

# SCHOOL FACILITY CAPITAL PLANNING

## Background

Division facility planning processes for the development of new and existing facilities are intended to result in accessible community facilities that contribute to the quality of student learning.

## Procedures

1. This administrative procedure provides procedures for building design that:
  - 1.1 Provide for program flexibility;
  - 1.2 Plan schools with the potential to positively influence, student learning performance and behaviour;
  - 1.3 Develop schools that contribute to quality instruction, communication and the use of technology;
  - 1.4 Facilitate community use;
  - 1.5 Follow provincial requirements.
2. School Design
  - 2.1 The primary focus of school design is to optimize the contribution a school building and grounds can make to facilitate student learning.
  - 2.2 School buildings must be aesthetically pleasing, but aesthetics are not to compromise flexibility and educational function. The interior design of a school is most important because it is the primary feature serving the school's purpose.
  - 2.3 School designs must be cost, energy and technologically efficient.
  - 2.4 The most important features to design are:
    - 2.4.1 Facilitating the highest quality of instruction possible for the students served.
    - 2.4.2 Organizing instructional space to reflect:
      - 2.4.2.1 The importance of media and technology services to teaching and learning;
      - 2.4.2.2 The interrelationship of instructional programs;
      - 2.4.2.3 The relative location of the school's offices vis-à-vis public access; and

- 2.4.2.4 The need to isolate certain sections of a building for community use.
    - 2.4.3 Providing a variety of types of instructional spaces.
  - 2.5 The design of the school will facilitate communication:
    - 2.5.1 Amongst students for the purposes of formal learning and the development of social skills;
    - 2.5.2 Amongst teachers related to the process of instruction;
    - 2.5.3 Amongst school administration, teaching staff, support staff, Division staff and students; and
    - 2.5.4 Between school administration and guests or visitors to the school.
  - 2.6 School buildings and grounds are to be designed to facilitate community use for learning and recreation by adults and community groups.
  - 2.7 School buildings are to be designed to facilitate use by outside agencies, including the regional health and social services agencies.
  - 2.8 School design specifications will, wherever practicable, use low maintenance materials for both the interior and exterior of buildings.
  - 2.9 School buildings and grounds will, wherever practicable, be designed to ensure access by disabled students and others.
  - 2.10 All new schools will have properly designed, low maintenance grounds developed at the time of construction. The grounds will be designed to meet needs in this order of priority:
    - 2.10.1 Instructional program;
    - 2.10.2 Extra-curricular and the “recreational needs” of students; and
    - 2.10.3 Recreational needs of the community.
- 3. Site Development – New Buildings
  - 3.1 School grounds are to be safe, functional and well maintained.
  - 3.2 Site development around new facilities will include clearing and levelling the site, installing necessary irrigation systems, seeding, pavement, providing space for playground equipment, fencing, parking areas, etc.
- 4. Student Accommodation
  - 4.1 In instances where the Division cannot provide additional space in a timely fashion or a modernization program for a school significantly disrupts the school for a lengthy period of time, planning will occur in respect of using alternate organizational arrangements as a consideration to overcoming shortages of instructional space.

## 5. Planning Process Guidelines for School Modernization, Additions and New School Development

### 5.1 Stage One

- 5.1.1 The Executive Team is responsible for presenting to the Board, annually, a multi-year plan for modernization and new facility development.
- 5.1.2 This plan is to be presented to the Board on or before the first regular Board meeting in April of each year.
- 5.1.3 The plan is subject to Board approval and is considered Stage 1 of the planning process.
- 5.1.4 The completion of this stage constitutes the Board's submission to Alberta Education and Infrastructure of its Capital Facility Plan.

### 5.2 Stage Two

- 5.2.1 Stage 2 of the planning process commences once the Board receives approval for a project from the Province.
- 5.2.2 The Superintendent or designate, is responsible for:
  - 5.2.2.1 Establishing a critical path plan for each project aimed at project completion within a two (2) year period;
  - 5.2.2.2 Establishing a Project Planning Advisory Team consisting of at least the following representatives for approved projects where the estimated cost of the project is expected to exceed one million dollars (\$1,000,000):
    - 5.2.2.2.1 One (1) member of the Executive Team who will act as Chair for the Team;
    - 5.2.2.2.2 Director of Facility Services;
    - 5.2.2.2.3 Two (2) administrators;
    - 5.2.2.2.4 Three (3) teachers;
    - 5.2.2.2.5 Two (2) representatives of the community;
    - 5.2.2.2.6 Ward trustee;
    - 5.2.2.2.7 The architect.

This team will work in an advisory capacity with the Executive Team who in turn will prepare reports and recommendations on the project for Board consideration.
  - 5.2.2.3 Arranging meetings of the Project Planning Advisory Team on an 'as required' basis.

- 5.2.2.4 Ensuring that the Principal for which the project has been approved establishes the appropriate reporting process for updating progress on this project to school staff and to the School Council.
- 5.2.2.5 Establishing, in consultation with the Principal, a process to address educational program design for the approved project and then informing the Board of these decisions.
- 5.2.2.6 Where the Board so determines, holding a competition for project consultants and recommending to the Board a project consultant for the project.
- 5.2.2.7 Recommending to the Board a site if the project is for a new school.
- 5.2.2.8 Recommending to the Board any necessary school attendance boundary changes.
- 5.2.3 The project consultant will take the educational program specifications and design data collected by the Executive Team and prepare preliminary sketch and concept plans for the project.
- 5.2.4 Once preliminary sketch and concept plans for the project are available, the Advisory Team will establish a community meeting for the purpose of sharing with the school community preliminary sketch and concept plans for the project.
- 5.2.5 Project consultants will present the preliminary sketch and concept plans to the Board for approval 'in principle' which will conclude Stage 2 of the planning process.
- 5.3 Stage Three
  - 5.3.1 Upon Provincial approval for the Board to proceed with a school modernization, school addition or new school project, the Chair of the Project Planning Advisory Team will commence the following process:
    - 5.3.1.1 Reviewing population projections to and establishing student attendance boundaries.
    - 5.3.1.2 Reviewing conceptual sketch plans and grounds development plans with appropriate staff and the Project Planning Advisory Team.
    - 5.3.1.3 Preparing final sketch and grounds development plans, by the architect, for approval by the Board.
  - 5.3.2 A meeting will occur to consider system requirements within the new/modernized facility (e.g. data, security, voice amplification, communication, furniture and equipment, lighting).  
The work of the Project Planning Advisory Team ends at this point.
  - 5.3.3 Working drawings prepared by the architect are to be reviewed by appropriate Division staff and stakeholders.

- 5.3.4 Contingency plans for temporary placement of students are prepared, if needed.
- 5.3.5 Completed design is reviewed with the Project Planning Advisory Team.
- 5.3.6 Stage 3 of the planning process concludes when the Board authorizes the calling of tenders for the project.

Reference: Relevant Legislation & Guidelines