

Report to the Board of Education (Richmond) PUBLIC

DATE: May 26, 2021

FROM: Trustee Sandra Nixon, Chairperson, Policy Committee

SUBJECT: Notice of Motion – Policy Section 700: Facilities

NOTICE OF MOTION TO APRIL 28, 2021 MEETING OF THE BOARD OF EDUCATION (RICHMOND)

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this is a Notice of Motion that a RECOMMENDATION will be presented to the June 23, 2021 Public meeting of the Board of Education (Richmond) to approve revised Policy Section 700: *Facilities – Phase 1*.

BACKGROUND

At the January 18th and February 8th 2021 Policy Committee Public Meeting, the draft revised Policies 700, 701, 701.2, 701.11 and 701.12, Regulations 701-R, 701.2-R and 701.11-R, and Administrative Guideline 701.12-G were presented for information and review, along with the phasing plan for the completion of Facilities-specific policy review. At these meetings, stakeholder representative feedback was received, and revisions were made, specifically to Administrative Guideline 701.12-G – Official School Openings.

At the March 31st 2021 Public Board Meeting, the Board approved placing Policy Section 700: *Facilities – Phase 1* into the stakeholder review process for questions and feedback by May 10th 2021.

CONSULTATION

In addition to the verbal feedback received previously from the RTA, 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). No other feedback had been received from stakeholders.

At the May 17th 2021 Policy Committee Public Meeting, it was decided that the entire Policy Section 700: *Facilities – Phase 1* package, with the exception of Policies 701.11 and 701.12, Regulation 701.11-R and Administrative Guideline 701.12-G, proceed to Board approval. The documents withheld will be further reviewed and revised, and brought forward either as part of Phase 2 or Phase 3 of the Facilities-specific policy review.

SUMMARY

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

Respectfully Submitted,

Sandra Nixon

*Sandra Nixon, Chairperson
Policy Committee*

EXCERPT from Policy 204: *Creation and Revision of Policy and Regulations*

... Notice of Motion for any adoption, amendment, or suspension of a policy or regulation shall be submitted at the regular public Board Meeting prior to the meeting at which the change will be considered ...

Definitions:

Policies define guiding values, overall purposes and specific goals. They indicate, as directly and concisely as possible, what the Board wants and why.

Regulations define required actions. They indicate how and by whom the Board requires things to be done.

Administrative guidelines are developed and maintained by the Superintendent to complement policies and regulations developed by the Board by providing additional or more detailed procedures and expectations when that is deemed necessary by either the Superintendent or the Board.

Proposed Revised Policy 700's – Facilities (Phase 1)

26 May 2021

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
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)

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- d) Approval by the Minister of Education is required prior to any site acquisition.

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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 701.13
(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**