

**POLICY COMMITTEE
PUBLIC MEETING AGENDA**

DATE: MONDAY, MAY 17, 2021

11:00 AM

<https://sd38.zoom.us/j/69816097409>

Passcode: 6000

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

- 1. ADOPT AGENDA**
- 2. APPROVE MINUTES**
Attachment: Minutes of meeting held April 19, 2021.
- 3. DRAFT REVISED POLICY 504.9/504.9-R: EMERGENCY SITUATIONS/DRAFT PARENT GUIDE**
Report from the Deputy Superintendent attached.
- 4. SECTION 700: FACILITIES**
Report from the Executive Director, Facilities Services attached.
- 5. STATUS OF CURRENT AND ANTICIPATED ITEMS**
Attachment: Update to May 17, 2021.
- 6. NEXT MEETING DATES**
The next meeting is scheduled for Monday, June 14, 2021 at 11 am.
- 7. ADJOURNMENT**

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

MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE

Date: Monday, April 19, 2021 at 11 am
Via Zoom Webinar

Present: Sandra Nixon, Chairperson
Debbie Tablotney, Vice-Chairperson
Norman Goldstein, Member
Scott Robinson, Superintendent
Roy Uyeno, Secretary Treasurer
Maria Fu, Assistant Secretary Treasurer
Liz Baverstock, Richmond Teachers' Association
Tim McCracken, Richmond Teachers' Association
Steve Wenglowski, Richmond Teachers' Association
JW Cho, Richmond Teachers' Association
Ian Hillman, CUPE 716
Mark Hoath, Richmond Association of School Administrators
Rebeca Avendano, Richmond Management Professionals Staff
Catherine Cleary, Executive Assistant (Recording Secretary)

The Chair called the meeting to order at 11:03 am.

1. ADOPT AGENDA

The agenda was adopted as circulated.

2. APPROVE MINUTES

The Minutes of the meeting held February 8, 2021 were approved as circulated.

3. SECTION 600: FINANCE

The Chairperson first provided background and an update on the Finance policies since being reviewed at the February 8th meeting. At the last Public Committee meeting, it was suggested that staff work on any further revisions and follow up on questions or final comments received prior to the draft policies being sent out for Stakeholder review.

The Assistant Secretary Treasurer spoke to Ms. Baverstock's question regarding Purchase cards and indicated that the District is now proceeding with giving Purchase cards to home economics teachers.

Ms. Baverstock had also asked for more discussion around charitable donations and what the specific guidelines were there regarding acceptance from various organizations. The Assistant Secretary Treasurer responded that charitable donations for tax receipt fall under the Canada Revenue Agency rules and federal legislation. It was noted that if all criteria were not met, then the donation would have to be returned and the donor asked if they still wished to donate without a tax receipt. The Assistant Secretary Treasurer then outlined the two types of donations – cash or in kind, and the processes and procedures around criteria for issuing tax receipts.

ACTION: It was **AGREED** that **Policy 600: Finance** section be brought to the April 28, 2021 Public Board meeting as a Notice of Motion for a recommendation at the May 26, 2021 Board meeting to enter into the Stakeholder review process. A timeline would be determined to allow stakeholders enough time to review the draft policies.

6. STATUS OF CURRENT AND ANTICIPATED ITEMS

The Status document was updated to April 19, 2021.

6. NEXT MEETING DATES

The next meeting will be held on May 17, 2021 at 11 am.

7. ADJOURNMENT

The meeting was adjourned at 11:28 am.

Respectfully Submitted,

Sandra Nixon, Chairperson
Policy Committee

Report to the Policy Committee PUBLIC

DATE: May 17, 2021
FROM: Rick Ryan, Deputy Superintendent
SUBJECT: Draft Revised Policy 504.9 & 504.9-R: *Emergency Situations*

This report is provided to the Policy Committee for information purposes. No further action on behalf of the committee is required at this time.

INTRODUCTION:

The purpose of this report is to provide background information regarding a comprehensive revision to Policy 504.9 & 504.9-R Emergency Situations.

BACKGROUND:

Policy 504.9 & 504.9-R Emergency Situations were adopted on March 5, 1990. Over the course of time, considerable changes have taken place in the area of emergency management protocols for school districts. The attached draft revision of the Emergency Management Policy and Regulation document are reflective of legislative requirements and current best practices in this critical area.

LEGISLATIVE CONSIDERATIONS:

The Ministry of Education has developed an Emergency Management Planning Guide for Schools, Districts and Authorities which incorporates legislative requirements for districts and outlines essential elements of a comprehensive Emergency Management Cycle. The draft Policy and Regulation revisions are aligned with the Ministry of Education Planning Guide.

POLICY CONSIDERATIONS:

At this time, the Board of Education has Policy 504.9 & 504.9-R Emergency Situations. The draft Policy and Regulation revisions (renumbered and renamed) are attached as Policy 310 & 310-R Emergency Management. Administrative Guidelines are currently under development and will be share with the Policy Committee at the appropriate time. In addition, the supporting document A Parent's Guide: Emergency Preparedness, is attached for reference. Following initial discussions at the Policy Committee, potential revisions to the documents will be made and revised copies of the draft Policy and Regulation will be brought to the next regular meeting of the Policy Committee for further consideration.

PROPOSED TIMELINE:

April 19, 2021	Policy Committee meeting	Draft policy to be considered by Policy Committee with initial feedback from stakeholders to be incorporated into potential revision.
May 17, 2021	Policy Committee meeting	Revised policy to be considered by Policy Committee with possible recommendation to be brought to Board of Education for entry into the stakeholder review process.

May 26, 2021	Board of Education meeting	Notice of Motion for June 23 rd Board meeting brought to Board of Education for entry into the stakeholder review process.
June 23, 2021	Board of Education meeting	Possible Board approval for entry into stakeholder review process (proposed timeline June 24, 2021 - July 31, 2021).
July 31, 2021		Deadline for submission of input.
September TBD	Policy Committee meeting	Updated draft policy incorporating stakeholder input brought to Policy Committee. Possible recommendation of Notice of Motion for Board approval at September Board meeting.
October TBD	Board of Education meeting	Notice of motion for approval of policy at October Board meeting.
November TBD	Board of Education meeting	Possible Board approval of policy at November Board Meeting.

CONCLUSION:

The Richmond Board of Education has as its highest priority the safety of students and staff and upholds the duty of care that is expected from our school community. The Board is responsible for ensuring that emergency management policy is established, outlining protocols to be practiced and activated as required by provincial legislation and regulations.

Rick Ryan
Deputy Superintendent

ADMINISTRATION:

Policy 310

EMERGENCY MANAGEMENT

The Richmond Board of Education has as its highest priority the safety of students and staff and upholds the duty of care that is expected from our school community.

The District is responsible for ensuring that Emergency Management protocols are established, practiced and appropriately activated as required by provincial legislation and regulations.

ADMINISTRATION:

Policy 310-R

EMERGENCY MANAGEMENT

Being ready to address different scenarios in collaboration with first responders and relevant community agencies takes considerable preparation on the part of school and district staff. The district engages with an ongoing emergency management cycle in order to provide thoughtful and effective emergency response to our schools and district facilities. All school district facilities must have staff trained in how to manage emergency situations that may arise.

DEFINITIONS

All-Hazard: Any incident or event, natural or human caused, that requires an organized response by public, private, and/or governmental entity in order to protect life, public health and safety, and minimize any disruption of government, social, and economic services.

Critical Incident: Any incident, whether natural or human-caused, that has a negative emotional impact on those affected resulting in a state of stress or discomfort and feelings of loss of control.

Disaster: An event, generally considered to have an even greater impact than an emergency, caused by an accident, fire, explosion or technical failure, or by the forces of nature, and has resulted in serious harm to the health, safety and/or welfare of people, or in widespread damage to property.

Emergency: An event or circumstance that is caused by accident, fire, explosion, technical failure, human action or force of nature, that requires prompt coordination of action or special regulation of persons or property to protect the health, safety or welfare and/or a person or to limit damage to property.

Emergency Management Cycle: An ongoing process to prevent, prepare for, respond to, and recover from an incident.

Incident Command System: A standardized on-site management system designed to enable effective, efficient incident management by integrating a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure.

DUTY OF CARE

The Supreme Court of Canada has articulated that "The standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible is that of a careful or prudent parent."

In the event of an emergency, staff must ensure that students are cared for until they are safely reunited with their parents or guardians.

DISTRICT RESPONSE PROTOCOLS

The district models emergency response protocols on the British Columbia Emergency Response Management System (BCERMS) which outlines the following priorities:

- Keep students and staff safe.
- Make sure that staff understand clear and consistent standards and procedures to follow.
- Clearly define roles and responsibilities.
- Ensure that communications and protocols are aligned with community partners (e.g., First Responders).
- Minimize disruptions and return to normal as soon as possible.

The district follows the Ministry of Education's Emergency Management Planning Guide for Schools, Districts and Authorities which outlines key elements of the Emergency Management Cycle:

Pre-Event Planning

Effective emergency management begins with ongoing assessment, prevention, planning, and training in preparation for the potential of an emergency situation.

Emergency Event

In the event of an emergency, the district operationalizes the All-Hazards Approach to emergency management. The All-Hazards Approach incorporates five key responses that must be activated appropriately based on the context of an emergency.

Drop-Cover-Hold On
Activated in an event such as an earthquake, where the physical structure becomes unstable. Students and staff must go into a drop-cover-hold on position to reduce the risk of injury.
Evacuation
Activated when the building or area becomes unsafe. In an evacuation, students and staff are to leave the building and go to a previously identified location outside of the building. If it is safe to do so, students and staff are able to re-enter the building.

Shelter-in-Place
Activated when a situation outside of the school is not safe. For personal safety, it is important for students and staff to remain inside the school. Exterior doors are locked and monitored to allow students and staff to enter. Once inside, no one leaves the building.
Hold and Secure
Activated by the RCMP when it is necessary to secure the school because there is a security threat occurring in close proximity. Exterior doors are locked and monitored to allow students and staff to enter. Once inside, no one leaves the building.
Lockdown
Activated in response to a significant act or threat of violence. If a lockdown is initiated by the principal, 911 is contacted for immediate response from the RCMP and other support agencies as necessary. Exterior doors and interior classroom doors are locked and no individual is permitted in or out of any area. Only the RCMP are permitted access to the school until the lockdown is over.

Post-Event Recovery

The following elements will require attention post-event:

- Emotional and psychological supports.
- Physical and structural needs of district facilities.
- Continuity of operations (e.g., alternate site arrangements).
- Restoring learning.
- Debriefing to support moving forward.

Violence Threat Risk Assessment (VTRA) Protocol

The Violence Threat Risk Assessment Protocol is one important aspect of the Ministry of Education's Expect Respect & A Safe Education (*erase*) Strategy. The Board of Education and our community partners are committed to making our schools safe for all students, staff and community members. As a result, we are committed to responding in a multi-disciplinary approach to all student behaviours that pose a potential risk to self or other students, staff and members of the community.

Violence Threat Risk Assessment

WE ARE IN THIS TOGETHER

Together we must commit to intervening in all situations in which students may be posing a threat to themselves or others. Parents, staff, students, and community members must report threat-related behaviours to the principal and/or appropriate authorities such as the RCMP or Child and Youth Mental Health.

WHAT IS A THREAT?

A threat is any expression of intent to do harm or to act out violently.



WHO IS PART OF THE THREAT ASSESSMENT TEAM?

Each school has a threat assessment team that includes a school administrator and counsellor. Schools are further supported by district personnel, the RCMP, and other support agencies as appropriate.



WHAT IS THE PURPOSE OF A THREAT ASSESSMENT?

- Ensure the safety of the school community
- Understand the context of the threat(s)
- Assess the factors contributing to the behaviours
- Develop an intervention plan



WHAT HAPPENS IN A THREAT ASSESSMENT PROCESS?

The assessment process starts with a commitment to address all threat-making behaviours. Parents and the student(s) involved will be interviewed to determine the level of risk, and to collaboratively develop an intervention plan to support any student(s) involved in threat-making behaviours. A support plan will also be developed to support anyone in the school community that has been impacted by the threat(s).

GATHERING OF INFORMATION

The district will gather information in compliance with privacy laws. Information gathering will only be undertaken when there is reasonable cause to believe that a risk exists. Relevant information collected as part of a threat assessment process may be provided to the RCMP.

ROLES AND RESPONSIBILITIES

Superintendent

The superintendent will ensure that emergency management policy and regulations are followed and that the chairperson of the Board of Education is updated in a timely way when a serious incident occurs.

Additional responsibilities include:

- Overseeing the development, maintenance and review of the District Emergency Management Plan (DEMP).
- Ensuring that School and Site Emergency Management Plans (SEMP) are up-to-date.
- Making staff training available and aligned with response protocols.
- Serving as the District Incident Commander and activating the District Emergency Operations Centre (DEOC) as appropriate.
- Reporting emergencies, disasters and critical incidence to the Ministry of Education.
- Reporting annually to the Board of Education on the state of the district's emergency preparedness.

Principal or Site Manager

The principal or site manager is responsible for the safe operation and management of the school or site at all times. In the event of an on-site emergency, the principal or site manager maintains responsibility until first responders arrive, at which point responsibility is shared based on context. In all school or district site-based emergency situations, the principal or site manager serves as the Site Incident Commander using the All-Hazards Approach. During a significant emergency event, the principal or site manager will initiate the Incident Command System (ICS).

Principals and site managers are responsible for:

- Ensuring that an up-to-date School or Site Emergency Management Plan (SEMP) is in place.
- Scheduling emergency drills on an annual basis.
- Maintaining a safe and orderly facility to the best extent possible during an emergency.
- Supervision of students until they are safely reunited with their parents or guardians.

School Staff and Students

All school staff and students are expected to be familiar with the School Emergency Management Plan (SEMP) and to understand their role in the event of an emergency.

Parents and Guardians

Parents play an important role in support of the School Emergency Management Plan (SEMP) by:

- Ensuring that they are aware of the School Emergency Management Plan (SEMP).
- Providing up-to-date information regarding contact, medical, and student release information.
- Following the guidance provided when an emergency is taking place.
- Participating in drills or exercises related to emergency preparedness (including student release drills), when invited to do so by the principal.
- Encouraging their child to take drills seriously.
- Assisting with the acquisition and organization of emergency supplies on an ongoing basis.

First Responders

First responders (e.g., police, fire, paramedics) work at the site-level of an emergency event. Activities of first responders may include securing the perimeter, providing medical response, firefighting, and managing crowds or evacuation zones. First responders work in collaboration with the principal or site manager when arriving on-site.

A Parent's Guide Emergency Preparedness

INTRODUCTION

The Richmond Board of Education has as its highest priority the safety of students and staff, and upholds the duty of care that is expected from our school community. The district is responsible for ensuring that emergency management protocols are established, practiced and activated as required by provincial legislation and regulations.

Being ready to address different scenarios in collaboration with first responders and relevant community agencies takes considerable preparation on the part of school and district staff. The district engages with an ongoing emergency management cycle in order to provide thoughtful and effective emergency response to our schools. Each school has staff trained in how to manage situations that may arise, and are supported by district-based personnel.

This document is intended to familiarize parents with district emergency management protocols. A critical incident, disaster, or emergency is unpredictable and depending on the nature of the event, can have significant negative impact on those affected. Schools are places where emergency management protocols are critically important to the well-being of students and staff and to the confidence that parents and guardians have in entrusting their children to our care.

IMPORTANT DEFINITIONS

- **All-Hazard:** Any incident or event, natural or human caused, that requires an organized response by public, private, and/or governmental entity in order to protect life, public health and safety, and minimize any disruption of government, social, and economic services.
- **Critical Incident:** Any incident, whether natural or human-caused, that has a negative emotional impact on those affected resulting in a state of stress or discomfort and feelings of loss of control.
- **Disaster:** An event, generally considered to have an even greater impact than an emergency, caused by an accident, fire, explosion or technical failure, or by the forces of nature, and has resulted in serious harm to the health, safety and/or welfare of people, or in widespread damage to property.
- **Emergency:** An event or circumstance that is caused by accident, fire, explosion, technical failure, human action or force of nature, that requires prompt coordination of action or special regulation of persons or property to protect the health, safety or welfare and/or a person or to limit damage to property.
- **Emergency Management Cycle:** An ongoing process to prevent, prepare for, respond to, and recover from an incident.

DUTY OF CARE

The Supreme Court of Canada has articulated that “The standard of care to be exercised by school authorities in providing for the supervision and protection of students for whom they are responsible is that of a careful or prudent parent.”

In the event of an emergency, staff must ensure that students are cared for until they are safely reunited with their parents or guardians.

DISTRICT RESPONSE PROTOCOLS

The district models emergency response protocols on the British Columbia Emergency Response Management System (BCERMS) which outlines the following priorities:

- Keep students and staff safe.
- Make sure that staff understand clear and consistent standards and procedures to follow.
- Clearly define roles and responsibilities.
- Ensure that communications and protocol are aligned with community partners (e.g., First Responders).
- Minimize disruptions and return to normal as soon as possible.

The district follows the Ministry of Education's Emergency Management Planning Guide for Schools, Districts and Authorities which outlines key elements of the Emergency Management Cycle:

Pre-Event Planning

Effective emergency management begins with ongoing assessment, prevention, planning, and training in preparation for the potential of an emergency situation.

Emergency Event

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Post-Event Recovery

The following elements will require attention post-event:

- Emotional and psychological supports.
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- Restoring learning.
- Debriefing to support moving forward.

Violence Threat Risk Assessment

The Violence Threat Risk Assessment Protocol is one important aspect of the Ministry of Education's Expect Respect & A Safe Education (erase) Strategy. The Board of Education and our community partners are committed to making our schools safe for all students, staff and community members. As a result, we are committed to responding in a multi-disciplinary approach to all student behaviours that pose a potential risk to self or other students, staff and members of the community.

WE ARE IN THIS TOGETHER

Together we must commit to intervening in all situations in which students may be posing a threat to themselves or others. Parents, staff, students, and community members must report threat-related behaviours to the principal and/or appropriate authorities such as the RCMP or Child and Youth Mental Health.

WHAT IS A THREAT?

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WHO IS PART OF THE THREAT ASSESSMENT TEAM?

Each school has a threat assessment team that includes a school administrator and counsellor. Schools are further supported by district personnel, the RCMP, and other support agencies as appropriate.



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WHAT HAPPENS IN A THREAT ASSESSMENT PROCESS?

The assessment process starts with a commitment to address all threat-making behaviours. Parents and the student(s) involved will be interviewed to determine the level of risk, and to collaboratively develop an intervention plan to support any student(s) involved in threat-making behaviours. A support plan will also be developed to support anyone in the school community that has been impacted by the threat(s).

GATHERING OF INFORMATION

The district will gather information in compliance with privacy laws. Information gathering will only be undertaken when there is reasonable cause to believe that a risk exists. Relevant information collected as part of a threat assessment process may be provided to the RCMP.

ANNUAL EMERGENCY DRILLS

Emergency drills provide students and staff with time to practice the All-Hazards Approach to emergency management. Through these drills, students and staff acquire the knowledge required to respond quickly and confidently in the event of an emergency. Each year, the principal schedules and conducts the following emergency drills:

- Six evacuation fire drills.
- Three drop, cover, and hold on earthquake drills.
- Two lockdown/hold and secure drills.

HOW PARENTS CAN ASSIST

Parents play an important role in support of the School Emergency Management Plan (SEMP) by:

- Ensuring that they are aware of the School Emergency Management Plan (SEMP).
- Providing up-to-date information regarding contact medical, and student release information.
- Following the guidance provided when an emergency is taking place.
- Participating in drills or exercises related to emergency preparedness (including student release drills), when invited to do so by the principal.
- Encouraging their child to take drills seriously.
- Assisting with the acquisition and organization of emergency supplies on an ongoing basis.

WHEN AN EMERGENCY IS OCCURRING

Please do not go to your child's school unless requested to do so

Although your natural instincts in an emergency may be to go to the school to safeguard your child, please understand that doing so could impede the response to the situation. Going to the school may interfere with emergency and school personnel efforts to address the situation. Extra vehicles and people arriving on-site make the task more difficult. Please follow the instructions provided to you through the communication channels outlined below.

If you happen to arrive at the school in the midst of an emergency

Please respect the protocol(s) in progress. While it is understandable that personal circumstances or initial reactions might move you to do something contrary to the school's established procedures, staff cannot compromise the safety of others to accommodate individual requests, such as gaining access to the school during a lockdown.

Please do not call the school or your child's cell phone during an emergency

Staff need to remain available for handling emergency communications with first responders. In addition, calling your child's cell phone during an emergency may be putting them at higher risk by disclosing their location or drawing attention to them during a lockdown.

KEEPING PARENTS INFORMED DURING AN EMERGENCY

(anticipated implementation date - September 2021)

During a school-wide emergency, you are asked to not attend or contact your child's school. It is unlikely that you will be able to reach the school by phone. School personnel will be focusing all of their efforts on managing the complexities associated with the emergency. You can expect that the school will send notifications and regular updates by text message and email to parents. As time permits and as appropriate, other forms of communication will be activated such as parent letters, web posts, phone communication, etc.

STUDENT REUNIFICATION PROTOCOL

(anticipated implementation date - September 2021)

The district is developing a Student Reunification Protocol to reunite children with their parents as quickly as possible subsequent to an emergency which requires the activation of the protocol. Parents are asked to adhere to the Reunification Protocol described below. It is not unusual for emotions to surface as a result of an emergency situation. Staff will work to ensure this protocol takes place without delay, and your cooperation when you arrive is essential. If for any reason, your child cannot be picked-up, they will remain under the supervision of school personnel until alternate arrangements can be made.

1. A designated Student Reunification Area will be established. Parents will be notified at the time of an emergency where the Student Reunification Area is located. The location may not be at the school dependent on the specifics of the emergency.
2. Students will only be released to an individual designated on the Emergency Student Reunification Authorization Form completed during school start-up each year. Please be sure to keep this information up-to-date with your school.
3. Valid identification is required to pick-up your child. This is required to protect your child. This step will be completed at the designated Greeter Identification Check Table.
4. Once identification is confirmed, parents or a designated caregiver will be provided a copy of the Emergency Student Reunification Authorization Form and be guided to the Check-In Gate.
5. A signature will be required for the release of your child. This is an important step as it ensures your child is accounted for at all times. This step will occur at the designated Release Gate.
6. Once your child has been released from the Reunification Area, please depart immediately.

EDUCATION: STUDENTS

Policy 504.9

Emergency Situations

The Board believes that protection in emergency situations is essential to saving lives and therefore supports and cooperates with Provincial Fire Marshalls, Royal Canadian Mounted Police and the Municipal Emergency Programme Coordinator in the development and execution of an Emergency Situation Plan for the schools and community as a whole.

PROPOSE TO BE RETIRED

EDUCATION: STUDENTS

Policy 504.9-R

Emergency Situations

In order to facilitate the intent of Board policy, each school shall have procedures which are clearly stated in keeping with the guidelines and the uniqueness of each school.

Fire

- (a) Fire drill procedures must be clearly stated - in writing - and must be reviewed regularly with students, teachers, and other personnel.
- (b) Procedures must be made available to the Provincial Fire Marshall for approval.
- (c) Principals must be assured that the intent of the general guidelines (information) is addressed in school procedure and satisfies the uniqueness of the school setting.

Bomb Threats

- (a) Bomb threat procedures must be clearly stated to each employee and reviewed periodically.
- (b) Principals must be assured that the intent of the general guideline is addressed in the school procedure and satisfies the uniqueness of the school setting.

Earthquakes

- (a) Earthquake plans and procedures must be clearly stated - in writing - and must be reviewed regularly with students, teachers, and other personnel. Such plans and procedures should provide for periodic assessments of potential hazards within the building and on the site, regular drills, as well as communicating to parents procedures to be employed in order to maximize the safety of pupils.
- (b) Principals must be assured that the intent of the general guidelines is addressed in the school procedures and satisfies the uniqueness of the school setting.

Other Emergencies

Other emergencies may occur from time to time - loss of power, water and heat, fights, accidents within the perimeter of the school, abductions and molestations. Principals must be assured that procedures are established and followed and the staff of the school are informed so that appropriate action can be taken.

Authorities with a common interest in the above include:

- Police Department
- Fire Department (including inhalator and ambulance service)
- Superintendent of Schools

Board Concurrence: 05 March 1990

Report to the Policy Committee PUBLIC

DATE: 17 May 2021

FROM: Frank Geyer, Executive Director, Facilities Services

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

POLICY CONSIDERATIONS

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

BACKGROUND

At the 18 January 2021 Policy Committee Public Meeting, the draft revised Policies 700, 701, 701.2, 701.11 and 701.12, Regulations 701-R, 701.2-R and 701.11-R, and Administrative Guideline 701.12-G (Phase 1 of a three phase policy review process) were presented for information and review, along with the phasing plan for the completion of Facilities-specific policy review. At the meeting:

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

At the 08 February 2021 Policy Committee Public Meeting, revised draft documents were presented, based on feedback received to date, and it was agreed by the Committee that a Notice of Motion be brought to the 24 February 2021 Board meeting for a Recommendation at the 31 March 2021 Public Board Meeting to enter Phase 1 of Facilities section into the Stakeholder Review Process.

At the 31 March 2021 Public Board meeting, the Board approved the motion, in accordance with Board Policy 204: Creation and Revision of Policy and Regulations, to place revised Policy Section 700: Facilities - Phase 1 into the stakeholder review process for questions and feedback by 10 May 2021.

CONSULTATION

In addition to the verbal feedback received from the RTA at the 18 January 2021, a letter was received from the RTA 16 February 2021 regarding a number of motions passed by the RTA Executive Committee, including a request that the Board review Policy 701.11 (Naming of Board-Owned Facilities or Parts of Board-Owned Facilities) to include wording regarding renaming of facilities and stakeholder involvement in naming and renaming of facilities. Written feedback was also received from the Richmond Association of School Administrators (RASA) on 11 May 2021

which suggested wording adjustments to Regulation 701-R (Facilities Planning and Development). The feedback received from RTA and RASA has been reviewed and incorporated into the final documents. No other feedback has been received from stakeholders.

REVIEW AND ANALYSIS

Appended to this report are:

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

Frank Geyer, PEng, FMA
Executive Director, Facilities Services

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

Proposed Revised Policy	Current Policy	Key Changes
Policy 701.2-R - Capital Project Design Review Process	Policy 701.2-R - School Building Planning Review Process	<ul style="list-style-type: none"> Revised title to reflect that the process is during the design phase and not the planning phase (which is covered off in Policy 701 and 701-R) Defined types of capital projects Replaced Steering Committee with Project Design Advisory Committee and incorporated language contained in 11 September 2019 Board Resolution to reflect current project governance and design delivery protocols
N/A	Policy 701.4 and Regulation 701.4-R - Selection of an Architect	<ul style="list-style-type: none"> Retire Policy 701.4 and Regulation 701.4-R as the contents have been incorporated into Regulation 701-R
N/A	Policy 701.6 - Preliminary Building Specification	<ul style="list-style-type: none"> Retire Policy 701.6 as the contents have been incorporated into Policy 701
N/A	Policy 701.9 - Tendering for Construction	<ul style="list-style-type: none"> Retire Policy 701.9 as the contents have been incorporated into Policy 701
N/A	Policy 701. 10 - Supervision of Construction	<ul style="list-style-type: none"> Retire Policy 701.10 as the contents have been incorporated into Policy 701-R
Policy 701.11 - Naming and Renaming 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"> Revised title to reflect renaming Minor housekeeping
Regulation 701.11-R - Naming and Renaming 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"> Revised title to reflect renaming Updated naming committee to include stakeholder groups Added electronic media to advertising
Policy 701.12 - Official School Openings	Policy 701.12 - Official School Openings	<ul style="list-style-type: none"> Changed “School Board” to “Board of Education”

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

FACILITIES

Policy 700 (previously Policy 900)

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

The Board of Education recognizes that the efficient and safe operation of the ~~district's Richmond School 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 of Education recognizes that the efficient and safe operation of the Richmond School 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 facilities requirements for the Richmond School District are contained in the District Long Range Facilities Plan, which shall be periodically evaluated and submitted to the Board of Education by the Executive Director, Facilities Services.

District facilities shall be planned and designed to provide the built environment necessary to implement 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 facilities requirements for the Richmond School District are contained in the District Long Range Facilities Plan, which shall be periodically evaluated and submitted to the Board of Education by the Executive Director, Facilities Services.

District facilities shall be planned and designed to provide the built environment necessary to implement 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 district facilities can enhance effective learning, teaching and administration, the Board of Education will strive for facilities which offer the best possible environment, within financial limitations, for district activities.

Specifically, the Board will aim toward:

- New and rejuvenated buildings which facilitate organizational and instructional patterns in support of the Richmond 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 diverse abilities; 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 District and the Provincial 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 of Education.

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 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 Districts' carbon emissions;
 - The purchase and installation of 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 of Education is required prior to any site acquisition.

2. Pre-Design

If the Ministry 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 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 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 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 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

1. The Project Manager prepares regular Project Status Updates for posting on the Richmond School District website and for reporting out to the Facilities & Building Committee by the Executive Director, Facilities Services throughout the life of each project.
2. When a capital project impacts the daily operation of a school in-session, the Project Manager will meet regularly with the School Administrator or designate to provide ongoing updates on the status and projected timeline of the 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.~~

Board Concurrence: 05 March 1990
[Proposed Revision: 17 May 2021](#)

FACILITIES

Policy 701-R (previously Policy 901-R)

Facilities Planning and Development

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- New and rejuvenated buildings which facilitate organizational and instructional patterns in support of the Richmond School District's educational philosophy and instructional goals;
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 - Major rejuvenation of school buildings to extend their functional or economic life;
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 - 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 Districts' carbon emissions;
 - The purchase and installation of new or replacement playground equipment; and
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- 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 of Education is required prior to any site acquisition.

2. Pre-Design

If the Ministry 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 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 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.
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- 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.

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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 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

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

2. When a capital project impacts the daily operation of a school in-session, the Project Manager will meet regularly with the School Administrator or designate to provide ongoing updates on the status and projected timeline of the project.

Board Concurrence: 05 March 1990
Proposed Revision: 17 May 2021



FACILITIES

Policy 701.2 (previously Policy 901.2)

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

The Board of Education 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)**

Capital Project Design Review Process

The Board of Education 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 of Education. 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 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:

~~4. — 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 of Education. 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 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.

For Board Information: 06 September 1994
Board Concurrence: 20 February 1995
Board Approval of Revisions: 16 January 2006
Proposed Revision: 17 May 2021

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 and Renaming 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 (previously Policy 901.11)

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

The Board of Education 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 and Renaming 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 of Education-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 (2) Trustees - the first named will be the Committee Chairperson; ~~and~~
 - ~~(a)~~(b) One (1) representative from each of the internal stakeholder groups (Richmond Teachers' Association, Richmond Association of School Administrators, Richmond District Parents Association, Canadian Union of Public Employees Local 716 and Richmond Management Administration Professional Staff); 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~~ 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 (12) 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 [\(6\)](#) 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, [the process to be followed shall be in accordance with Part A of this regulation](#) ~~it may follow the same process as that listed for the Naming of a New Board-Owned Facility.~~

C. Requests to Initiate the Review Naming of Existing Board-Owned Facilities

- 1. Requests to initiate the review of an existing Board-owned facility name can be made by students, staff, the community, or by a resolution of the Board.

The renaming of a school shall be considered if:

- (a) the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values; or
 - (b) the current name was appropriated from a culture or community without the necessary recognition or awareness process.
- 2. The renaming request and detailed rationale will be submitted to the Superintendent of Schools. The Superintendent and Board Chair will review the request.
 - (a) If it is deemed that the request clearly does not meet the consideration criteria outlined in Clause C.1, the Board will be informed as soon as possible. A semi-annual report from the Chair listing unsuccessful requests to rename a Board-owned facility will be submitted to the Board.
 - (b) If the request and rationale could meet the consideration criteria outlined in Clause C.1, the Superintendent and Chair will submit a joint report for information to the Board that includes the requestor's name and affiliation with the Board and local school area, the rationale to consider a school name change and an estimate of the cost of renaming. A recommendation for resolution of the Board may be included.
 - (c) If a resolution to rename a school is approved, the process to be followed shall be in accordance with Part A of this regulation.

FACILITIES

Policy 701.11-R (previously Policy 901.11-R)

Naming and Renaming 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 of Education-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 (2) Trustees - the first named will be the Committee Chairperson;
 - (b) One (1) representative from each of the internal stakeholder groups (Richmond Teachers' Association, Richmond Association of School Administrators, Richmond District Parents Association, Canadian Union of Public Employees Local 716 and Richmond Management Administration Professional Staff); and
 - (c) Staff member(s) as deemed appropriate.
3. The Special Committee of the Board will:
 - (a) place appropriate advertisements in the local and provincial print and electronic media seeking input of the public (public to include members of the community, parents, students, employees). The advertisement will advise the public of the following:
 - (i) that all submissions by members of the public will be held in confidence.
 - (ii) that there is no limitation as to the number or type of suggestions that will be received by the Board.
 - (iii) that submissions include, where possible, rationale or explanation of the proposed name.
 - (iv) that submissions should be sent to the attention of the Secretary-Treasurer.
 - (v) that submissions will be received from members of the public for a period of three months. The advertisement will state the closing date by which submissions must be received.
 - (vi) that a decision will be made by the Board within twelve (12) 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 (6) 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, the process to be followed shall be in accordance with Part A of this regulation.

C. Requests to Initiate the Review Naming of Existing Board-Owned Facilities

- 1. Requests to initiate the review of an existing Board-owned facility name can be made by students, staff, the community, or by a resolution of the Board.

The renaming of a school shall be considered if:

- (a) the current name constitutes a significant departure from generally-recognized standards of public behaviour which is seen to undermine the credibility, integrity or relevance of the Board's contemporary values; or
 - (b) the current name was appropriated from a culture or community without the necessary recognition or awareness process.
- 2. The renaming request and detailed rationale will be submitted to the Superintendent of Schools. The Superintendent and Board Chair will review the request.
 - (a) If it is deemed that the request clearly does not meet the consideration criteria outlined in Clause C.1, the Board will be informed as soon as possible. A semi-annual report from the Chair listing unsuccessful requests to rename a Board-owned facility will be submitted to the Board.
 - (b) If the request and rationale could meet the consideration criteria outlined in Clause C.1, the Superintendent and Chair will submit a joint report for information to the Board that includes the requestor's name and affiliation with the Board and local school area, the rationale to consider a school name change and an estimate of the cost of renaming. A recommendation for resolution of the Board may be included.
 - (c) If a resolution to rename a school is approved, the process to be followed shall be in accordance with Part A of this regulation.

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.

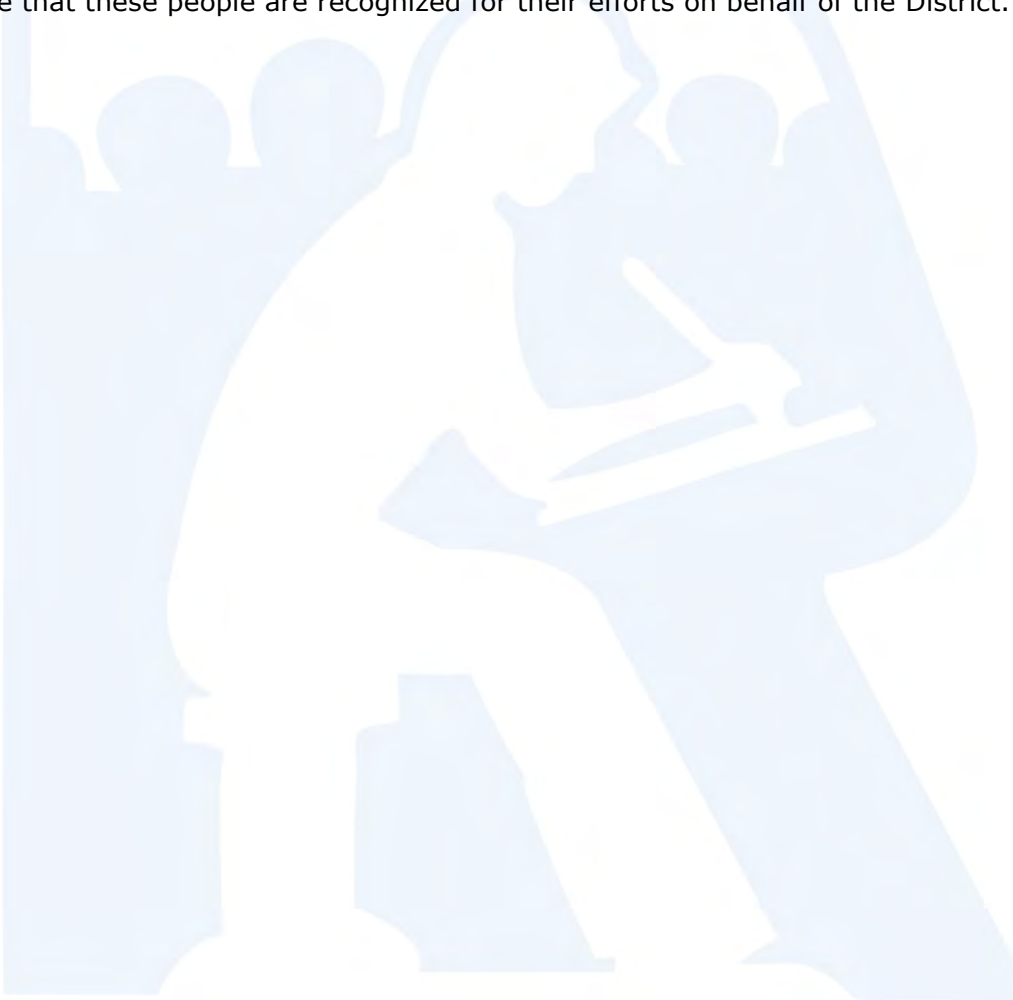


FACILITIES

Policy 701.12 **(previously Policy 901.12)**

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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 [Chairperson of the Board of Education](#) ~~Chairperson~~ [to those speakers and guests listed in Appendix "B" - Invited Speakers and Guests](#), with a follow-up phone call to confirm closer to the date. The following should be invited to speak at the official opening:

- Minister of Education (also officially opens)
- Chairperson of the Board of Education (Richmond)
- Superintendent of Schools (Master of Ceremonies)
- Members of Parliament
- Members of Legislative Assembly ~~(for the area)~~
- Mayor
- School Namesake or Relative (where appropriate)
- Dedicatory Official
- Architect
- Contractor/[Construction Manager](#)
- ~~Principal~~[School Administrator](#)

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

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

2. Organization

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

3. Dedication Plaque and Ceremonial Key

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

See Board ~~policy~~[Regulation](#) 701.11-R - ~~Acceptance &~~ Naming [and Renaming of Board Owned Facilities or Parts of Board Owned](#) ~~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!~~

Board Concurrence with Revision: 07 November 2005

[Proposed Revision: 17 May 2021](#)

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

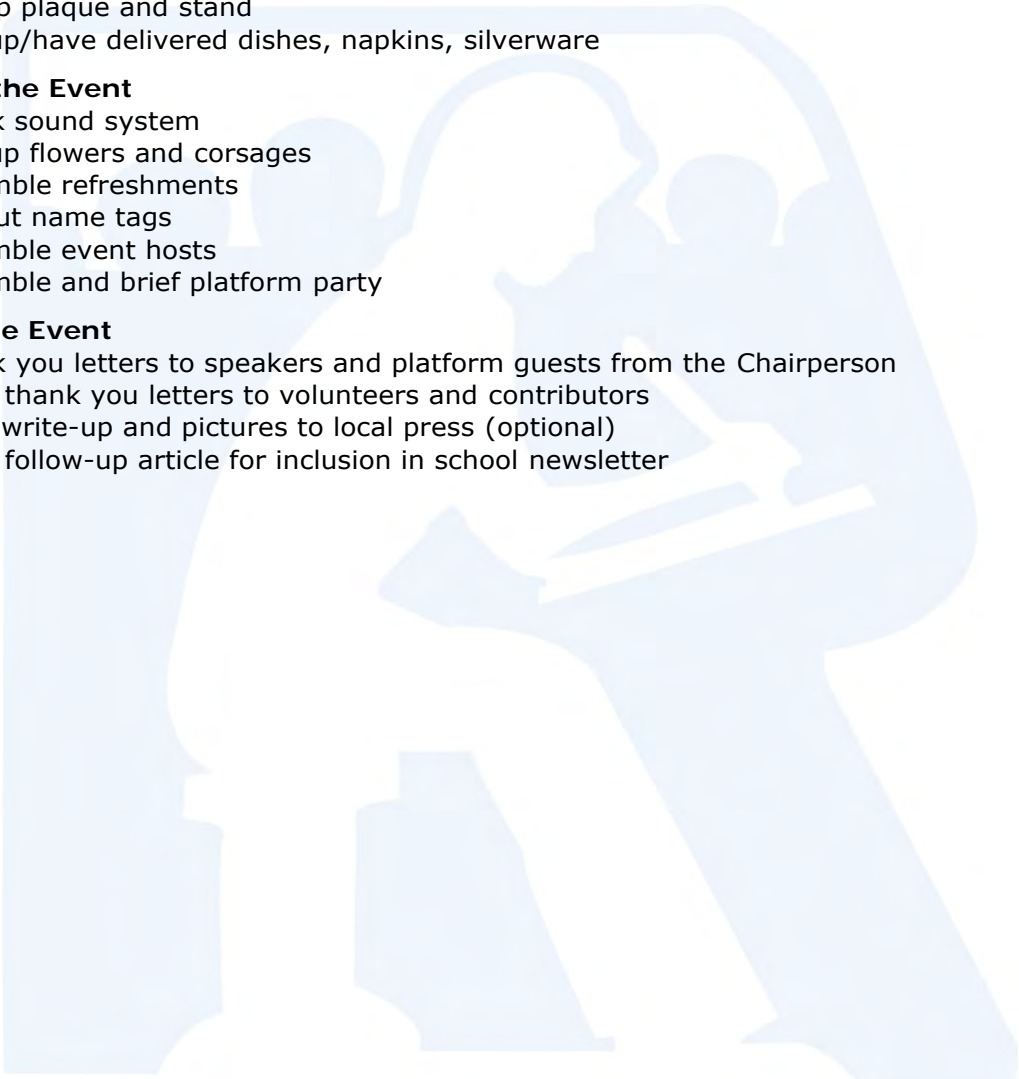
- Set up gymnasium
- Check decorations
- Set up plaque and stand
- Pick up/have delivered dishes, napkins, silverware

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

~~4.~~ Podium Seating

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

~~15.~~ Manager of Facilities

~~16.~~[15.](#) Project Manager

Reserved Seating/Podium (as applicable)

- ~~17.~~[16.](#) [School](#) Student Council President or student representative
- ~~18.~~[17.](#) [School](#) Parent Advisory Council Chairperson
- ~~19.~~[18.](#) [Richmond Teachers' Association](#)~~RTA~~ President
- ~~20.~~[19.](#) [Canadian Union of Public Employees Local 716](#) ~~CUPE~~ President
- ~~21.~~[20.](#) [Richmond Association of School Administrators](#)~~RASA~~ President
- [21.](#) [Richmond District Parents Association](#)~~RDPA~~ President
- [22.](#) [Richmond Management Administration Professional Staff Representative](#)
23. Other invited guests

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

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

FACILITIES

Policy 701.12-G (previously Policy 901.12-G)

Official School Openings

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

1. Speakers

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

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

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

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

2. Organization

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

3. Dedication Plaque and Ceremonial Key

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

See Board Regulation 701.11-R - Naming and Renaming of Board Owned Facilities or Parts of Board Owned 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.

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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.

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

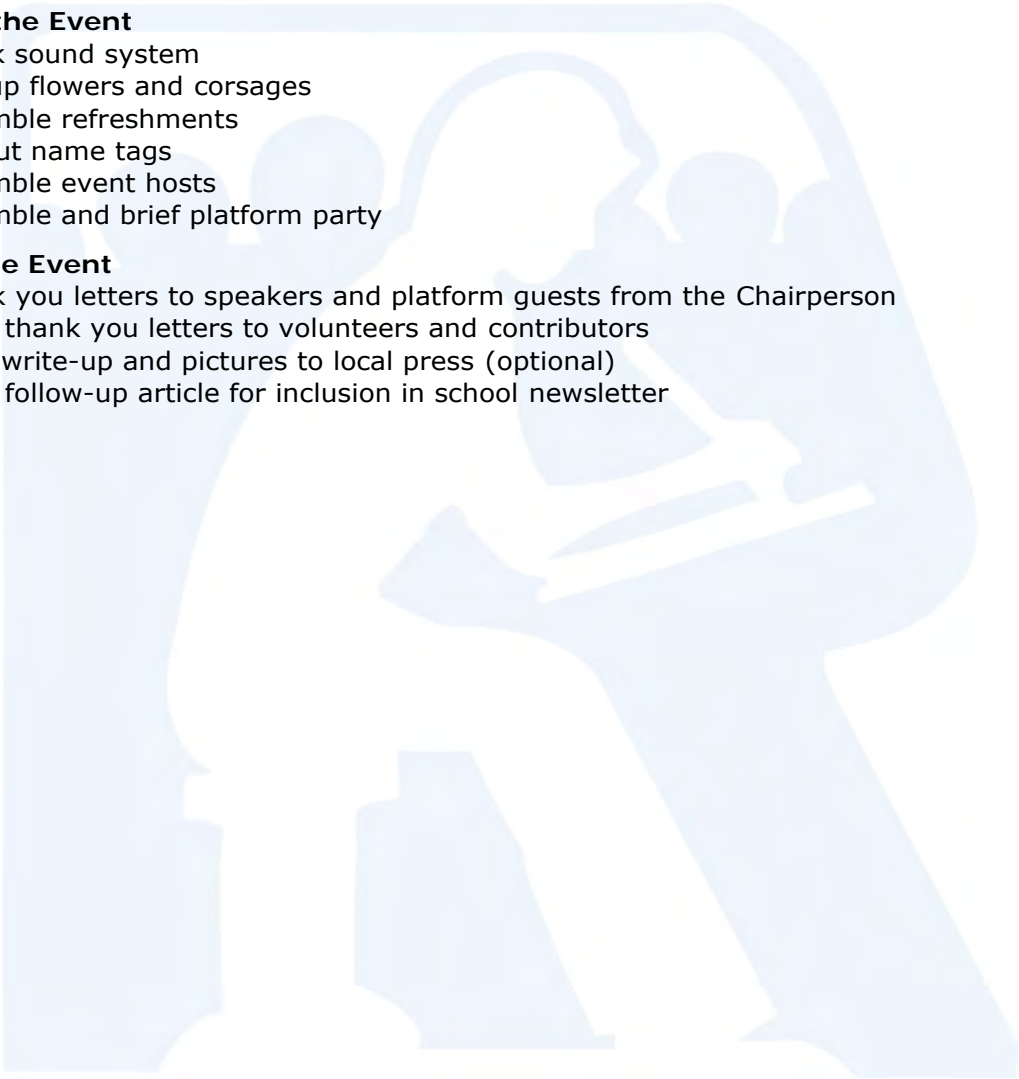
- Set up gymnasium
- Check decorations
- Set up plaque and stand
- Pick up/have delivered dishes, napkins, silverware

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

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

Reserved Seating/Podium (as applicable)

16. School Student Council President or student representative
17. School Parent Advisory Council Chairperson
18. Richmond Teachers' Association President
19. Canadian Union of Public Employees Local 716 President
20. Richmond Association of School Administrators President
21. Richmond District Parents Association President
22. Richmond Management Administration Professional Staff 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**

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

POLICY	STATUS	DATE/TIMELINE
Policy 101: Developmental Objectives	Requires revision upon completion of District Strategic Plan.	2021 – following completion of Strategic Plan
Policy 102: Diversity and Inclusion	Requires revision	2021 – with the formation of the Anti-racism Working Group, this with the cultural diversity work will be combined and worked on in early Spring 2021
Policy 103 Bylaw: Complaints by Students, Parents & the Public	Requires revision	2021
Policy 105-R: District Code of Conduct: How we Learn and Work Together Personal Use of District Supplies, Equipment and Facilities	Requires revision	Feb 8 2021 – Executive Director presented Report and proposed Draft revised Regulation to Policy Committee. Guideline and Policy were reviewed at the Nov 18, 2020 F&L Committee meeting, that advised it be brought to Policy for review.
Policy 204: Creation & Revision of Policy and Regulations	Requires revision	Spring 2021
Policy 502: Student Behaviour and Discipline Policy 502.1: Maintenance of Orderly Conduct Policy 502.2/502.2-R: Student Suspension or Exclusion from School Policy 502.3/502.3-R: Student Possession of Weapons	Requires revision	Jan 18 2021 – Update provided by Deputy Superintendent. Policies and regulations will be updated in with District Code of Conduct and brought back to the Committee for further review and feedback.
Policy 522/522-R: Transportation	Requires revision	2021
Policy Section 600: Finance	Requires revision	Feb 8 2021 – memorandum with revisions/updates on policies for stakeholder review and revision process Apr 19 2021 – Report from Assistant ST and final review of policies prior to NOM to be brought to Board.
Policy Section 700: Facilities	Revisions, etc. This will be the work of the Facilities & Building Committee and will	Nov 16, 2020 Policy meeting – Phase One: Planning & Developmental update provided

Updated to May 17, 2021

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

	return for discussion and review.	Jan 18 2021– revisions and updates will be provided and guidelines included for information. Feb 8 2021 – further revisions/suggested timeline to enter stakeholder review process Deadline for review process May 10 2021 May 19 2021 – report and any updates received during the stakeholder review process
Policy 804.1: Community Use of Schools Policy 804.4: Fees for Use of District Facilities		2021
Fair Notice/Critical Incidents Protocols/Policy 504.9/504.9-R	Nov 16 2020 – update provided	May 19 2021 – report and proposed new draft policies/parent guide
Child Care Centres – Ministerial Order to create policy		2021
Document Management Policy	On hold	

Updated to May 17, 2021