 2022/2023 Five Year Capital Plan – updates of the list and costing of capital projects to be brought forward to the Board for review and approval with submission to the Ministry of Education for funding consideration in June, 2021; City Centre Area Elementary Planning – the new elementary school in the City Centre area by 2033 with the Lansdowne Village area named as a preferred location; and the 2021 Long Range Facilities Plan – updated every two years with the Board's review and approval of proposed changes. Amendments were noted for consideration on the attached report.

Trustees appreciated the advocacy for a City Centre school site to address future projected growth in the City Centre area.

7. New Business

Nil.

8. Questions from the Public: Tonight's Agenda

Liz Baverstock, President, Richmond Teachers' Association (RTA) asked questions as related to two areas. The first was LRFP and how the District would move forward with timelines given the enrolment challenges in secondary schools and the ability to offer a variety of courses.

The Executive Director, Facilities Services responded that two schools have the greatest challenge for capacity utilization. There will be new proposed timelines for the Board's consideration with the updated plan in June 2021.

Ms. Baverstock asked her second question regarding the Diversity and Antiracism Working Group. The RTA supports an audit and engaging in external consulting companies to complete an audit. The timeline for this was questioned as, with the Budget consultation process, the need for one time funding for SOGI Advisory, Diversity and Antiracism Working Group and the Indigenous Equity and Action Plan group will need additional support. The RTA feels that further feedback in terms of budget will be required to support the initiatives for audit.

The Assistant Superintendent responded to Ms. Baverstock that the timeline will be after Spring break. As the audit needs to be a thorough and thoughtful process, it will take a few months to complete and analyze but the District is hoping to engage a consultant as quickly as possible.

The Superintendent responded about costs for the consultant budget have not been finalized. The funds available will come from existing budgets within the overall operating budget intended to support diversity initiatives.

9. Standing Committee Reports

- (a) Audit Committee
Chair: Donna Sargent
Vice Chair: Norman Goldstein

A meeting was held on March 8, 2021.

- (b) Education Committee
Chair: Heather Larson
Vice Chair: Donna Sargent

- (i) Minutes of the meeting held November 18, 2020 and January 20, 2021 were attached for information.

A meeting was held on February 17, 2021. The next meeting is scheduled for Wednesday, April 21, 2021 at 6pm.

- (c) Facilities and Building Committee
Chair: Ken Hamaguchi
Vice Chair: Norman Goldstein

- (i) Minutes of the meeting held November 4, 2020 were attached for information.

A meeting was held on February 3, 2021. The next meeting is scheduled for Wednesday, March 3, 2021 at 5 pm.

- (d) Finance and Legal Committee
Chair: Debbie Tablotney
Vice Chair: Ken Hamaguchi

- (i) **RECOMMENDATION:** 2020/2021 Amended Annual Budget Bylaw

021/2021 MOVED BY D. TABLOTNEY AND SECONDED BY N. GOLDSTEIN:

THAT the Board of Education (Richmond) approve the reduction in the appropriation to the Local Capital Fund of \$200,000, resulting in the 2020/2021 Local Capital Transfer amount from \$4,897,000 to \$4,697,500.

AND FURTHER THAT the Board of Education (Richmond) approve the 2020/2021 Amended Annual Budget Bylaw by way of three readings and that the Board authorizes the Chair of the Board, Superintendent and Secretary Treasurer to sign the 2020/2021 Amended Annual Budget Bylaw and submit the 2019/2020 Amended Annual Budget Bylaw together with the 2020/2021 Amended Annual Budget to the Ministry of Education by February 28, 2021.

CARRIED

There was consensus that 3 readings of the Bylaw take place at this meeting.

AMENDED ANNUAL BUDGET BYLAW

022/2021 1st READING MOVED BY H. LARSON AND SECONDED BY D. SARGENT:

A Bylaw of The Board of Education of School District No.38 (RICHMOND) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2020/2021 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

1. Board has complied with the provisions of the Act respecting the Amended Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 38 (Richmond) Amended Annual Budget Bylaw for fiscal year 2020/2021.
3. The attached Statement 2 showing the estimated revenue and expense for the 2020/2021 fiscal year and the total budget bylaw amount of \$289,636,607 for the 2020/2021 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2020/2021.

CARRIED

023/2021 2nd READING MOVED BY D. TABLOTNEY AND SECONDED BY K. HAMAGUCHI:

A Bylaw of The Board of Education of School District No.38 (RICHMOND) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2020/2021 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

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4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2020/2021.

CARRIED

024/2021 3rd AND FINAL READING MOVED BY N. GOLDSTEIN AND SECONDED BY H. LARSON:

A Bylaw of The Board of Education of School District No.38 (RICHMOND) (called the "Board") to adopt the Amended Annual Budget of the Board for the fiscal year 2020/2021 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act").

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4. Statement 2, 4 and Schedules 1 to 4 are adopted as the Amended Annual Budget of the Board for the fiscal year 2020/2021.

CARRIED

THE AMENDED ANNUAL OPERATING BUDGET BYLAW FOR 2020/2021 IS THEREFORE CARRIED.

(ii) Minutes of the meeting held January 20, 2021 were attached for information.

A meeting was held on February 17, 2021. The next meeting is scheduled for Wednesday, April 21, 2021 at 11 am.

- (e) Policy Committee
Chair: Sandra Nixon
Vice Chair: Debbie Tablotney

- (i) **NOTICE OF MOTION: Policy Section 700 - Facilities** was attached.
- (ii) Minutes of the meeting held January 18, 2021 were attached for information.

A meeting was held on February 8, 2021. The next meeting is scheduled for Monday, March 8, 2021 at 11:00 am.

10. Correspondence

- (a) A letter was received from Ms. Anneke Wijtkamp, dated February 17, 2021 regarding Transitional Learning & School Safety.

The Chairperson noted that the Board has responded to Ms. Wijtkamp.

11. Board Committee and Representative Reports

- (a) Council/Board Liaison Committee

A meeting was held on, February 10, 2021. The next meeting will be held on Wednesday, April 14 at 9:30 am via Zoom.

12. Adjournment

025/2021 MOVED BY H. LARSON AND SECONDED BY D. TABLOTNEY:

THAT the Regular meeting of Wednesday, February 24, 2021 of the Board of Education (Richmond) be adjourned at 8:26 pm.

CARRIED

S. NIXON,
CHAIRPERSON

R. UYENO,
SECRETARY TREASURER

**MINUTES OF A SPECIAL PUBLIC MEETING
OF THE BOARD OF EDUCATION
OF SCHOOL DISTRICT NO 38 (RICHMOND)
7811 GRANVILLE AVENUE, RICHMOND, BC
Via Zoom
ON WEDNESDAY, MARCH 10, 2021
AT 7 P.M.**

Present: Chairperson
Trustees

Superintendent of Schools
Deputy Superintendent
Secretary Treasurer
Assistant Superintendent
Assistant Superintendent
Executive Director, Human Resources
Executive Director, Learning Services
Executive Director, Learning & Business Technologies
Director, Communications & Marketing
Director of Instruction – Student Services Executive
Assistant, Recording Secretary

S. Nixon
D. Tablotney
N. Goldstein
K. Hamaguchi
H. Larson
R. Lee
D. Sargent
S. Robinson
R. Ryan
R. Uyeno
L. Archer
C. Brautigam
L. Buchanan
J. MacMillan
R. Laing
D. Sadler
R. Steward
C. Cleary

***The Richmond Board of Education acknowledged and thanked the
First Peoples of the hənqəminəm' (hun-ki-meen-um) language group
on whose traditional and unceded territories we teach, learn and live.***

The Chairperson called the meeting to order at 7:02 pm.

1. Adoption of Agenda

028/2021 MOVED BY H. LARSON AND SECONDED BY D. SARGENT:

THAT the Wednesday, March 10, 2021 Special Public meeting agenda of the Board of Education (Richmond) be adopted as circulated.

CARRIED

2. Transitional Learning Program

The Superintendent provided a report as attached to the Special Public agenda and read the recommendation staff were bringing forward for consideration by the Board for the Transitional Learning Program (TL).

The report provided trustees with background information on both programs for elementary and secondary schools. With the Ministry of Education provisions that this program be temporary and transitional in nature, the intention was that students return to school and face to face learning. However, given the unpredictable nature of the COVID-19 pandemic, parents have requested extensions to the program in December. The extensions, as approved by the Board, to extend the elementary program to Spring Break and the

secondary program to the third quarter were made with the hope that the health situation would improve or remain stable.

The Superintendent noted that there have been approximately 95 documented cases of a possible exposures to COVID-19 in Richmond schools since the beginning of the school year. Based on information provided by Vancouver Coastal Health, all of these cases originated in the community, not in schools. To date, there has not been one documented transmission of the virus in our District, with over 17,000 students attending school every day since September. The Provincial Health Officer and local Health experts have stated schools are safe places to be and the School District has, and continues to have, a significant focus on health and safety. However, for a variety of reasons there are a number of parents who have a different perspective and don't believe it is safe to send their child back to school at the present time.

The Superintendent then outlined how the Transitional Programs operate with approximately 4,000 students in TL for K-7. At the present time, there are just under 2,200 students enrolled in this program that accounts for 19% of elementary students across the District. Also, with the TL program for elementary, there is significant concern regarding student mental health. For some students they will now have been away from face to face learning for almost 18 months if the Board decides to extend the program. The Superintendent then pointed out how the workload for many teachers continues to be an issue, particularly for teachers who report that being responsible for both in person and transitional support continues to negatively impact the level of support they feel they are able to provide students who attend in person. There are also a number of students who are disengaged from the program despite the multiple efforts by teaching staff or principals or support staff reaching out. The additional teachers and cost to extend the elementary school TL program will be \$600,000 from the remaining Federal *Return to School* funds.

The Superintendent then provided an overview of the secondary TL program. The program enrolment for secondary started with approximately 400 students and is now at 300 for grades 8 and 9 that accounts for 3.5% of the total secondary student population. Students continue to miss out on the social aspects of being at school with their peers and staff and there are also reduced opportunities in the number of elective courses available online and experience cannot be hands on the way it is based in school in person programs. With 12 FTE teachers required, reallocated funds to cover the costs would be \$300,000 of the remaining Federal *Return to School* funds.

The Superintendent concluded his report stating that this recommendation is to extend the Transitional Learning program, but it is the strong belief of staff that the vast majority of students are most effectively supported by attending school in person and it has been the goal of the District to encourage a return to school.

Questions sent in via email and the Q & A feature were then answered:

1. If a parent sent their child back and there was a possibility of an exposure would the child still be able to move back to the TL program? The Superintendent responded that yes, if the Board extends the program and a parent changed their mind, they can certainly do that.
2. Can a child do a part time return to school for kindergarten? The Superintendent answered that the District would want to work individually with families and principals reaching out to have those conversations. It would be suggested that parents discuss concerns directly with principals and have as much flexibility as possible.

3. A parent asked if their child is in TL would they be able to return to school in September and have their spot held. The answer was yes.
4. A question was asked about the \$600,000 and how that would be spent. The Superintendent responded that costs are for the 20 FT staff salary and benefits.
5. A parent asked if there have been considerations for a hybrid learning model in September. The Superintendent responded that no final decisions have been made at this time regarding September; however, the Ministry of Education has made it clear that there will be a full return to 100% in person learning. The Richmond Board of Education will continue to monitor the situation between now and the end of June before any decisions are made about programs that will be offered.
6. Will there be a gradual return to school process and extra one on one support? The Superintendent answered that it would be handled on a case by case basis with the school principal so that students returning would be given the support they require.

Trustees thanked the Superintendent for the in depth report and had questions and comments around the federal funding allocation, and if using the funds for TL would take any support away from other areas. The Secretary Treasurer responded that these funds would come from uncommitted contingency funds as well as operational maintenance supplies and learning resources. The Secretary Treasurer reported that the District can continue to meet all health and safety requirements with a reduction in spending within these accounts.

A trustee asked about the social emotional well-being of students and if any additional supports will be available for students. The Superintendent responded that it would be addressed on a one to one basis and asked the Executive Director of Learning Services to also respond. The Executive Director noted that there are a number of in school supports and other innovative ways to create those connections with students. Classroom and transitional teachers are assessing and providing support for the social emotional learning for all of their learners. The District will work at the school and District level to ensure that any additional support needs are met.

A trustee asked what electives are available for secondary students in the TL program. The Executive Director of Learning & Business Technology answered that students in grade 8 have a set program. Students have opportunities to participate in a similar program to those in class with design skill and technology areas as well as arts education, physical education and French. Students in grade 9 would have a broader scope of courses but still limited in comparison to in person.

Liz Baverstock, President of the Richmond Teachers' Association noted that the challenges identified by the Superintendent are those the RTA has reiterated throughout the pandemic – the additional work remains the same along with student health check ins and centralized learning that have all added to teachers' workload. The District is not designed for this and normally we plan with a year's notice; however, school districts had to drop everything and make sure there was something in place for families. Providing necessary support both educationally and social emotional needs will require a transition protocol put in place for September. She concluded that the District will need to welcome students back in a variety of ways and with a plan. Again, masks as a requirement would help immensely.

The Chairperson thanked Ms. Baverstock and then suggested that the Board consider the recommendations as two separate motions for the elementary and secondary programs:

029/2021 MOVED BY R. LEE AND SECONDED BY H. LARSON:

THAT the Board of Education (Richmond) extend the Elementary Transitional Learning Program in its current instructional format until June 29, 2021 (end of 2020-2021 school year) for all elementary schools in the district with the exception of Spul'u'kwuks Elementary and Garden City Elementary;

AND FURTHER THAT the Board of Education (Richmond) extend the Elementary Transitional Learning Program in its current instructional format at Spul'u'kwuks Elementary School until July 27, 2021 (end of 2020-2021 school year) and at Garden City Elementary until July 13, 2021 (end of 2020-2021 school year).

CARRIED

030/2021 MOVED BY D. SARGENT AND SECONDED BY N. GOLDSTEIN:

THAT the Board of Education (Richmond) extend the Secondary Transitional Learning Program in its current instructional format until June 28, 2021 (end of 2020-2021 school year).

CARRIED

3. Adjournment

031/2021 MOVED BY K. HAMAGUCHI AND SECONDED BY R. LEE:

THAT the special public meeting of Wednesday, March 10, 2021 of the Board of Education (Richmond) be adjourned at 8:08pm.

CARRIED

S. NIXON,
CHAIRPERSON

R. UYENO,
SECRETARY TREASURER

DATE: March 31, 2021
FROM: R. Uyeno, Secretary Treasurer
SUBJECT: Record of an In-Camera Board Meeting held February 24, 2021

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held February 24, 2021.

- | | | |
|-----|-----------------------------------|--|
| (a) | Briefs and Presentations: | Nil. |
| (b) | Business Arising out of Minutes: | Administrative and personnel items were discussed. |
| (c) | New Business: | Nil. |
| (d) | Executive: | Administrative items were discussed. |
| (e) | Standing Committee Reports: | Nil. |
| (f) | Board Committee and Rep. Reports: | Nil. |
| (g) | Correspondence: | Nil. |
| (h) | Record of Disclosure: | Nil. |

Below find an excerpt from Board Policy which outlines those matters that constitute In-Camera material.

Pursuant to Board Policy 201, unless otherwise determined by the Board, the following matters shall be considered in-camera;

To protect individual privacy and the Board's own position, in-camera meetings may be conducted to discuss issues such as:

- individual student matters;
- individual employee matters;
- legal concerns;
- negotiating collective agreements;
- negotiating contracts;
- the sale or purchase of land.

Trustees will not disclose to the public or employees the proceedings of an in-camera session unless a resolution has been passed at the closed meeting to allow such disclosure.

DATE: March 31, 2021
FROM: R. Uyeno, Secretary Treasurer
SUBJECT: Record of a Special In-Camera Board Meeting held March 10, 2021

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at a Special In-camera meeting of the Board held March 10, 2021.

Administrative and personnel items were discussed.

Below find an excerpt from Board Policy which outlines those matters that constitute In-Camera material.

Pursuant to Board Policy 201, unless otherwise determined by the Board, the following matters shall be considered in-camera;

To protect individual privacy and the Board's own position, in-camera meetings may be conducted to discuss issues such as:

- individual student matters;
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- the sale or purchase of land.

Trustees will not disclose to the public or employees the proceedings of an in-camera session unless a resolution has been passed at the closed meeting to allow such disclosure.

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

FACILITIES AND BUILDING COMMITTEE MEETING MINUTES

Minutes of a **PUBLIC** meeting of the Facilities and Building Committee held via Zoom Meeting Link, Richmond, BC, on Wednesday, February 3, 2021 at 5:00 p.m.

Present:

Ken Hamaguchi, Committee Chairperson
Norm Goldstein, Committee Vice-Chairperson
Heather Larson, Trustee Member
Rick Ryan, Deputy Superintendent
Roy Uyeno, Secretary Treasurer
Frank Geyer, Executive Director, Facilities Services
Rob Laing, Executive Director, Learning and Business Technologies
Mike Beausoleil, Director, Facilities Operations
Jonathan Ho, Manager, Energy and Sustainability, Facilities Services*
Thi Nguyen, Energy Specialist, Facilities Services
Liz Baverstock, President, Richmond Teachers' Association
Steve Wenglowksi, 2nd Vice President, Richmond Teachers' Association
Roger Corbin, Richmond Management Administrative Professional Staff
Joel Canlas, Richmond Management Administrative Professional Staff
Andrew Scallion, President, Richmond District Parents Advisory Committee
Wanda Plante, Executive Assistant (Recorder)

*present for a portion of the meeting

The meeting began by introductions of attendees at 5:01 pm.

1. APPROVAL OF AGENDA

The agenda was amended and approved to incorporate a Covid-19 Facilities update within Item 4.

2. APPROVAL OF MINUTES

Minutes from the November 4, 2020 meeting were approved as circulated.

3. ENERGY AND SUSTAINABILITY UPDATE

The Manager, Energy and Sustainability spoke to his power point presentation as included with the agenda package and provided an update on:

- Energy Management Update
- SD38 Energy Use Trends
- District Sustainability and Climate Action Plan

He highlighted the district's energy management portfolio and managing target initiatives for electrical use and natural gas consumption and advised of annual key project LED lighting upgrades at schools, including the recently commissioned Level 2 Electric Vehicle Charging stations at the School Board Office. The Manager, Energy and Sustainability noted the significance of behaviour change in addition to technical and operational support as components for success in reaching targeted goals.

4. LONG RANGE FACILITIES PLAN (LRFP)

The Executive Director, Facilities Services spoke to his report as included with the agenda package and noted that it was determined following a review of space suitability for childcare at elementary schools, that only one proposed 30 months to school-age daycare at Tait Elementary was suitable for proceeding to application for Child Care Rapid Renovation funding pursuant to the program. He further noted that this is an opportunity for the district to utilize provincial funding to create new childcare spaces in existing underutilized facilities. Planning staff have been developing cost estimates, including minor renovations, furniture and outdoor space improvements at both locations in support of the application. The Executive Director, Facilities Services then advised that short and long-term space strategies for non-school facilities are also being planned and noted that discussions with the City and developer of the Lansdowne Park Mall regarding a potential school site for 2033 are ongoing. Work is beginning on the 2022/2023 Five-Year Capital Plan for review and approval by the Board in June 2021.

COVID-19 Facilities Update

An overview was provided by the Executive Director, Facilities Services that we are continuing to ensure cleaning and disinfecting of spaces and high touch surfaces is being done with our complement of building custodians in our facilities and advised that the implementation of electrostatic sprayers has worked well. He confirmed that rental of our school gymnasiums has been made available to the City of Richmond as part of our joint use agreement and further noted that they must comply with current PHO health and safety orders and restrictions. The Executive Director, Facilities Services also confirmed the contract extension with Maple Leaf Disposal for maintenance of our portable hand washing stations.

Discussion ensued regarding mechanical ventilation.

5. RICHMOND PROJECT TEAM UPDATE

An overview of several completed major seismic upgrade projects was provided by the Executive Director, Facilities Services as well as confirmation of Ministry funding for building envelope remediation for Mitchell elementary was announced.

The Executive Director, Facilities Services will inquire into seismic committee meetings involving RTA stakeholder participation.

6. MINUTES FOR INFORMATION

(a) CHILD CARE DEVELOPMENT ADVISORY COMMITTEE MEETING

Meeting minutes from December 2, 2020, October 7, 2020, September 9, 2020 and March 4, 2020 were attached for information.

7. NEXT MEETING DATE – WEDNESDAY MARCH 3, 2021

8. ADJOURNMENT

The meeting adjourned at 5:59 pm.

Respectfully Submitted,

Ken Hamaguchi, Chairperson
Facilities and Building Committee

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

FINANCE & LEGAL COMMITTEE PUBLIC MEETING MINUTES

Minutes of a **PUBLIC** meeting of the Finance & Legal Committee held via Zoom Webinar meeting link, on Wednesday, January 20, 2021 at 11:00 a.m.

Present:

Debbie Tablotney, Committee Chairperson
Ken Hamaguchi, Committee Vice-Chairperson
Richard Lee, Trustee Member
Heather Larson, Trustee Alternate
Rick Ryan, Deputy Superintendent
Roy Uyeno, Secretary Treasurer
Maria Fu, Assistant Secretary Treasurer
Laura Buchanan, Executive Director, Human Resources
Frank Geyer, Executive Director, Facilities Services
Liz Baverstock, President, Richmond Teachers' Association
Tim McCracken, 1st Vice-President, Richmond Teachers' Association
Ian Hillman, President, CUPE
Roger Corbin, Richmond Management Administrators Professional Staff
Andrew Scallion, President, Richmond District Parents Association
Lynne Farquharson, Past President, Richmond Retired Teachers' Association
Wanda Plante, Executive Assistant (Recorder)

Regrets: Rob Laing, Executive Director, Learning and Business Technologies

The Chairperson called the meeting to order at 11:02 am

1. APPROVAL OF AGENDA

The agenda was adopted as circulated.

2. APPROVAL OF MINUTES

The minutes of the November 18, 2020 public meeting were approved as circulated.

3. HUMAN RESOURCES UPDATE

The Executive Director, Human Resources provided a Remedy – Class Size and Composition mid-year update and further advised that the District and the RTA have reached an agreement regarding outstanding unspent remedy funds accrued in previous years. She also provided a Foundations of a Healthy Workplace budget update, including expenditures to date, remaining federal funds and one-time Operating Budget Funds. The planning for these funds is expected to be finalized by January 31 for immediate introduction to district employees.

4. TRUSTEES' EXPENSES

Following a brief discussion, it was agreed to forward the following:

RECOMMENDATION

WHEREAS the Board of Education of School District No. 38 (Richmond) is paying for expenses incurred by the Trustees in the discharge of their duties,

BE IT RESOLVED that in accordance with the *School Act*, the Board of Education of School District No. 38 (Richmond) approves Trustees' expenses paid during the three-month period ended December 31, 2020, in the amount of \$1,570.02.

5. 2019-2020 STATEMENT OF FINANCIAL INFORMATION

The Assistant Secretary Treasurer advised that the district is required as part of the Financial Act to publicly disclose specific district financial information. The report includes our latest year end audited financial information, statement of employee remuneration (disclosing staff earning more than \$75,000), and schedule of payments to suppliers for goods and services over \$25,000. The Assistant Secretary Treasurer further advised that the 2019-2020 Statement of Financial Information has been completed and is posted on our district website.

**6. NEXT MEETING DATE – WEDNESDAY, FEBRUARY 17, 2021 @ 11:00 AM VIA ZOOM
MEETING LINK**

7. ADJOURNMENT

The meeting adjourned at 11:22 pm.

Respectfully Submitted,

Debbie Tablotney, Chairperson
Finance and Legal Committee

Report to the Board of Education (Richmond) Public

DATE: March 31, 2021
FROM: Trustee Sandra Nixon, Chairperson, Policy Committee
SUBJECT: Policy Section 700: Facilities - Phase 1

RECOMMENDATION

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this RECOMMENDATION to the March 31, 2021 Public meeting of the Board of Education (Richmond) is to place revised Policy Section 700: Facilities - Phase 1 into the stakeholder review process for questions and feedback by May 10, 2021.

BACKGROUND

At the January 18th and February 8th 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 these meetings, stakeholder representative feedback was received, and revisions were made, specifically to Administrative Guideline 701.12-G – Official School Openings.

SUMMARY

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.

CONSULTATION

The Policy revisions and proposed changes will be sent out for Stakeholder review, questions and feedback by May 10, 2021.

Respectfully Submitted,

Sandra Nixon

Sandra Nixon, Chairperson
Policy Committee

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 • 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;
- 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.

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.~~

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**

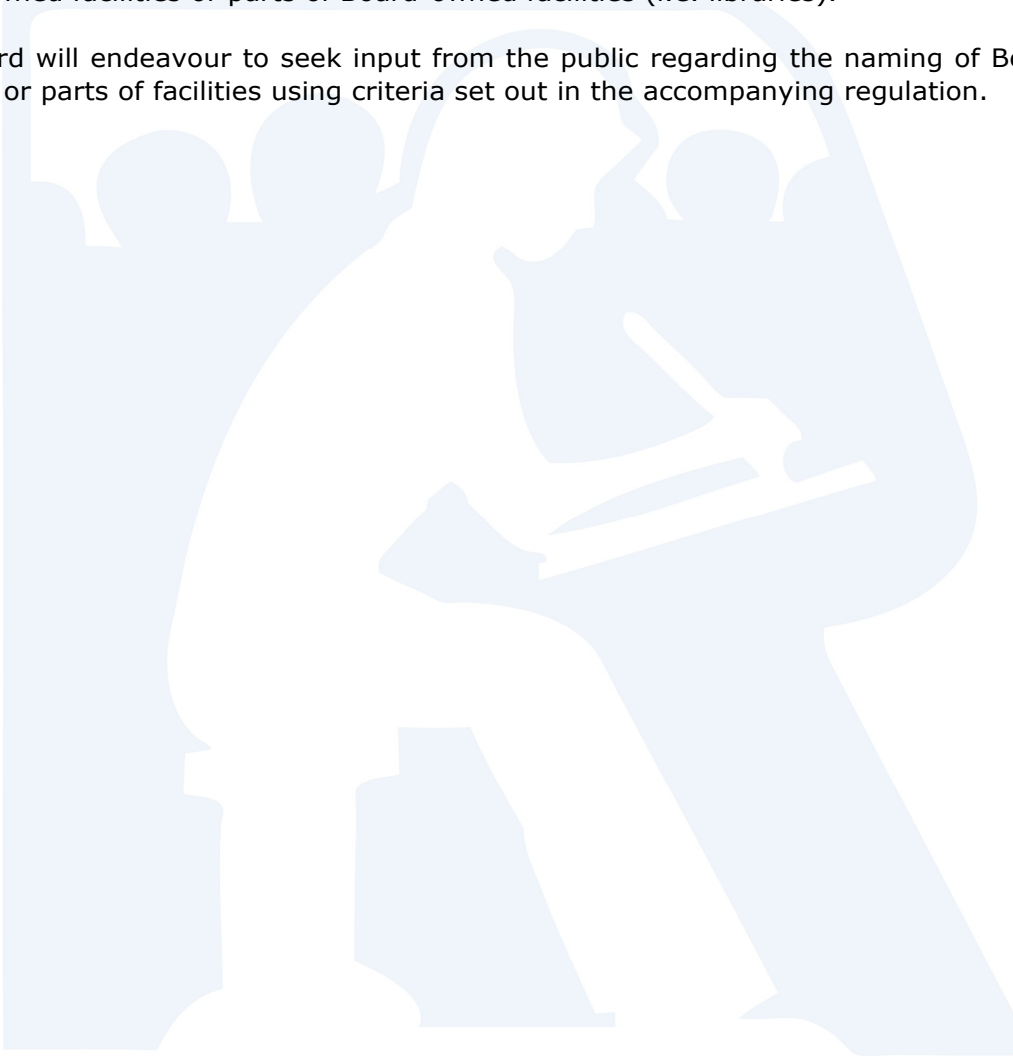
FACILITIES

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 internal stakeholder groups; 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:
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 - (b) One representative from internal stakeholder groups; and
 - (c) Staff member(s) as deemed appropriate.
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 - (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:
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 - (iv) that submissions should be sent to the attention of the Secretary Treasurer.
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 - (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.

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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 701.12 **(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, 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, others of special involvement in the building 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)

2. Organization

A planning committee including representatives from staff, students and the 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~~ [Policy](#) 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
5. Member of Legislative Assembly
6. Namesake/family member
7. School Trustees
8. City Councillors
9. Other elected officials
10. Dedicatory Official
11. Superintendent of Schools and Senior Staff
12. Principal
13. Contractor
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

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, 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, others of special involvement in the building 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)

2. Organization

A planning committee including representatives from staff, students and the 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 Policy 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

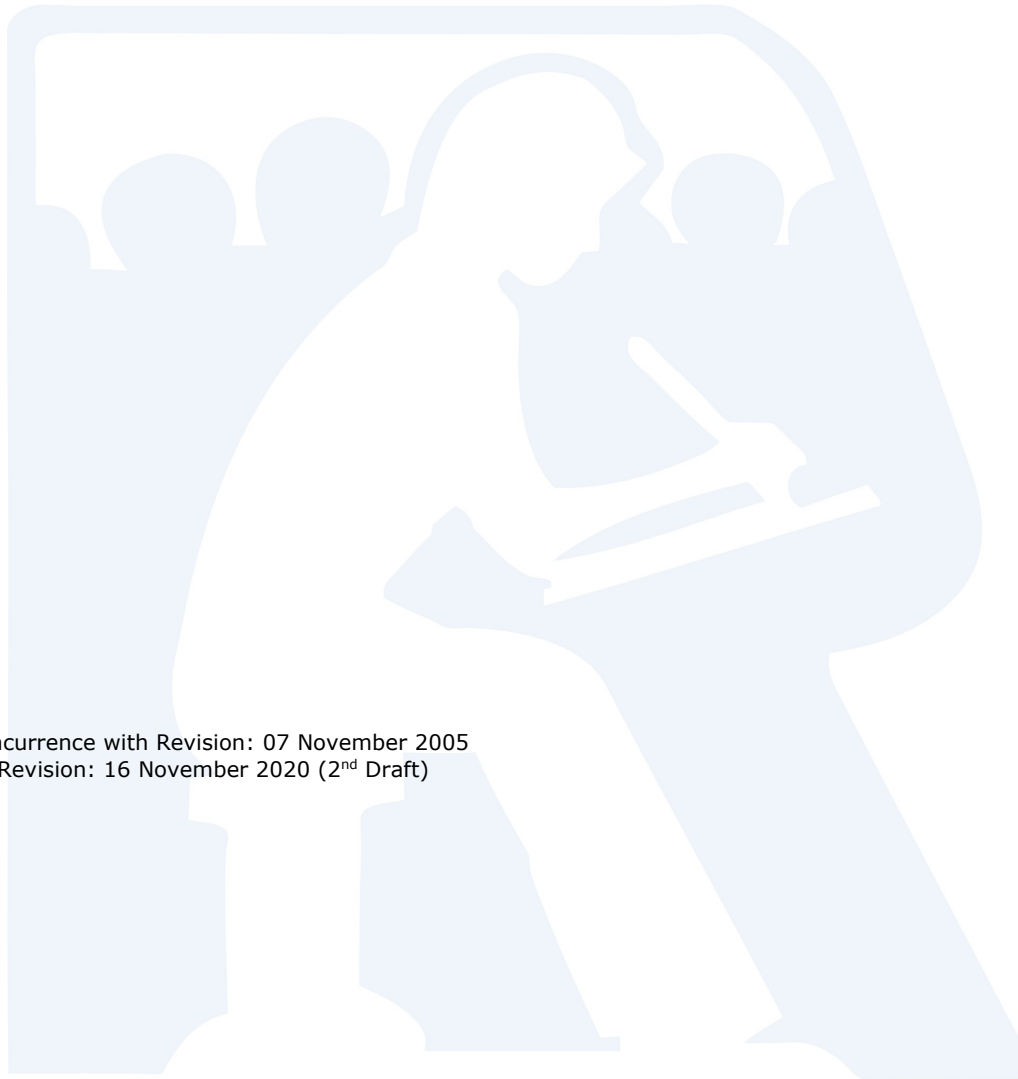
A cake and coffee/tea/juice provided after the ceremony is usually sufficient. A special treat and/or certificate for the students, provided in their classrooms, can also be added to the evening's events.

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: 16 November 2020 (2nd 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
5. Member of Legislative Assembly
6. Namesake/family member
7. School Trustees
8. City Councillors
9. Other elected officials
10. Dedicatory Official
11. Superintendent of Schools and Senior Staff
12. Principal
13. Contractor
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**

Local 716

Ian Hillman

Stacey Robinson

LOCAL/SECTION LOCALE

PRESIDENT

Vice President

March 25th, 2021

Roy Uyeno
Secretary-Treasurer &
Sandra Nixon
School Trustee
School District 38 (Richmond)
7811 Granville Avenue
Richmond, BC. V6Y 3E3

Re: April 28th, 2021 Day of Mourning

Dear Roy and Sandra,

Wednesday, April 28th, 2021 is the National Day of Mourning in Canada. A day when we honour workers who have lost their lives because of workplace accidents or from occupational disease. As President of CUPE Local 716, I am writing to ask that the Richmond School Board once again, as has become our tradition, recognize this day.

CUPE Local 716 is requesting that schools and district work sites be encouraged to honour workers who have lost their lives with a moment of silence at 11:00am on Wednesday, April 28th, 2021. Also, we are requesting that flags be lowered to half-staff at all worksites on that day.

Thank you for your consideration and attention to this special day.

Yours truly,

Ian Hillman
President, CUPE Local 716

c.c. Stacey Robinson, 1st Vice President CUPE Local 716
Nancy Williams, 2nd Vice President CUPE Local 716
Richmond School District Board of Trustees
Hasheel Shah, Richmond School District Health & Safety