

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