

---

**PUBLIC MEETING AGENDA**  
**BOARD OF EDUCATION**

**WEDNESDAY, JUNE 23, 2021 – 7:00 pm**

[https://sd38.zoom.us/webinar/register/WN\\_mtRkgboiSlCTkWif7uaOlq](https://sd38.zoom.us/webinar/register/WN_mtRkgboiSlCTkWif7uaOlq)

*After registering, you will receive a confirmation email containing information about joining the webinar.*

**Telephone 604 668 6000**

Visit our Web Site @ [www.sd38.bc.ca](http://www.sd38.bc.ca)

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. Recognition of Visitors, Announcements and Updates from Trustees**

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

**2. Adoption of Agenda**

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

**(a) Presentations**

**R.C. Palmer Concert Band**, Gold Medal Performance at MusicFest Canada  
Iris Chan, Music Director.

**Kim Nowitsky**, Community member

**Chantal Lee**, BC Youth Council, Student Reps BC Delegate Presentation.

**(b) Special Recognitions**

Nil.

(c) **Briefs**

Nil.

(d) **Questions from the Public**

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

***Communications Break***

**4. Executive**

**5. Approval of Minutes**

- (a) Regular meeting of the Board held Wednesday, May 26, 2021 for approval.
- (b) Record of an In-camera meeting of the Board held Wednesday, May 26, 2021.

**6. Business Arising**

- (a) **SOGI Annual Update**  
Report from the Superintendent of Schools attached.
- (b) **Diversity & Anti-racism Working Group Update**  
Report from Assistant Superintendent Brautigam attached.
- (c) **Annual Charitable Donations Report**  
Report from the Assistant Secretary Treasurer attached.
- (d) **District Sustainability and Climate Action Plan Update**  
Presentation and update from the Manager, Energy and Sustainability
- (e) **2021-2022 Capital Bylaw. RECOMMENDATION. 3 READINGS REQUIRED.**  
Report from the Executive Director, Facilities Services attached.
- (f) **2022-2023 Five Year Capital Plan. RECOMMENDATION**  
Report from the Executive Director, Facilities Services attached.
- (g) **2021-2022 Eligible School Site Proposal. RECOMMENDATION**  
Report from the Executive Director, Facilities Services attached.

**7. New Business**

- (a) Nil.

**8. Questions from the Public: Tonight's Agenda**

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

**9. Standing Committee Reports**

(a) **Audit Committee**

*Chair: Donna Sargent*

*Vice Chair: Norman Goldstein*

A meeting was held on May 3, 2021.

(b) **Education Committee**

*Chair: Heather Larson*

*Vice Chair: Donna Sargent*

- (i) Minutes of the meeting held May 19, 2021 are attached for information.

A meeting was held on June 16, 2021.

(c) **Facilities and Building Committee**

*Chair: Ken Hamaguchi*

*Vice Chair: Norman Goldstein*

- (i) Minutes of the meeting held May 5, 2021 are attached for information.

- (ii) Feed-U-Cate donation from the Facilities Services Centre Social Committee.

A meeting was held on June 2, 2021.

(d) **Finance and Legal Committee**

*Chair: Debbie Tablotney*

*Vice Chair: Ken Hamaguchi*

A meeting was held on May 19, 2021.

(e) **Policy Committee**

*Chair: Sandra Nixon*

*Vice Chair: Debbie Tablotney*

(i) Minutes of the meeting held May 17, 2021 are attached for information.

(ii) **Policy Section 700: Facilities – Phase 1. RECOMMENDATION.**

(iii) **Policy 310/310-R: Emergency Management. RECOMMENDATION.**

A meeting was held on June 14, 2021.

**10. Correspondence**

- (a) A letter from The Honourable Jennifer Whiteside, Minister of Education dated June 9, 2021, regarding *Phase two Allocation – Safe Return to Class Funds* is attached for information.

**11. Board Committee and Representative Reports**

- (a) **Council/Board Liaison Committee**

A meeting was held on June 9, 2021. The next meeting is scheduled for Wednesday, October 13, 2021 at 9:30 am.

**12. Adjournment**





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

---

## **BOARD OF EDUCATION**

**Telephone 604 668 6000**  
**Visit our Web Site @ [www.sd38.bc.ca](http://www.sd38.bc.ca)**

---

**The next meeting is scheduled for Wednesday, September 22, 2021**

**Contact Persons regarding agenda items:**

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

**Secretary Treasurer, Mr. Roy Uyeno – 604 668 6012**

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

## COMMITTEE APPOINTMENTS 2021

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

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

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

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

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

**November 25, 2020**

**MINUTES OF A REGULAR MEETING  
OF THE BOARD OF EDUCATION  
OF SCHOOL DISTRICT NO 38 (RICHMOND)  
7811 GRANVILLE AVENUE, RICHMOND, BC (via ZOOM)  
ON WEDNESDAY, MAY 26, 2021  
AT 7:00 P.M.**

Present: Chairperson  
Trustees

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

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

The Chairperson called the meeting to order 7:05 pm

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

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

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

**1. Recognition of Visitors, Announcements and Updates from Trustees**

**(a) Recognition of Visitors**

The Chairperson welcomed the gallery to the meeting.

(b) **Announcements**

**Trustee Tablotney** - This month, Canadians celebrate National Indigenous History Month to honour the history, heritage and diversity of Indigenous peoples in Canada. National Indigenous History Month is a time for learning about, appreciating and acknowledging the contributions First Nations, Inuit and Métis people have made in shaping Canada.

On Monday, June 21<sup>st</sup>, Canadians from all walks of life are invited to participate in events that will take place to honour Indigenous peoples across the country. Our schools, through their libraries and classrooms, will find unique and creative ways to honour First Nations, Inuit and Métis history and people.

**Trustee Nixon**– An update was provided that the Board followed up on the commitment to meet with MPs in Richmond last week regarding some of the funding issues. As well a meeting with Richmond MLAs and partner stakeholder groups to speak collectively on some of the budgetary concerns for next year

(c) **Any materials not included in packages available to the public.**

The Secretary Treasurer noted that all materials have been made available to the public.

**2. Adoption of Agenda**

**066/2021 MOVED BY H. LARSON AND SECONDED BY D. TABLOTNEY:**

**THAT** the Wednesday, May 26, 2021 Regular agenda of the Board of Education (Richmond) be adopted as circulated.

**CARRIED**

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

(a) **Presentations**

Nil.

(b) **Special Recognitions**

Nil.

(c) **Briefs**

Nil.

(d) **Questions from the Public**

Liz Baverstock, President, Richmond Teachers' Association asked if the Board had considered spending more of the surplus during the first year rather than utilizing the surplus spending over three years. As the pandemic has greatly impacted schools, Ms. Baverstock expressed concerns in terms of secondary program choice and cuts to Learning Services. Ms. Baverstock also asked about rental revenue impact being adjusted potentially as projected lower revenues down by \$1.5 million may project higher.

The Chairperson noted that some of these questions would be addressed when Trustees have the discussion on Budget later in the agenda.

Ian Hillman, President, CUPE 716 asked about budget cuts to support staff and noted that the meeting with MLAs had allowed for discussion which was positive.

Ingrid Trouw, community member asked for clarification on surplus budgets that are required to offset deficit and how this ratio is mandated for the District. Ms. Trouw also noted that it would be prudent for the District to carry surpluses forward for other emergent needs such as building costs.

#### **4. Executive**

The Superintendent of Schools provided an update noting a significant decrease in the number of COVID exposures down from 50 in the month of April to under 20 for May. With the exposure rates continuing to drop and vaccination rates up, the District will be opening as Stage One in September meaning students attending in person would be there 100% of the time and no cohorts in place. The Superintendent noted that daily health checks would likely continue as they are very effective and masks wearing not yet determined until health and safety guidelines are outlined. There will be formal communication in mid-June from the Ministry of Education and then the District will share these details with staff and parents across the community.

The Superintendent next shared an update on events in Schools throughout the District during May. Throughout the past month, the District celebrated Asian heritage by recognizing historical and ongoing contributions of Canadians of Asian descent in Canada and embracing the rich diversity. The theme for this year is recognition resilience and resolve. Activities in the schools included: a curated list of books from District library staff for students and all schools to help gain a deeper understanding of Asian cultures around the world. Richmond Secondary read books by Asian authors and students learned about prominent local and national figures in sports literature, medicine, politics, arts, activism, law, TV and movies; a Palmer student created a video shared with school community to inspire students on traditions and customs, students at Homma learned about the meaning and culture of sumo wrestling and they then applied learning to the design of robots using Lego. Students at Diefenbaker were challenged to create a playlist featuring Asian music.

The Superintendent noted that the District is fortunate to have such a rich culturally diverse community. He then concluded his report by stating that as a School District there is a responsibility to teach students about the contribution of Asian Canadians and to stand up in solidarity alongside others, who are the subject of hate and ignorance to show how united Richmond is as a community. The Superintendent shared a video recognizing the contributions of Canadians of Asian descent and the work we all still have to do to create a just and anti-racist society.

## 5. Approval of Minutes

- (a) Regular meeting of the Board held April 28, 2021

**067/2021 MOVED BY H. LARSON AND SECONDED BY D. SARGENT:**

**THAT** the Board of Education (Richmond) approve the Minutes of Wednesday, April 28, 2021 Regular meeting as circulated.

**CARRIED**

- (b) Record of an In-camera meeting of the Board held April 28, 2021 was included for information.

## 6. Business Arising

- (a) **2021/2022 Annual Budget.**

The Secretary Treasurer provided highlights from the Report as attached to the agenda package. During the past 14 months, since the beginning of the pandemic, the District is still feeling the effects and impact. The Secretary Treasurer noted the encouraging news with the Province's *Restart Plan* and that while the District budget will recover, it will take some time. The Budget has to realign with the new reality of lower revenues and continued cost pressures, and the Secretary Treasurer expressed that while the District finds ways to innovate and generate operational efficiencies, plans continue so that the Board's Strategic Plan may be realized. The District continues to be in a strong financial position and a solid fiscal foundation will see the District through these challenging times. The Secretary Treasurer reported that the three year budget picture ensures fiscal sustainability and the proposed budget adjustments for the Board's approval, reflect a balanced approach.

The Secretary Treasurer then presented details of the Budget adjustments and noted that they are contained and incorporated into the total Budget Bylaw presented for the Board's approval. The Secretary Treasurer thanked staff, stakeholders, senior team, and the community for input and feedback during the Budget Process. He stated that the budget process continues to be inclusive, transparent and engaging.

Trustees had comments and noted the positive budget process and outcome as necessary to continue the District's fiscal responsibility.

*The Chairperson then noted there would be 3 readings of the Budget Bylaw and asked for consensus:*

**There was consensus that 3 readings of the Budget Bylaw take place.**

A Bylaw of THE BOARD OF EDUCATION OF SCHOOL DISTRICT NO. 38 (RICHMOND) (called the "Board") to adopt the Annual Budget of the Board for the fiscal year 2021/2022 pursuant to section 113 of the *School Act*, R.S.B.C., 1996, c. 412 as amended from time to time (called the "Act")

1. Board has complied with the provisions of the Act respecting the Annual Budget adopted by this bylaw.
2. This bylaw may be cited as School District No. 38 (Richmond) Annual Budget Bylaw for fiscal year 2021/2022.
3. The attached "Statement 2" showing the estimated revenue and expense for the 2021/2022 fiscal year and the total budget bylaw amount of \$279,521,791 for the 2021/2022 fiscal year was prepared in accordance with the Act.
4. Statement 2, 4 and Schedules 2 to 4 are adopted as the Annual Budget of the Board for the fiscal year 2021/2022.

**068/2021 FIRST READING MOVED BY H. LARSON AND SECONDED BY K. HAMAGUCHI:**

**CARRIED**  
NEGATIVE: R. LEE

**069/2021 SECOND READING MOVED BY D. SARGENT AND SECONDED BY D. TABLOTNEY:**

**CARRIED**  
NEGATIVE: R. LEE

**070/2021 THIRD AND FINAL READING MOVED BY N. GOLDSTEIN AND SECONDED BY H. LARSON:**

**CARRIED**  
NEGATIVE: R. LEE

**The Annual Budget Bylaw for the fiscal year 2021-2022 having been read a first, second and third time, was passed and adopted on the 26th day of May 2021.**

**071/2021 MOVED BY D. SARGENT AND SECONDED BY K. HAMAGUCHI:**

**THAT** the Board of Education (Richmond) authorize the Chair of the Board and Secretary Treasurer to sign the 2021-2022 Annual Budget Bylaw and submit the 2021-2022 Annual Budget Bylaw together with the 2021-2022 Annual Budget to the Ministry of Education by June 30, 2021.

**CARRIED**

(b) **Board Approved Bus Riders 2021-2022. RECOMMENDATION.**

A Report from the Executive Director, Facilities Services was attached with the agenda package. The Executive Director then provided background and detailed updates from the past year, noting that the reduction in riders was likely attributed to schedule changes in schools and parents driving their children to school during COVID-19.

**072/2021 MOVED BY D. SARGENT AND SECONDED BY H. LARSON:**

**THAT** bus service for those students at schools served by the Richmond School District's transportation system, for whom safety concerns have been identified, continue for the 2021/2022 school year;

**AND FURTHER THAT** the service be reviewed annually to determine whether the safety concerns are still applicable, and that staff report back to the Board of Education (Richmond) on this issue.

**CARRIED**

(c) **Schedule of School Charges 2021-2022**

The Deputy Superintendent spoke to the report as attached to the agenda. He noted that all fees charged within School District #38 are in compliance with both the School Act and Board Policy. The Deputy Superintendent then presented the charges that are free of charge in a school operated by the Board and those costs that the District may charge fees for including: speciality academies, the purchase or rental of music instruments, the rental of tools, materials or equipment for the student's personal use in trades training or apprenticeship programs, materials intended for students to take home for personal use or as a gift, and other school supplies and equipment for a student's personal use.

The Deputy Superintendent then highlighted various fees for Elementary schools and Secondary schools in the District. The report outlined all fees for schools, and policy considerations. Each school is asked to consult with staff and alert parents prior to setting fees for the following year that then enables schools to meet the needs of students and cover costs appropriately.

**073/2021 MOVED BY N. GOLDSTEIN AND SECONDED BY D. SARGENT:**

**THAT** the Board of Education (Richmond) approve the 2021-2022 Schedule of School Charges for Elementary and Secondary Schools in accordance with the School Act.

**CARRIED**

**7. New Business**

(a) **Mitchell Adult Education Centre Proposal**

The Executive Director, Facilities Services shared background and information to the Report attached with the agenda. Planning staff presented possible options for accommodating District staff currently working in a number of sites.



At a recent workshop, staff recommended the option of retaining and renovating the South wing of Mitchell Elementary and relocating Adult Education programs from Rideau Park to that location. The vacated spaces at Rideau Park would then be converted to office and storage space for Learning and Business Technologies as well as District resource centre operations and some of the Learning Services staff.

The Mitchell Education Centre would be separate from the elementary school with a new fence and landscaping installed. A consultation process and Communication Strategy was implemented with Stakeholders, District Staff, the Community at a public meeting, and through the *Let's Talk* Website. A copy of the feedback received was attached to the report.

The Executive Director concluded that if approved, the work will commence on the Mitchell site in Summer/Fall 2021 with occupancy by Richmond Continuing Education during Winter Break 2021. Once Rideau park is vacated, work would begin on the renovations for Learning & Business Technologies and targeted occupancy by Summer 2022.

**074/2021 MOVED BY D. TABLOTNEY AND SECONDED BY N. GOLDSTEIN:**

**THAT** the Board of Education (Richmond) approves proceeding with the proposed Mitchell Education Centre and Rideau Park Resource Centre project as presented to a maximum cost of \$1.3 Million funded from Local Capital Reserves.

**CARRIED**

**8. Questions from the Public: Tonight's Agenda**

There were no questions submitted regarding agenda items.

**9. Standing Committee Reports**

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

A meeting was held on May 3, 2021.

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

- (i) Minutes of the meeting held April 21, 2021 were attached for information.

A meeting was held on May 19, 2021. The next meeting is scheduled for Wednesday, June 16, 2021 at 6 pm.

(c) Facilities and Building Committee

*Chair: Ken Hamaguchi*

*Vice Chair: Norman Goldstein*

- (i) Minutes of the meeting held Mar 3, 2021 were attached for information.  
A meeting was held on May 5, 2021. The next meeting is scheduled for  
Wednesday, June 2, 2021 at 4:30 pm.

(d) Finance and Legal Committee

*Chair: Debbie Tablotney*

*Vice Chair: Ken Hamaguchi*

- (i) 2021 – 2022 Schedule of Charges for the Use of School Facilities.

**075/2021 MOVED BY D. TABLOTNEY AND SECONDED BY K. HAMAGUCHI:**

**THAT** the Board of Education (Richmond) approves a 0% increase to both non-commercial (not-for-profit) and commercial(for profit) facility rental rates in the Schedule of Charges for the Use of School Facilities for 2021/2022.

**CARRIED**

- (ii) Minutes of the meeting held April 21, 2021 were attached for information.

A meeting was held on May 19, 2021. The next meeting is scheduled for  
Wednesday, June 16, 2021 at 11 am.

(e) Policy Committee

*Chair: Sandra Nixon*

*Vice Chair: Debbie Tablotney*

- (i) Policy Section 600: *Finance*

**076/2021 MOVED BY D. TABLOTNEY AND SECONDED BY H. LARSON:**

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this RECOMMENDATION to the May 26, 2021 Public meeting of the Board of Education (Richmond) is to approve revised **Policy 600: Finance Section**.

**CARRIED**

- (ii) **NOTICE OF MOTION: Policy Section 700: Facilities** – Phase One

- (iii) Minutes of the meeting held April 19, 2021 were attached for information.

A meeting was held on May 17, 2021. The next meeting is scheduled for Monday,  
June 14, 2021 at 11 am.

**10. Correspondence**

Nil.

**11. Board Committee and Representative Reports**

- (a) Council/Board Liaison Committee  
The next meeting will be held on Wednesday, June 9, 2021 at 9:30 am via Zoom.

**12. Adjournment**

**077/2021 MOVED BY D. TABLOTNEY AND SECONDED BY H. LARSON**

**THAT** the Regular meeting of Wednesday, May 26, 2021 of the Board of Education (Richmond) be adjourned at 8:54 pm.

**CARRIED**

\_\_\_\_\_  
S. NIXON,  
CHAIRPERSON

\_\_\_\_\_  
R. UYENO,  
SECRETARY TREASURER

**DATE:** June 23, 2021  
**FROM:** R. Uyeno, Secretary Treasurer  
**SUBJECT:** Record of an In-Camera Board Meeting held May 26, 2021

The Board of Education School District No. 38 (Richmond) would like to report that the following was discussed at an in-camera meeting of the Board held May 26, 2021.

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

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

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

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

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

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

## Report to the Board of Education (Richmond) PUBLIC

**DATE:** June 23, 2021

**FROM:** Scott Robinson –Superintendent of Schools

**SUBJECT:** Sexual Orientation and Gender Identity (SOGI) Annual Report

---

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

### INTRODUCTION:

The purpose of this report is to provide an update regarding the implementation of Policy 106: Sexual Orientation and Gender Identity (SOGI).

### STRATEGIC PLAN REFERENCE:

- Strategic Priority Two, Goal One: *District learning environments are equitable and inclusive*
- Strategic Priority Two, Goal Two: *The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio- economic status*

### BACKGROUND:

At the June 27, 2018 public meeting of the Board of Education, the Board approved the final draft of Policy 106, 106-R and 106-G: *Sexual Orientation and Gender Identity*. The policy includes the expectation of an annual report to the Board regarding the implementation of the policy.

### POLICY IMPLEMENTATION:

Since the policy was approved, a number of implementation steps have been taken. The approach to implementation has continued to be measured and thoughtful with the overarching goal of continuing to work towards providing a safe environment for all students, staff and families, including those who identify as LGBTQ2S+. The goal has been to create understanding in order to bring our schools and community together in support of all students.

Like many other initiatives within the school district, implementation of Policy 106 has been impacted by the COVID-19 pandemic over the past year, however significant work has continued at both the district and school levels.

SOGI Advisory Committee:

Policy 106 includes reference to the formation of a district SOGI Advisory Committee. The primary function of the Advisory Committee is to support the implementation of the policy. The Advisory Committee is comprised of representation from the following:

Students	Richmond District Parents Association	City of Richmond
Richmond Board of Education	Richmond Management and Professionals Staff	Richmond RCMP
Richmond Teachers Association	Richmond Association of School Administrators	District Staff
CUPE Local 716	Vancouver Coastal Health	

Four virtual SOGI Advisory Committee meetings were held during the 2020-2021 school year. In addition, 'goal sub-committees' were formed this year for the first time, each with responsibility for implementation of the four goals of the Advisory Committee. Sub-committees met virtually throughout this school year and reported back to the Advisory Committee.

Advisory Committee Goals:

The committee spent significant time this year refining its goals and assigning objectives and specific actions to each goal area. The plan is intended to be in effect for 2020-2024, with specific areas of focus being targeted each year, similar to the district's strategic plan.

**GOAL ONE:**

Students and staff who identify as LGBTQ2+ will feel safe, supported, valued and included in their schools and classrooms.

<b>Objective One:</b>	Ensure LGBTQ2+ students are aware of specific places and individuals in schools and in public where they know they can go for safety and support
<b>Objective Two:</b>	Ensure LGBTQ2+ students see themselves represented during classroom discussions and other school activities
<b>Objective Three:</b>	Ensure LGBTQ2+ students have a place to use the washroom and changerooms where they feel safe
<b>Objective Four:</b>	Provide opportunities for students to connect with other LGBTQ2+ students and with allies.
<b>Objective Five:</b>	Provide leadership opportunities for LGBTQ2+ students and their allies.
<b>Objective Six:</b>	Student and staff privacy will be protected in accordance with applicable district policies and municipal, provincial and federal laws.
<b>Objective Seven:</b>	Students and staff will have a clear understanding of how and when to report incidents of harassment or discrimination
<b>Objective Eight:</b>	Students and staff will be free to express their gender identity and will be addressed by the name or pronoun that corresponds to their gender identity
<b>Objective Nine:</b>	Students will be given the opportunity to participate in activities consistent with their gender identity

Summary of Progress:

Progress has been made on a number of objectives for this goal area this year. Highlights include:

- *Gender-neutral washrooms:* Students continue to report that this is an area of significant importance to them, expressing that they want to be able to feel safe using the washroom regardless of their gender identity. This year, the committee has focused on obtaining accurate information about the availability of appropriate washroom facilities for students across the district. At this time, all schools report that they have at least one washroom that is considered gender-neutral and in many cases, there are several gender-neutral washrooms. Gender-neutral washrooms take a variety of forms in schools including single occupant washrooms with a locking door, and specifically designed gender neutral washrooms with multiple floor to ceiling lockable stalls.
  - The committee is currently working on ensuring that appropriate signage exists for gender-neutral washrooms and that staff and students are made aware of these facilities in each school. The district continues to add and convert existing washrooms to gender-neutral where appropriate. When schools are being renovated or where new additions are being built, the opportunity to either convert or create new gender-neutral washrooms is fully explored.
- *Opportunities for students to connect:* The district continues to support Rainbow Cafes at secondary schools, in which students come together on a regular basis to discuss issues of relevance to them. These opportunities are supported by school and district-based adult SOGI leads who provide guidance and support and often act as a liaison between the students and school administration. The Coordinator and Teacher-consultant continue to work with students to host Rainbow Café events in secondary schools. In addition, two Diversity Clubs, the first of their kind at the elementary level, were formed this year in elementary schools.
- *Leadership opportunities for students:* This will continue to be a growing area of focus. This year, students were actively involved in the SOGI Advisory Committee and sub-committees where they provided a crucial voice representing the experiences of students. In addition, students led the Rainbow Cafes and also led Diversity Day activities in two secondary schools. Students have also been invited to speak at several professional learning events for staff across the district, sharing their first-hand experiences. In all cases, the students have provided an invaluable voice at the table, sharing their experiences and helping staff understand what it is like to be a student who identifies as LGBTQ2+ in the Richmond School District.
- *Privacy Laws:* An investigation of the district's policies has occurred to ensure they are aligned with municipal, provincial and federal laws.

**GOAL TWO:**

Staff members in the Richmond School District will have the appropriate knowledge and skills in order to feel confident in effectively supporting LGBTQ2+ students in their classroom and school.

<b>Objective One:</b>	Determine current level of understanding of SOGI related topics and identify additional needs for training and support in implementing the policy
<b>Objective Two:</b>	Provide professional learning opportunities for teacher and support staff to increase capacity and confidence
<b>Objective Three:</b>	Ensure schools and teachers have the resources they need in order to implement the policy
<b>Objective Four:</b>	Create an ongoing budget that will be used to support the implementation of the policy

**Summary of Progress:**

Progress has been made on a number of objectives for this goal area this year. Highlights include:

- *Employee Support and Training:*
  - SOGI Employee Scan- At the end of the 2019/20 school year, employees at a subset of schools were surveyed in order to determine employee perceptions regarding a number of topics relating to the implementation of the policy. Results of the scan provided useful information in terms of identifying areas where employees require further resources and support. This information has been helpful in guiding the types of professional learning opportunities offered to both teaching and support staff this year. The pandemic has created some barriers to the frequency and variety of opportunities offered, however it is anticipated that those opportunities will increase in the upcoming school year. In early fall, 2021, staff members at all schools across the district will be given the opportunity to participate in a revised scan which will further inform the work of the committee.
  - SOGI Innovation Grants- This year, staff inquiry teams in one secondary and five elementary schools engaged in the innovation grant process, each with a focus on SOGI-related topics.
  - Employee Onboarding- The district will now include information about expectations contained in the SOGI policy as part of the onboarding process for new employees.
- *Resources:* Book bundles have been created and distributed to all school libraries and SOGI resources have continued to be developed and added to the Portal. Each school has a district-provided set of books which support SOGI-related topics. Resources, including presentations are being developed for school counsellors and school SOGI leads to support trans students.
- *Budget:* In its 2020/2021 operating budget, the Board approved funds intended to cover the 2020/2021 and 2021/2022 school years. Some of these funds have been allocated to providing resources to schools, supporting Rainbow Cafes and supporting the work of the Advisory Committee and goal sub-committees.



**GOAL THREE:**

The Richmond School District will work alongside parents, family members and members of our community in order to support LGBTQ2+ children and youth.

<b>Objective One:</b>	Increase parent and family member awareness and understanding of LGBTQ2+ issues, paying attention to cultural and language considerations
<b>Objective Two:</b>	Provide direct support for parents and family members of students who identify as part of the LGBTQ2+ community

Summary of Progress:

Progress has been made on a number of objectives for this goal area this year. Highlights include:

- *Parent Education Series:* Committee members have connected with the organization *Out In Schools* and have plans for a parent education series that will begin in the Fall of 2021.
- Parents who have had questions or concerns about their child's experience as it relates to implementation of the policy have been encouraged to work directly with the classroom teacher and school principal. This has been a purposeful approach that relies on the trust relationship that most often occurs between the parent and those who know their children best at the school level.
- *Employee Rainbow Network:* Aligning with the Rainbow Cafe structure for students, a Rainbow Network is planned for School District employees, built around an education series.

**GOAL FOUR:**

The Richmond School District will communicate effectively amongst students, staff, families and partner groups about implementation of the policy.

<b>Objective One:</b>	Develop and implement an internal and external communication plan
<b>Objective Two:</b>	Ensure staff are aware of the district SOGI policy and related procedures
<b>Objective Three:</b>	Ensure members of the school community are aware of expectations contained in the SOGI policy
<b>Objective Four:</b>	Create an internal district staff newsletter/bulletin

Summary of Progress:

Progress has been made on a number of objectives for this goal area this year. Highlights include:

- *Communication Plan:* Work is well underway to create and implement a communication plan. This year, the focus was on enhancing internal employee communication with the addition of a quarterly SOGI newsletter distributed to all employees across the district. Entitled '*Ask the Kids*', the newsletters focus on a variety of topics designed to support staff in their work through a SOGI lens. This year, the newsletters have provided a summary of the work of the Advisory Committee, and have focused on ensuring all staff had direct access to the policy, regulations and guidelines, describing the history of and rationale for the policy, providing tips from LGBTQ2S+ students, accessing links to resources, and highlighting SOGI-related work at schools around the district.

**CONCLUSION:**

The district is very grateful to all members of the SOGI Advisory Committee who have demonstrated enormous commitment to the work of implementing Policy 106. Implementation of the Policy across the district has seen growing momentum this past year as the district's focus on Diversity and Inclusion has highlighted the need to ensure that students within the LGBTQ2S+ community are fully supported. In many schools, there has been a very positive response, with growing support for the Policy and those it is designed to protect. The district continues to be committed to supporting the expansion of the implementation of the Policy in order to provide a safe learning environment for all students, and in particular, those whom the Policy was designed to protect.

Attachment: Policy 106, 106-R: *Sexual Orientation and Gender Identity*

*Scott Robinson,  
Superintendent of Schools*

## DISTRICT PHILOSOPHY

## Policy 106

### **Sexual Orientation and Gender Identity**

The Richmond Board of Education values the diversity present within the Richmond School District. The District is responsible for ensuring that school cultures are safe, welcoming, inclusive and affirming for all students and members of the district community. The role of educators in the district is critical in creating positive societal change to address difficulties the LGBTQ+ community often faces in schools.

Our District Code of Conduct sets out the expectations by which we all learn and work together. However, we recognize the unique set of challenges experienced by our lesbian, gay, bisexual, transsexual, transgender, two spirit, queer and questioning (LGBTQ+) community. The Board believes that it is our collective responsibility to ensure that every individual is treated with fairness, respect and dignity, and is included fully in the life of the community. The purpose of this Policy is to encourage a climate of welcome, respect, and support for those who identify as LGBTQ+ and the challenges they often encounter in being accepted and fully included in the life of the school community.

The Richmond School District understands and demonstrates that our district culture is strengthened by the rich contributions made by each member. We believe that learning and working environments that are inclusive of diversity and equitable in relation to that diversity are essential in supporting the highest level of personal and collective growth and achievement.

## DISTRICT PHILOSOPHY

## Policy 106-R

### Sexual Orientation and Gender Identity

The Richmond Board of Education believes that an important role of public education is to prepare young people to work and live in an open, supportive and democratic society free of discrimination and violence based on sexual orientation or gender identity and expression.

An educational environment that fosters equity and the principles of inclusion will affirm the identities of individuals and their families and can support the elimination of homophobia and transphobia within our schools and our communities.

It is the overarching responsibility of the Board of Education to ensure that all staff members understand and demonstrate that it is their individual and collective responsibility to identify individual discriminatory attitudes and behaviours. It is expected that all staff will work to eliminate the barriers and inequities to learning for students who identify as LGBTQ+, ensuring that all students are treated with fairness, respect and dignity.

The Board will promote proactive strategies and guidelines so that all members of this diverse community are welcomed, respected, accepted and supported.

#### **The Board is committed to implementing measures that will:**

- define appropriate expectations, language, behaviours and actions to prevent discrimination and harassment;
- ensure that complaints of discrimination and harassment based on sexual orientation, gender identity and/or gender expression are taken seriously and dealt with expeditiously and effectively through consistently applied policy and procedures; and
- raise awareness and improve understanding of the unique set of challenges experienced by those who identify as LGBTQ+.

#### **Education and Awareness**

- The District will work continuously to educate all members of the school community (including students, staff, parents and guardians) to prevent discrimination based on sexual orientation or gender identity and expression and to promote a safe and inclusive environment.
- The District will support schools with age appropriate, BC Ministry of Education recommended SOGI resources.
- The District will support developmentally appropriate activities and provide resources that enhance knowledge and skills that help develop respect for all sexual orientations, gender identities and expressions.
- The District will support schools and staff in the maintenance of library resources that affirm human diversity as a fundamental component of our society and reflect the diversity within our school communities.

- In order to reflect the multi-cultural diversity of the district, as many of the above resources as practical, should be available in different languages and in formats easily accessible to ELL students and their families.
- The district will support teachers in including positive images and accurate information about history and culture that reflects the accomplishments and contributions of LGBTQ+ people.
- Trustees, management and staff must respect and support the district LGBTQ+ community by participating in in-service workshops on LGBTQ+ issues.

## **District, School and Staff Responsibilities**

- Trustees, management and staff will facilitate safer school environments for the LGBTQ+ community and those who are perceived to be a part of it by:
  - acknowledging that an acceptance of diversity is the starting point of respect;
  - using language that affirms all sexual identities and avoiding disparaging remarks or language that demeans LGBTQ+ identities and families;
  - challenging staff, students and parents who behave in disrespectful ways toward LGBTQ+ people;
  - encouraging teachers to sponsor and support LGBTQ+-positive initiatives, such as SOGI clubs or groups;
  - supporting the rights of LGBTQ+ students to access supportive and affirming counselling.
- The Board and District will provide opportunities for school communities to increase awareness of the impact of harassment and discrimination.
- The Board and District will provide opportunities for staff members to increase their knowledge and skills in promoting respect for human rights, supporting diversity and addressing harassment and discrimination.
- The District will build a greater awareness of and responsiveness to the harmful effects of isolation resulting from harassment and discrimination.
- The District will take action when there is evidence or an actual complaint of harassment or discrimination.
- The District will distribute guidelines for investigating and addressing incidents of harassment or discrimination.
- Schools will inform students, staff and parents on how and when to report incidents of harassment and discrimination and, where appropriate, to intervene.
- Staff will support any individual or group of students who request help and support for any issues involving harassment or discrimination.
- The District will review and report annually to the Richmond Board of Education regarding the work of district and school staff in support of the Sexual Orientation and Gender Identity Policy (SOGI).

**Report to the Board of Education (Richmond) PUBLIC**

**DATE:** JUNE 23, 2021

**FROM:** Christel Brautigam, Assistant Superintendent

**SUBJECT:** DIVERSITY AND ANTIRACISM WORKING GROUP ANNUAL REPORT

---

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

**INTRODUCTION:**

The purpose of this report is to provide a summary of the work done this year by the Diversity and Antiracism Working Group.

**STRATEGIC PLAN REFERENCE:**

Strategic Priority Two, Goal One: *District learning environments are equitable and inclusive*

Strategic Priority Two, Goal Two: *The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio- economic status*

**BACKGROUND:**

This year the Diversity and Antiracism Working Group was formed as a result of the following motion made at the June 10, 2020 public meeting of the Board of Education.

**THAT** the Board of Education (Richmond) form a Diversity and Anti-Racism Working Group in the upcoming school year, comprised of board and district stakeholder representatives, with a mandate which will include:

- consultation with students, staff and other stakeholders regarding their experiences with racism within the school district;
- a review of what the district is currently doing with respect to educating students about various forms of racism;
- a review of current district policy and practices regarding incidents of racism;

- identification of what gaps the district needs to address regarding anti-racism education and practices, including (but not limited to): policy, hiring practices, staff professional development, school and district culture and educational initiatives, and advocacy regarding curriculum and other provincial initiatives;
- and make recommendations to the Board for further action.

## **PROCESS:**

The Diversity and Antiracism Working Group is comprised of members from the following stakeholder groups; Trustees, CUPE, RASA, RDPA RMAPS, RTA, and Executive and was formed in the Fall of 2020.

The working group has focused on discussions that include the best methods to achieve the mandate for the working group, how to become a school district that is as equitable as possible, and how to go about effectively consulting stakeholders and reviewing policy and practices according to the mandate.

Additionally, working group discussions centred around the need for effective teaching and learning about antiracism for all stakeholders, and how to effectively address that need and identify the gaps that exist with an overall goal of effecting positive, enduring and sustainable change.

In order to fulfil the mandate with an objective analysis, the Diversity and Antiracism Working Group sought the services of a consulting company to support, in the form of a Diversity, Equity and Inclusion audit;

- consultation with students, staff and other stakeholders regarding their experiences with racism within the school district
- a review of what the district is currently doing with respect to educating students about various forms of racism
- a review of current district policy and practices regarding incidents of racism

Proposals for audits were received from eight local consulting companies and were reviewed by the Diversity and Antiracism Working Group. Criteria for selection included; a diverse team that could support the scope of our work, previous experience with school districts, willingness to work with the working group to have input into the process and survey design, a focus on both qualitative and quantitative data, a genuine interest in our mandate, clarity and accountability in the audit process, provision of specific and actionable recommendations, and provision of advice on how to sustain the work going forward.

The Diversity and Antiracism Working Group determined that Bakau Consulting provided the best fit for our mandate and criteria.

The following actions are currently underway;

- Seventeen focus groups are scheduled through the month of June and into July with students, parents and employees. Focus groups aim to dig deeper into stakeholder experiences to ascertain current conditions, and gather feedback on desires for change as they relate to diversity, equity and inclusion. At the time of writing this report, 329 parents, students, and employees have signed up to participate in focus groups. Originally, two focus groups for parents were offered, and two more were added to meet demand.
- Surveys regarding stakeholder experiences in the school district related to diversity, equity and inclusion have been distributed to parents/guardians, students, employees and recent alumni (past 5 years). These surveys were developed by Bakau Consulting with input from the Diversity and Antiracism Working Group. At the time of writing this report, participant rates are as follows; 807 secondary students, 362 elementary students, 464 parents/guardians, and 490 employees.
- A review of our policies and practices through a diversity, equity and inclusion lens
- A review of our social media presence ( district website, Twitter, Facebook, YouTube) with a diversity, equity and inclusion lens

The consultation and review will provide an identification of what gaps are apparent, what the main issues are that face our community, and how they might be addressed. As directed through the June 10, 2020 Board motion, the Diversity and Antiracism Working Group will then review the audit report in the fall and make recommendations to the Board of Education for further action.

Initiatives that fall outside of the mandate of the Diversity and Antiracism Working Group and align with antiracism work overall in the district include:

New since April:

- Highlighting Indigenous teaching resources and supports to support Indigenous History Month, National Indigenous Peoples Day and the events that occurred in Tk'emlúps te Secwépemc at the former Kamloops Indian Residential School.
- Learning opportunities for leaders (managers, administrators, executive staff) around Truth and Reconciliation, Racism/Antiracism and how to lead learning conversations with staffs scheduled for July, August and through the fall.
- Creation of two new positions; District Administrator – Equity and Inclusion, and Teacher Consultant – Equity and Inclusion. These two roles will help support the implementation of actions related to Strategic Priority 2 – Equity and Inclusion.

Ongoing work includes:

- Launch of an Antiracism Resources online hub for all staff. In addition to curated online, print, video and audio resources, other sections include learning more about terminology related to antiracism, and how to talk about race in school with different age groups.



- Highlighting of antiracism resources on our public website, and widely sharing resources for schools that support antiracism and deepen understanding of diversity.
- Development of a plan to highlight antiracism work as part of what is shared each month about teaching and learning on the district website through monthly superintendent updates at Board meetings, and on our social media platforms.
- Antiracism book bundles for elementary and secondary school libraries are in all schools with books for adults and students.
- Secondary school libraries are engaging in diversity audits to analyze how reflective library collections are of the school community. Elementary schools will engage in the process next year.

*Respectfully submitted,*

*Christel Brautigam  
Assistant Superintendent*

## Report to the Board of Education (Richmond) PUBLIC

**DATE:** June 14, 2021

**FROM:** Maria Fu, Assistant Secretary Treasurer

**SUBJECT:** 2020 Report - Charitable Donations

---

The following report to the Board is for information only. No further action on the part of the Board is required at this time.

### BACKGROUND

Please find attached a listing of donations made to the Board for 2020, covering the period January 1, 2020 to December 31, 2020 along with the comparison to 2019.

For 2020, the total amount donated during this period was \$382,190.80. Of this amount, \$328,816.84 comprises cash; the remainder of \$53,373.96 constitutes in-kind donations of tangible goods. The in-kind donations are comprised of \$30,828.96 in Personal Protective Equipment (PPE), \$21,445.00 in sets of books and \$1,100.00 in breakfast club supplies.

Respectfully submitted,

*Maria Fu*  
*Assistant Secretary Treasurer*

**School District #38 (Richmond) Donations 2019 & 2020 (Comparative)**

Site/Initiative Name	CASH		IN-KIND		TOTAL	
	2019	2020	2019	2020	2019	2020
Anderson Elementary		250.00		-	-	250.00
Blair Elementary		2,250.00		-	-	2,250.00
Blundell Elementary		1,676.00		-	-	1,676.00
Boyd Secondary	2,100.00	350.00	-	4,797.60	2,100.00	5,147.60
Bridge Elementary	250.00	5,050.00	-	-	250.00	5,050.00
Brighthouse Elementary	35,000.00	35,145.00	-	-	35,000.00	35,145.00
Burnett Secondary	21,934.00	5,202.57	-	-	21,934.00	5,202.57
Byng Elementary		100.00		-		100.00
Cambie Secondary		540.00		-	-	540.00
Cook Elementary	2,100.00	3,220.00	-	-	2,100.00	3,220.00
DeBeck Elementary	9,745.00	15,369.00	-	-	9,745.00	15,369.00
Diefenbaker Elementary		100.00		-	-	100.00
District Donations	4,600.00	500.00	4,456.30	39,480.76	9,056.30	39,980.76
District Scholarship Fund	118,121.59	115,858.00	-	-	118,121.59	115,858.00
Dixon Elementary	850.00	2,730.00	-	-	850.00	2,730.00
FEED-U-CATE 38	11,637.50	62,339.85	-	-	11,637.50	62,339.85
Ferris Elementary	22,734.00	250.00	-	-	22,734.00	250.00
Garden City Elementary		1,200.00		-		1,200.00
Gilmore Elementary	400.00	1,900.00	-	-	400.00	1,900.00
Grauer Elementary	5,000.00	450.00	-	-	5,000.00	450.00
Hamilton Elementary	700.00	1,240.00	-	3,996.80	700.00	5,236.80
Homma Elementary		2,249.12		-	-	2,249.12
Kidd Elementary	750.00	255.00	-	-	750.00	255.00
Kingswood Elementary		360.00		-		360.00
Lee Elementary	3,125.00	915.00	704.21	-	3,829.21	915.00
MacNeill Secondary	4,750.00	13,419.00	-	-	4,750.00	13,419.00
Maple Lane Elementary	800.00	-	-	-	800.00	-
McKay Elementary	200.00	5,220.00	-	-	200.00	5,220.00
McMath Secondary	2,200.00	3,350.00	-	-	2,200.00	3,350.00
McNair Secondary	100.00	4,775.00	-	-	100.00	4,775.00
McNeely Elementary		500.00		-	-	500.00
McRoberts Secondary	7,671.63	4,000.00	-	-	7,671.63	4,000.00
Mitchell Elementary	3,500.00	573.30	-	1,100.00	3,500.00	1,673.30
Palmer Secondary	2,500.00	1,880.00	-	-	2,500.00	1,880.00
Quilchena Elementary	3,650.00	770.00	-	-	3,650.00	770.00
Richmond Secondary	7,950.00	11,170.00	-	-	7,950.00	11,170.00
Richmond Virtual School		100.00		-		100.00
Spul'u'kwuks Elementary		350.00		-	-	350.00
Steveston-London Secondary	12,100.00	7,730.00	-	-	12,100.00	7,730.00
Tait Elementary		1,000.00		-		1,000.00
Talmey Elementary		30.00		-		30.00
The Blundell Center Scholarships	2,100.00	2,100.00	-	-	2,100.00	2,100.00
Thompson Elementary	3,230.00	4,320.00	-	-	3,230.00	4,320.00
Tomsett Elementary	6,940.00	-	-	3,998.80	6,940.00	3,998.80
Westwind Elementary		20.00		-	-	20.00
Whiteside Elementary	500.00	2,030.00	-	-	500.00	2,030.00
Woodward Elementary		1,150.00		-		1,150.00
Wowk Elementary	1,900.00	4,830.00	-	-	1,900.00	4,830.00
<b>Grand Total</b>	<b>299,138.72</b>	<b>328,816.84</b>	<b>5,160.51</b>	<b>53,373.96</b>	<b>304,299.23</b>	<b>382,190.80</b>

**School District #38 (Richmond) Donations In Kind 2019 & 2020 (Comparative)**

**Detail by Site**

Site/Initiative Name	Amount	Item Listing
District In-Kind Donation	105.44	Supplies, Resources
District In-Kind Donation	120.00	Supplies, Resources
District In-Kind Donation	161.07	Supplies, Resources
District In-Kind Donation	255.71	Supplies, Resources
District In-Kind Donation	309.19	Supplies, Resources
District In-Kind Donation	370.33	Supplies, Resources
District In-Kind Donation	476.03	Supplies, Resources
Lee Elementary	704.21	Books for Library
District In-Kind Donation	787.08	Supplies, Resources
District In-Kind Donation	826.38	Supplies, Resources
District In-Kind Donation	1,045.07	Supplies, Resources
	<b>5,160.51</b>	<b>TOTAL (2019)</b>

Site/Initiative Name	Amount	Item Listing
District In-Kind Donation	6,000.00	Face Masks
Tomsett Elementary	3,998.80	PPE Masks
Boyd Secondary	4,797.60	PPE Masks
Hamilton Elementary	3,996.80	PPE Masks
District In-Kind Donation	8,285.76	Face Masks
District In-Kind Donation	3,750.00	Face Shields
Mitchell Elementary	1,100.00	Breakfast Club-sanitizers and food packages
District In-Kind Donation	21,445.00	Books
	<b>53,373.96</b>	<b>TOTAL (2020)</b>

## Report to the Board of Education (Richmond) Public

**DATE:** 23 June 2021

**FROM:** Frank Geyer, Executive Director, Facilities Services

**SUBJECT:** Capital Bylaw No. 2021/22-CPSD38-01

### RECOMMENDATION

THAT the Capital Project Bylaw No. 2021/22-CPSD38-01 be approved by way of three readings and adopted.

### POLICY CONSIDERATIONS

Not applicable

### BACKGROUND

On 11 May 2021, the Ministry of Education responded to the Board's 2021/2022 Five-Year Capital Plan submission made in June 2021. As per the attached letter from the Acting Executive Director, Capital Management Branch, the following projects were supported by the Ministry:

#### Minor Capital Projects

- School Enhancement Program (SEP):
  - Digital Controls Upgrades – 6 Elementary Schools  
(General Currie, Howard DeBeck, John G. Diefenbaker,  
Garden City, R.M. Grauer and Jesse Wowk) \$715,600
- Carbon Neutral Capital Program (CNCP):
  - Lighting Upgrades (Steveston-London Secondary) \$550,000
- Playground Equipment Program (PEP)
  - New Universally Accessible Playground Equipment  
(Mitchell Elementary) \$165,000
- Building Envelope Program (BEP)
  - No new projects were approved

#### Bus Replacements

- Type D (80+FE) – 2 each \$340,388
- Type A2 (1-24) – 2 each \$208,172

#### Major Capital Projects

- No school expansion or seismic mitigation projects were supported to proceed to concept plan or business case

## **CONCLUSION**

In accordance with the Ministry's Project Procurement Procedures and Guidelines, the Board must adopt a Capital Bylaw for its approved 2021/22 Five-Year Capital Plan.

The Bylaw authorizes the Secretary-Treasurer to execute the Annual Programs Funding Agreement covering the above projects.

*Frank Geyer, PEng, FMA*  
*Executive Director, Facilities Services/Richmond Project Team*

### Attachments

- Capital Project Bylaw No. 2021/22-CPSD38-01
- Ministry Letter dated 11 May 2021
- Annual Program Funding Agreement

**CAPITAL BYLAW NO. 2021/22-CPSD38-01**  
**CAPITAL PLAN 2021/2022**

A BYLAW by the Board of Education of School District No. 38 (Richmond) (hereinafter called the "Board") to adopt a Capital Plan of the Board pursuant to sections 143 (2) and 144 (1) of the *School Act*.

WHEREAS in accordance with provisions of the School Act the Minister of Education (hereinafter called the "Minister") has approved the Capital Plan of the Board.

NOW THEREFORE the Board agrees to the following:

- (a) authorize the Secretary-Treasurer to execute Project Agreement(s) related to the expenditures contemplated by the Capital Plan;
- (b) upon approval to proceed, commence the Project(s) and proceed diligently and use its best efforts to complete each Project substantially as directed by the Minister;
- (c) observe and comply with any order, regulation, or policy of the Minister as may be applicable to the Board or the Project(s); and,
- (d) maintain proper books of account, and other information and documents with respect to the affairs of the Project(s), as may be prescribed by the Minister.

NOW THEREFORE the Board enacts as follows:

- 1. The Capital Bylaw of the Board for the 2021/22 Capital Plan as approved by the Minister, to include the supported project(s) specified in the letter addressed to the Secretary-Treasurer and Superintendent dated 11 May 2021 is hereby adopted.
- 2. This Bylaw may be cited as School District No. 38 (Richmond) Capital Bylaw No. **2021/22-CPSD38-01**.

READ A FIRST TIME THE 23<sup>rd</sup> DAY OF JUNE, 2021;

READ A SECOND TIME THE 23<sup>rd</sup> DAY OF JUNE, 2021;

READ A THIRD TIME, PASSED AND ADOPTED THE 23<sup>rd</sup> DAY OF JUNE, 2021.

---

Board Chair

---

Secretary-Treasurer

I HEREBY CERTIFY this to be a true and original School District No. 38 (Richmond) Capital Bylaw No. 2021/22-CPSD38-01 adopted by the Board the 23<sup>rd</sup> day of June, 2021.

---

Secretary-Treasurer



May 11, 2021

Ref: 246842

To: Secretary-Treasurer and Superintendent  
School District No. 38 (Richmond)

**Capital Plan Bylaw No. 2021/22-CPSD38-01**

Re: Ministry Response to the Annual Five-Year Capital Plan Submission for 2021/22

---

This letter is in response to your School District's 2021/22 Annual Five-Year Capital Plan submission, submitted to the Ministry prior to July 31, 2020, and provides direction for advancing supported and approved capital projects.

The Ministry has reviewed all 60 school districts' Annual Five-Year Capital Plan submissions to determine priorities for available capital funding in the following programs:

- Seismic Mitigation Program (SMP)
- Expansion Program (EXP)
- Replacement Program (REP)
- Rural District Program (RDP)
- School Enhancement Program (SEP)
- Carbon Neutral Capital Program (CNCP)
- Building Envelope Program (BEP)
- Playground Equipment Program (PEP)
- Bus Acquisition Program (BUS)

The following tables identify major capital projects that are supported to proceed to the next stage, if applicable, as well as minor capital projects that are approved for funding and that are able to proceed to procurement.

**MINOR CAPITAL PROJECTS (SEP, CNCP, BEP, PEP, BUS)**

Below are tables for the minor capital projects that are approved. The first table identifies School Enhancement Program and Carbon Neutral Capital Program that school districts were already made aware of in the initial Capital Plan Response Letter issued in March 2021.

The second and third tables identify additional minor capital projects approved in School Enhancement Program (SEP), Carbon Neutral Capital Program (CNCP), Building Envelope Program (BEP), Playground Equipment Program (PEP), as well as the Bus Acquisition Program (BUS), if applicable.

---

Ministry of  
Education

Capital Management Branch  
Resource Management Division

Mailing Address:  
PO Box 9151 Stn Prov Govt  
Victoria BC V8W 9H1

Location:  
5<sup>th</sup> Floor, 620 Superior St  
Victoria BC V8V 1V2

Page 1 of 4



**Projects for SEP, CNCP (from initial Capital Plan Response Letter issued in March 2021)**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
General Currie Elementary, Howard De Beck Elementary, John G Diefenbaker Elementary, Garden City Elementary, R.M. Grauer Elementary and Jesse Wowk Elementary	SEP - HVAC Upgrades	\$715,600	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

**New projects for SEP, CNCP, BEP, PEP**

Facility Name	Program Project Description	Amount Funded by Ministry	Next Steps & Timing
Steveston-London Secondary	CNCP - Electrical Upgrades	\$550,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.
Mitchell Elementary	PEP - Universally Accessible Playground	\$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

**New projects for BUS**

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
73803A	D (80+FE) with 0 wheelchair spaces	\$170,194	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>

73804A	D (80+FE) with 0 wheelchair spaces	\$170,194	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>
A9380	A2 UNDER 6350KG (1-24) with 2 wheelchair spaces	\$104,086	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>
A9381	A2 UNDER 6350KG (1-24) with 2 wheelchair spaces	\$104,086	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>

An Annual Programs Funding Agreement (APFA) accompanies this Capital Plan Response Letter which outlines specific Ministry and Board related obligations associated with the approved Minor Capital Projects for the 2021/22 fiscal year as listed above.

In accordance with Section 143 of the *School Act*, Boards of Education are required to adopt a single Capital Bylaw (using the Capital Plan Bylaw Number provided at the beginning of this document) for its approved 2021/22 Five-Year Capital Plan as identified in this Capital Plan Response Letter. For additional information, please visit the Capital Bylaw website at:

<https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/capital/planning/capital-bylaws>

The Capital Bylaw and the APFA must be signed, dated and emailed to Ministry Planning Officer Ravnit Aujla at [Ravnit.Aujla@gov.bc.ca](mailto:Ravnit.Aujla@gov.bc.ca) as soon as possible. Upon receipt the Ministry will issue Certificates of Approvals as defined in the APFA.

With the 2021/22 Capital Plan process now complete, the Capital Plan Instructions for the upcoming 2022/23 Annual Five-Year Capital Plan submission process (using the Ministry's new Capital Asset Planning System (CAPS) online platform) are available at the Ministry's [Capital Planning](#) webpage.

**NOTE: School districts' Capital Plan submission deadlines for the 2022/23 fiscal year, using the new CAPS online platform, will be as follows:**

- **Major Capital Programs (SMP, EXP, REP, RDP, BEP) – July 31, 2021**
- **Minor Capital Programs (SEP, CNCP, PEP, BUS) – September 30, 2021**

**Additionally, the Annual Facility Grant (AFG) project requests for the 2021/22 fiscal year are to be submitted using the new CAPS online platform, on or before June 30, 2021.**

Please contact your respective Regional Director or Planning Officer as per the Capital Management Branch Contact List with any questions regarding this Capital Plan Response Letter or the Ministry's capital plan process.

Sincerely,



François Bertrand, Acting Executive Director  
Capital Management Branch

pc: Capital Management Branch  
Michael Nyikes, Director, Capital Management Branch  
Ravnit Aujla, Planning Officer, Capital Management Branch  
Rob Drew, Regional Director, Capital Management Branch  
Rosa Cutler, Planning Officer, Capital Management Branch  
Amanda Austin, Planning Officer, Capital Management Branch

# **ANNUAL PROGRAMS FUNDING AGREEMENT**

This Annual Programs Funding Agreement dated for reference the 10th day of May 2021, is in effect for the 2021/22 fiscal year period of April 1, 2021 to March 31, 2022.

BETWEEN: **Her Majesty the Queen in Right of the Province of British Columbia**,  
represented by the Minister of Education (the "Ministry")

OF THE FIRST PART

AND: **the Board of Education of School District No. 38 (Richmond)** (the "Board")

OF THE SECOND PART.

The parties agree as follows:

## **1. DEFINITIONS**

1.01 In this Agreement, unless the context otherwise requires:

"Agreement" means the Annual Programs Funding Agreement;

"Board" or "Board of Education" means a board of school trustees constituted under the *School Act* [RSBC 1996] c. 412 and any person designated by the Board to act with respect to a provision of this Agreement;

"Business Day" means a day, other than a Saturday or Sunday or Statutory Holiday, on which Provincial government offices are open for normal business in British Columbia;

"Capital Funding Grant" means a funding grant authorized by the Minister of Finance in accordance with section 56.1 of the *Financial Administration Act* [RSBC1996] c. 138;

"Certificate of Approval" means the Certificate of Approval described in paragraph 3.04;

"Eligible Expenditure(s)" means those expenditure(s) areas more particularly described in paragraph 3.01;

"Event of Force Majeure" means invasion, rebellion, hostilities, sabotage, government regulations or controls, acts of God, strikes, lockouts or labour disputes that are a major disabling event or circumstance in relation to the normal operations of the party concerned as a whole that is beyond the reasonable control of the party directly affected and results in a material delay, interruption or failure by such party in carrying out its duties, covenants or obligations under this Agreement;

"Minister" means the Minister of Education, and includes the Deputy Minister of Education and any person designated by either of them to act with respect to a provision of this Agreement;

"Ministry" means the Ministry of Education of the Province of British Columbia;

"Project" means the project(s) described in paragraph 3.01;



## ***2021/22 Annual Programs Funding Agreement***

"Schools Protection Program" means the risk management program administered and delivered by the Risk Management Branch of the Ministry of Finance in conjunction with the Ministry of Education, and includes the "Schools Protection Program Reference Manual" and all amendments and updates to the program and manual;

"Treasury Board" means the Treasury Board established under the *Financial Administration Act* [RSBC 1996] c. 138.

### **2. SCHEDULES**

2.01 The following Schedule(s) form an integral part of this Annual Programs Funding Agreement:

- A. Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and School Districts

### **3. PROVINCIAL FUNDING CONTRIBUTIONS AND OBLIGATIONS**

3.01 The Ministry will provide capital funding to the Board which is to be used for the purposes of the following Project:

<b>Facility Name</b>	<b>Program Project Description</b>	<b>Amount Funded by Ministry</b>	<b>Next Steps &amp; Timing</b>
General Currie Elementary, Howard De Beck Elementary, John G Diefenbaker Elementary, Garden City Elementary, R.M. Grauer Elementary and Jesse Wowk Elementary	SEP - HVAC Upgrades	\$715,600	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

<b>Facility Name</b>	<b>Program Project Description</b>	<b>Amount Funded by Ministry</b>	<b>Next Steps &amp; Timing</b>
Steveston-London Secondary	CNCP - Electrical Upgrades	\$550,000	Proceed to design, tender and construction. Project is

**2021/22 Annual Programs Funding Agreement**

			to be completed by March 31, 2022.
Mitchell Elementary	PEP - Universally Accessible Playground	\$165,000	Proceed to design, tender and construction. Project is to be completed by March 31, 2022.

Existing Bus Fleet #	New/Replacement Bus Type	Amount Funded by Ministry	Next Steps & Timing
73803A	D (80+FE) with 0 wheelchair spaces	\$170,194	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>
73804A	D (80+FE) with 0 wheelchair spaces	\$170,194	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>
A9380	A2 UNDER 6350KG (1-24) with 2 wheelchair spaces	\$104,086	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbcc.org">http://www.astsbcc.org</a>
A9381	A2 UNDER 6350KG (1-24) with 2 wheelchair spaces	\$104,086	Proceed to ordering the school bus(es) between May 10, 2021 and June 15, 2021 from the list of

**2021/22 Annual Programs Funding Agreement**

			approved vendors available through the Bus Standing Offer portal on the ASTSBC website at <a href="http://www.astsbc.org">http://www.astsbc.org</a>
--	--	--	---

- 3.02 The Ministry will, in no event, provide more than the amount listed above.
- 3.03 The Ministry will provide the capital funding in paragraph 3.01 in the form of a Capital Funding Grant.
- 3.04 Payment of a Capital Funding Grant is subject to the Ministry issuing a Certificate of Approval for the Project in paragraph 3.01 in accordance with Treasury Board policies and directives and to the following conditions:
- a) in no case may the Board make a draw against funds available under a Certificate of Approval, unless the draw is reimbursement for Eligible Expenditure(s) properly incurred by the Board in connection with the Project;
  - b) the Ministry may modify or withhold a Capital Funding Grant and applicable Certificate of Approval, or any portion thereof, in the event the Board fails to observe, perform and comply with any provision of this Agreement or if, in the opinion of the Ministry, there has been a material change in the Project;
  - c) the Board will comply with all applicable policies and directives of the Treasury Board respecting Capital Funding Grants.
- 3.05 Notwithstanding any other provision of this Agreement, the payment of funds by the Ministry to the Board, pursuant to this Agreement, is subject to the provisions of the *Financial Administration Act* ("the Act"), which makes that payment obligation subject to:
- a) there being sufficient monies available in an appropriation, as defined in the Act, to enable the Ministry, in any fiscal year or part thereof when any payment of money by the Ministry to the Board falls due pursuant to this Agreement, to make that payment;
  - b) Treasury Board, as defined in the Act, not having controlled or limited, pursuant to the Act, expenditure(s) under any appropriation referred to in this subparagraph a).

**4. BOARD OBLIGATIONS**

- 4.01 The Board will:
- a) carry out the Project in a manner that ensures:

*2021/22 Annual Programs Funding Agreement*

- i) delivery within budget;
    - ii) completion by March 31, 2022;
    - iii) scope details are fully met upon completion;
    - iv) accrued cost-savings realized from completed capital projects as approved in this Agreement are reported to the Ministry and transferred into the school district's Minister-Restricted Capital account, unless otherwise agreed to in writing by the Ministry.
  - b) comply with all policies and best practices related to Capital Project Procurement, as documented in the Capital Asset Management Framework and Capital Procurement Checklist published by the Ministry of Finance;
  - c) procure the Project in accordance with the Capital Asset Management Framework;
  - d) include in any contracts all standard insurance and indemnification clauses required by the Schools Protection Program;
  - e) all communication related to the Capital Project conforms to the "Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and School Districts" (provided as Schedule A). Note this protocol may be amended from time to time by the Ministry, with the most current version of the protocol being used.
- 4.02 Provide written notice to the Ministry of Education immediately upon completion of each Project. (Note: the Ministry will be following up with school districts regarding delayed and/or incomplete projects in early January, at which time the Ministry may choose to reallocate associated funds depending on the status of the Project).
- 4.03 At the request of the Ministry, prepare additional reports relating to the Project.
- 4.04 Notify the Ministry immediately, in writing, should any Event of Force Majeure arise that could materially affect the scope, costs or schedule of the Project.
- 4.05 Indemnify and save harmless the Province of British Columbia and its employees and agents from and against any losses, claims, damages, actions, causes of action, costs and expenses that the Province of British Columbia or any of its employees or agents may sustain, incur, suffer or be put to at any time, either before or after this agreement ends, which are based upon, arise out of or occur, directly or indirectly, by reason of, any act or omission by the Board or by any of its agents, employees, officers, directors, or contractors with respect to the Project.
- 4.06 Purchase school buses through the Request for Standing Offer (RFSO) portal available through the Association of School Transportation Services of BC (ASTSBC).
- 4.07 Reserve two (2) percent of the Total Funding amount provided under the Bus Acquisition Program in paragraph 3.01 as fee payment for ASTSBC's administration services. The ASTSBC will invoice the Board once buses have been ordered. This fee is included in the Capital Funding Grant and is not an additional cost to the Board.



**5. EVENT OF FORCE MAJEURE**

**5.01 In the Event of Force Majeure:**

- a) the Board will immediately notify the Ministry, in writing, describing the Event of Force Majeure.
- b) within five (5) Business Days of being notified of the Event of Force Majeure, the Ministry will communicate with the Board to explore what steps are to be taken to mitigate the Event of Force Majeure, determine an appropriate course of action, and establish an estimated cost related to the Event of Force Majeure.
- c) the course of action must be agreed to by the Ministry and the Board.
- d) either party may request the assistance of an independent cost consultant appointed by mutual agreement of the parties.
- e) the Ministry will not approve any expenditure(s) incurred prior to the agreed course of action unless the costs were demonstrably incurred for the preservation of life and/or safety.

**6. PUBLIC ANNOUNCEMENTS**

- 6.01 Any public announcement relating to the Project will be in accordance with the “Communications Protocol Agreement on Minor Capital Projects between the Ministry of Education and School Districts” (provided as Schedule A).

**7. NOTICE**

- 7.01 Any notice or communication required or permitted to be given under this Agreement will be in writing and will be considered to have been sufficiently given if delivered by hand or electronic transmission to the physical address or electronic mail address of each party set out below:

- a) if to the Board:

School District No. 38 (Richmond)  
7811 Granville Ave, Richmond, BC, V6Y 3E3  
Attention: Roy Uyeno, Secretary-Treasurer  
Email: ruyeno@sd38.bc.ca

- b) if to the Ministry:

Ministry of Education  
PO Box 9151 Stn Prov Govt, Victoria, BC, V8W 9H1  
Attention: Ravnit Aujla  
Email: Ravnit.Aujla@gov.bc.ca

*2021/22 Annual Programs Funding Agreement*

- 7.02 Any such notice or communication will be considered to have been received:
- a) if delivered by hand during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day;
  - b) if sent by electronic transmission during business hours (and in any event, at or before 4:00pm local time in the place of receipt) on a Business Day, upon receipt by a responsible representative of the receiver, and if not delivered during business hours, upon the commencement of business hours on the next Business Day, provided that:
    - i) the receiving party has, by electronic transmission or by hand delivery, acknowledged to the notifying party that it has received such notice; or
    - ii) within twenty-four (24) hours after sending the notice, the notifying party has also sent a copy of such notice to the receiving party by hand delivery.
- 7.03 Delivery by mail will not be considered timely notice under this Agreement.
- 7.04 In the event a contact name changes for either the Ministry or for the Board, then parties must be notified within five (5) Business Days.

*2021/22 Annual Programs Funding Agreement*

IN WITNESS WHEREOF the parties have executed this Agreement, in duplicate, as of the day and year first above written.

SIGNED on behalf of Her Majesty the Queen )  
in Right of the Province of British Columbia )  
by a duly authorized designate of the )  
Minister of Education )

\_\_\_\_\_  
Authorized Signatory (For the Minister of Education)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date Signed (Month/Day/Year)

SIGNED on behalf of **the Board** )  
**of Education of School District** )  
**No. 38 (Richmond)** by its duly )  
authorized signatories )

\_\_\_\_\_  
Signatory (Secretary Treasurer)

\_\_\_\_\_  
Name (Print)

\_\_\_\_\_  
Date Signed (Month/Day/Year)

**SCHEDULE A**

**COMMUNICATIONS PROTOCOL AGREEMENT ON MINOR CAPITAL PROJECTS  
BETWEEN THE MINISTRY OF EDUCATION (EDUC) AND SCHOOL DISTRICTS**

**News Release**

Upon issuance of Capital Plan approvals and funding agreements to school districts, EDUC will issue public news releases regarding minor capital projects. School district(s) may be requested to provide a quote from a designated representative for such news releases.

**Signage**

Significant, high-profile minor capital construction projects and/or initiatives approved in the EDUC Capital Plan **may** be requested to be identified by signage prominently displayed at the site. EDUC will notify a school district(s) if this is the case.

**If requested**, signs must conform to Government of B.C.'s Infrastructure Sign Specifications and be produced by Government Communications and Public Engagement (GCPE) graphics department. In addition to the BC logo, school districts and other funding partners will be identified with their logos on signage. Signs are to be installed as soon as possible after announcement of the project, and amended to include the amount of investment and date of completion after award of the contract and preferably before the start of work. The signs are to remain on the site until the work is completed and after any completion ceremonies where applicable. A digital picture of the sign is to be sent to GCPE after it has been installed. Cost of the sign is to be funded from the approved project budget. School districts are responsible for installing the signs.

The steps from signage design to installation are as follows:

1. Project is announced;
2. GCPE will have their graphics department create a construction sign;
3. GCPE graphics department will create and send the approved file to Queens Printer for print production;
4. Queens Printer will notify GCPE when the sign is ready;
5. GCPE will notify the school district(s) when the sign is ready to be ordered and provide them with the online requisition form: <http://brokerage.qp.gov.bc.ca/submit-print/print-form.aspx>;
6. The school district(s) orders, pays and arranges for the sign to be installed. Signs are to be post mounted in a visible location;
7. School district(s) will notify GCPE when the sign is installed and send photo as confirmation.

**Official Ceremonies**

EDUC will notify a school district(s) if an official ceremony **may** be held to commemorate the launch and/or ground-breaking for a project. The parties shall co-operate in the organization ceremonies, and messages and public statements for such events should be mutually agreed upon.

**Plaques**

EDUC **may** request the district provide and install (upon completion of significant, high-profile construction projects and/or initiatives), a plaque bearing an appropriate inscription. The design, wording and specifications of such plaques must be approved by EDUC. Cost of the plaque is to be funded from the approved project budget.

## Report to the Board of Education (Richmond) Public

**DATE:** 23 June 2021

**FROM:** Frank Geyer, Executive Director, Facilities Services

**SUBJECT:** 2022-2023 Five-Year Capital Plan

---

### RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approves the 2022-2023 Five-Year Capital Plan.

### POLICY CONSIDERATIONS

Not applicable

### BACKGROUND

Annual Five-Year Capital Plan submissions from Boards of Education are used by the Ministry of Education (MOE) to determine which priority capital projects may be approved in the Ministry's Capital Plan for the following fiscal year. The capital plan submissions also provide the Ministry with important insight into future year capital priorities, which can be used for longer term government planning and the determination of potential future capital funding requirements for the public education system.

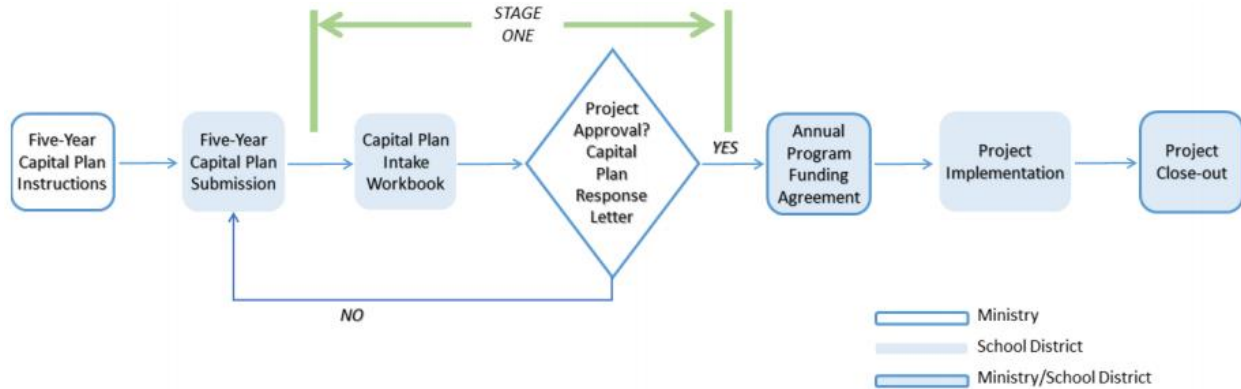
The 2022-2023 Five-Year Capital Plan Instructions (CPI) were issued by the Ministry of Education on 21 May 2021, with the Board-approved plan to be submitted by 31 July 2021. Contrary to prior years, the new instructions now require three separate Board Resolutions: one for Major Capital program submissions, one for Minor Capital program submissions and one for Building Envelope Program submissions.

The Ministry is seeking capital project requests under the following capital programs:

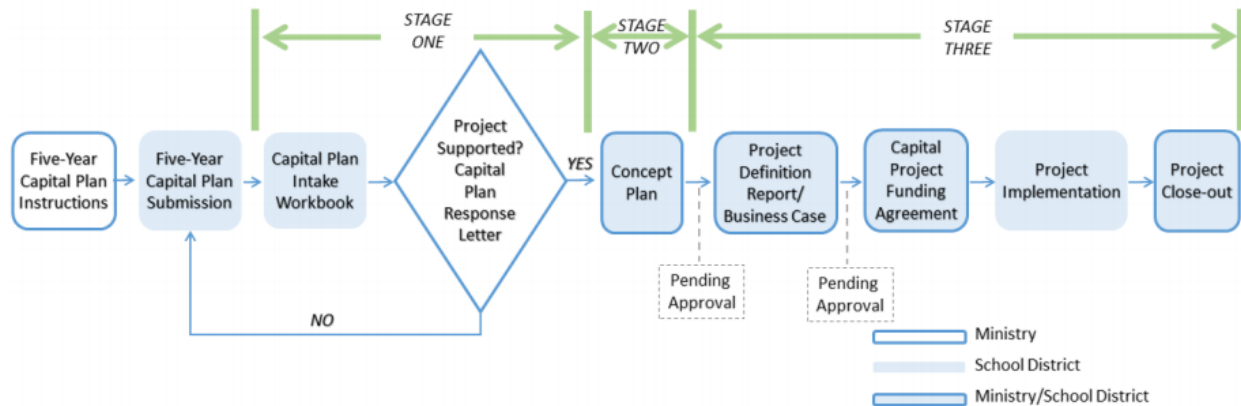
- A. Major Capital Projects:
  - Seismic Mitigation Program (SMP)
  - School Expansion Program (EXP)
  - School Replacement Program (REP)
  - Rural Districts Program (RDP)
- B. Minor Capital Projects:
  - School Enhancement Program (SEP)
  - Carbon Neutral Capital Program (CNCP)441
  - Bus Acquisition Program (BUS)
  - Playground Equipment Program (PEP)
- C. Building Envelope Program (BEP)

Project requests will follow either a one-stage or a three-stage approval process as part of the annual Five-Year Capital Plan submission process set out by the Ministry.

All requests made for a Minor Capital Project (SEP, CNCP, BUS, PEP or BEP) will undergo a one-stage approval process:



By contrast, all requests for a Major Capital Program project (SMP, EXP, REP or RDP) will undergo a more extensive three-stage process:



## DISCUSSION

The 2022-2023 Five-Year Capital Plan submission by School District No. 38 (Richmond) totals over \$655 Million and consists of the following:

### A. Major Capital Funding Programs

#### 1. Seismic Mitigation Program (SMP)

In keeping with the Richmond Project Team's accelerated project delivery mandate, a total of 24 projects have been included in the SMP. The projects listed have been prioritized in accordance with the formula established in the District Long Range Facilities Plan, as well as the latest guidance from the Ministry.

2. School Expansion Program (EXP)

The latest enrolment projections, completed as part of the LRFP process, indicate for the Richmond City Centre Area and Hamilton Area indicate that, by 2026 and 2031 respectively, additional space will be required to accommodate the growth of the elementary student base. As such, five projects are proposed in the EXP, including four school capacity additions and one new school (Dover Park).

In addition, a future elementary school site for the City Centre Area is included in the Eligible School Site Proposal (ESSP) presented in a companion report to the Board, and has been included in the Capital Plan.

3. School Replacement Program (REP)

There are no schools in the District inventory which have reached or are forecast to reach the end of their useful life, or where major structural issues or accumulation of maintenance needs exceed the cost of building replacement. Thus, we are not including any school replacements in the Capital Plan.

4. Rural Districts Program (RDP)

RDP funding is only available for communities with a population of less than 15,000 inhabitants in those school districts located outside of the Lower Mainland, Greater Victoria, and Kelowna, where Major Capital or Minor Capital projects would otherwise not be considered.

**B. Minor Capital Funding Programs**

1. School Enhancement Program (SEP)

SEP projects are investments that will contribute to the safety and function of a school and will extend the life of the existing asset. Current eligible SEP projects include: electrical, energy, health and safety, mechanical, and roofing upgrades exceeding \$100,000 and not exceeding \$2 Million. At least one project must be valued at \$500,000 or less. Smaller projects may be grouped to achieve the \$100,000 threshold.

Up to five projects may be submitted annually and, for 2022/2023, one major multi-phase re-roofing upgrade, and four safety upgrade projects are included.

2. Carbon Neutral Capital Program (CNCP)

The CNCP is a \$5 Million annual program that is available to provide specific energy efficiency projects that lower school districts' carbon emissions. Available funds are based on the bank of carbon offsets collected annually by the Province from the District. One multi-site lighting upgrade and one multi-site mechanical system upgrade is included for 2022/2023.

3. Bus Acquisition Program (BUS)

School buses are considered capital assets and any new or replacement buses are funded as part of the school district's annual Capital Plan submission. For 2022/2023, one special needs bus replacement is being requested.

4. Playground Equipment Program (PEP)

The PEP is an annual program that is available to provide specific funding to purchase and install new or replacement playground equipment. Up to three projects may be submitted annually, and for 2022-2023, three locations are included.

**C. Building Envelope Program (BEP)**

There are currently four Richmond schools remaining in the Provincial Building Envelope Program and all have been included in the Capital Plan and prioritized based on prior years' assessments, provincial prioritization and aligned with school projects contained in other capital programs (i.e. SMP, EXP).

A summary of recommended projects is attached. All of the projects recommended for submission are consistent with the District Long Range Facilities Plan.

*Frank Geyer, PEng, FMA*  
*Executive Director, Facilities Services/Richmond Project Team*

Attachments

- Board Resolution and Summary - 2022-2023 Five-Year Capital Plan (Major Capital)
- Board Resolution and Summary - 2022-2023 Minor Capital Plan
- Board Resolution and Summary - 2022-2023 Building Envelope Program Capital Plan



June 23, 2021

**Board Resolution**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Five-Year Capital Plan (Major Capital) for 2022-2023 as provided on the Five-Year Capital Plan Summary (Major Capital) for 2022-2023 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for approval of the proposed Five-Year Capital Plan (Major Capital) for 2022-2023 adopted by the Board of Education on this the 23<sup>rd</sup> day of June, 2021.

Roy Uyeno, CPA, CGA  
Secretary-Treasurer

## 2022-2023 Five Year Capital Plan Summary (Major Capital)

23 June 2021

SEISMIC MITIGATION PROGRAM (SMP) PROJECTS						
Priority	Facility Name	Project Description	Risk Rating	Year (Planning)	Total	Annual Total
1	Howard DeBeck Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 2 (H2), Substructure Upgrade - All 3 Blocks	H1	2022	\$15,580,000	\$71,047,000
2	Alfred B. Dixon Elementary	Structural Seismic Upgrade - Block 2 (H3) & Block 3 (H1), Substructure Upgrade - All 5 Blocks	H1	2022	\$17,837,000	
3	John G. Diefenbaker Elementary	Structural Seismic Upgrade - Block 1 (H1)	H1	2022	\$12,190,000	
4	Matthew McNair Secondary	Structural Seismic Upgrade - Block 2 (H2) & Block 3 (H1)	H1	2022	\$25,440,000	
5	Steveston-London Secondary	Structural Seismic Upgrade - Block 1 (H1) & Block 3 (H3), Substructure Upgrade - Blocks 1, 2 & 3	H1	2023	\$78,877,000	\$131,343,000
6	Blundell Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2023	\$16,796,000	
7	Hugh McRoberts Secondary	Structural Seismic Upgrade - Block 1 (H1), Substructure Upgrade - All 7 Blocks	H1	2023	\$6,150,000	
8	Westwind Elementary	Structural Seismic Upgrade - Blocks 1, 2, 3 & 4 (H1), Substructure Upgrade - All 5 Blocks	H1	2023	\$29,520,000	
9 *1	R.C. Talmey Elementary	Structural Seismic Upgrade - Block 1 (H1) & Block 2 (H3), Substructure Upgrade - Both Blocks	H1	2024	\$23,165,000	\$101,483,000
10 *2	James Gilmore Elementary	Structural Seismic Upgrade - Blocks 1, 2 & 4 (H1) & Block 3 (H3), Substructure Upgrade - All 4 Blocks	H1	2024	\$38,901,000	
	R.M. Grauer Elementary	Structural Seismic Upgrade - Block 2 (H1) & Block 3 (H3), Substructure Upgrade - All 3 Blocks	H1	2024	\$28,907,000	
	Quilchena Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2024	\$10,510,000	
13	Jessie Wowk Elementary	Structural Seismic Upgrade (H3) & Substructure Upgrade	H1	2024	\$19,778,000	\$74,325,000
14	John T. Errington Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2025	\$28,544,000	
15	Donald E. McKay Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1)	H1	2025	\$10,898,000	
16	Walter Lee Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H1) & Block 2 (H3)	H1	2025	\$15,105,000	
17	James Thompson Elementary	Structural Seismic Upgrade - Blocks 1, 3, 6, 7 & 8 (H1), Block 2 (H3) & Blocks 4 & 5 (H2), Substructure Upgrade - All 9 Blocks	H1	2026	\$29,873,000	\$91,231,000
18 *2	Thomas Kidd Elementary	Structural Seismic Upgrade - Block 1 (H1), Substructure Upgrade - Both Blocks	H1	2026	\$21,769,000	
	Daniel Woodward Elementary	Structural Seismic Upgrade - Blocks 1 & 2 (H1), Substructure Upgrade - All 3 Blocks	H1	2026	\$25,639,000	
	Kingswood Elementary	Structural Seismic Upgrade - Blocks 1 & 3 (H3)	H3	2026	\$13,950,000	
21	Ecole des Navigateurs (CSF)	Structural Seismic Upgrade - Block 1 (H1) & Block 4 (H2)	H1	2027	\$8,507,000	\$98,872,000
22	R.C. Palmer Secondary	Structural Seismic Upgrade - Block 2 (H1), Substructure Upgrade - Blocks 1, 2 & 3	H1	2027	\$31,612,000	
23	Tomekichi Homma Elementary	Structural Seismic Upgrade - Block 1 (H2), Substructure Upgrade - Both Blocks	H2	2027	\$32,078,000	
24	Kathleen McNeely Elementary	Structural Seismic Upgrade - Block 1 (H3), Substructure Upgrade - Both Blocks	H3	2027	\$26,675,000	

\*1 - moved to align with proposed EXP project

\*2 - business case to be developed packaging three schools in accordance with LRFP possible consolidation strategy

EXPANSION PROGRAM (EXP) PROJECTS					
Priority	Facility Name	Project Description	Year (Planning)	Total (Capital Plan)	Program Total
New Schools/Additions to Schools					
1	Samuel Brighthouse Elementary	0K/150E Addition (100K/575E total) - City Centre Area population growth	2023	\$11,008,633	\$70,050,227
2	R.C. Talmey Elementary	20K/75E Addition (60K/300E total) - City Centre Area population growth.	2024	\$7,006,720	
3	Dover Park Elementary	New 40K/300E Elementary School - City Centre Area population growth	2026	\$35,771,237	
4	William Cook Elementary	20K/100E Addition (100K/575E total) - City Centre Area population growth	2026	\$8,672,908	
5	Hamilton Elementary	0K/100E Addition (80K/450E total) - Hamilton Area population growth	2026	\$7,590,729	
Site Acquisitions					
1	City Centre Elementary Site	2.0 Hectare Parcel - City Centre Area	2026	Refer to ESSP	

June 23, 2021

**Board Resolution**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Minor Capital Plan for 2022-2023 as provided on the Minor Capital Plan Summary for 2022-2023 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for approval of the proposed Minor Capital Plan for 2022-2023 adopted by the Board of Education on this the 23<sup>rd</sup> day of June, 2021.

Roy Uyeno, CPA, CGA  
Secretary-Treasurer

## 2022-2023 Minor Capital Plan Summary

23 June 2021

SCHOOL ENHANCEMENT PROGRAM (SEP) PROJECTS				
Priority	Facility Name	Project Description	Total (Capital Plan)	Program Total
1	Ten Secondary Schools	Lab Ventilation Safety Upgrade (A.R. MacNeill, H.J. Cambie, Hugh Boyd, Hugh McRoberts, J.N. Burnett, Matthew McNair, R.A. McMath, R.C. Palmer, Richmond and Steveston-London)	\$800,000	\$3,240,000
2	H.J. Cambie Secondary	Major Roofing Replacement - Phase 1 of 5 (Sloped Metal Panels)	\$823,000	
3	Matthew McNair Secondary	Dust Extraction System Replacement	\$472,000	
4	Richmond Secondary	Dust Extraction System Replacement	\$449,000	
5	R.A. McMath Secondary	Dust Extraction System Replacement	\$696,000	
CARBON NEUTRAL CAPITAL PROGRAM (CNC) PROJECTS				
Priority	Facility Name	Project Description	Total (Capital Plan)	Program Total
1	Five Schools	LED Lighting Upgrade (R.A. McMath Secondary, Archibald Blair Elementary, W.D. Ferris Elementary, Manoah Steves Elementary, F.A. Tomsett Elementary)	\$924,800	\$1,296,300
2	Two Schools	Direct Digital Control System Upgrades (Lord Byng Elementary, Hugh Boyd Secondary)	\$371,500	
BUS REPLACEMENT PROGRAM (BUS)				
Priority	Asset No.	Bus Description	Condition	
1	A9382 (#146)	A2 UNDER 6350KG (1-24)	Fair, major unscheduled repairs materializing frequently	
PLAYGROUND EQUIPMENT PROGRAM (PEP) PROJECTS				
Priority	Facility Name	Project Description	Total (Capital Plan)	Program Total
1	James Gilmore Elementary	Complete Replacement of Playground Equipment	\$165,000	\$660,000
2	Maple Lane Elementary	Complete Replacement of Playground Equipment	\$165,000	
3	W.D. Ferris Elementary	Complete Replacement of Playground Equipment	\$165,000	
4	James Thompson Elementary	Complete Replacement of Playground Equipment	\$165,000	

June 23, 2021

**Board Resolution**

In accordance with provisions under section 142 (4) of the School Act, the Board of Education of School District No. 38 (Richmond) hereby approves the proposed Building Envelope Program Capital Plan for 2022-2023 as provided on the Building Envelope Program Capital Plan Summary for 2022-2023 submitted to the Ministry of Education.

I hereby certify this to be a true copy of the resolution for approval of the proposed Building Envelope Program Capital Plan for 2022-2023 adopted by the Board of Education on this the 23<sup>rd</sup> day of June, 2021.

Roy Uyeno, CPA, CGA  
Secretary-Treasurer

## 2022-2023 Building Envelope Program Capital Plan Summary

23 June 2021

BUILDING ENVELOPE PROGRAM (BEP) PROJECTS					
Priority	Facility Name	Project Description	Year (Planning)	Total (Capital Plan)	Program Total
1 *1	Archibald Blair Elementary	Building Envelope Upgrade	2022	\$2,892,000	\$11,922,000
2 *1	Howard DeBeck Elementary	Building Envelope Upgrade	2022	\$1,060,000	
3	John G. Diefenbaker Elementary	Building Envelope Upgrade (1985 & 1988 Blocks)	2023	\$1,313,000	
4	Jessie Wowk Elementary	Building Envelope Upgrade	2023	\$1,593,000	
5	Steveston-London Secondary	Building Envelope Upgrade (1975 Block)	2024	\$3,957,000	
6	James Thompson Elementary	Building Envelope Upgrade	2024	\$1,107,000	

\*1 - if project not approved in 2021-2022



## Report to the Board of Education (Richmond) Public

**DATE:** 23 June 2021

**FROM:** Frank Geyer, Executive Director, Facilities Services

**SUBJECT:** 2021-22 Eligible School Site Proposal (ESSP)

---

### RECOMMENDATION

THAT the Board of Education of School District No. 38 (Richmond) approves the 2021-22 Eligible School Site Proposal (ESSP) through adoption of the 2021-22 ESSP Resolution.

### POLICY CONSIDERATIONS

Provincial Legislation requires that an ESSP resolution must be passed annually if the school district plans to acquire future school sites. The purpose of the ESSP is to identify the eligible school site requirements for the District that will be incorporated into its Five-Year Capital Plan.

### BACKGROUND

Pursuant to the School Site Acquisition provisions of the Local Government Act, a 2021-22 Eligible School Site Proposal (ESSP) has been drafted in consultation with local government and developer stakeholders. The District's 10-year residential unit projections are based on information provided by City of Richmond. Also, District planning staff continually consult with development stakeholders to estimate potential timing of planned residential development and impact on the enrolment projections for schools.

The ESSP is required to be passed by the Board of Education annually to identify proposed new school site requirements in the District, including long term future acquisitions. Once adopted by the Board, a certified copy of its ESSP resolution and report will be provided to the City of Richmond and Metro Vancouver Regional District for acceptance pursuant to the School Site Acquisition Provisions of the Local Government Act. The eligible school site requirements must also be included in the District's Five-Year Capital Plan.

### REVIEW AND ANALYSIS

Pursuant to the Local Government Act, District planning staff have estimated the student growth from new housing units within ten years, based on estimated student yield from different forms of housing in Schedule 'A'. The general location, size and cost of proposed school sites is identified in Schedule 'B'.

The projected growth of new housing and impact on enrolment growth at schools has been included in the District's Long Range Facilities Plan (LRFP), which provides a facilities expansion strategy to address the growth in the City Centre Area and Hamilton Area, including additions to existing schools and construction of a new school at Dover Park Eligible School Site (previously



acquired by the District). The LRFP also recognizes the need for a future school site in the City Centre to serve long term growth beyond 2033.

The 2021-22 ESSP report only proposes one new elementary school site, located in the City Centre in the vicinity of Lansdowne Centre Shopping Centre. District planning staff have consulted extensively with the City of Richmond and Vanprop Investments Ltd (proponent for residential development of Lansdowne Centre Shopping Centre). The timing of the planned residential redevelopment of Lansdowne is estimated to be phased in over the next 15 to 20 years, resulting in enrolment growth estimated to support a new school with a nominal capacity of 40K + 300E by 2034. Schedule 'B' to this report estimates the cost of a new school site with a standard size of 1.9 hectares (4.7 acres) would cost approximately \$75 million in the vicinity of Lansdowne Shopping Centre.

The School Site Acquisition Charge (SSAC) Bylaw will need to be reviewed in Winter 2021-22 after the ESSP report and resolution by the Board is accepted by City of Richmond and the Ministry of Education. The values in the 2021-22 ESSP could result in an increase to the per unit SSAC rates paid by developers for new residential development, based on formulas and maximum set through Provincial School Site Acquisition Regulations.

## **SUMMARY**

This report recommends the 2021-22 Eligible School Site Proposal (ESSP) be approved by the Board of Education through adoption of the attached resolution, pursuant to the requirements of the Local Government Act.

Following the approval of the 2021-22 ESSP, a certified copy of the Board's resolution will be submitted to the City of Richmond and Metro Vancouver Regional District for acceptance pursuant to the Act, and the eligible school site values will be included in the 2022-23 Five-Year Capital Plan.

*Frank Geyer*

*Executive Director, Facilities Services/Richmond Project Team*

## Attachments

- Board Resolution
- Schedule 'A' - 2020-2029 Projections: Eligible Development and Student Yield (School Age Children)
- Schedule 'B' - 2021-22 Eligible School Site Proposal (ESSP)

June 23, 2021

**Board Resolution – 2021-22 Eligible School Site Proposal**

WHEREAS Section 142 of the *School Act* requires that a Board of Education submit a capital plan to the Minister of Education; and

WHEREAS *Local Government Act* Section 574.2 requires that before a board of education submits the capital plan required under School Act Section 142 it consult with each local government in the school district and, that the board of education and local government make all reasonable efforts to reach agreement on the following:

- a projection of the number of eligible development units to be authorized over the 10 year period that has been specified by the Minister of Education;
- the projection of the number of school age children (as defined in the *School Act*) that will be added to the school district as the result of the eligible development units;
- the approximate size and number of school sites required to accommodate the number of school age children projected as a result of the addition of eligible development units;
- the approximate location and value of the school sites; and,

WHEREAS the Board of Education of School District No. 38 (Richmond) has consulted with representatives of the development industry and the City of Richmond on these matters;

IT IS RESOLVED THAT:

- 1) Based on information received from local government, the Board of Education of School District No. 38 (Richmond) estimates that there will be 16,740 new development units constructed in the school district over the next 10 years (Schedule 'A');
- 2) These 16,740 new development units will be home to an estimated 1,668 school age children (Schedule 'A');
- 3) The Board of Education expects that one (1) new school site will be required in the vicinity of Lansdowne Centre in the City Centre Area as well as planned expansions to a number of schools over the next 10 year period to accommodate student growth resulting from new residential development within the school district;
- 4) According to Ministry of Education site standards presented in Schedule 'B', the eligible school site will require approximately two (2) hectares in the City Centre Area; the site is expected to be purchased within 10 years and at current serviced land cost, the land would cost approximately \$75,000,000; and
- 5) The Eligible School Site Proposal be incorporated into the 2022-23 Five-Year Capital Plan and submitted to the Ministry of Education.

### SCHEDULE 'A' 2021-2030 Projections - Eligible Development and Student Yield (School Age Children)

**Table 1 - SCHOOL DISTRICT 38 - ELIGIBLE DEVELOPMENT UNITS (Annual estimate of new units by housing type (10 Year Estimates 2021-2030 based on growth forecasts by City of Richmond)**

Form of Housing \ Year	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	10 Year Total
Single Detached	90	90	90	90	90	90	90	90	90	90	900
Row Houses	181	181	181	181	181	181	181	181	181	181	1,810
Low Rise Apartments	180	180	180	180	180	180	180	180	180	180	1,800
High Rise Apartments	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	1,223	12,230
<b>Total Units</b>	<b>1,674</b>	<b>1,674</b>	<b>1,674</b>	<b>1,674</b>	<b>1,674</b>	<b>1,674</b>	<b>1,674</b>	<b>1,674</b>	<b>1,674</b>	<b>1,674</b>	<b>16,740</b>

**Table 2 - PROJECTED SCHOOL AGE YIELD (Age 5-17 population yield estimated from projected Eligible Development Units (EDU students by housing type 2021-2030)**

Form of Housing \ Year	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	10 Year Total
Single Detached	59	59	59	59	59	59	59	59	59	59	585
Row Houses	62	62	62	62	62	62	62	62	62	62	615
Low Rise Apartments	16	16	16	16	16	16	16	16	16	16	162
High Rise Apartments	31	31	31	31	31	31	31	31	31	31	306
<b>Total EDU Students</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>167</b>	<b>1,668</b>

**Table 3 - ESTIMATED AVERAGE NEW K-12 STUDENT YIELD RATE FROM NEW HOUSING**

Form of Housing \ Year	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	Average Yield
Single Detached	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65	0.65
Row Houses	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34	0.34
Low Rise Apartments	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09	0.09
High Rise Apartments	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025	0.025

## **SCHEDULE 'B' 2021-22 Eligible School Site Proposal (ESSP)**

Proposed new school site to be included in the 2022-23 Five-Year Capital Plan

<b>SITE - General Location</b>	<b>City Centre (Lansdowne Area)</b>
Basis of Cost	Estimate
Type of Expansion	New Elementary School
Existing Capacity	0
Long Term Capacity	340 Nominal / 311 Operating
Standard Site Area (Ha)	1.9
Approximate Acres	4.7
Existing Site Area	0
<b>Estimated Cost of Land</b>	<b>\$75,000,000</b>

### **Notes:**

*-The site area and cost estimates are based on area standards and current market values.*

*-There is a potential being explored for a site within the Lansdowne development property which may accommodate a multi level school building in urban air space located on a significantly smaller than standard site area, provided there is shared use of future public open space accommodated adjacent to the proposed school with City of Richmond Parks.*

*-Eligible School sites which already received capital site acquisition project approval from the Ministry of Education after the original ESSP was submitted in September 2000 to the present are not included in the above table.*

*-Eligible school site acquisition completions since the inception of the original ESSP include a new elementary site at Dover Park (currently a vacant future school site owned by the school district) and the site acquisition for MacNeill Secondary which opened as a new school in 2003.*

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

## **EDUCATION COMMITTEE PUBLIC MEETING MINUTES**

Minutes of a PUBLIC meeting of Education Committee held virtually via Zoom on Wednesday, May 19, 2021 at 6:00 pm.

**Present:**

Heather Larson, Chairperson  
Richard Lee, Trustee Member  
Norm Goldstein, Trustee  
Lynn Archer, Assistant Superintendent  
Liz Baverstock, President, Richmond Teachers' Association  
JW Cho, Executive Member, Richmond Teachers' Association  
Brett Cameron, Principal, Woodward Elementary School  
Alfred Chan, Vice Principal, Hamilton Elementary School  
Anita Kwon, Principal, Richmond Secondary School  
Rebeca Rubio, Coordinator, Libraries and Information Services  
Marie Thom, Early Learning Teacher Consultant  
Helen Shen, Executive Assistant (Recording Secretary)

**Members of the Public:**

Dionne McFie

The meeting was called to order at 6:00 pm.

**1. ADOPT AGENDA**

The agenda was adopted as circulated.

**2. APPROVE MINUTES**

The minutes of the meeting held Wednesday, April 21, 2021 were approved as circulated.

**3. LEARNING ENVIRONMENTS/SPACES**

INFORMATION ONLY: Staff presenters shared images and their journeys with the concept of how learning spaces are evolving not only inside the school structure but expanding to using outdoors learning spaces, to support students. Staff expressed gratitude to the Board of Education for offering innovation grants to schools to engage in these projects. Other schools are also getting ready to apply for innovation grants and the District will be reviewing these applications in early June. A copy of the powerpoint presentation is included with the minutes.

**4. SUB-COMMITTEE REPORTS**

- ELL Consortium (Metro Boards)  
Nil.
- Richmond Sister Advisory Committee (City Committee)  
Nil.
- Aboriginal Education Enhancement Agreement Advisory Committee  
Nil.

**5. NEXT MEETING DATE - WEDNESDAY, JUNE 16, 2021 at 6:00 PM**

**6. ADJOURNMENT**

The meeting adjourned at 6:30 pm.

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

## **FACILITIES AND BUILDING COMMITTEE MEETING MINUTES**

Minutes of a **PUBLIC** meeting of the Facilities and Building Committee held via Zoom Meeting Link, Richmond, BC, on Wednesday, May 5, 2021 at 4:30 p.m.

Present:

Ken Hamaguchi, Committee Chairperson  
Norm Goldstein, Committee Vice-Chairperson  
Heather Larson, Trustee Member  
Debbie Tablotney, Trustee Alternate\*  
Rick Ryan, Deputy Superintendent  
Roy Uyeno, Secretary Treasurer  
Frank Geyer, Executive Director, Facilities Services  
Rob Laing, Executive Director, Learning and Business Technologies  
Liz Baverstock, President, Richmond Teachers' Association\*  
Steve Wenglowksi, 2nd Vice President, Richmond Teachers' Association  
Joel Canlas, Richmond Management Administrative Professional Staff  
Dionne McFie, Past President, Richmond District Parents Advisory Committee  
Wanda Plante, Executive Assistant (Recorder)

\* joined the meeting already in progress.

The meeting began by introductions of attendees at 4:33 pm.

### **1. APPROVAL OF AGENDA**

The agenda was approved as circulated.

### **2. APPROVE MINUTES**

Minutes from the March 3, 2021 meeting were approved as circulated.

### **3. FACILITIES PLANNING UPDATE [standing item]**

The Executive Director, Facilities Services spoke to his report as included with the agenda package advising that work continues on strategic recommendations contained in the Long Range Facilities Plan. He then highlighted that the consultation process for the proposed Mitchell Education Centre began May 1, 2021 as a solution to one of the key recommendations in our Long Range Facilities Plan space planning to identify space requirements to accommodate non-school staff in Adult Education and Learning and in Business Technologies. The proposed Mitchell Education Centre will be located in the south wing of Mitchell Elementary which would be entirely severed from the school, creating its own property. The new northeast wing would accommodate Adult Education and is scheduled to open in the Summer of 2021. Feedback from the consultation process will be reviewed and then be presented to the Board with a recommendation on next steps.

Following Board approval, the project would result in repurposing newly vacated space by Adult Education at Rideau Park for Learning and Business Technologies operations and a portion of Learning Services in the future.

**4. RICHMOND PROJECT TEAM UPDATE [standing item]**

A review of several major capital projects was provided by the Executive Director, Facilities Services. He added that although the project at Cook Elementary is complete, the City continues to upgrade their pump station which will delay finishing the frontage of the school site until the Summer 2021. The planned demolition of the south wing at Mitchell Elementary in the Summer 2021, is on hold pending a consultation process and Board decision on whether the wing will be severed and retained as an Adult Education centre.

The Executive Director, Facilities Services then advised that the Montessori program temporarily located at Grauer Elementary is scheduled to be restored back to Manoahe Steves Elementary for the 2021/2022 school year.

The Project Design Advisory Committee will be meeting to review and discuss seismic upgrade project designs for James Whiteside Elementary and William Bridge. An update of Minor Capital Projects was also included.

**5. 2021-2022 FACILITIES RENEWAL PROGRAM**

The Executive Director, Facilities Services provided a clearer understanding of the Annual Facility Grant funding (AFG) and that it is intended for annual projects required to maintain capital assets and to prevent any premature deterioration through their anticipated economic life. The AFG commitment from the Ministry of Education is based on a complex formula involving number, size and age of facility assets and enrolment. He announced the creation of the Facilities Renewal Program (FRP) by the Manager, Maintenance Planning and Improvements based on information received from maintenance managers, forepersons, facilities planners, Learning and Business Technologies and District Health and Safety managers. The FRP is intended as a cyclical renewal program for critical facilities systems throughout the District.

The Executive Director, Facilities Services then reviewed FRP category funding and advised attendees that lower budgeted expenditures are projected for roofing, building envelope and flooring. The lower expenditures from the readjusted roofing program will be reallocated to other FRP categories.

**6. MINUTES FOR INFORMATION**

**(a) CHILD CARE DEVELOPMENT ADVISORY COMMITTEE MEETING**

Meeting minutes from March 3, 2021, February 3, 2021 and January 6, 2021 were attached for information.

**7. NEXT MEETING DATE – WEDNESDAY JUNE 2, 2021**



**8. ADJOURNMENT**

The meeting adjourned at 4:57 pm.

Respectfully Submitted,

Ken Hamaguchi, Chairperson  
Facilities and Building Committee

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

## **MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE**

**Date:** Monday, May 17, 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  
Liz Baverstock, Richmond Teachers' Association  
Steve Wenglowski, Richmond Teachers' Association  
Ian Hillman, CUPE 716  
Wennie Walker, 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 April 19, 2021 were approved as circulated.

### **3. DRAFT REVISED POLICY 504.9/504.9-R: EMERGENCY SITUATIONS/DRAFT PARENT GUIDE**

The Deputy Superintendent provided background on the report. Creation of the *Parent Guide to Preparedness* was the impetus to revisions and updates to the Policy. The Deputy Superintendent noted that the Guide was initiated to improve communication with members of the community. As well, new "push" technology will provide up to date information and a notification process. The parent guide will be ready and operational by early fall. The Deputy Superintendent shared that the policy currently sits in the education policy section. He noted that as management protocols extend past students and education to *all* District facilities, and therefore the policy should be included within the administration area of policy.

The Deputy-Superintendent referred to The Ministry of Education document "Emergency Management Planning Guide for Schools", which outlines the requirements used for Richmond School District's emergency preparedness materials and policy. The Deputy

Superintendent highlighted the Policy, regulation and timeline and noted that the District is responsible for ensuring that emergency management protocols are established practice and procedures.

Following the update, there were questions on the proposed timeline. The Deputy Superintendent responded that the policy and regulation need to be aligned with the procedures as outlined in the Guide. The standard of care for school districts is to provide supervision and protection of students. He also noted that communication throughout an emergency event is the main priority in developing a process and operational procedures that will develop protocols.

There were questions and comments noting that the updates and realignment plans were a positive step and improvement.

**ACTION:** It was **AGREED** that this item would come back to the June meeting for further review and consideration of the timeline to be sent out for the Stakeholder Review Process.

#### 4. **SECTION 700: FACILITIES**

The Executive Director, Facilities Services provided background to the **Facility: Section 700 – Phase One** including the feedback during the Stakeholder Consultation process. The Richmond Teachers' Association (RTA) had requested through a motion that the Board review policy 701.11/701.11-R: *Naming and Renaming of Board Owned Facilities or Parts of Board Owned Facilities*. The District also received feedback from RASA with some suggested minor wording changes to Regulation 701-R Facilities Planning and Development that were incorporated.

**ACTION:** It was **AGREED** that the Policy Committee bring **Section 700: Facilities – Phase One** forward to the Board as a Notice of Motion to the May 26, 2021 Public Meeting that a Recommendation for the Board's consideration will be presented at the June 23, 2021 Public Meeting to approve **Section 700: Facilities – Phase One**. Policy 701.11/701.11-R will be removed from the section for approval for further stakeholder review and feedback.

#### 5. **STATUS OF CURRENT AND ANTICIPATED ITEMS**

The Status document included with the agenda package was updated to May 17, 2021. There was some discussion around the item Policy 103: Bylaw and when this item would be reviewed. The Chairperson noted that it would likely be in the Fall to start the review revision process.

**6. NEXT MEETING DATES**

The next meeting is scheduled for Monday, June 14, 2021 at 11 am.

**7. ADJOURNMENT**

The meeting adjourned at 11:58 am.

Respectfully Submitted,

Sandra Nixon, Chairperson  
Policy Committee

## Report to the Board of Education (Richmond) Public

**DATE:** June 23, 2021

**FROM:** Trustee Sandra Nixon, Chairperson, Policy Committee

**SUBJECT:** **Policy Section 700: Facilities - Phase 1**

---

### RECOMMENDATION

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this RECOMMENDATION to the 23 June 2021 Public Meeting of the Board of Education (Richmond) is to approve attached revised **Policy Section 700: Facilities - Phase 1**.

### 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). No other feedback has been received from stakeholders. As result of the feedback received, edits were made to Policy 701-R and Policies 701.11 and 701.12 were removed from this section for further review and revision at a later date.

Respectfully Submitted,

*Sandra Nixon*

Sandra Nixon, Chairperson  
Policy Committee

Proposed Revised Policy	Current Policy	Key Changes
Policy 700 - Statement of Guiding Principles for <b>District Facilities</b>	Policy 700 - Statement of Guiding Principles for Building Sites	<ul style="list-style-type: none"> <li>Updated title to broader "Facilities" term, minor text edits</li> </ul>
Policy 701 - <b>Facilities Planning and Development</b>	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"> <li>Consolidated three policies into one comprehensive policy, eliminated outdated wording</li> <li>Recognized District Long Range Facilities Plan</li> </ul>
Policy 701-R - <b>Facilities Planning and Development</b>	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"> <li>Consolidated two policies and two regulations into one comprehensive regulation, eliminated outdated wording</li> <li>Recognized District Long Range Facilities Plan, on-going planning and current capital planning rationale and submission</li> <li>Detailed current facilities development processes</li> <li>Detailed current project consultants and construction managers procurement processes</li> <li>Recognized current reporting requirements to the Ministry</li> </ul>
Policy 701.2 - <b>Capital Project Design</b> Review Process	Policy 701.2 - School Building Planning Review Process	<ul style="list-style-type: none"> <li>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)</li> <li>Expanded scope of capital projects to include significant upgrades or renovations</li> <li>Updated wording to current project organizational structure</li> </ul>

Proposed Revised Policy	Current Policy	Key Changes
Policy 701.2-R - <b>Capital Project Design</b> Review Process	Policy 701.2-R - School Building Planning Review Process	<ul style="list-style-type: none"> <li>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)</li> <li>Defined types of capital projects</li> <li>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</li> </ul>
N/A	Policy 701.4 and Regulation 701.4-R - Selection of an Architect	<ul style="list-style-type: none"> <li>Retire Policy 701.4 and Regulation 701.4-R as the contents have been incorporated into Regulation 701-R</li> </ul>
N/A	Policy 701.6 - Preliminary Building Specification	<ul style="list-style-type: none"> <li>Retire Policy 701.6 as the contents have been incorporated into Policy 701</li> </ul>
N/A	Policy 701.9 - Tendering for Construction	<ul style="list-style-type: none"> <li>Retire Policy 701.9 as the contents have been incorporated into Policy 701</li> </ul>
N/A	Policy 701. 10 - Supervision of Construction	<ul style="list-style-type: none"> <li>Retire Policy 701.10 as the contents have been incorporated into Policy 701-R</li> </ul>
<del>Policy 701.11 - Naming <b>and Renaming</b> of Board Owned Facilities or Parts of Board Owned Facilities (Moved to Phase 2)</del>	<del>Policy 701.11 - Naming of Board Owned Facilities or Parts of Board Owned Facilities</del>	<ul style="list-style-type: none"> <li><del>Revised title to reflect renaming</del></li> <li><del>Minor housekeeping</del></li> </ul>
<del>Regulation 701.11-R - Naming <b>and Renaming</b> of Board Owned Facilities or Parts of Board Owned Facilities (Moved to Phase 2)</del>	<del>Regulation 701.11-R - Naming of Board Owned Facilities or Parts of Board Owned Facilities</del>	<ul style="list-style-type: none"> <li><del>Revised title to reflect renaming</del></li> <li><del>Updated naming committee to include stakeholder groups</del></li> <li><del>Added electronic media to advertising</del></li> </ul>



Proposed Revised Policy	Current Policy	Key Changes
Policy 701.12 - Official School Openings (Moved to Phase 2)	Policy 701.12 - Official School Openings	<ul style="list-style-type: none"> <li>• <del>Changed “School Board” to “Board of Education”</del></li> </ul>
Administrative Guidelines 701.12 G - Official School Openings (Moved to Phase 2)	Administrative Guidelines 701.12 G - Official School Openings	<ul style="list-style-type: none"> <li>• <del>Updated wording to current District organizational structure and stakeholders</del></li> <li>• <del>Updated invitation list</del></li> <li>• <del>Deleted school dedication prayer</del></li> </ul>
N/A	Policy 701.13 - School Facilities Survey	<ul style="list-style-type: none"> <li>• Retire Policy 701.13 as the contents have been incorporated into Policy 701</li> </ul>

## **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)**

### **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

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.

Board Concurrence: 05 March 1990  
Proposed Revision: 23 June 2021





## **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.

For Board Information: 06 September 1994  
Board Adoption: 20 February 1995  
Proposed Revision: 23 June 2021

## 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 <sup>\*1</sup> representative)
- District Administrator, Emergency Preparedness & Seismic Liaison <sup>\*2</sup>
- School Administrator or designate (RASA <sup>\*3</sup> 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 <sup>\*1</sup> representative)
- Board of Education Representative (Liaison Trustee for that school)
- School Administrator or designate (RASA <sup>\*3</sup> representative) <sup>\*4</sup>
- Richmond Teachers' Association Representatives (maximum of two)
- Student Representatives (maximum of two, selected by Student Council) <sup>\*5</sup>
- School's Parent Advisory Council Representatives (maximum of two) <sup>\*6</sup>
- Canadian Union of Public Employees, Local 716 Representative
- City of Richmond Representative (nominated by Community Services) <sup>\*7</sup>
- Community Representative (nominated by nearest Community Association) <sup>\*7</sup>
- Department Manager(s) or designates <sup>\*8</sup>

### 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.

DRAFT

For Board Information: 06 September 1994  
Board Concurrence: 20 February 1995  
Board Approval of Revisions: 16 January 2006  
Proposed Revision: 23 June 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**

## **Report to the Board of Education (Richmond) Public**

**DATE:** June 23, 2021

**FROM:** Trustee Sandra Nixon, Chairperson, Policy Committee

**SUBJECT:** **DRAFT POLICY 310/310-R: Emergency Management**  
(formerly Policy 504.9/504.9-R: Emergency Situations)

---

### **RECOMMENDATION**

In accordance with Board Policy 204: *Creation and Revision of Policy and Regulations*, this RECOMMENDATION to the June 23, 2021 Public meeting of the Board of Education (Richmond) is to place new Draft Policy 310/310-R: *Emergency Management* into the Stakeholder Review Process for questions and feedback by August 31, 2021.

### **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.

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. These policies were reviewed at the April 19<sup>th</sup>, May 17<sup>th</sup> and June 14<sup>th</sup>, 2021 Policy Committee meetings.

## **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.

Respectfully Submitted,

Sandra Nixon, Chairperson  
Policy Committee

## **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.

<b>Drop-Cover-Hold On</b>
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.
<b>Evacuation</b>
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.
<b>Shelter-in-Place</b>
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.
<b>Hold and Secure</b>
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.
<b>Lockdown</b>
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.

## **Student Reunification Protocol**

The district Student Reunification Protocol requires the establishment of a designated area for staff and students to gather in the event of an emergency that requires evacuation of a district facility and activation of the protocol. The district is committed to the reunification of students with their parents as quickly as possible. Supervision of students until they are safely reunited with their parents or designated caregiver is the responsibility of school staff.

## **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.
- Updating stakeholder presidents in a timely manner and on a needs basis when a serious incident occurs.

### **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**

All school personnel, including teachers, education assistants, clerical, maintenance staff and others, are expected to be familiar with the School Emergency Management Plan (SEMP) and to understand their particular role(s) in carrying it out.

### **Students**

Students have a responsibility to understand emergency routines to the best of their abilities and to follow instructions given by school staff.

## **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.

## **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





June 9, 2021

Ref: 246923

Sandra Nixon, Chair  
Board of Education  
School District No. 38 (Richmond)  
**Email: [snixon@sd38.bc.ca](mailto:snixon@sd38.bc.ca)**

Dear Sandra Nixon:

Thank you for your letter of April 19, 2021, regarding Phase 2 allocation of the Safe Return to Class Fund (SRCF).

As you mentioned, the Ministry of Education allocated \$242.4 million to the K-12 sector and \$216.8 million specifically to boards of education, to ensure the safe start and delivery of education this school year. I do want to acknowledge the incredible effort of boards, management staff, teachers and support staff to ensure the students have safe access to the best education and services during this challenging year.

Regarding your specific question on the method of allocation of the \$3.5 million portion of the Phase 2 "Holdback" of the SRCF, it is first important to know that exposure data is reported to the Ministry by the district staff and the method of calculation was communicated to all districts.

The Phase 1 "Holdback" portion of the SRCF released in December 2020 used the reported exposure data as of December 16, 2020, to allocate a portion of \$11.1 million to boards. Based on feedback from school districts, the Phase 2 "Holdback" allocation of \$3.5 million used the incremental change in this reported exposure data to ensure any lag in reporting in December was captured.

For Richmond specifically, the \$63,962 exposure-based portion of the Phase 2 funding was calculated by measuring the incremental change in reported exposures for the District from December 16, 2020 (which were used in calculating the allocation of the Phase 1 holdback) to February 15, 2021. That change was then measured as a portion of the total change across all public schools and the funds were proportionally allocated. Richmond had 25 of the 1,368 incremental new cases (or about 1.82748 percent) of the total increase in cases and was allocated 1.82748 percent of the \$3.5 million set aside for exposure allocations.

.../2

**Ministry of  
Education**

Office of the Minister

Mailing Address:  
PO Box 9045 Stn Prov Govt  
Victoria BC V8W 9E2

Location:  
Parliament Buildings  
Victoria

Exposure Allocation calculation for SD 38 Richmond	
Exposures Reported as at December 16, 2020	62
Exposures Reported as at February 15, 2021	87
Change in exposures	25
Total Change in Exposures Reported for all public schools	1,368
Allocation is % of total change for public schools x \$3.5 M	$25/1,368 = 1.82748\%$ $1.82748\% \times \$3.5M = \$63,962$

If you or staff have additional questions regarding this portion of the \$7.8 million allocated to School District No. 38 (Richmond) through the SRCF please contact Reg Bawa, Assistant Deputy Minister, Resource Management Division by email at [Reg.Bawa@gov.bc.ca](mailto:Reg.Bawa@gov.bc.ca).

Again, thank you for writing.

Sincerely,



Jennifer Whiteside  
Minister

pc: Reg Bawa, Assistant Deputy Minister Resource Management Division,  
Catherine Cleary, Executive Assistant, School District No. 38 (Richmond)