

**POLICY COMMITTEE
PUBLIC MEETING AGENDA**

**DATE: MONDAY, NOVEMBER 16 2020
2:00 PM
Via Zoom (access details on website)**

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

- 1. ADOPT AGENDA**

- 2. APPROVE MINUTES**
Attachment: Minutes of meeting held March 9, 2020

- 3. FAIR NOTICE/CRITICAL INCIDENTS PROTOCOLS/POLICY 504.9 & 504.9-R:
*Emergency Situations***
Verbal Update from the Deputy Superintendent

- 4. POLICY 631/631-R: *Accumulated Operating Surplus and Capital Reserves***
Memorandum from the Secretary-Treasurer attached.

- 5. SECTION 700: FACILITIES**
Memorandum from the Executive Director, Facilities Services attached.

- 6. POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS**
Attachment: Update to November 16, 2020

- 7. NEXT MEETING DATES**
The next meeting is scheduled for Monday, December 14, 2020 at 10:30 am.

- 8. ADJOURNMENT**

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

MINUTES OF PUBLIC MEETING OF POLICY COMMITTEE

Date: Monday, March 9, 2020 at 10:30 am
Board Room, 1st Floor, School District office

Present: Sandra Nixon, Chairperson
Donna Sargent, Vice-Chairperson
Heather Larson, Member
Scott Robinson, Superintendent
Roy Uyeno, Secretary-Treasurer
Tim McCracken, Vice President, Richmond Teachers' Association
Steve Wenglowski, Vice President, Richmond Teachers' Association
JW Cho, Richmond Teachers' Association
Mark Hoath, Richmond Association of School Administrators
Rebeca Avendano, RMAPS
Catherine Cleary, Executive Assistant (Recording Secretary)

The Chair called the meeting to order at 10:35 am.

1. ADOPT AGENDA

The agenda was adopted as circulated.

2. APPROVE MINUTES

The Minutes of the meeting held Tuesday, February 18 2020 were approved as circulated.

3. POLICY 631/631-R: *Accumulated Operating Surplus and Capital Reserves*

The Secretary-Treasurer provided background and information from the Memorandum as attached to the agenda. With the Funding Model Review, it was recommended that school districts have policies on surplus funds to provide that Boards manage their fiscal budgets and support all the educational goals.

A Surplus policy will also ensure that the District is able to manage any potential financial risks. The Secretary Treasurer stated that Boards target a certain percentage, in Richmond's case 2-4%, so that there is some flexibility.

Committee members were pleased to see a draft of the new Policy and transparency around what would be a good amount for the surplus and how that would be used by the District.

ACTION: It was **AGREED** that the Policy Committee bring a Notice of Motion to the April 8, 2020 Board meeting to send out for Stakeholder Review Consultation process.

4. STATUS OF CURRENT AND ANTICIPATED ITEMS

The Committee Chairperson noted that three policies will be coming to the Board for final approval including French Programs, Provision of Menstrual Products, and Learning Resources.

6. NEXT MEETING DATES

The next meeting is scheduled for Monday, April 20, 2020 at 10:30 am and Tuesday, May 19, 2020 at 10:30 am.

7. ADJOURNMENT

The meeting adjourned at 10:48 am.

Respectfully Submitted,

Sandra Nixon

Sandra Nixon, Chairperson
Policy Committee

DRAFT

DATE: November 16, 2020

Report to the Public Policy
Committee

FROM: Roy Uyeno, Secretary Treasurer

SUBJECT: Policy 631/631-R: *Accumulated Operating Surplus and Capital Reserves*

BACKGROUND

In 2017/18, the Ministry of Education, through the Financial Health Working Group, prepared the *Financial Governance and Accountability – School Districts of British Columbia* report. The report identified that “all Boards of Education should prepare and approve an operating surplus reserve policy that guides the accumulation, reporting and spending of the funds”.

Currently, the Richmond School District does not have a policy pertaining to Accumulated Operating Surplus and Capital Reserves.

CONSULTATION

The draft new Policy 631 and Regulation 631-R, Accumulated Operating Surplus and Capital Reserves, were reviewed and discussed at the Audit Committee on May 13, 2019. It was also forwarded to the January 15, 2020 and February 19, 2020 Finance and Legal Committee for review.

TIMELINE

Date	Meeting	Changes
Feb 18 2020	Policy Committee	Policy 631 – 2 nd paragraph changed to “The Board believes...”
		Policy 631 – 2 nd paragraph changed to “...in order to support the District’s mandate of success for all students.”
		Regulation 631-R – first sentence removed
		Regulation 631-R – 1 st paragraph changed to “...achieving its accumulated operating surplus and capital reserves objectives, the School District can attain greater fiscal stability and better support the success for all students.”
		Regulation 631-R – added a new section at the end called “Unrestricting Internally Restricted Surplus Funds”
Mar 9 2020	Policy Committee	Notice of Motion to send out for Stakeholder Review at May 13 2020 Board meeting due by Oct 5 2020
Oct 5 2020		No Stakeholder feedback received as of deadline
Oct 19 2020	Policy Committee	Update that no stakeholder feedback received.
Nov 16 2020	Policy Committee	Update that no stakeholder feedback received by Oct 5 2020 deadline. Consideration that a recommendation at the Nov 16 2020 meeting to bring a Notice of Motion to the Nov 25 2020 Public Board meeting for approval at the Dec 14 2020 Public Board meeting.

CONCLUSION

The new policy and regulation are intended to ensure the financial health of the School District in attaining greater fiscal stability and to better support the District's strategic priorities. The new policy will allow the District to manage financial risks and mitigate short-term volatility, create contingency reserves for unforeseen circumstances and budget for one-time and/or multi-year funding of student learning initiatives, operational projects and education programs. Under the new Regulation 631-R, the Board will target to maintain an unrestricted accumulated operating surplus and local capital reserve balance of between 2% and 4% of the district's annual operating expenditures.

Respectfully submitted,

Roy Uyeno
Secretary-Treasurer

FINANCE**Policy 631****Accumulated Operating Surplus and Capital Reserves**

The Board of Education (Richmond) is responsible for ensuring the financial health of the District and protecting the District from financial forecasting risk and unforeseen circumstances which would negatively impact the education of students.

The Board believes that an accumulated operating surplus and capital reserves are critical in order to support the District's mandate of success for all students.

PROPOSED

FINANCE

Policy 631-R

Accumulated Operating Surplus and Capital Reserves

By continually measuring progress towards achieving its accumulated operating surplus and capital reserves objectives, the School District can attain greater fiscal stability and better support the success of all students.

The Board will target to maintain an unrestricted accumulated operating surplus and local capital reserve balance of between 2% and 4% of the district's annual operating expenditures. Allocation of funds from the accumulated operating surplus and local capital reserves will be approved by the Board through the district's budget process. The projected accumulated operating surplus and local capital reserve will be reported to the Board, when presenting the Annual and Amended Annual Budgets, as well as, the year-end Audited Financial Statements.

Authority

Boards of Educations are required, by legislation, to prepare balanced annual operating budgets, which may include use of (appropriation of) prior year accumulated surplus. The Secretary Treasurer shall be responsible for recommending the necessary increases/decreases and transfers so that the School District's accumulated operating surplus is maintained in accordance with this Policy and Regulation.

Accumulated Operating Surplus

The accumulated operating surplus allows the District to:

- Manage the District's financial risks and mitigate short-term volatility.
- Create a contingency fund for unforeseen circumstances. The Board recognizes that any operating revenue, not expended in a fiscal year, is added to the accumulated surplus which is presented as either internally restricted or unrestricted surplus.
- Budget for one-time and/or multi-year funding of student learning initiatives, operations projects and education programs.

The accumulated operating surplus can either be internally restricted or unrestricted. Internally restricted surplus is any accumulated operating surplus that has been designated for a specific purpose or uses. Unrestricted surplus is any accumulated operating surplus that has not been designated for a specific purpose or use.

Examples of internally restricted surplus:

- School and school program carry-forwards.
- Educational programs or initiatives.
- Purchase order commitments.
- Future years operating budget expenditures Contingency Reserve. The allocation of surplus towards contingency is a prudent measure which will enable the district to manage unexpected costs that may arise during the school year.
- The elimination of any deficit arising at the end of a fiscal year of operations.

Board Adoption: date

Transfer of Funds

It is expected that the annual operating budget will allow transfers to local capital which are sufficient to allow efficient acquisition and replacement of assets. Transfer to or from local capital shall be authorized through the budget bylaw process or by separate Board motion.

The Secretary Treasurer will recommend the necessary allocations and transfers so that the District's restricted operating surplus and unrestricted operating surplus are maintained in accordance with this Policy and Regulation.

Local Capital Reserve

Local capital reserve includes accumulated capital funds, generated from Board allocation by motion or through the budget bylaw process, and disposition of capital assets originally acquired with local capital funds and investment income generated on holding funds on deposit.

Local capital reserve funds support local capital expenditures as defined in the *School Act*, such as the following categories:

- Furniture and equipment acquisition.
- Technology equipment acquisition.
- Building improvements, renovations and additions.
- Vehicle acquisition.
- Other capital initiatives and projects.
- Contingency for unanticipated capital expenditures.

Unrestricting Internally Restricted Surplus Funds

Internally restricted surplus is any accumulated surplus that has been designated for a specific purpose or use. The Board shall have the authority to unrestrict surplus funds, that have been previously internally restricted, through the budget bylaw process or by separate Board motion.

Report to the Policy Committee PUBLIC

DATE: 16 November 2020
FROM: Frank Geyer, Executive Director, Facilities Services
SUBJECT: Proposed Revisions to Board Policies and Regulations – Facilities

POLICY CONSIDERATIONS

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

BACKGROUND

On 11 September 2019, the Board of Education passed a resolution “*NOTWITHSTANDING Policy 701.2 which sets out the school building planning review process THAT the Board of Education (Richmond) authorize the Superintendent and Secretary-Treasurer to undertake a simplified planning and consultation process for all Seismic Mitigation Projects until such time as necessary revisions are made to Policy 701.2*”, which set in motion the review and proposed revision of Policy 701.2 and Regulation 701.2-R - School Building Planning Review Process.

A number of Facilities-related Board policies and regulations are close to 30 years old and no longer reflect current District organization, how projects are planned, designed and developed, and/or escalated project costs. Thus, a complete review of policies and regulations pertaining to the planning and development of District facilities was undertaken. The review excluded Policy 704 and Regulation 704-R - Retirement of School Facilities, which were amended and approved by the Board at its Public Meeting of 11 December 2019.

REVIEW AND ANALYSIS

As a first phase of Facilities policy and regulation review, staff analyzed and proposed changes to existing planning and development-related policies and regulations to the Facilities & Building Committee to modernize text, recognize the Long Range Facilities Plan and consolidate documents which should come under one policy or regulation.

Appended to this report are a summary of the proposed changes as well as the affected policies and regulations sorted as follows:

- Existing document
- Proposed document with mark-ups
- Proposed finished document

Frank Geyer, PEng, FMA
Executive Director, Facilities Services

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

Proposed Revised Policy	Current Policy	Key Changes
Policy 701.2-R - Capital Project Design Review Process	Policy 701.2-R - School Building Planning Review Process	<ul style="list-style-type: none"> • Revised title to reflect that the process is during the design phase and not the planning phase (which is covered off in Policy 701 and 701-R) • Defined types of capital projects • Replaced Steering Committee with Project Design Advisory Committee and incorporated language contained in 11 September 2019 Board Resolution to reflect current project governance and design delivery protocols
N/A	Policy 701.4 and Regulation 701.4-R - Selection of an Architect	<ul style="list-style-type: none"> • Retire Policy 701.4 and Regulation 701.4-R as the contents have been incorporated into Regulation 701-R
N/A	Policy 701.6 - Preliminary Building Specification	<ul style="list-style-type: none"> • Retire Policy 701.6 as the contents have been incorporated into Policy 701
N/A	Policy 701.9 - Tendering for Construction	<ul style="list-style-type: none"> • Retire Policy 701.9 as the contents have been incorporated into Policy 701
N/A	Policy 701. 10 - Supervision of Construction	<ul style="list-style-type: none"> • Retire Policy 701.10 as the contents have been incorporated into Policy 701-R
Policy 701.11 - Naming of Board Owned Facilities or Parts of Board Owned Facilities	Policy 701.11 - Naming of Board Owned Facilities or Parts of Board Owned Facilities	<ul style="list-style-type: none"> • Reviewed, no changes
Regulation 701.11-R - Naming of Board Owned Facilities or Parts of Board Owned Facilities	Regulation 701.11-R - Naming of Board Owned Facilities or Parts of Board Owned Facilities	<ul style="list-style-type: none"> • Updated naming committee to include stakeholder groups • Added electronic media to advertising
Policy 701.12 - Official School Openings	Policy 701.12 - Official School Openings	<ul style="list-style-type: none"> • Changed “School Board” to “Board of Education”
N/A	Policy 701.13 - School Facilities Survey	<ul style="list-style-type: none"> • Retire Policy 701.13 as the contents have been incorporated into Policy 701

FACILITIES

Policy 700 (previously Policy 900)

Statement of Guiding Principles for Building Sites

The Board recognizes that the efficient and safe operation of the district's physical plant is an essential dimension of the educational programme. The Board supports standards of operations which will allow the schools and community to take maximum advantage of available facilities.



FACILITIES

Policy 700 (previously Policy 900)

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

The Board recognizes that the efficient and safe operation of the district's ~~physical plant~~ facilities is an essential dimension of ~~the educational programme~~ programs. The Board supports standards of operations which will allow the schools and community to take maximum advantage of available ~~facilities~~ district buildings and sites.



FACILITIES

Policy 700 **(previously Policy 900)**

Statement of Guiding Principles for District Facilities

The Board recognizes that the efficient and safe operation of the district's facilities is an essential dimension of educational programs. The Board supports standards of operations which will allow the schools and community to take maximum advantage of available district buildings and sites.



FACILITIES

Policy 701 (previously Policy 901)

Site Acquisition and Building Construction

School district facilities play a vital role in the life of the community. The Board recognizes its responsibility to make the public aware of plans for new facilities and to provide opportunities for public input through meetings, committees, or other appropriate forms of participation.



FACILITIES

Policy 701 (previously Policy 901)

~~Site Acquisition and Building Construction~~ Facilities Planning and Development

Overall district facilities requirements are contained in the District Long Range Facilities Plan, which shall be periodically evaluated and submitted to the Board by the Executive Director, Facilities Services.

School district facilities shall be planned and designed to provide the built environment necessary to implement district educational policies and plans. The Board supports standards of construction which will ensure that these facilities are both functional and attractive.

The Board also recognizes that ~~School district~~its facilities play a vital role in the life of the community. ~~The Board recognizes and that it is our~~ its responsibility to make the public aware of plans for new facilities and to provide opportunities for public input through meetings, committees, or other appropriate forms of participation.

All school development and improvements shall be planned, designed, tendered and constructed in accordance with Ministry of Education requirements and Provincial Government procurement policies and framework.

FACILITIES

Policy 701 (previously Policy 901)

Facilities Planning and Development

Overall district facilities requirements are contained in the District Long Range Facilities Plan, which shall be periodically evaluated and submitted to the Board by the Executive Director, Facilities Services.

School district facilities shall be planned and designed to provide the built environment necessary to implement district educational policies and plans. The Board supports standards of construction which will ensure that these facilities are both functional and attractive.

The Board also recognizes that its facilities play a vital role in the life of the community and that it is our responsibility to make the public aware of plans for new facilities and to provide opportunities for public input through meetings, committees, or other appropriate forms of participation.

All school development and improvements shall be planned, designed, tendered and constructed in accordance with Ministry of Education requirements and Provincial Government procurement policies and framework.

FACILITIES

Policy 701-R (previously Policy 901-R)

Site Acquisition and Building Construction

The planning of new schools normally adheres to the following pattern:

1. The requirement for a new school is recognized as a result of residential building activity in an area and approval is sought from the Ministry of Education for the District to begin planning.
2. Once approval is received, an architect is appointed and the design concept is developed in consultation with the Board and the District's professional staff. The District's professional staff will include: Secretary-Treasurer or designate, Maintenance and Operations Manager, Superintendent of Schools and/or designate, a principal, two teachers and a CUPE representative.
3. Where practical, members of the community in which the new school is to be constructed are invited to view the sketch plans and meet with the architect, Trustees and/or members of the district staff as named in point 2 above. The meetings, wherever possible, will be held in the community in which the new school is to be constructed.
4. The District management Committee recommends a final sketch plan for Board approval and submission to the Ministry of Education.
5. Once approved by the Ministry, plans for the new school are made available for public viewing in appropriate locations.

FACILITIES

Policy 701-R (previously Policy 901-R)

Facilities Planning and Development~~Site Acquisition and Building Construction~~

~~The planning of new schools normally adheres to the following pattern:~~

~~Recognizing that the quality of school district facilities can enhance effective teaching, learning, and administration, the Board will strive for facilities which offer the best possible environment, within financial limitations, for school district activities.~~

~~Specifically, the Board will aim toward:~~

- ~~• New and rejuvenated buildings which facilitate organizational and instructional patterns in support of the school district's educational philosophy and instructional goals;~~
- ~~• Maintaining facilities that meet health, safety and occupant comfort requirements;~~
- ~~• Providing building renovations as needed to meet accessibility requirements for persons with disabilities; and~~
- ~~• Building design and construction which enable low maintenance costs and energy conservation.~~

A. Planning

1. Long Range Facilities Planning

- a) A District-wide Long Range Facilities Plan (LRFP), forming the basis for capital investment decisions in school facilities, will be maintained by district staff and will take into consideration:
 - educational program requirements and trends;
 - current and 10-15 year projections in enrolments, and community demographics;
 - operating capacities, utilization and condition of existing facilities, including temporary accommodation and/or rental facilities
 - current and anticipated changes in land use;
 - future trends or anticipated new initiatives, including both those of the school district and the government; and
 - transportation of students.
- b) The vision for the LRFP is "a Board-approved planning document which supports our district vision for today, tomorrow and into the future. An LRFP will support our changing demographics and educational programming needs, and will ensure that our student learning environments will be safe and welcoming in modernized facilities distributed equitably across our district".
- c) The LRFP guiding principles are:
 - ensure that facilities planning is always in alignment with our District Vision, Mission and Values;
 - support safe, accessible, appropriately resourced and energy efficient learning environments for all students and working environments for employees;

- maintain appropriately sized facilities that will accommodate changing enrolment and educational programs over the next 10 to 15 years;
- value input from stakeholders from the community and partner groups;
- strive for increased efficiency in operational and capital costs, with financial decisions made that are sustainable over the long term;
- guarantee the LRFP is robust, resilient and adaptable as it accommodates unforeseen challenges, new needs and information; and
- always consider recommendations and decisions that are made with our focus on learners.

d) The District Long Range Facilities Plan shall be reviewed, and if necessary adjusted, annually.

2. On-going Planning

a) Enrolment projections will be produced for each school annually for a fifteen (15)-year period and any schools expected to be over-capacity will be identified.

- Portable classrooms or re-purposing of rooms not used as classrooms will be considered for minor fluctuations above a school's capacity.
- School catchment boundary revisions will be considered if adjacent schools can reasonably absorb the number of students exceeding capacity of a school.
- Where space in adjacent schools is not available for the long term, permanent space projects and site acquisition projects will be identified and included in the Capital Plan submission to the Ministry.

b) The condition of each school or facility will be evaluated by the Facilities Services Branch with the Annual Facility Grant, School Enhancement Program and other Ministry-funded annual capital programs adjusted accordingly.

c) Through evaluations of the school requirements and new education programs, renovation projects to reconfigure existing educational space for the future needs will be identified and considered as potential projects in the Capital Plan.

d) Significant deficiencies identified by the Facilities Services Branch will be considered as potential projects in the Capital Plan.

e) Any permanent space projects will be discussed with the City of Richmond to ensure coordination with proposed development in the City as defined in the Official Community Plan and Area Plans.

3. Capital Planning

a) A Five-Year Capital Plan shall be submitted annually by the Board in accordance with Ministry policy and the Five-Year Capital Plan instructions.

b) The Capital Plan will identify and prioritize school district projects, including:

- Site acquisition and development of new schools due to enrolment growth generated by new residential development;
- Additions to existing school sites and/or buildings due to enrolment growth or consolidation;
- Replacement or reconstruction of school buildings having exceeded their functional or economic life;
- Major rejuvenation of school buildings to extend their functional or economic life;
- Major upgrades to improve safety and/or meet current building codes (i.e. structural seismic resistance upgrades);

- Major renovations to school buildings to suit changes in facility usage or education programs;
 - Remediation of schools suffering damage from water ingress due to premature building envelope failure;
 - Energy efficiency projects that lower the school districts' carbon emissions;
 - The purchase and install new or replacement playground equipment; and
 - The purchase of new or replacement busses.
- c) Such projects shall be supported by the District Long Range Facilities Plan and if approved are paid for by the Ministry of Education capital fund.

B. Facilities Development

1. Site Acquisition

- a) The requirement for a new school site is recognized as a result of residential building activity in an area or a result of consolidating and replacing two or more existing schools.
- b) Site acquisition projects will be included in the Five-Year Capital Plan.
- c) The School Site Acquisition Agreement between the Board and the City of Richmond will be utilized to minimize site acquisition capital costs.
- d) Approval by the Minister is required prior to any site acquisition.

2. Pre-Design

If the Ministry of Education supports a major capital project, defined as a new school, expansion, replacement, seismic upgrade or other improvement project as set out in the Ministry's annual Five-Year Capital Plan instructions, the following process will be followed:

- a) The Minister of Education issues a response letter to the Board identifying the project, its project number and due date for the business case – the Project Definition Report (PDR).
- b) The school district assigns a Project Planner and funds the retention of an architect and specialty consultants (refer Section D for selection process) to develop the PDR. The Project Planner works with district departments and the Ministry as necessary to ensure completeness of the document.
- c) The Project Planner develops PDR options and presents to the Facilities & Building Committee for recommendation of a preferred option for Board approval.
- d) Upon Board approval, the Project Planner finalizes the PDR and submits to the Ministry for approval.
- e) Upon Ministry approval, a Capital Funding Project Agreement (CFPA) is developed and co-signed between the Board and Ministry to enable funding of the project, including costs associated with the development of the PDR, and to initiate project design and implementation.

3. Design

Once the CFPA is duly executed and Certificate of Approval is received from the Minister of Education:

- a) The school district assigns a Project Manager, who is responsible for the successful delivery of the complete project.
- b) The Project Manager retains the project architect, specialty consultants and construction manager (refer Section D for selection process) for the duration of the project.

c) The Project Manager establishes the Project Design Advisory Committee and proceeds with the design and review of the project in accordance with District Policy 701.2-R - Capital Project Design Review Process.

4. Permits and Tendering

Once working drawings and specifications are complete:

a) The project architect assembles the necessary documents to apply for a building permit from the City of Richmond.

b) The Project Manager works with the Purchasing Department to conduct tendering and awarding of trade contracts in accordance with provincial procurement policy and best practices.

5. Construction

Once the building permit is obtained, the Project Manager:

a) administers construction and occupancy of the project in accordance with industry best practices and established district standards;

b) at substantial completion, coordinates deficiency inspections and commissioning of equipment involving Facilities Services and Learning & Business Technologies Departments staff; and

c) at final completion, ensures all systems are functioning as designed, receives and arranges for filing of record drawings, maintenance materials, manuals and warranties.

C. Appointment of Project Consultants and Construction Managers

1. Processes for developing specifications and designs for new building or renovations shall provide for involvement of affected stakeholders.

2. Since an effective working relationship between District staff and external consultants is essential to the efficient design process, a group of three to four (3 to 4) prequalified architectural and engineering consulting firms and construction management firms will be maintained for capital projects.

3. Requests for prequalification of architectural firms and construction management firms shall be called every three (3) years, renewable for an additional three (3) years at the discretion of the school district by the Purchasing Department under the advice of the Facilities Services Branch. A proposal evaluation team chaired by the Assistant Manager – Purchasing shall be convened consisting of the Executive Director, Facilities Services, Project Planners and Managers, and other district staff as deemed appropriate.

4. Consulting engineering firms shall be selected from the prequalified lists maintained by the Focused Education Resources Society.

5. Approved capital projects will be assigned to prequalified consulting firms on the following basis:

a) Previous performance on similar projects in the District;

b) Ability to respond in the time available;

c) Proportion of projects presently assigned to them.

6. Approved capital projects will be assigned to prequalified construction management firms based on results from a competitive request for fee proposal.

7. A review of the prequalified consulting firms and construction managers will be carried out from time to time.

D. Reporting

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

- ~~1. The requirement for a new school is recognized as a result of residential building activity in an area and approval is sought from the Ministry of Education for the District to begin planning.~~
- ~~2. Once approval is received, an architect is appointed and the design concept is developed in consultation with the Board and the District's professional staff. The District's professional staff will include: Secretary Treasurer or designate, Maintenance and Operations Manager, Superintendent of Schools and/or designate, a principal, two teachers and a CUPE representative.~~
- ~~3. Where practical, members of the community in which the new school is to be constructed are invited to view the sketch plans and meet with the architect, Trustees and/or members of the district staff as named in point 2 above. The meetings, wherever possible, will be held in the community in which the new school is to be constructed.~~
- ~~4. The District management Committee recommends a final sketch plan for Board approval and submission to the Ministry of Education.~~
- ~~5. Once approved by the Ministry, plans for the new school are made available for public viewing in appropriate locations.~~

FACILITIES

Policy 701-R (previously Policy 901-R)

Facilities Planning and Development

Recognizing that the quality of school district facilities can enhance effective teaching, learning, and administration, the Board will strive for facilities which offer the best possible environment, within financial limitations, for school district activities.

Specifically, the Board will aim toward:

- New and rejuvenated buildings which facilitate organizational and instructional patterns in support of the school district's educational philosophy and instructional goals;
- Maintaining facilities that meet health, safety and occupant comfort requirements;
- Providing building renovations as needed to meet accessibility requirements for persons with disabilities; and
- Building design and construction which enable low maintenance costs and energy conservation.

A. Planning

1. Long Range Facilities Planning

- a) A District-wide Long Range Facilities Plan (LRFP), forming the basis for capital investment decisions in school facilities, will be maintained by district staff and will take into consideration:
 - educational program requirements and trends;
 - current and 10-15 year projections in enrolments, and community demographics;
 - operating capacities, utilization and condition of existing facilities, including temporary accommodation and/or rental facilities
 - current and anticipated changes in land use;
 - future trends or anticipated new initiatives, including both those of the school district and the government; and
 - transportation of students.
- b) The vision for the LRFP is "a Board-approved planning document which supports our district vision for today, tomorrow and into the future. An LRFP will support our changing demographics and educational programming needs, and will ensure that our student learning environments will be safe and welcoming in modernized facilities distributed equitably across our district".
- c) The LRFP guiding principles are:
 - ensure that facilities planning is always in alignment with our District Vision, Mission and Values;
 - support safe, accessible, appropriately resourced and energy efficient learning environments for all students and working environments for employees;
 - maintain appropriately sized facilities that will accommodate changing enrolment and educational programs over the next 10 to 15 years;
 - value input from stakeholders from the community and partner groups;
 - strive for increased efficiency in operational and capital costs, with financial decisions made that are sustainable over the long term;

- guarantee the LRFP is robust, resilient and adaptable as it accommodates unforeseen challenges, new needs and information; and
- always consider recommendations and decisions that are made with our focus on learners.

d) The District Long Range Facilities Plan shall be reviewed, and if necessary adjusted, annually.

2. On-going Planning

a) Enrolment projections will be produced for each school annually for a fifteen (15)-year period and any schools expected to be over-capacity will be identified.

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- School catchment boundary revisions will be considered if adjacent schools can reasonably absorb the number of students exceeding capacity of a school.
- Where space in adjacent schools is not available for the long term, permanent space projects and site acquisition projects will be identified and included in the Capital Plan submission to the Ministry.

b) The condition of each school or facility will be evaluated by the Facilities Services Branch with the Annual Facility Grant, School Enhancement Program and other Ministry-funded annual capital programs adjusted accordingly.

c) Through evaluations of the school requirements and new education programs, renovation projects to reconfigure existing educational space for the future needs will be identified and considered as potential projects in the Capital Plan.

d) Significant deficiencies identified by the Facilities Services Branch will be considered as potential projects in the Capital Plan.

e) Any permanent space projects will be discussed with the City of Richmond to ensure coordination with proposed development in the City as defined in the Official Community Plan and Area Plans.

3. Capital Planning

a) A Five-Year Capital Plan shall be submitted annually by the Board in accordance with Ministry policy and the Five-Year Capital Plan instructions.

b) The Capital Plan will identify and prioritize school district projects, including:

- Site acquisition and development of new schools due to enrolment growth generated by new residential development;
- Additions to existing school sites and/or buildings due to enrolment growth or consolidation;
- Replacement or reconstruction of school buildings having exceeded their functional or economic life;
- Major rejuvenation of school buildings to extend their functional or economic life;
- Major upgrades to improve safety and/or meet current building codes (i.e. structural seismic resistance upgrades);
- Major renovations to school buildings to suit changes in facility usage or education programs;
- Remediation of schools suffering damage from water ingress due to premature building envelope failure;
- Energy efficiency projects that lower the school districts' carbon emissions;
- The purchase and install new or replacement playground equipment; and

- The purchase of new or replacement busses.
- c) Such projects shall be supported by the District Long Range Facilities Plan and if approved are paid for by the Ministry of Education capital fund.

B. Facilities Development

1. Site Acquisition

- a) The requirement for a new school site is recognized as a result of residential building activity in an area or a result of consolidating and replacing two or more existing schools.
- b) Site acquisition projects will be included in the Five-Year Capital Plan.
- c) The School Site Acquisition Agreement between the Board and the City of Richmond will be utilized to minimize site acquisition capital costs.
- d) Approval by the Minister is required prior to any site acquisition.

2. Pre-Design

If the Ministry of Education supports a major capital project, defined as a new school, expansion, replacement, seismic upgrade or other improvement project as set out in the Ministry's annual Five-Year Capital Plan instructions, the following process will be followed:

- a) The Minister of Education issues a response letter to the Board identifying the project, its project number and due date for the business case – the Project Definition Report (PDR).
- b) The school district assigns a Project Planner and funds the retention of an architect and specialty consultants (refer Section D for selection process) to develop the PDR. The Project Planner works with district departments and the Ministry as necessary to ensure completeness of the document.
- c) The Project Planner develops PDR options and presents to the Facilities & Building Committee for recommendation of a preferred option for Board approval.
- d) Upon Board approval, the Project Planner finalizes the PDR and submits to the Ministry for approval.
- e) Upon Ministry approval, a Capital Funding Project Agreement (CFPA) is developed and co-signed between the Board and Ministry to enable funding of the project, including costs associated with the development of the PDR, and to initiate project design and implementation.

3. Design

Once the CFPA is duly executed and Certificate of Approval is received from the Minister of Education:

- a) The school district assigns a Project Manager, who is responsible for the successful delivery of the complete project.
- b) The Project Manager retains the project architect, specialty consultants and construction manager (refer Section D for selection process) for the duration of the project.
- c) The Project Manager establishes the Project Design Advisory Committee and proceeds with the design and review of the project in accordance with District Policy 701.2-R - Capital Project Design Review Process.

4. Permits and Tendering

Once working drawings and specifications are complete:

- a) The project architect assembles the necessary documents to apply for a building permit from the City of Richmond.

- b) The Project Manager works with the Purchasing Department to conduct tendering and awarding of trade contracts in accordance with provincial procurement policy and best practices.

5. Construction

Once the building permit is obtained, the Project Manager:

- a) administers construction and occupancy of the project in accordance with industry best practices and established district standards;
- b) at substantial completion, coordinates deficiency inspections and commissioning of equipment involving Facilities Services and Learning & Business Technologies Departments staff; and
- c) at final completion, ensures all systems are functioning as designed, receives and arranges for filing of record drawings, maintenance materials, manuals and warranties.

C. Appointment of Project Consultants and Construction Managers

1. Processes for developing specifications and designs for new building or renovations shall provide for involvement of affected stakeholders.
2. Since an effective working relationship between District staff and external consultants is essential to the efficient design process, a group of three to four (3 to 4) prequalified architectural and engineering consulting firms and construction management firms will be maintained for capital projects.
3. Requests for prequalification of architectural firms and construction management firms shall be called every three (3) years, renewable for an additional three (3) years at the discretion of the school district by the Purchasing Department under the advice of the Facilities Services Branch. A proposal evaluation team chaired by the Assistant Manager – Purchasing shall be convened consisting of the Executive Director, Facilities Services, Project Planners and Managers, and other district staff as deemed appropriate.
4. Consulting engineering firms shall be selected from the prequalified lists maintained by the Focused Education Resources Society.
5. Approved capital projects will be assigned to prequalified consulting firms on the following basis:
 - a) Previous performance on similar projects in the District;
 - b) Ability to respond in the time available;
 - c) Proportion of projects presently assigned to them.
6. Approved capital projects will be assigned to prequalified construction management firms based on results from a competitive request for fee proposal.
7. A review of the prequalified consulting firms and construction managers will be carried out from time to time.

D. Reporting

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

FACILITIES

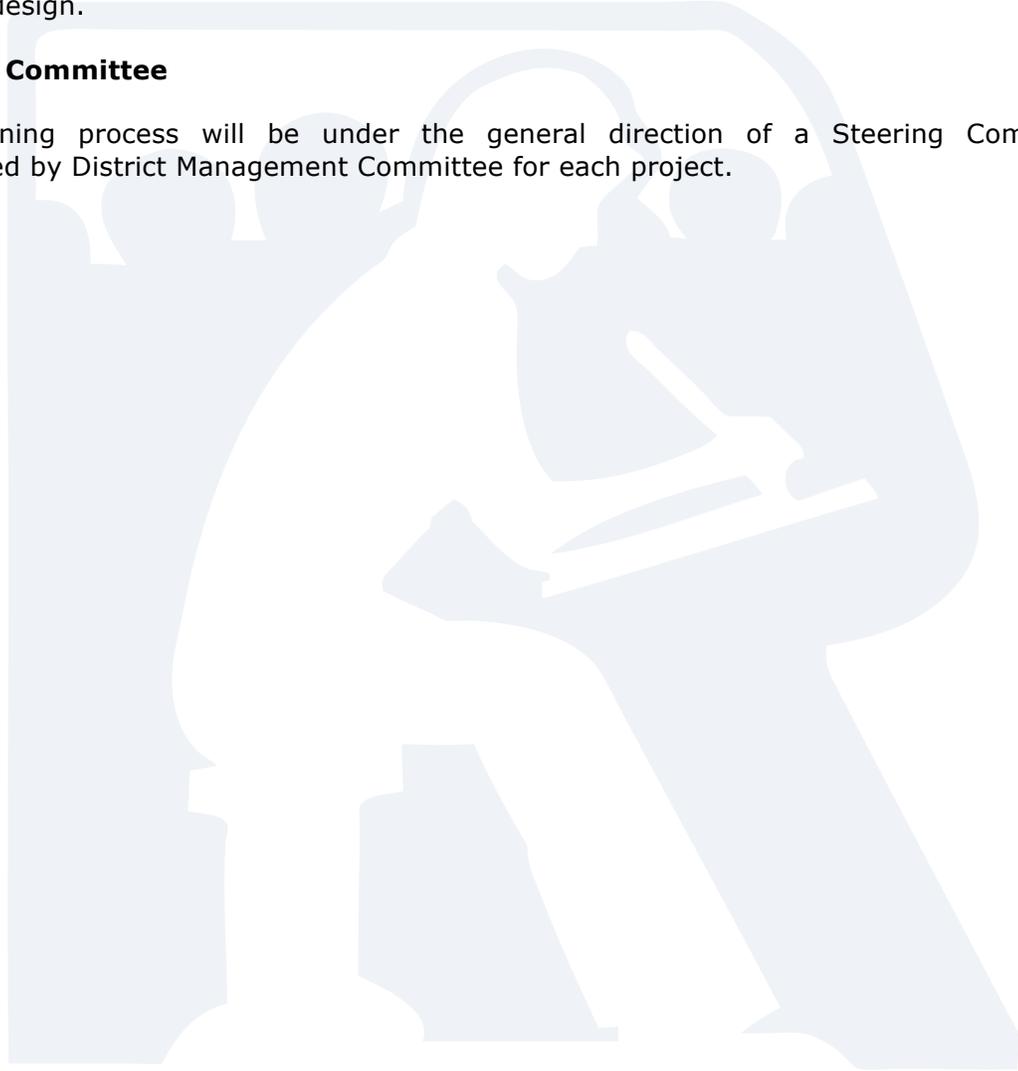
Policy 701.2 (previously Policy 901.2)

School Building Planning Review Process

The Board recognizes the need to enable conceptual and developed design proposals for new and renovated school projects to be seen and commented upon by all interested parties at appropriate stages and thus to promote effective planning and enable general support of the final design.

Steering Committee

The planning process will be under the general direction of a Steering Committee established by District Management Committee for each project.



FACILITIES**Policy 701.2
(previously Policy 901.2)****School Building Capital Project ~~Planning~~Design Review Process**

The Board recognizes the need to enable conceptual and developed design proposals for new, expansion or replacement ~~and renovated school district facility~~ projects, or projects involving significant upgrades or renovations to district facilities to be seen and commented upon by all interested parties at appropriate stages and thus to promote effective planning and enable general support of the final design.

~~Steering Committee~~

The ~~planning design~~ process will be under the general direction of the Facilities Services Branch, with a ~~Steering Project Design Advisory~~ Committee ~~established by District Management Committee~~ for each project.

FACILITIES

Policy 701.2 (previously Policy 901.2)

School Building Capital Project Design Review Process

The Board recognizes the need to enable conceptual and developed design proposals for new, expansion or replacement district facility projects, or projects involving significant upgrades or renovations to district facilities to be seen and commented upon by all interested parties at appropriate stages and thus to promote effective planning and enable general support of the final design.

The design process will be under the general direction of the Facilities Services Branch, with a Project Design Advisory Committee established for each project.

For Board Information: 06 September 1994
Board Adoption: 20 February 1995
Proposed Revision: 07 October 2020 (2nd Draft)

FACILITIES

Policy 701.2-R (previously Policy 901.2-R)

School Building Planning Review Process

Steering Committee Membership - Major Projects

For major capital projects (above \$1.5 million total cost) parties who will be invited to attend meetings and receive minutes will include:

Superintendent's Rep. - Area Superintendent or designate;
Secretary Treasurer's Rep. - Manager of Facilities or designate;
Manager of Maintenance and Operations;
Trustee - Liaison Trustee for that school;
Principal or Designate - Nominated by the Superintendent;
Two R.T.A. Reps - Nominated by Richmond Teachers' Association;
Two Students (secondary schools only) - Selected by Student Council. For a new school, the Student Council shall be from the school currently serving the new catchment area;
Two Parent Reps. - Nominated by appropriate Parent Advisory Council in consultation with Principal. For a new school, the Parent Advisory Council shall be from the school currently serving the new catchment area;
CUPE Rep. - Nominated by Canadian Union of Public Employees, Local 716;
City of Richmond Rep. - Nominated by Administrator - Community Services;
Community Rep. - Nominated by nearest Community Association.

Minor Projects

For minor projects less than \$1.5 million total project cost, representation on Steering Committees will be at the discretion of the Superintendent's Representative provided that it shall include the Secretary Treasurer's Representative, at least one Teacher Representative, one Parent Representative and a Principal or designate.

Procedure

Meetings shall be held at a location, dates and times convenient to the majority of parties.

The Architect for the project when appointed by the Board shall be a Steering Committee resource person.

Responsibility to call and chair meetings will be with the Superintendent's representative with assistance from the Manager of Facilities.

It will be the responsibility of all representatives to report Steering Committee proceedings to the organizations they represent.

When recommendations are being formulated by the Committee for major projects there should be a minimum of six members present including the Superintendent's representative, the Principal, one teacher and one parent. For minor projects the minimum number of members present should be four.

Design Committees shall be formed to assist in the planning of individual curriculum areas, composed of teachers, administrators, and staff with particular expertise in those areas.

Planning Stages

The School Building Planning Process will normally proceed through three distinct stages as follows.

1. Stage One - Schematic Design

1.1 Design Concepts

Design concepts to be resolved during this stage will include:

- general layout of main building spaces
- number of storeys
- building "footprint" and location on site
- location of parking, playfields, drop-off and other main site features
- thematic exterior appearance

1.2 Planning Procedure

1. Steering Committee - Introductory Meeting

Trustee to welcome members; Superintendent's Rep. to describe purpose, process and reporting responsibilities; general discussion on philosophies, principles and educational design concepts.

2. Steering Committee - Subsequent Meeting(s)

Architect presents alternative concepts; Steering Committee selects three for public workshop.

3a. Public Workshop (participants by invitation/general advertisement from Steering Committee Reps.)

Architect presents three concepts; participants submit comments and preferences.

3b. Steering Committee - held immediately after Public Workshop Steering Committee selects preferred concept.

4. Personnel & Finance Committee

Superintendent's Representative from Steering Committee presents preferred concept.

Personnel & Finance Committee considers the preferred concept and forwards comments to District Management Committee.

5. District Management Committee

Superintendent's Representative presents preferred concept. District Management Committee recommends to Board or directs back to Steering Committee for reconsideration.

6. Board

District Management Committee recommends preferred concept; Board gives direction.

2. Stage Two - Design Development

2.1 Design Concepts

Design proposals to be presented during this stage will include:

- detailed floor plan layouts
- site layout plan
- building elevations
- perspective or model
- cost estimate

2.2 Planning Procedure

1. Steering Committee - meetings as required

Architect develops design, presenting to Steering Committee for input and participation until a final design is agreed upon.

2. Personnel & Finance Committee

Superintendent's Representative presents design proposal agreed upon by Steering Committee.

Personnel & Finance Committee considers the design proposal and forwards comments to District Management Committee.

3. District Management Committee

Architect presents design proposal agreed upon with Steering Committee.

District Management Committee recommends to Board or directs back to Steering Committee for reconsideration.

4. Board

District Management Committee recommends design proposal to Board and requests public meeting date.

5. Public Meeting

Architect presents recommended design.

6. Board

Architect presents recommended design.

7. With Board approval, design proposal is submitted to the Ministry to request their approval to commence working drawings. Upon receipt of that approval, the Steering Committee will normally be ended by District Management Committee, however, at the discretion of the Superintendent's Representative, the Steering Committee may be called during Stage 3 to review any significant design changes.

3. Stage Three - Tender Documents

3.1 Design Concepts

Design concepts to be resolved during this stage will include all aspects of the project culminating in completion of working drawings, specifications and all documents necessary to enable construction tenders to be called.

3.2 Planning Procedure

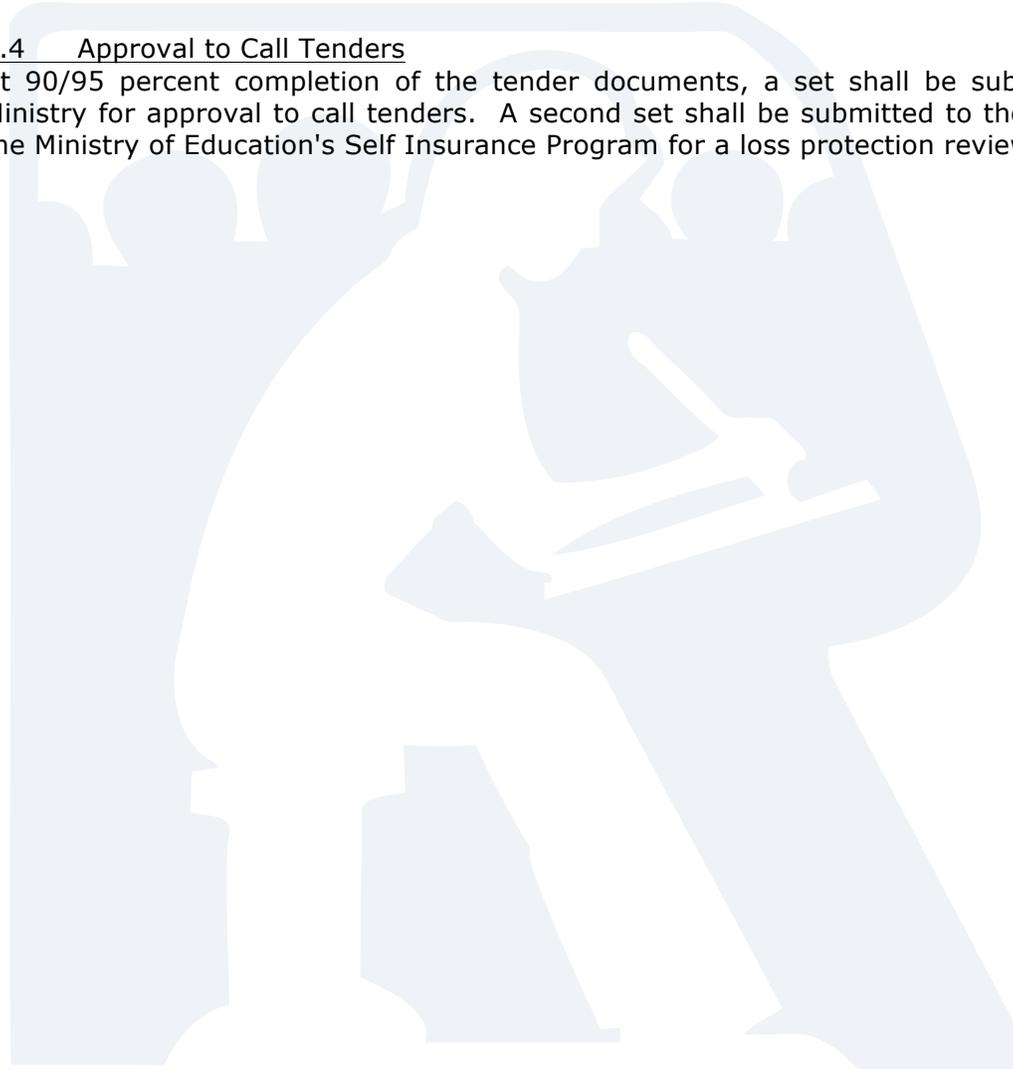
Preparation of the tender documents will be coordinated by the Consultant Architect. Direction to the Architect and other Consultants will be given by School District Facilities staff who will review progress periodically to access compliance with District requirements including the budgetary and time limitations.

3.3 Personnel & Finance Committee

Progress reports will be made to the Personnel & Finance Committee at their regular meetings by the Facilities Manager.

3.4 Approval to Call Tenders

At 90/95 percent completion of the tender documents, a set shall be submitted to the Ministry for approval to call tenders. A second set shall be submitted to the Managers of the Ministry of Education's Self Insurance Program for a loss protection review.



FACILITIES

Policy 701.2-R (previously Policy 901.2-R)

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

A. Project Types

Capital projects undertaken by the school district are classified as follows:

1. Minor Capital Projects are those with total budgets of \$7 million or less, which include most small- to medium-scale renovations and/or additions to existing facilities which improve space utilization, modify outmoded spaces for new use, improve accessibility, etc. These projects are typically funded by the Board. This regulation applies to these projects only if the affected building area exceeds 600 square metres.
2. Facility Renewal and Upgrade Projects are funded annually by the Ministry of Education, that will improve safety, facility condition (including building envelope), energy efficiency and functionality of existing school facilities and infrastructure, in an effort to extend their useful physical life. This regulation does not apply to these projects.
3. Seismic Upgrade Projects are funded by the Ministry of Education. This regulation applies to these projects.
4. Major Capital Projects are those with total budgets greater than \$7 million, which include new facilities, and large-scale building renovations, additions and replacements of existing facilities. These projects may be funded by the Ministry of Education, by the Board of Education, or both parties. This regulation applies to these projects.

B. Project Planning and Pre-Design

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

C. Project Design Advisory Committees

1. Composition

Project Design Advisory Committees (hereafter referred to as "Committee") consist of key stakeholders in the design and implementation of capital projects. These parties will be invited to attend meetings at critical design stages to review progress drawings, discuss scheduling and phasing, and to discuss other issues pertaining to the delivery of the project. The composition of these teams is based on the type, magnitude and complexity of each capital project and shall include, but not be limited to, the following membership:

a) Applicable Minor Capital and Seismic Upgrade Projects

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

b) Major Capital Projects

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

Notes:

^{*1} Richmond Management Administration Professional Staff (RMAPS)

^{*2} Applicable to seismic upgrade projects only

^{*3} Richmond Association of School Administrators (RASA)

^{*4} Applicable to school projects only. For a new school, representative nominated by the Superintendent

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

^{*6} Applicable to school projects only. Parent Advisory Council shall be from the school currently serving the new catchment area.

^{*7} Applicable to school projects only.

^{*8} Applicable to non-school facility projects.

2. Governance

It is the responsibility of the Project Manager to call and chair Committee meetings, arrange for agendas to be issued to all members prior to meeting, and record and distribute meeting minutes to all members. Meetings are to be held at a location, dates and times convenient to the majority of parties.

The project architect shall attend all meetings as a resource to the Project Manager.

It is the responsibility of all representatives to report Committee proceedings to the organizations they represent.

When recommendations are being formulated by the Committee, there shall be a minimum of:

- four (4) members present at applicable Minor Capital and Seismic Upgrade project meetings;
- six (6) members present at applicable Major Capital project meetings.

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

The introductory meeting at the onset of design phase will include a description of the purpose, process and reporting responsibilities of the Committee and a general discussion on philosophies, principles and educational design concepts as applicable.

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

3. Frequency of Meetings

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

- a) for Seismic Upgrade projects not involving any major changes to the floor plan of a school (i.e. purely a structural upgrade with some upgrades to building systems and/or finishes), meetings are to be held at the onset of design phase and at the 50%/95% design completion stages;
- b) for applicable Minor Capital projects and Seismic Upgrade projects involving major changes to the floor plan of a school (i.e. seismic upgrade plus either an addition or partial replacement to the building), meetings are to be held at the onset of design phase and at the 35%/70%/95% design completion stages; and
- c) for Major Capital projects, meetings are to be held as a minimum:
 - i. Onset of design
 - ii. 50%/95% complete schematic design stage to consider design options
 - iii. 35%/70%/95%* complete design development stage
 - iv. 95% complete working drawings stage

with additional meetings scheduled as needed by the Project Manager.

** The Ministry of Education is to be invited to attend these meetings*

D. Design Reviews/Approvals

1. Major Capital Projects

a) Schematic Design

The project architect prepares alternate floor plan, site plan and elevations concepts based on the scope defined in the Project Definition Report approved by the Ministry of Education, and co-presents the schematic designs with the Project Manager to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.c) ii.

At the 95% complete schematic design stage, the Project Manager and project architect present the proposed design option supported by the Project Design Advisory Committee to the Facilities & Building Committee. The Facilities & Building Committee either recommends the proposed design to the Board for approval or directs back to Project Design Advisory Committee for reconsideration.

If requested by the Facilities & Building Committee and/or the Board, a Public Workshop may be scheduled to present design options and solicit feedback for the Project Design Advisory Committee to consider prior to resubmitting for final approval of the schematic design.

The Project Manager, upon Board approval of proposed design option, submits drawings and Class C cost estimate to the Ministry for information and comments. The project proceeds to Design Development phase.

b) Design Development

The project architect prepares preliminary design drawings based on the concept approved by the Board, and co-presents the documents with the Project Manager to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.c) iii.

The Project Manager:

- makes drawings available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments at the 50% and 95% complete design development stage;
- at the 95% complete design development stage, co-presents with project architect the updated design supported by the Project Design Advisory Committee to the Facilities & Building Committee; the Facilities & Building Committee either recommends the updated design to the Board for approval or directs back to Project Design Advisory Committee for reconsideration;
- co-presents with the project architect the updated design recommended by the Facilities & Building Committee to the Board at a Public Meeting; and
- upon Board approval of proposed design option, submits drawings and Class B cost estimate to the Ministry for information and comments.

The project may proceed to Working Drawings/Tender Documents upon approval by the Board.

c) Working Drawings/Tender Documents

The project architect prepares working drawings, specifications and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken.

The Project Manager:

- at the 50% and 95% complete working drawings stages, makes drawings and specifications available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments.
- at the 95% complete working drawings stage:
 - along with the project architect presents the updated design to the Project Design Advisory Committee for final review and feedback;
 - makes drawings and specifications available for review and feedback by Facilities Services and Learning & Business Technologies key staff;
 - submits final design drawings and Class A cost estimate to the Ministry for information and comments; and
 - upon receipt of concurrence from the Ministry to proceed with the request for tenders, initiates the tendering process with the Purchasing Department and instructs the project architect to proceed with the Building Permit application.

2. Applicable Minor Capital and Seismic Upgrade Projects

The project architect prepares design drawings, specifications and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken based on the scope defined in the Project Definition Report approved by the Ministry of Education.

The Project Manager:

- a) co-presents the designs with the project architect to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.a) or b), depending on whether the project involves major changes to the floor plan of the school;
- b) at the 50% design stage, submits drawings and Class B cost estimate to the Ministry for information and comments, and makes drawings and specifications available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments; and

c) at the 95% complete design stage:

- submits final design drawings and Class A cost estimate to the Ministry for information and comments;
- makes drawings and specifications available for review and feedback by Facilities Services and Learning & Business Technologies key staff; and
- initiates the tendering process with the Purchasing Department and instructs the project architect to proceed with the Building Permit application.

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

Steering Committee Membership—Major Projects

~~For major capital projects (above \$1.5 million total cost) parties who will be invited to attend meetings and receive minutes will include:~~

~~Superintendent's Rep.— Area Superintendent or designate; Secretary Treasurer's Rep.— Manager of Facilities or designate; Manager of Maintenance and Operations; Trustee— Liaison Trustee for that school; Principal or Designate— Nominated by the Superintendent; Two R.T.A. Reps— Nominated by Richmond Teachers' Association; Two Students (secondary schools only)— Selected by Student Council. For a new school, the Student Council shall be from the school currently serving the new catchment area; Two Parent Reps.— Nominated by appropriate Parent Advisory Council in consultation with Principal. For a new school, the Parent Advisory Council shall be from the school currently serving the new catchment area; CUPE Rep.— Nominated by Canadian Union of Public Employees, Local 716; City of Richmond Rep.— Nominated by Administrator— Community Services; Community Rep.— Nominated by nearest Community Association.~~

Minor Projects

~~For minor projects less than \$1.5 million total project cost, representation on Steering Committees will be at the discretion of the Superintendent's Representative provided that it shall include the Secretary Treasurer's Representative, at least one Teacher Representative, one Parent Representative and a Principal or designate.~~

Procedure

~~Meetings shall be held at a location, dates and times convenient to the majority of parties. The Architect for the project when appointed by the Board shall be a Steering Committee resource person.~~

~~Responsibility to call and chair meetings will be with the Superintendent's representative with assistance from the Manager of Facilities.~~

~~It will be the responsibility of all representatives to report Steering Committee proceedings to the organizations they represent.~~

~~When recommendations are being formulated by the Committee for major projects there should be a minimum of six members present including the Superintendent's representative, the Principal, one teacher and one parent. For minor projects the minimum number of members present should be four.~~

~~Design Committees shall be formed to assist in the planning of individual curriculum areas, composed of teachers, administrators, and staff with particular expertise in those areas.~~

Planning Stages

The School Building Planning Process will normally proceed through three distinct stages as follows:

1. Stage One—Schematic Design

1.1 Design Concepts

Design concepts to be resolved during this stage will include:

- general layout of main building spaces
- number of storeys
- building "footprint" and location on site
- location of parking, playfields, drop-off and other main-site features
- thematic exterior appearance

1.2 Planning Procedure

1. Steering Committee—Introductory Meeting

Trustee to welcome members; Superintendent's Rep. to describe purpose, process and reporting responsibilities; general discussion on philosophies, principles and educational design concepts.

2. Steering Committee—Subsequent Meeting(s)

Architect presents alternative concepts; Steering Committee selects three for public workshop.

3a. Public Workshop (participants by invitation/general advertisement from Steering Committee Reps.)

Architect presents three concepts; participants submit comments and preferences.

3b. Steering Committee—held immediately after Public Workshop Steering Committee selects preferred concept.

4. Personnel & Finance Committee

Superintendent's Representative from Steering Committee presents preferred concept.

Personnel & Finance Committee considers the preferred concept and forwards comments to District Management Committee.

5. District Management Committee

Superintendent's Representative presents preferred concept. District Management Committee recommends to Board or directs back to Steering Committee for reconsideration.

6. Board

District Management Committee recommends preferred concept; Board gives direction.

~~2. — Stage Two — Design Development~~

~~2.1 Design Concepts~~

~~Design proposals to be presented during this stage will include:~~

- ~~• detailed floor plan layouts~~
- ~~• site layout plan~~
- ~~• building elevations~~
- ~~• perspective or model~~
- ~~• cost estimate~~

~~2.2 Planning Procedure~~

~~1. — Steering Committee — meetings as required~~

~~Architect develops design, presenting to Steering Committee for input and participation until a final design is agreed upon.~~

~~2. — Personnel & Finance Committee~~

~~Superintendent's Representative presents design proposal agreed upon by Steering Committee.~~

~~Personnel & Finance Committee considers the design proposal and forwards comments to District Management Committee.~~

~~3. — District Management Committee~~

~~Architect presents design proposal agreed upon with Steering Committee.~~

~~District Management Committee recommends to Board or directs back to Steering Committee for reconsideration.~~

~~4. — Board~~

~~District Management Committee recommends design proposal to Board and requests public meeting date.~~

~~5. — Public Meeting~~

~~Architect presents recommended design.~~

~~6. — Board~~

~~Architect presents recommended design.~~

~~7. — With Board approval, design proposal is submitted to the Ministry to request their approval to commence working drawings. Upon receipt of that approval, the Steering Committee will normally be ended by District Management Committee, however, at the discretion of the Superintendent's Representative, the Steering Committee may be called during Stage 3 to review any significant design changes.~~

~~3. — Stage Three — Tender Documents~~

~~3.1 Design Concepts~~

~~Design concepts to be resolved during this stage will include all aspects of the project culminating in completion of working drawings, specifications and all documents necessary to enable construction tenders to be called.~~

~~3.2—Planning Procedure~~

~~Preparation of the tender documents will be coordinated by the Consultant Architect. Direction to the Architect and other Consultants will be given by School District Facilities staff who will review progress periodically to assess compliance with District requirements including the budgetary and time limitations.~~

~~3.3—Personnel & Finance Committee~~

~~Progress reports will be made to the Personnel & Finance Committee at their regular meetings by the Facilities Manager.~~

~~3.4—Approval to Call Tenders~~

~~At 90/95 percent completion of the tender documents, a set shall be submitted to the Ministry for approval to call tenders. A second set shall be submitted to the Managers of the Ministry of Education's Self Insurance Program for a loss protection review.~~

FACILITIES

Policy 701.2-R (previously Policy 901.2-R)

Capital Project Design Review Process

A. Project Types

Capital projects undertaken by the school district are classified as follows:

1. Minor Capital Projects are those with total budgets of \$7 million or less, which include most small- to medium-scale renovations and/or additions to existing facilities which improve space utilization, modify outmoded spaces for new use, improve accessibility, etc. These projects are typically funded by the Board. This regulation applies to these projects only if the affected building area exceeds 600 square metres.
2. Facility Renewal and Upgrade Projects are funded annually by the Ministry of Education, that will improve safety, facility condition (including building envelope), energy efficiency and functionality of existing school facilities and infrastructure, in an effort to extend their useful physical life. This regulation does not apply to these projects.
3. Seismic Upgrade Projects are funded by the Ministry of Education. This regulation applies to these projects.
4. Major Capital Projects are those with total budgets greater than \$7 million, which include new facilities, and large-scale building renovations, additions and replacements of existing facilities. These projects may be funded by the Ministry of Education, by the Board of Education, or both parties. This regulation applies to these projects.

B. Project Planning and Pre-Design

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

C. Project Design Advisory Committees

1. Composition

Project Design Advisory Committees (hereafter referred to as "Committee") consist of key stakeholders in the design and implementation of capital projects. These parties will be invited to attend meetings at critical design stages to review progress drawings, discuss scheduling and phasing, and to discuss other issues pertaining to the delivery of the project. The composition of these teams is based on the type, magnitude and complexity of each capital project and shall include, but not be limited to, the following membership:

- a) Applicable Minor Capital and Seismic Upgrade Projects
 - Superintendent's Representative (Area Superintendent or designate)
 - Executive Director, Facilities Services or designate
 - Project Manager (Chair/RMAPS *¹ representative)
 - District Administrator, Emergency Preparedness & Seismic Liaison *²
 - School Administrator or designate (RASA *³ representative)
 - Board of Education Representative (Liaison Trustee for that school)
 - Richmond Teachers' Association Representatives (maximum of two)
 - School's Parent Advisory Council Representative
 - Canadian Union of Public Employees, Local 716 Representative

b) Major Capital Projects

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

Notes:

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

*² *Applicable to seismic upgrade projects only*

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

*⁴ *Applicable to school projects only. For a new school, representative nominated by the Superintendent*

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

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

*⁷ *Applicable to school projects only.*

*⁸ *Applicable to non-school facility projects.*

2. Governance

It is the responsibility of the Project Manager to call and chair Committee meetings, arrange for agendas to be issued to all members prior to meeting, and record and distribute meeting minutes to all members. Meetings are to be held at a location, dates and times convenient to the majority of parties.

The project architect shall attend all meetings as a resource to the Project Manager.

It is the responsibility of all representatives to report Committee proceedings to the organizations they represent.

When recommendations are being formulated by the Committee, there shall be a minimum of:

- four (4) members present at applicable Minor Capital and Seismic Upgrade project meetings;
- six (6) members present at applicable Major Capital project meetings.

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

The introductory meeting at the onset of design phase will include a description of the purpose, process and reporting responsibilities of the Committee and a general discussion on philosophies, principles and educational design concepts as applicable.

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

3. Frequency of Meetings

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

- a) for Seismic Upgrade projects not involving any major changes to the floor plan of a school (i.e. purely a structural upgrade with some upgrades to building systems and/or finishes), meetings are to be held at the onset of design phase and at the 50%/95% design completion stages;
- b) for applicable Minor Capital projects and Seismic Upgrade projects involving major changes to the floor plan of a school (i.e. seismic upgrade plus either an addition or partial replacement to the building), meetings are to be held at the onset of design phase and at the 35%/70%/95% design completion stages; and
- c) for Major Capital projects, meetings are to be held as a minimum:
 - i. Onset of design
 - ii. 50%/95% complete schematic design stage to consider design options
 - iii. 35%/70%/95%* complete design development stage
 - iv. 95% complete working drawings stage

with additional meetings scheduled as needed by the Project Manager.

** The Ministry of Education is to be invited to attend these meetings*

D. Design Reviews/Approvals

1. Major Capital Projects

a) Schematic Design

The project architect prepares alternate floor plan, site plan and elevations concepts based on the scope defined in the Project Definition Report approved by the Ministry of Education, and co-presents the schematic designs with the Project Manager to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.c) ii.

At the 95% complete schematic design stage, the Project Manager and project architect present the proposed design option supported by the Project Design Advisory Committee to the Facilities & Building Committee. The Facilities & Building Committee either recommends the proposed design to the Board for approval or directs back to Project Design Advisory Committee for reconsideration.

If requested by the Facilities & Building Committee and/or the Board, a Public Workshop may be scheduled to present design options and solicit feedback for the Project Design Advisory Committee to consider prior to resubmitting for final approval of the schematic design.

The Project Manager, upon Board approval of proposed design option, submits drawings and Class C cost estimate to the Ministry for information and comments. The project proceeds to Design Development phase.

b) Design Development

The project architect prepares preliminary design drawings based on the concept approved by the Board, and co-presents the documents with the Project Manager to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.c) iii.

The Project Manager:

- makes drawings available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments at the 50% and 95% complete design development stage;
- at the 95% complete design development stage, co-presents with project architect the updated design supported by the Project Design Advisory Committee to the Facilities & Building Committee; the Facilities & Building Committee either recommends the updated design to the Board for approval or directs back to Project Design Advisory Committee for reconsideration;
- co-presents with the project architect the updated design recommended by the Facilities & Building Committee to the Board at a Public Meeting; and
- upon Board approval of proposed design option, submits drawings and Class B cost estimate to the Ministry for information and comments.

The project may proceed to Working Drawings/Tender Documents upon approval by the Board.

c) Working Drawings/Tender Documents

The project architect prepares working drawings, specifications and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken.

The Project Manager:

- at the 50% and 95% complete working drawings stages, makes drawings and specifications available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments.
- at the 95% complete working drawings stage:
 - along with the project architect presents the updated design to the Project Design Advisory Committee for final review and feedback;
 - makes drawings and specifications available for review and feedback by Facilities Services and Learning & Business Technologies key staff;
 - submits final design drawings and Class A cost estimate to the Ministry for information and comments; and
 - upon receipt of concurrence from the Ministry to proceed with the request for tenders, initiates the tendering process with the Purchasing Department and instructs the project architect to proceed with the Building Permit application.

2. Applicable Minor Capital and Seismic Upgrade Projects

The project architect prepares design drawings, specifications and other documents necessary to apply for Building Permit and to enable a request for tenders to be undertaken based on the scope defined in the Project Definition Report approved by the Ministry of Education.

The Project Manager:

- a) co-presents the designs with the project architect to the Project Design Advisory Committee for review and feedback at the meetings scheduled per C.3.a) or b), depending on whether the project involves major changes to the floor plan of the school;
- b) at the 50% design stage, submits drawings and Class B cost estimate to the Ministry for information and comments, and makes drawings and specifications available for review and feedback by the Maintenance, Operations & Transportation and Learning & Business Technologies departments; and

- c) at the 95% complete design stage:
- submits final design drawings and Class A cost estimate to the Ministry for information and comments;
 - makes drawings and specifications available for review and feedback by Facilities Services and Learning & Business Technologies key staff; and
 - initiates the tendering process with the Purchasing Department and instructs the project architect to proceed with the Building Permit application.
3. The Project Manager issues regular project status updates that are posted on the Richmond School District Planning & Development website and reported out to the Facilities & Building Committee and Ministry of Education by the Executive Director, Facilities Services throughout the life of each project.

FACILITIES**Policy 701.4**
(previously Policy 901.4)**Selection of an Architect****Coordinating Architect**

The Board shall appoint a Coordinating Architect to ensure adherence to established district construction standards.

The Coordinating Architect will:

- advise individual project architects of Board construction policies and assist them in meeting overall design objectives.
- provide professional advice on the development of district construction plans and programmes.
- assist in the development and evaluation of district construction standards.

Appointment of Architects

The Board shall ensure that a firm of architects, considered to be best qualified to execute a particular project or programme, is appointed for all major construction projects. The "basic criteria for selection of architects", set out in regulations and exhibits following this policy, shall be used as guidelines in such appointments.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED REGULATION 701-R**

FACILITIES

Policy 701.4-R (previously Policy 901.4-R)

Selection of an Architect

Selection Criteria

The Secretary-Treasurer would not normally plan interviews with prospective architects when the estimated cost is \$500,000 or less. Normally, an architect that has done work for the Board, whether on the subject property or not, and is known to be reliable and competent, would be contacted.

The Secretary-Treasurer should consider each architect included on the original list in light of the criteria below with a view to short listing not more than six architects to be interviewed.

The Secretary-Treasurer will judge the suitability of each architect to the project by appraising them on the following criteria and any others, from time to time, that the district may consider to be relevant. This process will likely involve discussions with clients and other forms of investigation.

In the process of judging the suitability of each firm, the Secretary-Treasurer will conduct confidential interviews with those short listed unless the estimated cost of the project is less than \$500,000. As part of the interview, the architects will be requested to present to the committee an outline of their approach to the development of the particular project under consideration. In preparation for the interview each architect will be provided with the same pertinent information about the project whether it be in written form or through preparatory meetings, site inspections, etc.

It should be noted that the following criteria are not intended to represent an exclusive listing of all those that might be used in selecting an architect. Each project will have its own problems and characteristics which will give rise to other criteria that should be considered in the selection process. These and other criteria will be used informally by representatives from the district when they are giving independent consideration to architects and formally as the representatives deliberate collectively.

Basic Criteria for Selection

1. Demonstrated ability to discern and translate the educational philosophy and programme needs of the project into the design.
2. Quick and accurate comprehension and analysis of difficulties, problems, strengths, weaknesses of building or site.
3. Ability to translate the specific instructions given by the owner and follow through with advice and prompt action.
4. Awareness of the time factors involved in school projects and one established in cooperation with the Board, a commitment to adhere to the schedule.
5. Creativity in design.

6. Previous experience in building schools and awareness of modern teaching techniques.
7. Availability for consultation either by telephone or meetings.
8. Size of firm.
9. Structural, mechanical, and electrical capability.
10. Extent to which pre-engineered components have been used by the firm.
11. Use of quantity surveyors (cost analysis).
12. Correlation of (a) cost per square meter, (b) cost per student and (c) total area as a percentage usable for instructional purposes and maintain at a reasonable level.
13. Supervision of construction.
 - (a) frequency of visits to job site
 - (b) specialist supervision
14. Location of architect and whether there would be charges to the Board beyond normal fee.
15. Such other criteria as are unique to the project.

Final recommendations pertaining to the selection of architect(s) shall be made to the Board by the Superintendent of Schools, based upon the report of the Secretary-Treasurer and the advice, as appropriate, of the District Management Committee.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED REGULATION 701-R**

FACILITIES**Policy 701.6**
(previously Policy 901.6)**Preliminary Building Specifications (Construction Standards)**

School buildings shall be designed to provide the physical facilities necessary to implement district educational policies. The Board supports standards of construction which will ensure that these facilities are both functional and attractive.

The Secretary-Treasurer and his/her staff, in consultation with the District Coordinating Architect, shall be responsible for the establishment, application, and evaluation of comprehensive standards governing construction methods and materials. These standards shall be in conformity with the requirements of appropriate regulatory agencies and shall reflect the Board's concern for lasting value and performance.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED POLICY 701**

FACILITIES**Policy 701.9**
(previously Policy 901.9)**Tendering For Construction**

The Board of Education (Richmond) is responsible for the necessary construction, repair, and maintenance of school buildings, for their furnishing, heating, and lighting, and for the improvement and maintenance of school grounds.

The Minister of Education has been empowered by the Cabinet to make rules governing tendering procedures to be followed by Boards of Education. These rules were issued by the Minister in January 1986, and shall be observed by the Board and by all tenderers for construction in the Richmond School District.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED POLICY 701**

FACILITIES**Policy 701.10**
(previously Policy 901.10)**Supervision of Construction**

The Maintenance and Operations Manager shall undertake a periodic inspection of all construction projects to ensure compliance with established district standards.

Completed projects shall be inspected by the Coordinating Architects and the Maintenance and Operations Manager to verify that the project has been constructed in accordance with approved plans and specifications and is substantially complete.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED REGULATION 701-R**

FACILITIES

Policy 701.11 (previously Policy 901.11)

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

The Board of Education (Richmond) in its absolute discretion has the right to name and rename Board-owned facilities or parts of Board-owned facilities (i.e. libraries).

The Board will endeavour to seek input from the public regarding the naming of Board-owned facilities or parts of facilities using criteria set out in the accompanying regulation.



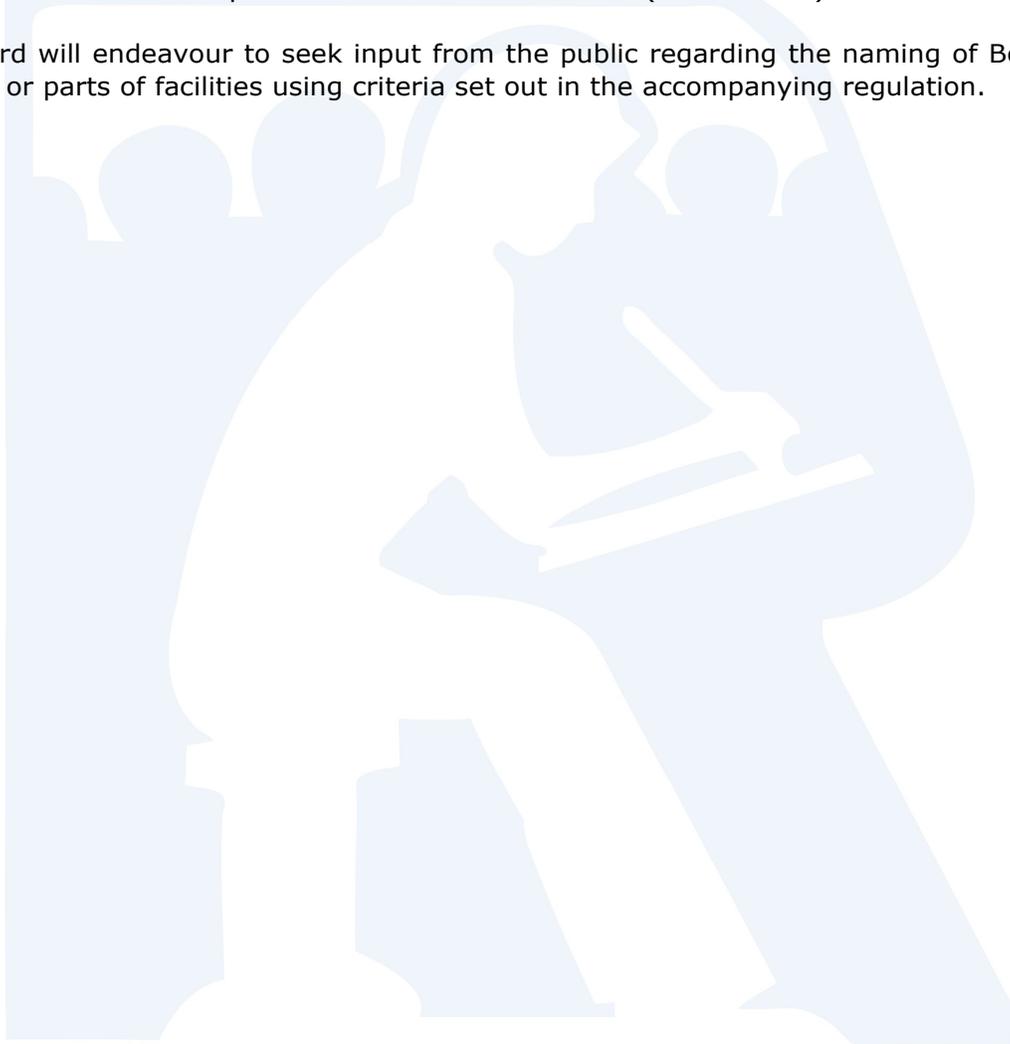
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FACILITIES

Policy 701.11-R (previously Policy 901.11-R)

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

A. Naming of a New Board-Owned Facility

1. When planning funding is announced by the Provincial Government for the construction of a new Board-owned facility, a Special Committee of the Board shall be formed, in accordance with Board Policy 201 (Special Committees of the Board), whose mandate it will be to recommend to the Board a suitable name for the facility in accordance with policy.
2. This committee will consist of:
 - (a) Two Trustees - the first named will be the Committee Chairperson; and
 - (b) Staff member(s) as deemed appropriate.
3. The Special Committee of the Board will:
 - (a) place appropriate advertisements in the local and provincial print media seeking input of the public (public to include members of the community, parents, students, employees). The advertisement will advise the public of the following:
 - (i) that all submissions by members of the public will be held in confidence.
 - (ii) that there is no limitation as to the number or type of suggestions that will be received by the Board.
 - (iii) that submissions include, where possible, rationale or explanation of the proposed name.
 - (iv) that submissions should be sent to the attention of the Secretary Treasurer.
 - (v) that submissions will be received from members of the public for a period of three months. The advertisement will state the closing date by which submissions must be received.
 - (vi) that a decision will be made by the Board within twelve months of placement of this advertisement, whenever possible.
 - (vii) that the decision of the Board will be made by resolution at an in-camera meeting and that a public announcement will be made at the next public meeting of the Board.

- (b) receive in confidence all submissions from members of the public and provide a summary of the submissions received, or previously received, regarding the naming and will provide such summary to the Board at the next available in-camera meeting after the closing date for submissions.
 - (c) within one month of the closing date for submissions, establish a draft shortlist of names to be considered and forward all details of the shortlisted submission to the Board along with a summary of all of the submissions that have been received.
 - (d) following Board approval of a shortlist, the Special Committee will undertake the research it deems necessary to provide the Board with further background to the shortlisted names.
 - (e) provide the Board at an in-camera meeting, within six months of the closing date for submissions, the background associated with each shortlisted submission along with its recommendation and a draft press release.
4. After receiving, at an in-camera meeting, the background associated with each shortlisted submission, the Board may, in accordance with Board Policy 201 (Committee of the Whole), resolve itself into a Committee of the Whole for the consideration of the Special Committee's report.
 5. The Board will, by resolution, vote in-camera on the naming of Board-owned facilities.
 6. The Board will announce the new name of a Board-owned facility at its next public meeting.

B. Naming of Parts of Board-Owned Facilities

The Board may contemplate naming part of a Board-owned facility on its own initiative or at the suggestion of a member of the public, whereupon it will determine the necessity of asking for submissions of names from the public. If the Board decides to seek submissions from the public, it may follow the same process as that listed for the Naming of a New Board-Owned Facility.

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FACILITIES

Policy 701.12 (previously Policy 901.12)

Official School Openings

The official opening ceremony of a school provides an opportunity to showcase the new facility, and to highlight education in Richmond and in the school community. The official opening is also a way for the School Board to maintain its ties with local and provincial policy makers, and to ensure that these people are recognized for their efforts on behalf of the District.



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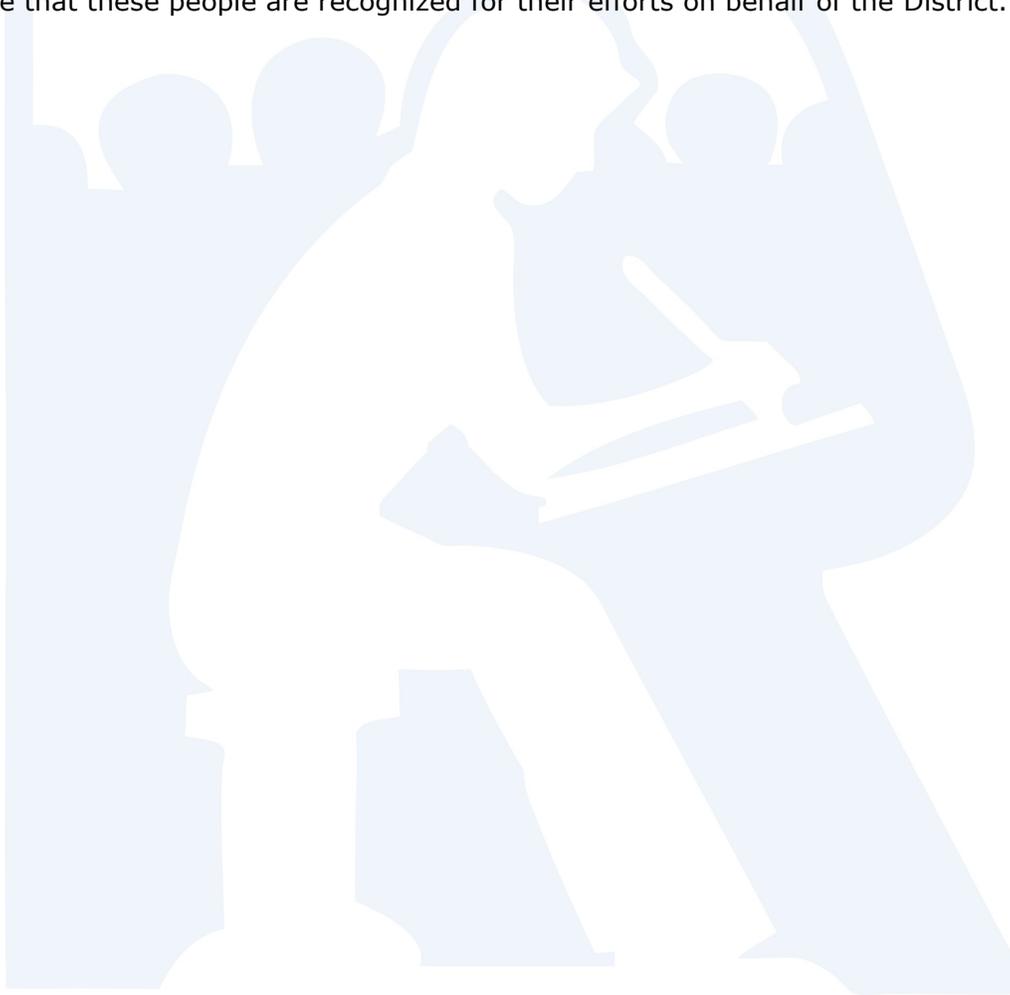


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FACILITIES

Policy 701.13
(previously Policy 901.13)

School Facilities Surveys (Planning)

The Board recognizes the need for long-range planning for the district physical plant to complement the established planning procedures of the Ministry of Education.

Overall district requirements will be periodically evaluated and submitted to the Board by the Superintendent of Schools, after consultation with a committee which includes the Superintendent of Schools, the Secretary-Treasurer, the Maintenance and Operations Manager, the Coordinating Architects, and appropriate support staff as required.

**PROPOSED TO BE RETIRED.
WORDING INCORPORATED INTO PROPOSED
REVISED POLICY 701**

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

POLICY	STATUS	DATE/TIMELINE
Policy 101: Developmental Objectives	Requires revision upon completion of District Strategic Plan.	2021 – following completion of Strategic Plan
Policy 102: Diversity and Inclusion	Requires revision	2021 – with the formation of the Anti-racism Working Group, this with the cultural diversity work will be combined and worked on in early Spring 2021
Policy 103 Bylaw: Complaints by Students, Parents & the Public	Requires revision	2021
Policy 204: Creation & Revision of Policy and Regulations	Requires revision	2021
Policy 504.4/504.4-R/ 504.4-G: Provision of Menstrual Products to Students	Ministry directive to establish a policy. In stakeholder review process.	Feb 18 2020 – stakeholder feedback Mar 11 2020 Board meeting – NOM for final approval at Apr 22, 2020 meeting Apr 22 2020 Board meeting – final approval
Policy 512.4: French Programs	Final Board approval of revisions	Feb 12 2020 – Notice of Motion at Board meeting for Recommendation at Mar 11 Board meeting to approve final revisions. Mar 11 2020 Board meeting –final approval
Policy 513.4/513.4-R/ 513.4-G: Learning Resources Policy 513.5-R: Reconsideration of Learning Resources Policy 513.6/513.6-R: External Resources	Final Policy Committee approval of revisions.	Feb 18 2020 – Revisions for approval at Policy Committee Mar 11 2020 Board meeting – NOM for final approval at Apr 22, 2020 meeting Apr 22 2020 Board meeting– final approval
Policy 522/522-R: Transportation	Requires revision	2021
Policy Section 600: Finance	Requires revision	2020
Policy 631/631-R: Accumulated Operating Surplus and Capital Reserves	New Policy	Mar 09 2020 Public Policy May 13 2020 Board meeting – NOM to send out for Stakeholder feedback. Jun 10 2020 – recommendation to send for stakeholder feedback due by Oct 05 2020 Nov 16, 2020 Policy Meeting
Policy Section 700:	Revisions, etc. This will be the work of the Facilities & Building Committee and will return for discussion and review.	Nov 16, 2020 Policy meeting

POLICY COMMITTEE: STATUS OF CURRENT AND ANTICIPATED ITEMS

Policy 804.1: Community Use of Schools	May 06 2019 - It was agreed that there is no urgency to the review of this policy.	2021
Child Care Centres – Ministerial Order to create policy		
Document Management Policy	On hold	