

Policy Committee
Public Meeting Agenda

Monday, February 12, 2024 – 11:00 am
via Zoom

<https://sd38.zoom.us/j/65105535960>

Passcode: 6000

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

- 1. Adopt Agenda**
- 2. Approve Minutes**
Public minutes from meeting held January 15, 2024 attached.
- 3. Policy 701.2-R: Capital Project Design Review Process**
Report from the Deputy Superintendent and Secretary Treasurer attached.
- 4. Update on Premier's Announcement: Restriction on Cell Phone Use in BC Schools**
- 5. Status of Current and Anticipated Items**
Status Update attached.
- 6. Next Meeting Date – Monday, April 15, 2024 at 11:00 am**
- 7. Adjournment**

Policy Committee
Public Meeting Minutes

Monday, January 15, 2024 – 11:00 am
Via Zoom

Present:

Vice Chairperson
Trustee Member
Trustee Alternate
Trustee
Superintendent
Deputy Superintendent
Secretary Treasurer
President, Richmond Teachers' Association
1st Vice President, Richmond Teachers' Association
2nd Vice President, Richmond Teachers' Association
2nd Vice President/Pro-D Officer, Richmond Teachers' Association
President, Canadian Union of Public Employees 716
Vice President, Richmond Association of School Administrators
Executive Assistant (Recording Secretary)

D. Yang
R. Belleza
H. Larson
A. Wong
C. Usih
R. Ryan
C. Wang
L. Baverstock
S. Wenglowski
F. Marsic
J. Cho
S. Robinson
A. Goulas
J. Coronel

Regrets:

Chairperson

D. Tablotney

The Vice Chairperson called the meeting to order at 11:00 am.

The Richmond Board of Education acknowledged and thanked the First Peoples of the hən̓q̓əmin̓əm̓ language group on whose traditional and unceded territories we teach, learn and live.

1. Adopt Agenda

The agenda was adopted as circulated.

2. Approve Minutes

Minutes of the meeting held November 14, 2023 were approved as circulated.

3. Status of Current and Anticipated Items

An updated status document was provided with the agenda package.

4. **Next Meeting Date – Monday, February 12, 2024 at 11:00 am.**
5. **Adjournment**

The meeting adjourned at 11:03 am.

Respectfully Submitted,

David Yang
Vice Chairperson, Policy Committee

DRAFT

Report to the Policy Committee Public

Date: February 12, 2024

From: Rick Ryan, Deputy Superintendent
Cindy Wang, Secretary Treasurer

Subject: **Proposed Minor Revisions to Policy 701.2-R: Capital Project Design Review Process**

RECOMMENDATION:

THAT the Chairperson of the Policy Committee bring forward a Notice of Motion to the Board of Education at its February 21, 2024, public meeting that a recommendation for the board's consideration will be presented at the March 13, 2024, public meeting to approve the minor revisions to Policy 701.2-R: Capital Project Design Review Process.

INTRODUCTION:

The purpose of this report is to provide a draft timeline, background information, and proposed minor revisions (i.e., housekeeping) to Policy 701.2-R.

BACKGROUND:

From time to time, staff will bring forward minor revisions to existing policies and/or regulations for Policy Committee's consideration. Ultimately, all revisions supported by Policy Committee will require approval at a public meeting of the Board of Education.

One important aspect of the proposed minor revisions to Policy 701.2-R includes new understandings through a DEI lens (i.e., DEI Policy Checklist). Specifically, the provincial government has developed and posted online a document titled ***Terminology in Indigenous context*** which articulates that the term "stakeholder is a common cooperate term for partners which has negative connotations to many Indigenous Peoples." With this understanding, the term partner group is inserted in place of stakeholder.

LEGISLATIVE CONSIDERATIONS:

School Act - Section 85: Power and Capacity
For the purposes of carrying out its powers, functions, and duties under the School Act, a board has the power and capacity to determine local policy.

POLICY CONSIDERATIONS:

See draft minor revisions to Policy 701.2-R attached.

PROCESS:

Following initial discussions at Policy Committee (In-camera), trustee feedback has been incorporated into the draft document, and revised copies are attached. Per Board Policy 701.2-R, it is recommended not to place the policy revisions into the partner group review process, since the proposed revisions are minor in nature.

PROPOSED TIMELINE:

Dates	Meeting	Comments
January 15, 2024	Policy Committee (In-camera)	Report submitted to Policy Committee (In-camera) with draft minor policy revisions attached. Opportunity for trustee review and feedback.
February 12, 2024	Policy Committee (Public)	Draft revised policy incorporating trustee feedback submitted to Policy Committee (Public). Recommendation for Notice of Motion at the next Board of Education (Public) Meeting.
February 21, 2024	Board of Education (Public)	Possible Notice of Motion for approval at the next Board of Education (Public) Meeting.
March 13, 2024	Board of Education (Public)	Recommendation for board approval of revised policy.

Respectfully submitted,

*Rick Ryan
Deputy Superintendent*

*Cindy Wang
Secretary Treasurer*

Attachments:

1. *Policy 701.2-R with proposed revisions (with tracked changes)*
2. *Policy 701.2-R with proposed revisions (clean version)*
3. *Provincial Government Document: Terminology in Indigenous content*

FACILITIES

Policy 701.2-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 \$10 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 and Child Care. These projects are focused on improving 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 and Child Care. This regulation applies to these projects.
4. Major Capital Projects are those with total budgets greater than \$10 million, which include new facilities, large-scale building renovations, additions, and replacements of existing facilities. These projects may be funded by the Ministry of Education and Child Care, 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 partner groups 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 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 will include, but not be limited to, the following membership:

a) Applicable Minor Capital and Seismic Upgrade Projects

- Superintendent or designate,
- Director, Facilities Services or Richmond Project Team,
- Project Manager (Chair/RMAPS *1 representative)

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Adopted: 20 February 1995

Revised: 16 January 2006; 23 June 2021

Regulation

- ~~Construction~~ Liaison *²
- School Administrator (RASA *³ representative)
- Board of Education Representative (Liaison Trustee for that school)
- Richmond Teachers' Association Representatives (maximum of two)
- School's Parent Advisory Council Representative
- Canadian Union of Public Employees, Local 716 Representative

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b) Major Capital Projects

- Superintendent ~~or designate~~
- Secretary-Treasurer ~~or designate~~
- Director, ~~Richmond Project Team~~
- Project Manager (Chair/RMAPS *¹ representative)
- Board of Education Representative (Liaison Trustee for that school)
- School Administrator or designate (RASA *³ representative) *⁴
- Richmond Teachers' Association Representatives (maximum of two)
- Student Representatives (maximum of two, selected by Student Council) *⁵
- School's Parent Advisory Council Representatives (maximum of two) *⁶
- Canadian Union of Public Employees, Local 716 Representative
- City of Richmond Representative (nominated by Community Services) *⁷
- Community Representative (nominated by nearest Community Association) *⁷
- Department Manager(s) or designate(s) *⁸

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Notes:

*1 Richmond Management ~~and~~ Professional Staff (RMAPS)

*2 Applicable to seismic upgrade projects only

*3 Richmond Association of School Administrators (RASA)

*4 ~~For a new school only. Representative designated~~ by the Superintendent

*5 Applicable to secondary school projects only. For a new school, the Student Council ~~will~~ be from the school currently serving the new catchment area.

*6 Applicable to school projects only. Parent Advisory Council ~~will~~ be from the school currently serving the new catchment area.

*7 Applicable to ~~new~~ school projects only.

*8 Applicable to non-school facility projects.

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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~~ ~~will~~ 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 ~~will~~ be a minimum of:

- four (4) members present at applicable Minor Capital and Seismic Upgrade project meetings;

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Adopted: 20 February 1995

Revised: 16 January 2006; 23 June 2021

Regulation

- six (6) members present at applicable Major Capital project meetings.

As necessary, sub-committees may be formed to assist in the planning of individual curricular areas, comprised of teachers, administrators, and staff with particular expertise in those areas.

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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.

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Upon completion of design phase and prior to construction, the role of Project Design Advisory Committee will be complete, and the committee ended.

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3. Frequency of Meetings

The frequency of meetings of the Committee is based on the scope and complexity of the project:

- for Seismic Upgrade projects not involving any major changes to the floor plan of a school (i.e., purely a structural improvement, 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;
- 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
- for Major Capital projects, meetings are to be held as a minimum:
 - Onset of design
 - 50%/95% complete schematic design stage to consider design options
 - 35%/70%/95%* complete design development stage
 - 95% complete working drawings stage

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with additional meetings scheduled as needed by the Project Manager.

* The Ministry of Education and Child Care 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 Child Care, 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.

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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 and Building Committee. The Facilities and Building Committee either recommends the proposed design to the Board for approval or directs back to Project Design Advisory Committee for reconsideration.

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Adopted: 20 February 1995

Revised: 16 January 2006; 23 June 2021

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If requested by the Facilities ~~and~~ 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.

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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.

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The Project Manager:

- makes drawings available for review and feedback by the Maintenance, Operations ~~and~~ Transportation and Learning ~~and~~ 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 ~~and~~ Building Committee; the Facilities ~~and~~ 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 ~~and~~ 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.

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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.

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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 ~~and~~ Transportation, and Learning ~~and~~ 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 ~~and~~ Business Technologies key staff;

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Adopted: 20 February 1995

Revised: 16 January 2006; 23 June 2021

Regulation

- 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.

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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 and Child Care.

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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 and Transportation, and Learning and Business Technologies departments; and

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- 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 and 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.

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3. The Project Manager issues regular project status updates that are posted on the Richmond School District website and reported out to the Facilities and Building Committee, and Ministry of Education and Child Care by the Director, Richmond Project Team throughout the life of each project.

Adopted: 20 February 1995

Revised: 16 January 2006; 23 June 2021

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Policy 701.2-R

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Refer to District Policy 701-R: Facilities Planning and Development.

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- a) Applicable Minor Capital and Seismic Upgrade Projects
 - Superintendent or designate

- Director, Facilities Services or Richmond Project Team
- Project Manager (Chair/RMAPS ^{*1} representative)
- Construction Liaison ^{*2}
- School Administrator (RASA ^{*3} representative)
- Board of Education Representative (Liaison Trustee for that school)
- Richmond Teachers' Association Representatives (maximum of two)
- School's Parent Advisory Council Representative
- Canadian Union of Public Employees, Local 716 Representative

b) Major Capital Projects

- Superintendent or designate
- Secretary-Treasurer or designate
- Director, Richmond Project Team
- Project Manager (Chair/RMAPS ^{*1} representative)
- Board of Education Representative (Liaison Trustee for that school)
- School Administrator or designate (RASA ^{*3} representative) ^{*4}
- Richmond Teachers' Association Representatives (maximum of two)
- Student Representatives (maximum of two, selected by Student Council) ^{*5}
- School's Parent Advisory Council Representatives (maximum of two) ^{*6}
- Canadian Union of Public Employees, Local 716 Representative
- City of Richmond Representative (nominated by Community Services) ^{*7}
- Community Representative (nominated by nearest Community Association) ^{*7}
- Department Manager(s) or designate(s) ^{*8}

Notes:

**1 Richmond Management and Professional Staff (RMAPS)*

**2 Applicable to seismic upgrade projects only*

**3 Richmond Association of School Administrators (RASA)*

**4 For a new school only. Representative designated by the Superintendent*

**5 Applicable to secondary school projects only. For a new school, the Student Council will be from the school currently serving the new catchment area.*

**6 Applicable to school projects only. Parent Advisory Council will be from the school currently serving the new catchment area.*

**7 Applicable to new 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 will attend all meetings as a resource to the Project Manager.

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When recommendations are being formulated by the Committee, there will be a

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As necessary, sub-committees may be formed to assist in the planning of individual curricular areas, comprised 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

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- a) for Seismic Upgrade projects not involving any major changes to the floor plan of a school (i.e., purely a structural improvement 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;
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- 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 and Child Care 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 Child Care, 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 and Building Committee. The Facilities and 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 and 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 and Transportation and Learning and 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 and Building Committee; the Facilities and 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 and 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 and Transportation, and Learning and 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 and 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 and Child Care.

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 and Transportation, and Learning and 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 and 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 and Building Committee, and Ministry of Education and Child Care by the Director, Richmond Project Team throughout the life of each project.

Terminology in Indigenous content

Last updated on January 26, 2024

Individuals and Nations may have preferred terminology. Always check first with those you're writing about.

Aboriginal

Legal term in Canada when referring to Aboriginal rights under [s.35 of the Constitution Act, 1982](#).

Band Councils

Use this term only to describe leadership operating under the Indian Act. The term may not be appropriate when self-government agreements such as treaties are in place. Review the Profile of Indigenous Peoples to learn more about the government structure of a Nation.

British Columbians

The term 'British Columbians' is often used to reference people living in B.C. This term excludes Indigenous Peoples who may not identify with it. For many, they identify as members of their own sovereign nations and do not consider themselves part of one that has actively worked to assimilate their people.

'British Columbians' also excludes other groups such as newcomers and refugees. We recommend instead saying 'people living in B.C.'

First Nation(s)

- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being Métis and Inuit
- An individual's heritage which can be a combination of any or all three
- Usually, the term 'First Nations' is plural when used as an adjective and singular or plural as a noun
- First Nations people identify with their ancestral Indigenous origins and do not like to have their identity tied to the federally regulated reserve status, which is a colonial construct through the Indian Act
- Many First Nation communities in Canada are still governed by the Indian Act, and are referred to as [Bands](#)
- First Nation refers to the political governance entity and is made up of members of the First Nation community

Hereditary Chiefs

Hereditary Chiefs inherit their title. Their responsibilities and governing principles are according to the history and cultural values of their community. Hereditary Chiefs are the caretakers of the people and the culture. In addition to governance responsibilities, they may carry or share the responsibility of ensuring the traditions, protocols, songs, and dances of the community are respected and kept alive.

Indigenous

- The term 'Indigenous Peoples' includes First Nations, Inuit and Métis people in Canada
- Although used as a synonym to Aboriginal, Indigenous is the preferred term
- Individuals are more likely to identify with their Nation than the term Indigenous

Inuit and Inuk

- Indigenous people who live in the Arctic regions of what is now Canada, Greenland, United States of America and Siberia
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Métis
- Inuit in Canada are part of the Indian Act and at the same time do not have 'status'. They have their own history of land claims and journey of returning to self-governance
- Inuit in B.C. do not currently have political representation within B.C.
- Inuit – plural, 'we're Inuit'
- Inuit - adjective or collective noun. For example:
 - 'No matter where Inuit live, whether in Nunavut or elsewhere, they share certain ideals, beliefs and ways of life.'[\[1\]](#)
 - 'An Inuit drum'
- Inuk - singular noun referring to an individual. 'This Inuk is a celebrated Inuit musician' is correct, but not 'The musician is an Inuk' or 'They're an Inuk musician'

Métis

- Indigenous peoples with ancestral lineage that can be traced back to the historic Métis Nation Homeland which includes Manitoba, Saskatchewan, and Alberta, as well as parts of Ontario, British Columbia, the Northwest Territories and parts of the northern United States.
- Identifies one of the three populations of Indigenous Peoples within Canada, the other two being First Nations and Inuit
- Nation-specific term with unique culture, language and customs
- Can be singular or plural, noun or adjective

- Métis people possess both First Nations and European ancestry. However, not all people with mixed First Nations and European ancestry are Métis.
- The Métis National Council (MNC), the political organization that represents the Métis Nation federally, defined Métis in 2002 as: “a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and who is accepted by the Métis Nation”

Reserve

Lands defined under the Indian Act and held in trust by the Crown. Note that the term ‘reservation’ is used in the United States only.

Rights

Asserted or established rights as referred to under Section 35 of the Constitution and Nation-specific Treaties.

Poles and Posts

‘Totem pole’ is a general term, not all Nations have them. There are different types of poles, statutory figures and posts. Other names for Totem poles can be translated as Clan or House totems. These identify the Clan or Wilp (Gitxsan for House group) that protects and uses the land in that totem’s territory. Traditionally this allowed others to identify the People whose territory they were moving through. It also identified who to ask for permission to use the land for themselves for a time. For example, when they need to hunt/harvest to get a stock of food to keep travelling. Speak with the Nation, Elder, Knowledge Keeper or other knowledgeable individual from the Nation about what kind of pole or post is being discussed and its purpose and history.

Stakeholders

‘Stakeholder’ is a common corporate term for partners which has negative connotations to many Indigenous Peoples. When land acquisition was happening, this term referred to the allotment of land to settlers. Settlers were given wooden stakes to claim their plot of land prior to any treaty or land negotiations with Indigenous Peoples. It's more appropriate to refer to Indigenous Peoples as partners rather than stakeholders. Indigenous Peoples are not stakeholders; they're Aboriginal rights holders whose rights are protected under the Constitution of Canada.

Territory

Territories that Nations have occupied and continue to occupy where they exercise their Indigenous rights.

Treaty Settlement Lands

Lands identified under a treaty over which a First Nation has law-making authority and title.

Two-spirit

Two-spirit people are part of the LGBTQ2S+ community, specific to the Indigenous community. The term ‘Two-spirit’ can be abbreviated as ‘2S.’ An older term, ‘Two-spirited’ may be preferred by some people when referring to themselves.

UN Declaration on the Rights of Indigenous Peoples

When shortening the name of the United Nations Declaration on the Rights of Indigenous Peoples, it's the preference to use the term UN Declaration, and not the acronym UNDRIP.

Outdated terms to avoid

Avoid outdated terms unless they're formalized in organizational, geographical names, or legislation.

- Aboriginal groups
- Aboriginal interest
- Band (Unless referring to a local Nation that uses this term, check with the Nation first for proper reference)
- Eskimo
- Indian (Unless referring to a local Nation that uses this term, such as 'Adams Lake Indian Band'. Or it is part of legislation like the 'Indian Act' or 'Status Indian')
- Native (Unless it is part of an organization name such as 'Native Women's Association of Canada')
- Traditional (i.e. traditional knowledge, traditional territories, makes it seem like it is only applicable to the past and not the present.) When referring to ceremonies, please check with the local Nation's website for assistance on whether to include 'traditional'.
- Tribe (Unless referring to a local Nation that uses this term, such as 'Cowichan Tribes'. 'Tribe' may also be appropriate when working with groups or individuals in the U.S.A.)

Offer context where possible when using the terms listed above, such as, 'Status Indian under the Indian Act'.

Be mindful of the words you're using

Some words have historical connotations which may cause unease or mistrust. Awareness of this historical lens is important when working with Indigenous Peoples. For example:

- 'Executing' and 'execute' are commonly used and can be replaced with 'implement.'
Consider that in 1864, the provincial government asked to meet the Tsilhqot'in Chiefs

and then hanged five of them on October 25, 1864, at a location just north of Quesnel's hospital.

- 'Artifact(s)' and 'curating/curate' are commonly used when describing documents or the work done to compile information. When used out of context it has negative connotations to many Indigenous Peoples. Indigenous communities struggle to reclaim cultural and ceremonial regalia, artwork and tools which were stolen and are displayed publicly or privately. In some cases, there are pieces that were never meant to be seen outside of ceremony and they continue to hang in a museum or a private collection not being honored and cared for by their rightful owners. Using the word(s) out of context sounds like something is being taken, e.g. data, knowledge, ideas, and used without the permission of Indigenous Peoples.

Be curious of the influence of our words. Choose language that reflects consent and Indigenous agency and resiliency. For example:

- 'Leverage' instead of 'take advantage'
- 'Practice' instead of 'use'

Many words can support a positive shift. For example:

- 'Should' may be replaced with 'could'
- 'But' may be replaced with 'and'
- 'Best' may be replaced with 'wise'
- 'Gaps' may be replaced with 'needs'

(source: The Provincial Governments [website](#))

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

	POLICY	STATUS	DATE/TIMELINE
1	Policy 101: Goals and Objectives	Approved in May 2023	
2	Policy 102: Diversity and Inclusion Senior Staff Responsible: Christel Brautigam	Revision placed on hold	<ul style="list-style-type: none"> • DEI Advisory Committee Policy Update (Dec 2022) • Public report on revised policy checklist from DEI Advisory Committee; Revised policy checklist approved by Policy Committee (Jan 2023) • Policy revision placed on hold to align with an anticipated Ministry DEI framework
3	Policy 103 Bylaw: Complaints by Students, Parents & the Public Senior Staff Responsible: Rick Ryan	Requires revision	<ul style="list-style-type: none"> • Anticipate submission of revised policy to public meeting in 2024
4	Policy 105-R: District Code of Conduct: How we Learn and Work Together Personal Use of District Supplies, Equipment and Facilities Senior Staff Responsible: Cindy Wang	Requires revision	<ul style="list-style-type: none"> • Public report on draft revised policy (Feb 2021) <ul style="list-style-type: none"> - Committee agreed that there would be more discussion and review around process for the revision to be brought back at a later date • Anticipate submission of revised policy to public meeting in 2024
5	Policy 201: Board Operations	Approved in June 2023	
6	Policy 311/311-R: Freedom of Information and Protection of Privacy	Approved in June 2023	
7	Policy 402/402-R: Public Interest Disclosure Policy [New] Senior Staff Responsible: Cindy Wang	Approved in December 2023	

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

	POLICY	STATUS	DATE/TIMELINE
8	Policy 502: Student Behaviour and Discipline Policy 502.1: Maintenance of Orderly Conduct Policy 502.2/502.2-R: Student Suspension or Exclusion from School Policy 502.3/502.3-R: Student Possession of Weapons Senior Staff Responsible: Jane MacMillan	Requires revision	<ul style="list-style-type: none"> 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 (Jan 2021) Anticipate submission of revised policy to public meeting in 2024
9	Policy 522/522-R: Transportation Senior Staff Responsible: Cindy Wang/Jane MacMillan	Requires revision	<ul style="list-style-type: none"> Anticipate submission of revised policy to public meeting in 2024
10	Policy 621/621-R: Financial Planning and Reporting and Policy 631-R: Accumulated Operating Surplus and Capital Reserves	Approved in June 2023	
11	Policy 701.11/701.11-R: Naming and Renaming of Board Owned Facilities or Parts of Board Owned Facilities Senior Staff Responsible: Rick Ryan	Revision placed on hold	<ul style="list-style-type: none"> Update for information from the Deputy Superintendent (Mar 2022) Policy revision and development placed on hold to allow for the Anti-Racism Working Group Report to the Board Policy 102 will be reviewed/refreshed to inform and ensure alignment with a redrafted Policy 701.11/701.11-R
12	Policy 701.12/701.12-G: Official School Openings Senior Staff Responsible: Cindy Wang	Removed from Phase 1 Section 700 Policies package; under review	<ul style="list-style-type: none"> Anticipate submission of revised policy to public meeting in 2024
13	Policy 701.2-R: Capital Project Design Review Process Senior Staff Responsible: Rick Ryan and Cindy Wang	Under review	<ul style="list-style-type: none"> Draft revised policy shared to Committee; Notice of Motion for approval at Feb board meeting (Feb 2024)
14	PHASE 3 - Policy Section 700: Facilities: Policy 703.1 - Accident Prevention and Safety Procedure	Under review	<ul style="list-style-type: none"> Anticipate submission of revised policy to public meeting in 2024

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

	POLICY	STATUS	DATE/TIMELINE
	<p>Policy 703.2 - First Aid and Accident Reports</p> <p>Policy 703.5 and Regulation 703.5-R - Health and Safety</p> <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> <p>Senior Staff Responsible: Cindy Wang</p>		