

POLICY COMMITTEE
PUBLIC MEETING AGENDA

DATE: MONDAY, JANUARY 23, 2023
11:00 AM

<https://sd38.zoom.us/j/61981233373>
Passcode: 6000

The Richmond Board of Education acknowledges and thanks the First Peoples of the hənq̓amiñəm language group on whose traditional and unceded territories we teach, learn and live.

- 1. ADOPT AGENDA**
- 2. APPROVE MINUTES**
Attachment: Minutes of meeting held December 12, 2022
- 3. DEI ADVISORY COMMITTEE POLICY UPDATE**
Attachment: Report from Assistant Superintendent Brautigam
- 4. POLICY 101 – Goals and Objectives**
Attachment: Report from the Superintendent
- 5. PHASE 2 – Policy Section 700: Facilities**
Attachment: Report from the Executive Director, Facilities Services/Richmond Project Team
- 6. STATUS OF CURRENT AND ANTICIPATED ITEMS**
Attachment: Update to January 23, 2023
- 7. NEXT MEETING DATE – Monday February 13, 2023 at 11 am**
- 8. ADJOURNMENT**

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

MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE

Date: Monday, December 12, 2022 at 11 am
Via Zoom Webinar

Present: Debbie Tablotney, Chairperson
Heather Larson, Vice Chair
David Yang, Member
Alice Wong, Trustee
Scott Robinson, Superintendent
Christel Brautigam, Assistant Superintendent
Liz Baverstock, Richmond Teacher's Association
Tim McCracken, Richmond Teacher's Association
JW Cho, Richmond Teacher's Association
Mike Murray, Richmond Association of School Administrators
Kelly Gibson, Richmond Management and Professional Staff
Joyce Coronel, Executive Assistant (Recording Secretary)

The Chair called the meeting to order at 11:02 am.

1. ADOPT AGENDA

The agenda was adopted as circulated.

2. APPROVE MINUTES

The Minutes of the meeting held October 3, 2022 were approved as circulated.

3. INTRODUCTIONS AND REVIEW OF COMMITTEE TERMS OF REFERENCE

The Chairperson spoke to the Committee Terms of Reference as included in the agenda package.

4. DEI ADVISORY COMMITTEE POLICY UPDATE

Assistant Superintendent Brautigam reported on the draft policy checklist developed by the Diversity Equity and Inclusion (DEI) Advisory Committee which provides a framework to apply to new policies and policies being considered for revision. Highlights of the draft policy checklist include:

- Policy language is accessible to readers through the use of plain language and the inclusion of a glossary of terms
- A link to accessibility features such as voiceover and translation is provided
- Policy language uses inclusive terminology and is gender inclusive
- The policy promotes diversity, equity and inclusion as referenced in the Strategic Plan

It was suggested and agreed that the policy page on the district's website be updated to give the public a better understanding of the purpose of and the difference between policies, regulations, and guidelines. The Superintendent clarified that while the policy checklist is intended as an internal document, a statement could be added on the policy page stating that the District takes steps to ensure that policies are accessible and meet the principles of DEI.

5. POLICY 101- Goals and Objectives

The Superintendent provided an overview of the proposed revisions to Policy 101 and proposed new Regulation.

The Richmond Teachers' Association shared the following feedback on the revised policy:

- consider making the foundational statement as the overarching policy statement
- consider moving the section on Legislative Requirement as a footnote on the policy
- Keep only the "What" portion on the Strategic Alignment diagram to make it less verbose; embed the "Why" portion in the foundational statement

The Superintendent then proposed the following:

- move the Foundational Statement as the first section of the policy
- keep the section on Legislative Requirement and move it after Foundational Statement
- revise the section on Alignment of Planning to include a high-level statement and move the description to the Regulation
- changes to the Strategic Alignment diagram will be discussed further by staff

6. POLICY 201- Bylaw Board Operations

The Superintendent provided background information and a proposed timeline for revising Board Policy 201 Bylaw Board Operations. He then responded to questions from attendees on his report. The Chairperson mentioned the importance of setting mandates or terms of reference for Committees or working groups created by the Board.

7. STATUS OF CURRENT AND ANTICIPATED ITEMS

An updated status document was provided with the Agenda package.

8. NEXT MEETING DATE – Monday January 16, 2023 at 11am

It was agreed that future Committee meetings will continue to be held on Zoom.

9. ADJOURNMENT

The meeting adjourned at 11:50 am.

Respectfully Submitted,

*Deborah Tablotney, Chairperson
Policy Committee*

Report to the Policy Committee Public

DATE: January 23, 2023

FROM: Christel Brautigam, Assistant Superintendent

SUBJECT: **Policy Checklist from the Diversity, Equity and Inclusion Advisory Committee**

RECOMMENDATION

That the Policy Committee adopt the attached “Policies Checklist for Policy Revision and Development” for use by those responsible for writing and reviewing policy, regulations and guidelines.

BACKGROUND

At the April 27, 2022 Public Meeting of the Richmond Board of Education, the following priority for the Diversity, Equity and Inclusion Advisory Committee was established:

Update and/or Develop District Policies and Regulations with Clearly Articulated DEI Principles and Consideration of the Intended Reading Audience

The DEI Advisory Committee, comprised of Trustee representatives, Executive staff and stakeholders from CUPE, RTA, RASA, RDPA, RMAPS, and Students has reviewed the feedback from both the Bakau Consultants’ report of November, 2021 and the subsequent work of the Diversity and Antiracism Working Group, to develop a policy checklist. The intention of the checklist, developed with a diversity, equity and inclusion lens, is for it to be applied to existing policies, regulations and guidelines as a guide through which to update existing policies, regulations and guidelines and for the development of new policies, regulations and guidelines.

Policies, regulations and guidelines are the foundation from which the school district’s values and commitment to equity and inclusion are articulated. It was identified in the Bakau Consultant’s report that many existing policies include outdated language that does not reflect today’s evolving terminology. Due to the sometimes complex nature of policy language, if individuals are not familiar with reading policy, the sheer volume and complexities of how all these documents interact can pose barriers to understanding. Bakau Consulting also suggested that when policies, regulations and guidelines are reviewed and developed with DEI principles in mind it helps make the commitment to equity and inclusion more visible throughout the district because policies, regulations and guidelines are foundational to our operations.

On December 12, 2022 the draft Policy Checklist was shared with the Policy Committee for initial discussion and feedback. Based on the feedback received, a new version is now attached for approval by the Policy Committee.

On December 12, 2022 the DEI Advisory Committee report also noted four additional suggested actions to improve the overall accessibility of policies, regulations and guidelines on the District website's policy page. It is suggested that these additional actions also be investigated for implementation:

1. Instructions about how to access accessibility features such as voiceover, or translation linked with an icon such as:



2. Inclusion of a clear definition of and rationale for policy, regulations and guidelines
3. Investigation into the ability to include a robust search function (keywords, categories, policy number)
4. A description of how policies, regulations and guidelines are organized to improve ease of locating them
5. Embedded links are reviewed regularly to ensure functionality

Respectfully submitted,

Christel Brautigam
Assistant Superintendent

Checklist for Policy, Regulations and Guidelines Revision and Development

This checklist is designed to be used by those with responsibility for developing and revising School District 38 Policies, Regulations and Guidelines to ensure that all SD38 Policies, Regulations and Guidelines are written and revised with diversity, equity and inclusion principles in mind. The checklist is organized into two sections; Structure and Organization, and Content.

Policy, Regulations and Guidelines Structure and Organization

The Policy/Regulations/Guidelines include the following;	Yes	No	Notes (especially where yes/no is not clear)
The language is accessible to readers through use of plain language and a glossary of terms that is linked for ease of access			
If background information, or knowledge of another policy, regulation or guideline is required to understand it, it is linked			
The following is clear, identifiable and marked with a heading; <ul style="list-style-type: none"> • title • number • purpose of the policy, regulation or guideline • implementation procedures 			
This policy, regulation or guideline has text features such as; <ul style="list-style-type: none"> • headings • flow charts • bullet points • other visuals that support its readability. If a visual is used it is prominent (ie near the top of the document rather than at the bottom), and includes links to relevant sections of the document 			
If other documents or policies are referenced, they are linked			
When an acronym is used, it is defined			
A link to accessibility features such as voiceover, and translation is provided			

Policy, Regulations and Guidelines Content			
The Policy, Regulation or Guideline includes the following;	Yes	No	Notes (especially where yes/no is not clear)
The language uses inclusive terminology and is gender inclusive			
The intention is clear			
It is specific			
Applicable guidelines and regulations are linked throughout the document			
The policy, regulation or guideline promotes diversity, equity and inclusion as referenced in Strategic Priority 2			
The policy, regulation or guideline is aligned with DRIPA (Declaration on the Rights of Indigenous Peoples Act) and TRC (Truth and Reconciliation Commission) Calls to Action			
The policy, regulation or guideline is aligned with the District's strategic priorities			
The policy, regulation or guideline is consistent with relevant legislation			
If the policy, regulation or guideline builds on other legislation, such as the School Act, Human Rights Code, etc. this is noted and linked			
The policy, regulation or guideline has gone through specific and equitable consultation processes with partner groups, and affected communities as applicable. A link to Policy 204-R is provided regarding the feedback process			
It is clear who is responsible for implementing this policy, regulation or guideline			
A description of the process for implementation is included			

This checklist is to be reviewed on a periodic basis to ensure it stays current and relevant.

Report to the Policy Committee Public

DATE: January 23, 2023

FROM: Scott Robinson, Superintendent of Schools

SUBJECT: **Policy 101 - Goals and Objectives**

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

INTRODUCTION:

The purpose of this report is to share the revised initial draft of Policy 101 and proposed new Regulation with trustee members of the committee and stakeholder representatives. Trustee members of the committee may wish to consider recommending to the Board that this policy and regulation be entered into the stakeholder review process.

Recommendation for consideration: *That the Policy Committee recommend to the Board of Education that at the January 25th public meeting of the Board, Policy 101 and 101-R, currently referred to as Goals and Objectives, be referred to the stakeholder input process for the period of January 26 to March 6, 2023.*

BACKGROUND:

At the December 12, 2022 public meeting of the Policy Committee, an initial draft of the revised Policy 101 and the proposed new Regulation were shared with members of the committee and stakeholder representatives. Feedback was shared and considered for incorporation into the next draft of the Policy and Regulation.

SUMMARY OF RECENT REVISIONS:

- Move the foundational statement above the legislative requirement section in the Policy statement
- Include a brief summary statement regarding alignment of planning in the revised Policy then move the substantive statement on alignment to the proposed Regulation
- Move the Strategic Alignment image to the proposed Regulation
- Move section on Provincial, District and School level planning to the Regulation

TIMELINE:

June 2022	In-camera Policy Committee meeting	Initial discussion by members of Policy Committee including feedback on proposed timeline and potential scope of revisions.
October 2022	Public Policy Committee meeting	Initial public report outlining rationale for policy revision and timeline. Opportunity for preliminary feedback from trustee and stakeholder representatives.
December 2022	Public Policy Committee meeting	Draft revised policy to be shared for preliminary feedback from trustee and stakeholder representatives.
January 2023	Public Policy	Revised policy reflecting preliminary feedback shared with

	Committee meeting	committee. Possible referral to Board for entry into stakeholder review process.
January 2023	Public Board meeting	Potential Board approval for entry into stakeholder review process
February-March 2023	Stakeholder Review Process	
April 2023	Public Policy Committee	Final revisions based on stakeholder review process. Possible notice of motion to April Board meeting for final approval at May board meeting.
April 2023	Public Board meeting	Possible notice of motion for approval at May board meeting.
May 2023	Public Board meeting	Possible final approval of revised policy.

CONCLUSION:

Policy 101 currently reflects an outdated Board planning process and requires significant revision in order to accurately reflect the Board's new strategic planning process. The process and timeline described in this report are intended to provide the necessary opportunities for trustee members of the committee and stakeholder representatives to fully engage in the revision process.

Scott Robinson
Superintendent of Schools

Attachments:

Policy 101- District Philosophy- proposed revisions

Policy 101R- District Philosophy-proposed new regulation

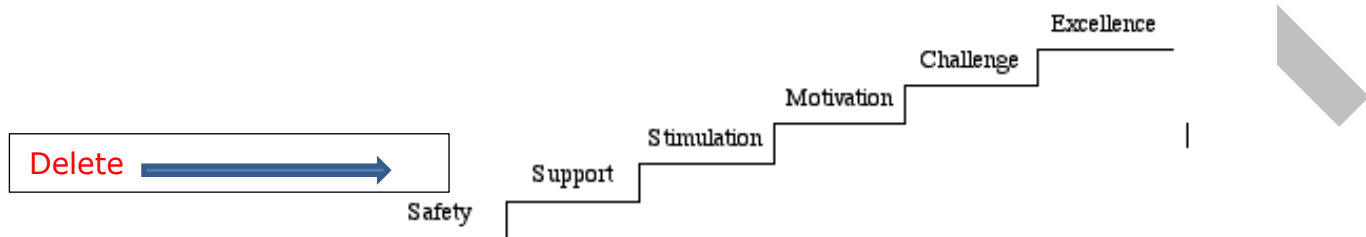
DISTRICT PHILOSOPHY

Policy 101

Goals and Objectives Strategic Planning

Overall Educational Goal

Schools will provide a safe, supportive environment for all students; and schools will provide a stimulating environment which motivates and challenges all students to intellectual, physical, emotional, social and vocational development in order that each student develops towards the ideal of the educated person, achieving at a level of personal excellence and formulating attitudes towards self, society and the world which will provide sound preparation for a productive and satisfying life.



Ideal of the Educated Person

The educated person is:

- thoughtful, able to learn and to think critically, and can communicate information from a broad knowledge base;
- creative, flexible, self-motivated and able to adapt to change;
- confident and capable of making independent decisions;
- skilled and can contribute to society generally, including the world of work;
- productive, gains satisfaction through achievement and strives for physical well-being;
- cooperative and respectful of others regardless of differences;
- principled and behaves ethically;
- aware of the rights and prepared to exercise the responsibilities of an individual within the family, the community, Canada and the world.

Supportive Goals

- Teaching and administration will be of high quality.
- Curriculum will be current and relevant to student needs
- There will be ongoing adaptation and enhancement of instruction.
- Programs will provide for the educational needs of the full range of students.
- Resources will be allocated equitably and utilized in a cost-effective manner.
- Management will be efficient, effective and responsive.
- The district will encourage and support the involvement of parents and the community as partners in the school system.

Developmental Objectives

~~The Board of Education (Richmond) will, at least annually, adopt by resolution a set of developmental objectives that complement the Overall Educational Goal and Supportive Goals by providing a focus for developmental work at the district and school level. The Superintendent will assign district resources as necessary to accomplish these developmental objectives and report to the board on progress towards them at least annually.~~

Supportive Documents

~~Developmental Objectives~~

~~Order in Council 1280/89: Statement of Education Policy Order (Mandate for the School System)~~

~~District Position Paper: Learning Services Framework~~

~~District Discussion Paper: Inclusion: What Constitutes Support?~~

~~District Discussion Paper: Supporting Diversity~~

~~District Discussion Paper: Role of the Educational Assistant~~

~~Parent Handbook: Learning Matters~~

Foundational Statement

The Board of Education is committed to supporting the educational journey of every student in the Richmond School District. We recognize that the world is in a state of continual change, and we must therefore adapt our learning environments to ensure that every student can thrive and be successful.

Equity and inclusion are foundational to learning and leading, and are critical to success, well-being, and fulfillment. It is our mission to ensure that all our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. We acknowledge our responsibility to support all learners so they may successfully complete their education with a sense of dignity, purpose, and options.

The Board also recognizes the critical importance of taking a central and active role in Truth and Reconciliation and is fully committed to ensuring that Indigenous Peoples' history, perspectives, and learning approaches are embedded within district planning and practices.

Through thoughtful planning and deliberate action, we believe that we can inspire and support everyone in our educational community to be lifelong learners who understand their role as global citizens. Every aspect of the strategic planning process is designed to support these foundational principles. The Board of Education believes that alignment amongst provincial, district and school level planning is crucial in order to ensure the continuous improvement of educational outcomes for all students.

Legislative Requirement

In accordance with the British Columbia Framework for Enhancing Student Learning (FESL) [Policy](#), Boards of Education are required to set, create and maintain a strategic plan, annually reporting on student outcomes. The strategic planning process provides the Board of Education and the District with a clear and evidence-based path forward that sets a plan in place to support student achievement. Effective planning ensures public resources entrusted to the Board of Education are used for optimal results in terms of student achievement.

DISTRICT PHILOSOPHY**Policy 101-R****Strategic Planning:****Strategic Plan Development:**

The Board of Education shall, on a five-year cycle, develop and implement a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority.

Communication:

Upon completion of the strategic plan, the Superintendent shall develop and implement a communications strategy advertising the strategic plan with members of the school district and the community. Part of that strategy shall include making provisions for the distribution of the strategic plan and its placement on the District website.

Consultation and Review

During the term of the strategic plan, the Board shall periodically consult with stakeholders to seek their input into adjustments to the plan that may need to be considered for the following school year. In the final year of the existing strategic plan, the Board shall engage in a comprehensive review and consultation process with students, stakeholders and community partners. Results of this process shall form the basis of the next strategic plan.

Operational Plans

Under the direction of the Superintendent, staff will create operational plans that reflect the five-year term of the strategic plan. Operational plans for each objective will include:

- a clear indication of the senior staff person responsible
- key actions to be taken to achieve each objective
- clear timelines for the achievement of each objective
- success indicators

Operational plans will reflect the fact that the objectives contained in the strategic plan are intended to be achieved over the five-year cycle of the plan.

Alignment of Planning

District level strategic planning will incorporate and be aligned with the Provincial Framework for Enhancing Student Learning (FESL) Policy and school level planning.

The District shall have an annual planning cycle that links the FESL to the District Strategic Plan. The Strategic Plan is then linked to school stories. Areas of focus contained in school stories will be considered as part of the evidence gathered to inform the development and monitoring of the District Plan. District operational plans and the distribution of resources (human, financial and technological) will be aligned with the outcomes set out in the Strategic Plan.

Provincial Level Planning

The provincial Framework for Enhancing Student Learning (FESL) combines accountability with evidence-based decision making to support a system wide program of continuous improvement. It brings a formalized approach to the planning and reporting expectations for all school districts with a focus on improving student learning and enhancing the intellectual,

social and career development of all students in the K-12 public system.

District Level Planning

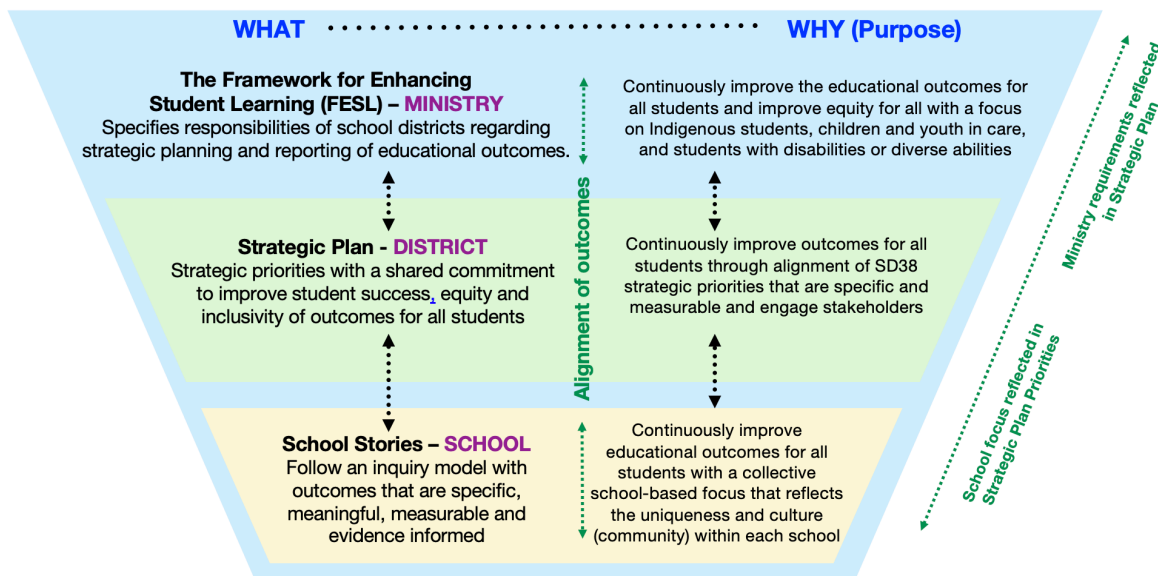
The Board of Education shall, on a five-year cycle, develop and implement a strategic plan that identifies the higher-level strategic priorities of the district as well as more specific goals and objectives that support each strategic priority. The plan will be based on feedback obtained from students, stakeholders, and community partners.

School Level Planning

Under the direction of the Superintendent or delegate, school principals shall, on an annual basis, update the school story for their school. The school story will follow an enquiry model with outcomes that are specific, meaningful, measurable, and evidence informed. Throughout the year, each school will engage in a process to continuously monitor and revise its school story to demonstrate how the school community is working on improving learning outcomes for students by setting a focus to improve student achievement based on a continual cycle of inquiry.

Strategic Alignment - Connecting the Dots

How are we working to put systems in place that continuously improve the educational outcomes for all students?



Annual Reporting Cycle

Staff will report to the Board and stakeholders using a variety of methods over the course of each school year:

Annual Report to the Board:

Each September, staff will provide the Board with an annual report that includes two components:

1. Progress made on items scheduled for focus *in the previous 12 months.*
 - a. This will contain specific reference to the actions, outputs and success indicators relating to objectives scheduled to be focused on during the previous year:
2. Areas of focus *for the upcoming year:*

- a. This will contain upcoming areas of focus identified by the Board within the existing Strategic Priorities and goals.

Quarterly Reports:

In addition to the Annual Report to the Board in September, staff will provide progress updates to the Board three times each year. Each strategic priority will be reported on once during each school year. These reports will be provided in public.

Standing Committee Updates:

As part of the usual workflow of standing committees, staff will provide reports and updates on a variety of topics. This will provide a venue for discussion and input amongst trustees, and where appropriate, stakeholders.

Annual Framework for Enhancing Student Learning (FESL) Report to the Minister of Education:

In accordance with requirements contained in the Enhancing Student Learning Reporting Order, districts are required to submit an annual report to the Minister of Education which outlines progress made in relation to a number of predetermined student outcomes. This report must be submitted by September 30th of each year. The report will be shared with the Board prior to submission, and trustees and stakeholders will have the opportunity to engage in discussion about the contents of the report at a public meeting of the Education Committee.

DRAFT

Report to the Policy Committee Public

DATE: January 23, 2023

FROM: Frank Geyer, Executive Director, Facilities Services

SUBJECT: **Proposed Revisions to Board Policies and Regulations – Facilities, Phase 2**

RECOMMENDATION

THAT the Chair of the Policy Committee brings forward a Notice of Motion to the Board of Education at the 25 January 2023 Public Meeting that a Recommendation for the Board’s consideration will be presented at the 22 February 2023 Public Meeting to approve **Section 700: Facilities – Phase 2**.

POLICY CONSIDERATIONS

Section 700: *Facilities – Phase 2* involves the proposed replacement of Facilities-specific Policies 702, 702.2, 702.6, 703, 703.3 and 703.4, Regulations 702-R, 702.2-R and 703.4-R, new Regulation 703.3-R and Administrative Guideline 703.3-G, and retirement of Policy 702.9.

STRATEGIC PLAN REFERENCES

Strategic Priority 3: Optimized Facilities & Technology

✓ *Goal 2: The district’s facilities are well-maintained, equitable, safe, and conducive to learning.*

BACKGROUND

At the 12 October 2022, the Board passed a motion from the Chair of the Policy Committee that the Board of Education Richmond approve that Section 700 Policy be circulated to stakeholders for input and feedback with a timeline of two (2) months.

Phase 1 of the Section 700 policy review, which focused on facilities planning and development, had its proposed policy revisions adopted by the Board at its Public Meeting of 23 June 2021.

Phase 2 focuses on the review of maintenance, operations and transportation policies and regulations, and is the current package being considered.

CONSULTATION

No feedback was received from stakeholders in the three months since the 12 October 2022 Public Board meeting.

REVIEW AND ANALYSIS

The summary of Phase 2 policies and regulations reviewed is as follows:

Proposed Revised Policy	Current Policy	Key Changes (in progress)
Policy 702 and Regulation 702-R – Facilities Maintenance and Operations	Policy 702 and Regulation 702-R - Maintenance and Operations	<ul style="list-style-type: none"> • New text around specific facilities maintenance (work orders, routine maintenance, emergency calls and winter grounds maintenance) • Consolidated two policies into one comprehensive policy • Updated School Act references • Moved fencing to Policy 703.3
Policy 702.2 and Regulation 702.2-R - Installation of Adventure Playgrounds	Policy 702.2 and Regulation 702.2-R - Installation of Adventure Playgrounds	<ul style="list-style-type: none"> • Reviewed – no changes to Policy necessary • Simplified and replaced Regulation text to reflect current practice, reference to new District guidelines for installations
Policy 702.6 - Inventory	Policy 702.6 - Inventory	<ul style="list-style-type: none"> • Modernization of text
N/A	Policy 702.9 - Life Cycle Analysis of Physical Plant	<ul style="list-style-type: none"> • Retire Policy 702.9 as the contents have been incorporated into Policy 702
Policy 703 - Safety Program Buildings and Grounds	Policy 703 - Safety Programme Buildings and Grounds	<ul style="list-style-type: none"> • Modernization of text
Policy 703.3 - Building and Grounds Security	Policy 703.3 - Building and Grounds Security	<ul style="list-style-type: none"> • Modernization of text • Added emphasis on asset protection • Added wording around fencing • Updated School Act references
Regulation 703.3-R and Administrative Guideline 703.3-G - Building and Grounds Security	N/A	<ul style="list-style-type: none"> • New regulation • New administrative guideline
Policy 703.4 and Regulation 703.4-R - Vandalism	Policy 703.4 and Regulation 703.4-R - Vandalism	<ul style="list-style-type: none"> • Modernization of text

Appended to this report are:

- Proposed document with mark-ups
- Proposed finished document

Frank Geyer, PEng, FMA

Executive Director, Facilities Services/Richmond Project Team

FACILITIES

Policy 702 (previously Policy 902)

Facilities Maintenance and Operations

Facilities Maintenance

The Board recognizes the importance of functional, comfortable and attractive surroundings to enhance the effective implementation of the educational program. ~~The Board also recognizes that life of District facilities, which constitute a major capital investment, can be extended by timely and proper maintenance. An annual maintenance program shall be developed to provide repairs and preventative maintenance of the grounds, buildings, equipment, furniture and fleet to~~ Thus, the Board supports standards of maintenance that will ensure the efficiency, and safety, ~~and security~~ of the school district's physical district facilities.

Maintenance activities will be initiated through:

- Standing activities such as landscape maintenance, snow removal and scheduled servicing of assets.
- Requisitions raised by the building occupants.
- Requisitions raised by the maintenance staff.

The maintenance budget will be established annually during the budget development process.

Periodic review of district facilities will be undertaken by Facilities Services staff to:

- Evaluate their condition and conformity with district standards and Ministry of Education guidelines.
- Update facilities condition index data and support major capital planning priorities in the District Long Range Facilities Plan.
- Factor into business cases of Ministry-supported capital projects.
- Assist in the development of deferred maintenance and renewal plans of the District.

Grounds Maintenance

~~The Board supports standards of maintenance for school grounds that will ensure their cleanliness, safety, and appearance, encourage their use by the schools and the community, and complement the physical setting of adjoining property and buildings.~~

Fencing

~~The Board supports the "good neighbour" philosophy of encouraging the construction and sharing the cost of suitable fencing on the boundaries between its various properties and those of its neighbours.~~

Utilities

Facilities Operations

An annual operations program shall be developed to ensure the cleanliness and security of district facilities.

The Board shall ensure the provision of adequate electrical and mechanical utilities, waste management and other utilities ~~heat, light, power, and plumbing~~ to all ~~School Board buildings~~ district facilities to satisfy the requirements of the ~~district's~~ District's educational programme and to encourage the community use of school facilities.

Legal References:

School Act Secs. 93, 102, 103

School Act Sections 20, 22, 23, 65, 74, 85

WorkSafe BC Occupational Health and Safety Regulation
BC and National Building Codes and Fire Codes

Adopted: 05 March 1990

Proposed Revision: February 2022

Facilities Maintenance and Operations

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- Factor into business cases of Ministry-supported capital projects.
- Assist in the development of deferred maintenance and renewal plans of the District.

Facilities Operations

An annual operations program shall be developed to ensure the cleanliness and security of district facilities.

The Board shall ensure the provision of adequate electrical and mechanical utilities, waste management and other utilities to all district facilities to satisfy the requirements of the District's educational program and to encourage the community use of school facilities.

References: School Act Sections 20, 22, 23, 65, 74, 85
WorkSafe BC Occupational Health and Safety Regulation
BC and National Building Codes and Fire Codes

Adopted: 05 March 1990
Proposed Revision: February 2022

FACILITIES

Policy 702-R (previously Policy 902-R)

Facilities Maintenance and Operations

Work Orders

1. All non-emergency maintenance services work is carried out in response to requisition-generated work orders processed through the web-based District computerized maintenance management system.
2. Emergency work will be undertaken as expeditiously as possible, with a work order raised at the earliest convenience.

Rotating Maintenance Service Crews

1. Rotating maintenance service crews may be deployed to provide maintenance to any existing parts of the building or the systems in the building such as carpentry, computer support, electrical, mechanical and painting.
2. Work carried out by these crews slows or reverses the natural process of wear inherent in occupied buildings or provides repair for predictable 'wear and tear' problems.
3. Where rotating service is provided, crews work on a schedule to ensure all schools have been visited once before any is visited again. Because schedules are subject to staff availability, and may be interrupted for extended periods of time, a formal calendar schedule is not available.
4. The list of corrective work to be undertaken shall be prioritized by the School Administrator/Site Manager or designate and entered into the District computerized maintenance management system prior to the crew's arrival on site.
5. When the crew arrives at a site, they will report to the office to confirm the time frame they will be onsite. While there they will:
 - a) Complete any non-emergent requisition items required to maintain the existing building, equipment or components;
 - b) Review other selected items to determine the need for maintenance on items not identified on work orders; and
 - c) Report back to the office all work carried out in the building and may request the generation of additional work orders to cover work done that was not identified on existing work order requests.

Emergency Calls

1. The following items are to be phoned to the Facilities Services Centre for consideration of immediate response:
 - a) Waterline break,
 - b) Vandalism such as a broken window or graffiti on the walls,
 - c) Plugged drain causing flooding,

- d) Damage to a fire or intrusion alarm,
 - e) Loss of power,
 - f) Fire,
 - g) Security problem such as an exterior door which will not lock,
 - h) Loss of heat, etc.
2. If there is any doubt, the Facilities Services Centre is to be called: phone 604-668-7828 for clarification.
 3. The response time may be adversely affected by the extent of similar problems throughout the District.

Grounds Crew – Winter Maintenance

1. The Grounds Foreperson shall establish a schedule for grounds maintenance at each school during the period November to February.
2. The crew will remain on site for three to five (3 to 5) days and carry out the following types of maintenance and repairs:
 - a) Clean all paved surfaces at site
 - b) Clean all paved area sumps
 - c) Rake leaves and remove other debris from grounds area
 - d) Repair damaged chain link fencing
 - e) Upgrade old chain link fencing to current District standards
 - f) Prune and trim trees and shrubs as necessary and as weather will permit.
 - g) Check and repair/replace playground equipment to eliminate safety hazards.

Fencing

1. ~~Subject to budgetary restrictions, fencing may be constructed around existing school sites, at the request of home owners, under the following conditions:~~
 - a) ~~That 100% of the adjoining homeowners on a continuous boundary which includes not less than five adjacent property lots, agree to pay 50% of the cost of constructing the fence;~~
 - b) ~~That the fence will stand approx. 1.25 metres high (approx. 4. feet) and be made of 9 gauge core vinyl coated or galvanized chain link together with suitable metal pipe posts and rails;~~
 - c) ~~That should homeowners abutting a continuous boundary desire 2 metre or higher (subject to Municipal regulations) fencing, such may be installed but they will be assessed 100% of the additional costs involved. Similarly, if gates are requested, 100% of the additional cost will be assessed to the party making the request.~~
2. ~~Fencing will be constructed (subject to budget restrictions) adjacent to non-residential areas where conditions are deemed unsafe or hazardous to school children. The height of the fencing may be varied to suit the hazard involved.~~
3. ~~Where fencing does not exist separating a school site from private property and in cases where a school site is not fenced and the activities of students deem it advisable, a fence~~

~~may be constructed (if the budget allows) and the owner of the private property will be given an opportunity to share in the cost of construction. (Conditions 1.b) and 1.c) above will apply.)~~

- ~~4. As new or expanded school sites are acquired or improvements to existing sites made, fencing may be constructed, where deemed necessary, on the boundaries, and the Ministry of Education will be requested to treat the construction of the fencing as part of the shareable site costs. (Conditions 1.b) and 1.c) above will apply.)~~

References: School Act Sections 20, 22, 23, 65, 74, 85
WorkSafe BC Occupational Health and Safety Regulation
BC and National Building Codes and Fire Codes

Board Concurrence: 05 March 1990

Proposed Revision: February 2022

DRAFT

Facilities Maintenance and Operations

Work Orders

1. All non-emergency maintenance services work is carried out in response to requisition-generated work orders processed through the web-based District computerized maintenance management system.
2. Emergency work will be undertaken as expeditiously as possible, with a work order raised at the earliest convenience.

Rotating Maintenance Service Crews

1. Rotating maintenance service crews may be deployed to provide maintenance to any existing parts of the building or the systems in the building such as carpentry, computer support, electrical, mechanical and painting.
2. Work carried out by these crews slows or reverses the natural process of wear inherent in occupied buildings or provides repair for predictable 'wear and tear' problems.
3. Where rotating service is provided, crews work on a schedule to ensure all schools have been visited once before any is visited again. Because schedules are subject to staff availability, and may be interrupted for extended periods of time, a formal calendar schedule is not available.
4. The list of corrective work to be undertaken shall be prioritized by the School Administrator/Site Manager or designate and entered into the District computerized maintenance management system prior to the crew's arrival on site.
5. When the crew arrives at a site, they will report to the office to confirm the time frame they will be onsite. While there they will:
 - a) Complete any non-emergent requisition items required to maintain the existing building, equipment or components;
 - b) Review other selected items to determine the need for maintenance on items not identified on work orders; and
 - c) Report back to the office all work carried out in the building and may request the generation of additional work orders to cover work done that was not identified on existing work order requests.

Emergency Calls

1. The following items are to be phoned to the Facilities Services Centre for consideration of immediate response:
 - a) Waterline break,
 - b) Vandalism such as a broken window or graffiti on the walls,
 - c) Plugged drain causing flooding,

- d) Damage to a fire or intrusion alarm,
 - e) Loss of power,
 - f) Fire,
 - g) Security problem such as an exterior door which will not lock,
 - h) Loss of heat, etc.
2. If there is any doubt, the Facilities Services Centre is to be called: phone 604-668-7828 for clarification.
 3. The response time may be adversely affected by the extent of similar problems throughout the District.

Grounds Crew – Winter Maintenance

1. The Grounds Foreperson shall establish a schedule for grounds maintenance at each school during the period November to February.
2. The crew will remain on site for three to five (3 to 5) days and carry out the following types of maintenance and repairs:
 - a) Clean all paved surfaces at site
 - b) Clean all paved area sumps
 - c) Rake leaves and remove other debris from grounds area
 - d) Repair damaged chain link fencing
 - e) Upgrade old chain link fencing to current District standards
 - f) Prune and trim trees and shrubs as necessary and as weather will permit.
 - g) Check and repair/replace playground equipment to eliminate safety hazards.

References: School Act Sections 20, 22, 23, 65, 74, 85
WorkSafe BC Occupational Health and Safety Regulation
BC and National Building Codes and Fire Codes

Board Concurrence: 05 March 1990
Proposed Revision: February 2022

FACILITIES

Policy 702.2 (previously Policy 902.2)

Installation of Adventure Playgrounds

The Board encourages and supports the construction of adventure playgrounds for schools.

It is the policy of the Board to work in co-operation with the City of Richmond to ensure full and complete communication between schools and Parent Advisory Councils on any plans to construct new adventure playgrounds, or additions to existing adventure playgrounds.

FACILITIES

Policy 702.2-R (previously Policy 902.2-R)

Installation of Adventure Playgrounds

The District will maintain all Adventure Playgrounds at an expense to the District through the annual Grounds Department maintenance budget.

Adventure Playgrounds will be removed at the end of their functional lives (functional life is defined as a period when the equipment can be maintained in a Canadian Standards Association (CSA) defined safe condition without the need for capital input greater than 50% of the purchase value of new equipment; lifespan is estimated at between 10 and 20 years). Schools will be given a one year minimum notice that the equipment will be removed.

The purchase and installation of new, additional or replacement Adventure Playgrounds will not be funded by District. Funding will come from fundraising (i.e. Parent Advisory Council), City of Richmond, Ministry of Education or combination thereof. Facilities Services will prepare the site for the installation at the District's expense.

All new Adventure Playgrounds will be standardized, meet District and CSA guidelines, as well as allow for handicap accessibility. They will also be integrated with standard equipment to form a cohesive, planned playground site.

All new Adventure Playgrounds will be pre-approved by the District. Refer to the District "Guidelines for Manufactured Playgrounds and Natural Outdoor Play & Learning Environments Installations" document for planning, design, procurement and installation processes.

1.—FUNDING

~~The Board will work in co-operation with the City of Richmond in the funding of the adventure playgrounds. Funding shall be the following formula:~~

- ~~•—The School District Maintenance staff shall prepare the site, including supplying the perimeter wood curb, and installing a drainage system and pea gravel supplied by the City.~~
- ~~•—Past practice has been that the City of Richmond supplies funds equal to the amount contributed by the school, up to a maximum of \$10,000.00, from which the gravel and drainage materials shall be purchased.~~
- ~~•—the School community shall provide the balance of the funds.~~

2.—PLANNING

~~Input shall be sought from the Schools and the Parent Advisory Councils in order to assist in prioritizing requests for assistance. The Board and the City shall then decide each year which playgrounds can be funded according to this formula, and advise the Schools.~~

~~When a School is considering constructing a playground, the Principal shall contact the Manager of Facilities who will arrange a meeting with the Manager of Maintenance and the City in order to discuss the specific requirements and procedures.~~

~~When funding is approved, the Principal shall arrange a public meeting in order to discuss the preliminary plans with the community residents.~~

~~For new playgrounds, the Principal shall write to the Area Superintendent requesting~~

~~permission to construct the playground on Board property.~~

~~Parents and others are permitted to assist with the installation only if they are able to arrange coverage by Workers Compensation Board.~~

~~The siting of the adventure playground is determined after consultation with the school's administration, the School District Maintenance Department, and the City of Richmond.~~

~~3. DESIGN~~

~~The design of the playground must comply with the requirements of the current Canadian Standards Association standard for playgrounds, and any technical standards that may be developed by the School District.~~

~~The final design must be submitted to the Secretary Treasurer or designate for approval prior to any work proceeding. The Manager of Facilities will submit the design to the managers of the Ministry of Education's insurance program for approval.~~

~~4. PURCHASE AND INSTALLATION~~

~~The Purchasing Manager shall arrange for the purchase of the equipment by means of a Purchase Order in the name of the School District. The School shall ensure that sufficient funds are deposited with the School District to cover the cost of the equipment prior to the Purchase Order being issued.~~

~~The Manager of Maintenance shall approve the proposed construction date.~~

~~The School shall arrange a second public meeting at least two weeks prior to the start of construction in order to inform the community residents of the final plans.~~

Installation of Adventure Playgrounds

The District will maintain all Adventure Playgrounds at an expense to the District through the annual Grounds Department maintenance budget.

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FACILITIES

Policy 702.6 **(previously Policy 902.6)**

Inventory

It is the responsibility of the Secretary-Treasurer to establish and maintain comprehensive records pertaining to all component systems of the ~~district's~~ District's physical plant facilities.

DRAFT

FACILITIES

Policy 702.6
(previously Policy 902.6)

Inventory

It is the responsibility of the Secretary-Treasurer to establish and maintain comprehensive records pertaining to all component systems of the District's facilities.

FACILITIES

Policy 702.9
(previously Policy 902.9)

Life Cycle Analysis of Physical Plant

Review and Evaluation of Physical Facilities

The Secretary-Treasurer shall undertake a periodic review of existing district facilities in order to apprise the Superintendent of Schools of their condition and evaluate their conformity with district standards and Ministry of Education guidelines. After consultation with the District Management Committee, the Superintendent of Schools shall inform the Board of the results of the review, and of the need, if any, of further action.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED POLICY 702**

FACILITIES

Policy 703 (previously Policy 903)

Safety Programme (Buildings and Grounds)

The Board recognizes its responsibility to strive for the highest standards of safety in all facets of district ~~plant facilities~~ operation, and supports the systematic identification and rectification of any deficiencies in buildings, grounds, equipment, ~~facilities,~~ or operational procedures which jeopardize these standards.

The sites, properties, and equipment of district schools shall be maintained in safe and clean conditions. The Facilities Services Branch~~Secretary-Treasurer's staff~~, under the general authority of the Superintendent of Schools, shall be responsible for the maintenance, cleanliness and safety of district buildings and grounds ~~cleanliness and safety~~.

The Board also accepts its responsibility, towards its employees and its students, to provide so far as is possible a safe and healthy place in which to work and study. The Board directs the staff to take any reasonable steps to meet this responsibility, paying particular attention to:

1. The proper care and maintenance of the schools and other district facilities, properties and equipment;
2. Safe arrangements for the use, handling, storage, and transport of potentially dangerous articles and substances;
3. The provision of information, instruction, supervision, and training in safety habits and procedures, so that students and employees learn to recognize hazards and will contribute to their own safety and the safety of others;
4. The provision and maintenance of safe access to (and quick emergency exit from) places where people work and study;
5. The provision of safe and healthy work and study environment; and
6. The provision of emergency and first-aid facilities and training.

Without detracting from the primary responsibilities of teachers and administrators to ensure safe conditions in the schools, competent technical advice on health and safety matters will be sought outside of the ~~school districts~~ District when this is necessary to assist those responsible.

No safety policy is likely to be successful unless it actively involves everyone in the schools all occupants and users of district facilities. In this connection regard, the Board reminds employees of their duty to take care in their own work for the safety of themselves and their co-workers, and for the safety of students and the public. All school-district employees and students are expected to cooperate fully with the Board and the school administration in carrying out this safety policy in letter and in spirit.

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No safety policy is likely to be successful unless it actively involves all occupants and users of district facilities. In this regard, the Board reminds employees of their duty to take care in their own work for the safety of themselves and their co-workers, and for the safety of students and the public. All district employees and students are expected to cooperate fully with the Board and the school administration in carrying out this safety policy in letter and in spirit.

FACILITIES

Policy 703.3 (previously Policy 903.3)

Building and Grounds Security

The Board, recognizing the significant investment in buildings, grounds, supplies and equipment, has a responsibility to protect these investments by ensuring school buildings and grounds are adequately secured.

Furthermore, theThe Board, in order to ensure the protection of pupils-students and staff and the maintenance of order within its jurisdiction (school-districtDistrict buildings and grounds) authorizes each all principalsschool administrators, in accordance with the provisions of the School Act, to take any action he/shethey deems advisable for the maintenance of order and the protection of pupilsstudents and staff.

Specifically, school administratorsprincipals may have individuals removed from the Board's jurisdiction if in the opinion of the school administratorprincipal the conduct and behaviour of the individual(s) is detrimental to the wellbeing of the students. (Section 191, School Act)

This could include person or persons on school grounds or in school buildings for purposes other than authorized school business, person or persons distributing material published by any organization which is not authorized or required in furtherance of the objectives of the school.

This shall include exclusion from schools those people and materials that produce and promote 'hate against specific races, classes or creeds.'

Protection of Pupils-Students and Maintenance of Order

The Board authorizes all school administratorsprincipals, vice principals, all teachers, custodial staff and others in its employ to make such directions and to follow such courses of action as deemed appropriate for the protection of pupils-students and the maintenance of order, and the Board declares that this resolution constitutes an authorization pursuant to the School Act.

The order of authority under this authorization is as follows:

- i) school principal; and in the event of his/her absence, a
- ii) school vice-principal; and in the event of his/her/their absence, a
- iii) teacher; and in the event of their absence, a
- iv) custodial staff and others in the board's Board's employ.

Access to Buildings

The Board directs the School Administrators and Site Managersadministration to devise procedures designed to safeguard against unauthorized access to buildings, and to ensure that adequate key and proximity card control is exercised so that only those persons who must have access to buildings (for reasons of work or emergency intervention) possess keys and/or proximity cards, and are accountable for their use.

Fencing

The fencing of school sites shall be a site specific decision made by District staff either at the time a new school is built, or at such time as conditions warrant the installation of perimeter

fencing, subject to the availability of funding.

The Board supports the "good neighbour" philosophy of encouraging the construction and sharing the cost of suitable fencing on the boundaries between its various properties and those of its neighbours.

References: Section 177 School Act

Adopted: 05 March 1990

Proposed Revision: February 2022

DRAFT

Building and Grounds Security

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Furthermore, the Board, in order to ensure the protection of students and staff and the maintenance of order within its jurisdiction (District buildings and grounds) authorizes all school administrators, in accordance with the provisions of the School Act, to take any action they deem advisable for the maintenance of order and the protection of students and staff.

Specifically, school administrators may have individuals removed from the Board's jurisdiction if in the opinion of the school administrator the conduct and behaviour of the individual(s) is detrimental to the wellbeing of the students. This could include person or persons on school grounds or in school buildings for purposes other than authorized school business, person or persons distributing material published by any organization which is not authorized or required in furtherance of the objectives of the school. This shall include exclusion from schools those people and materials that produce and promote 'hate against specific races, classes or creeds.'

Protection of Students and Maintenance of Order

The Board authorizes all school administrators, teachers, custodial staff and others in its employ to make such directions and to follow such courses of action as deemed appropriate for the protection of students and the maintenance of order, and the Board declares that this resolution constitutes an authorization pursuant to the School Act.

The order of authority under this authorization is as follows:

- i) school principal; and in the event of his/her absence,
- ii) school vice-principal; and in the event of his/her/their absence,
- iii) teacher; and in the event of their absence,
- iv) custodial staff and others in the Board's employ.

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References: Section 177 School Act

Adopted: 05 March 1990

Proposed Revision: February 2022

Building and Grounds Security

Building Alarm System

1. The building alarm systems are monitored 24 hours daily, 365 days per year by a private company (the "monitoring station"), to which the District issues callout procedures to ensure appropriate response in event of an unusual incident including intruder, fire, freezer failure, unscheduled school opening and closing.
2. The monitoring station may call out fire, police, security or maintenance staff.
3. Staff encountering a problem in a facility after normal working hours are to report it to the monitoring station at its posted telephone number.

Opening and Closing of District Buildings

1. All facilities in the District have two (2) levels of security:
 - a) Locks on exterior doors, and
 - b) Intrusion alarm system.
2. During normal working hours the School Administrator/Site Manager or designate is responsible to ensure the facility is opened and closed at the appropriate times.
3. This procedure is designed to ensure that those persons assigned site keys and proximity cards to access District sites, use such tools in a correct, responsible, accountable fashion, so as to safeguard against unauthorized access to sites and to prevent false alarms.
4. Outside of normal operating hours - immediately after unlocking/disarming the building, staff are required to first contact the monitoring station. Staff will provide their first and last name as well as a temporary schedule of how long the site will remain open in accordance with the District's "working alone" procedures.

Site Keys and Proximity Cards

1. Site keys and proximity cards are issued by Facilities Services Branch only to Facilities Services staff, School Administrators, Site Managers and those site personnel identified in writing by the School Administrator/Site Manager.
 - a) Site keys and proximity cards are not to be loaned out or passed on to others and must remain in the assigned key/cardholder's possession as long as they are an employee or contractor of the District.
 - b) Any unauthorized key or proximity card holders must be reported immediately to the Facilities Services at 604-668-7828.
2. If a site key or proximity card is lost, stolen or damaged, the key/cardholder must immediately advise Facilities Services by telephone (604-668-7828) or email (mainop@sd38.bc.ca)

3. It is the School Administrator's/Site Manager's responsibility to ensure that, when an employee or contractor leaves the District, any assigned keys and/or proximity cards are immediately retrieved and returned to Facilities Services.
4. Larger sites may have more than one security alarm system, thus disarming one system does not automatically disarm others. Personnel accessing a site outside of normal operating hours must be familiar with the particulars of that site – if unsure, personnel are directed to contact Facilities Services for more information.

Fencing of School Sites

1. The fencing of school sites shall be a site specific decision made by District staff either at the time a new school is built, or at such time as conditions warrant the installation of perimeter fencing, subject to the availability of funding. The following criteria shall govern decisions to install perimeter fencing on school sites:
 - a) Valid concerns exist for the safety and protection of students due to:
 - i) A consistent high volume of traffic on a road or street adjacent to an active play area where the purpose is to protect children from uncontrolled and unsafe entrance to such road or street. Where high volume of traffic is not a factor, but concerns are raised, each case will be considered on its own merits.
 - ii) Unsavoury surroundings or a high volume of pedestrian traffic where the purpose is to restrict unauthorized pedestrian access to the site.
 - iii) Legitimate concerns about a heavily wooded area adjacent to a school site.
 - iv) Other hazards on or adjacent to school sites, that cannot be removed.
2. Generally, fencing will not separate school and park sites, the exception being if there are concerns outlined in Clause 1 above.
3. Where adjacent residents have legitimate concerns about the protection of their property due to activities occurring on school property, subject to the availability of funds, the District will carry out the installation of fencing and pay fifty percent (50%) of the cost, provided the majority of adjacent property owners agree to pay fifty percent (50%).
4. Fencing installed under this policy shall generally be placed on District property lines only. Exceptions will require appropriate legal agreements.
5. Perimeter fencing will generally be at least 1.22 metres (four [4] feet) tall with chain link fabric and a steel structure installed by school district staff or a contractor managed by the District.

Building and Grounds Security**1. Accessing a Site that is Locked**

- a) All access to and exit from a locked site must be via the designated entrance door to the building.
- b) First observe the status of the light from outside the building:
 - i) If the blue light outside the building is ON, do not enter the building as an alarm has been triggered and authorities are on route to tend to the alarm.
 - ii) If the inside foyer/hallway lights are OFF, the security system is armed and requires proximity card presented to the inside security keypad card reader to disarm. The monitoring station must be called with a security code if disarming outside normal operating hours.
 - iii) If the inside foyer/hallway lights are ON, the security system has been disarmed by someone already in the building.

2. Opening Procedure Using a Proximity Card

- a) Present the proximity card to the designated entrance card reader. Note: The proximity card needs only to be placed near a card reader to activate it. It may be kept in a purse or wallet; however, it may not work if it is stored next to another proximity card.
- b) If the card is valid, the main entrance door will release for five (5) seconds to enable entry (the door will remain locked). If the security alarm panel display indicates that:
 - i) The system is "ARMED", present the proximity card to the inside security keypad card reader only once (do not present the card multiple times). Wait for approximately five (5) seconds and the alarm system will disarm. Confirm alarm panel display indicates "DISARMED". If outside of normal operating hours, contact the monitoring station, provide name, personal security code and confirm the time when you will be exiting and closing the site.
 - ii) The system is "DISARMED" outside of normal operating hours, locate the other occupant(s) in the building to confirm the site opening and closing times already given to the monitoring station. Notify the monitoring station, providing name and personal security code, if there are any changes to the site closing time.
- c) If accessing and leaving a locked site within normal operating hours, it is not necessary to contact the monitoring station.

3. Closing Procedure

- a) Once ready to close the site outside of normal operating hours:
 - i) Ensure that all doors and windows are secure and that no one else is still in the building.

-
- ii) Proceed to the security alarm panel which should display that the system is "READY TO ARM". If not, stand still for a few seconds as a motion sensor may have picked up the cardholder on route to the panel and needs to re-set.
 - iii) Once the display indicates "READY TO ARM":
 - Present the proximity card to the security keypad card reader. This will re-arm the alarm system;
 - Wait for approximately five (5) seconds (do not present the card multiple times);
 - Hallway/foyer lights will automatically turn off; and
 - Confirm alarm panel screen indicates "ARMED *AWAY* You may exit now".

Note: If a sensor picks up a motion while being armed, the system will cancel. Panel display will indicate "fault". Please repeat re-arming procedure
 - iv) Exit the building within 30 seconds using the nearest door and confirm that the door is locked after exiting.
- b) At the end of a business day (normal school or office hours), the custodian or other staff will usually lock the main entrance door, but the site alarm system(s) will remain disarmed until the custodian re-arms it/them at shift end (typically between 10:00 pm and midnight) following the site closing procedure detailed in above.

4. Late Closures

- a) Exiting the building after site closing (after the custodian shift-end) requires advance notice to both the custodian and the monitoring station to ensure the security alarm system in the occupied section of building remains disarmed.
- b) If the site was accessed outside of normal operating hours and the monitoring station was already notified of the anticipated exit time, and additional time is required, the monitoring station must be contacted in advance of the original exit time to advise of the revised exit time.

5. Failure to Properly Open or Close a Site

- a) If someone accessing a site:
 - i) Does not contact the monitoring station, advising it of access to a building outside of regular hours, or leaves the building after the advised departure time;
 - ii) Does not properly present the proximity card to the security keypad card reader to disarm or re-arm the security alarm system. The monitoring station may dispatch a security runner to the site.

The school/site will be charged the fifty dollar (\$50) fee for the runner to attend to any security related issues required to restore security to the site per incident.

- b) If the alarm was caused by Facilities Services personnel (including the site custodian), the school/site will not be charged.
- c) Any person having difficulty disarming or re-arming the system, thus setting off an alarm, must immediately contact the monitoring station.

6. Weekend/Special Events Coverage

During use of District facilities for special events the following procedures must be followed by the staff member responsible for opening and securing the building:

- a) Open the site through the designated entrance door following the instructions laid out in Sections 1 and 2.
- b) Turn on the lights only in the areas to be used and ensure awareness of timer override for heat in particular areas of the building.
- c) When the alarm system is disarmed (alarm panel display indicates "DISARMED"), check the perimeter of the entire facility to confirm the building's security.
- d) Go to the location of the event, opening only doors required for that event. Keep in mind that user groups do not have access to the entire building. Never lock exit doors in areas such as gyms, auditorium, cafeteria, weight rooms, change rooms and music rooms when in use. In case of emergency, people must have unobstructed egress.
- e) When the event is finished and all people have left, secure all perimeter doors.
- f) Lock inside doors as necessary, turn off lights in rooms and halls.
- g) Do a perimeter check of the building, checking for damage and unlocked doors.
- h) Ensure all fire doors are closed and close/re-secure the site following the instructions laid out in Section 3.
- i) All user groups have contracted to use only specified areas and equipment. With that in mind, the custodian (staff member) must use good judgment in not allowing user group access to other equipment or areas of building not contracted for. Ensure keys are returned as per prior arrangement.
- j) If additional help is required or unusual circumstances arise, please contact Facilities Services.

FACILITIES

Policy 703.4 (previously Policy 903.4)

Vandalism

The Board recognizes its responsibility to ensure an environment in which the property of the ~~school—district~~District, its students, and its staff are safeguarded. To this end, the Board encourages district and school staff and students to participate jointly in a continuous ~~programme~~program for the prevention of vandalism.

Although the Board recognizes that damage to school property can occur under a variety of circumstances and at different times, the Board deplors any willful or negligent behaviour likely to result in damage to school property. The Board recommends appropriate action be taken to mitigate or prevent destruction or loss resulting from such behaviour, and to bring those responsible to account.

A reward may be offered by the Board for information leading to the apprehension of any person who willfully damages school district property.

FACILITIES

Policy 703.4 (previously Policy 903.4)

Vandalism

The Board recognizes its responsibility to ensure an environment in which the property of the District, its students, and its staff are safeguarded. To this end, the Board encourages district and school staff and students to participate jointly in a continuous program for the prevention of vandalism.

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FACILITIES

Policy 703.4-R (previously Policy 903.4-R)

Vandalism

District Property

Definition

For the purpose of these Regulations, vandalism shall be defined as "damage or destruction of ~~School Board~~ District property resulting from malicious acts or acts of misbehaviour."

1. During the school day and on special school occasions, the responsibility of safeguarding school property falls upon the school teaching and custodial staff. At other times, persons in charge of authorized activities in the school are responsible for safeguarding school property.
2. School staff are encouraged to promote student involvement in ~~programmes~~ programs designed to safeguard school property.
3. When damage has been caused by vandalism, it shall be so indicated on the ~~Physical Plant~~ Facilities Services work order. ~~The Maintenance Department~~ Facilities Services shall determine the cost of the damage.
4. In instances of major vandalism, the ~~principal~~ school administrator shall be responsible for submitting an Incident Report Form.
5. Where the person responsible for the damage is a student whose identity is known, the ~~principal~~ school administrator shall inform the parent(s) or guardian(s) by letter that a charge for the cost of the damage will be made against them. A copy of this letter shall be sent to the office of the Secretary-Treasurer and the office of the ~~Maintenance and Operations Manager~~ Executive Director, Facilities Services.
6. As appropriate, the Secretary-Treasurer's office (or the ~~principal~~ administrator of the school concerned) shall be responsible for the collection of monies from the responsible party.
7. If further action is deemed appropriate, the Secretary-Treasurer shall consult with the Superintendent of Schools and the school ~~principal~~ administrator to determine the nature of that action.

Employee's Vehicles

Definition

Vandalism shall be defined as "damage resulting from malicious acts or misbehaviour".

1. Employees are expected to leave their cars in designated parking areas only and take standard precautions.
2. The Board will reimburse its employees for damage to their personal vehicles caused by vandalism whilst they are located on property owned or administered by the Board.
3. As necessary, school staff are encouraged to promote school involvement in programmes to safeguard employees' automobiles.

4. The amount payable by the Board shall be limited to the minimum deductible offered by ~~I.C.B.C.~~the Insurance Corporation of British Columbia or the actual cost, whichever is the lesser.
5. There shall be evidence that the vandalism occurred ~~whilst~~while the employee ~~is~~was in attendance at work.
6. The ~~principal~~school administrator shall be responsible for submitting an incident report form, and ~~the R.C.M.P.~~Richmond RCMP shall be notified of the vandalism; further, the names of any persons causing the damage shall be stated on the incident report.
7. Payment to the employee shall be made upon submission of a receipt covering the cost of repairs.

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FACILITIES

Policy 703.4-R (previously Policy 903.4-R)

Vandalism

District Property

Definition

For the purpose of these Regulations, vandalism shall be defined as "damage or destruction of District property resulting from malicious acts or acts of misbehaviour."

1. During the school day and on special school occasions, the responsibility of safeguarding school property falls upon the school teaching and custodial staff. At other times, persons in charge of authorized activities in the school are responsible for safeguarding school property.
2. School staff are encouraged to promote student involvement in programs designed to safeguard school property.
3. When damage has been caused by vandalism, it shall be so indicated on the Facilities Services work order. Facilities Services shall determine the cost of the damage.
4. In instances of major vandalism, the school administrator shall be responsible for submitting an Incident Report Form.
5. Where the person responsible for the damage is a student whose identity is known, the school administrator shall inform the parent(s) or guardian(s) by letter that a charge for the cost of the damage will be made against them. A copy of this letter shall be sent to the office of the Secretary-Treasurer and the office of the Executive Director, Facilities Services.
6. As appropriate, the Secretary-Treasurer's office (or the administrator of the school concerned) shall be responsible for the collection of monies from the responsible party.
7. If further action is deemed appropriate, the Secretary-Treasurer shall consult with the Superintendent of Schools and the school administrator to determine the nature of that action.

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3. As necessary, school staff are encouraged to promote school involvement in programmes to safeguard employees' automobiles.
4. The amount payable by the Board shall be limited to the minimum deductible offered by the Insurance Corporation of British Columbia or the actual cost, whichever is the lesser.

5. There shall be evidence that the vandalism occurred while the employee was in attendance at work.
6. The school administrator shall be responsible for submitting an incident report form, and Richmond RCMP shall be notified of the vandalism; further, the names of any persons causing the damage shall be stated on the incident report.
7. Payment to the employee shall be made upon submission of a receipt covering the cost of repairs.

Board Concurrence: 05 March 1990
Proposed Revision: February 2022

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

	POLICY	STATUS	DATE/TIMELINE
1	Policy 101: Goals and Objectives	Requires revision upon completion of District Strategic Plan.	Oct 3 2022 – Report from the Superintendent Dec 12 2022 - Draft revised policy for preliminary feedback from trustees/stakeholder representatives Jan 23 2023: Public report on Recommendation to refer revised initial draft of Policy 101 and proposed new Regulation 101-R to stakeholder input process
2	Policy 102: Diversity and Inclusion	Requires revision	Dec 12 2022: DEI Advisory Committee Policy Update Jan 23 2023: Public report on revised policy checklist from DEI Advisory Committee
3	Policy 103 Bylaw: Complaints by Students, Parents & the Public	Requires revision	2022
4	Policy 105-R: District Code of Conduct: How we Learn and Work Together Personal Use of District Supplies, Equipment and Facilities	Requires revision	Feb 8 2021 – Executive Director presented Report and proposed Draft revised Regulation to Policy Committee. Guideline and Policy were reviewed at the Nov 18, 2020 F&L Committee meeting, that advised it be brought to Policy for review.
5	Policy 201: Bylaw Board Operations	Requires revision	Dec 12 2022 - Initial public report outlining rationale for policy revision and timeline; Opportunity for preliminary feedback from trustees/stakeholder representatives
6	Policy 502: Student Behaviour and Discipline Policy 502.1: Maintenance of Orderly Conduct Policy 502.2/502.2-R: Student Suspension or Exclusion from School Policy 502.3/502.3-R:	Requires revision	Jan 18 2021 – Update provided by Deputy Superintendent. Policies and regulations will be updated in with District Code of Conduct and brought back to the Committee for further review and feedback.

Updated to January 23, 2023

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

	Student Possession of Weapons		
7	Policy 522/522-R: Transportation	Requires revision	2022
8	Policy 701.11/701.11-R: Naming and Renaming of Board Owned Facilities or Parts of Board Owned Facilities	Requires revision	Mar 7 2022 - Update for information from the Deputy Superintendent To be aligned with the Diversity & Anti-racism Working Group Report
9	Policy 701.12/701.12-G: Official School Openings	Removed from Phase 1 Section 700 Policies package; under review	To be re-submitted in Spring 2023
10	PHASE 2 - Policy Section 700: Facilities: Policy 702/702-R – Maintenance and Operations Policy 702.2/702.2-R – Installation of Adventure Playgrounds Policy 702.6 – Inventory Policy 703 – Safety Programme Buildings and Grounds Policy 703.3/703.3-R (new)/703.3-G (new) – Building and Grounds Security Policy 703.4 – Vandalism Retirement of 702.9 – Life Cycle Analysis of Physical Plant	Requires revision	Mar 7 2022 – Report from the Executive Director, Facilities Services Oct 3 2022 – Recommendation from the Executive Director, Facilities Services that the Committee recommend to the Board that Phase 2 Section 700 Policy Review be circulated to stakeholders for input and feedback (approved by the Board on Oct 12 2022) Nov to Dec 2022 – Stakeholder review process Jan 23 2023 – Public Report for possible Notice of Motion to Jan 25 Board meeting
11	PHASE 3 - Policy Section 700: Facilities: Policy 703.1 - Accident Prevention and Safety Procedure Policy 703.2 - First Aid and Accident Reports Policy 703.5 and Regulation 703.5-R - Health and Safety	Under review	To be submitted in Spring 2023

Updated to January 23, 2023

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

	<p>Policy 703.6 and Regulation 703.6-R - Protection of Employees from Violence in the Workplace</p> <p>Policy 705 and Regulation 705-R - Telephones</p> <p>Policy 706 - Smoke Free Environments</p> <p>Policy 703.7 and Regulation 703.7-R - Closure of Schools Due to Emergent Conditions</p> <p>Policy 707 and Regulation 707-R - Post Disaster Procedures</p> <p>Policy 708 and Regulation 708-R - Video Surveillance</p>		
12	Document Management Policy	On hold	