

Requesting Work for Partnership Projects

Design and Construction Guideline

GU.FAC.051 - Version 1.1 Requesting Work for Partnership Projects

For: Principals, Superintendents of Education, Community Groups, School Councils, Family Team Leaders, Design Coordinators and Project Supervisors

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Introduction

The TDSB sometimes enters into partnership agreements with organizations who wish to make use of school facilities in a way that benefits both the organization and the school community. Educational partnerships often require changes to the facilities, such as the renovation of an interior space or upgrades to school grounds. The role of Facility Services is to help manage these changes, which includes:

- ensuring that work meets all applicable health and safety regulations.
- making sure collective agreements are respected.
- working with Proponents to develop a scope of work and estimate costs.
- overseeing the development and approval of design documents, and tender packages as appropriate.
- managing the tendering process (if applicable).
- overseeing all aspects of the construction phase of projects.
- ensuring that adequate funding for projects is secured before work begins.

This can be a lengthy and complex process, particularly if design documents are required and tenders must be issued.

The purpose of this guideline is to describe the process through which physical changes to TDSB facilities and grounds must proceed.

Definitions:

- A **partner** is an external legal entity, either a not-for-profit or a commercial organization that is not a tenant.
- **Partnership projects** are usually large projects that involve partners who are often engaged by local school communities to help pay for them. Examples of partnership projects include organizations willing to invest in a school-building (e.g., auditorium upgrades, or solar installations) or grounds improvements (e.g., cricket pitches, artificial turf fields, extensive playground renovations, or market gardens) in return for access to the space or any other benefit.
- The **Proponent** refers to the organization requesting the partnership.

Unacceptable Uses of Fundraising Proceeds

According to policy set out by the Ontario Ministry of Education, schools are prohibited from using fundraising proceeds to support the following types of facility-related projects:

- Facility renewal, maintenance or upgrades funded through provincial grants such as structural repairs, sanitation, emergency repairs or replacing flooring due to wear and tear.
- Infrastructure improvements that increase the student capacity of a school or are funded by provincial grants (e.g., classrooms, additions, gyms, labs).

Capital projects supported by fundraising proceeds should be complementary to publicly funded education, but not result in an increase in the student capacity of a school or an increase in school or TDSB operating or capital costs (e.g., air conditioners).

For more information, please visit: http://faab.edu.gov.on.ca/Memos/B2012/B_10E%20-%20Attach.pdf.

A. Approvals Required

To initiate a project that involves an external partner, the Proponents must complete and submit a proposal form (available at www.tdsb.on.ca/partnership) to the TDSB's Partnership Office.

Interdepartmental Review

Since managing physical changes to buildings and grounds can require significant amounts of limited staff resources, Facility Services will become engaged in projects only after they have gone through an interdepartmental review process that is managed by the Partnership Office. Potential projects need to be reviewed and supported by

- the school principal, if a specific school has been identified,
- the local Superintendent of Education,
- Teaching and Learning,
- Business Development, and
- Planning.

Proponents that receive interdepartmental support (as managed by the Partnership Office) are then invited to request a Viability Review from Facility Services. If a specific school has

been identified, then the request should come from not just the Proponent, but Principal and Superintendent of Education (SOE) as well.

Viability Reviews

Upon receiving the request, a Business Process Analyst (BPA) in Facility Services will schedule a meeting with the Principal, if a specific school has been identified, and the Proponent, after which a report summarizing the BPA's feedback will be sent to both. The BPA will also invite the SOE to the meeting.

If the Principal, SOE and Proponent wish to proceed with the request, the BPA will submit the request to the Central Accommodation Team (CAT), along with his or her report.

The BPA may also prepare a recommendation for CAT's consideration. If a specific school has been identified in the request, then the Superintendent of Education will be invited to CAT to advocate for the project.

If CAT provides **preliminary approval** for the request, then Facility Services will work through the process described below to finalize the scope of work and to estimate costs.

CAT will also provide direction on the nature of the legal agreement that would be required between the Board and the Proponent. The Senior Manager of Major Capital Projects and Building Partnerships would coordinate the development of any legal agreements that would be required.

Note: A major component of the Viability Review will be an assessment of the impact of the request on the TDSB's Long Term Program and Accommodation Strategy. Requests that are in conflict with the Strategy will not be approved.

Note: Viability Reviews may also include more in-depth consultation with staff in various departments (e.g., Special Education) as required to help inform and guide the outcome of the review.

Note: The Business Process Analyst will endeavour to keep the Family Team Leader informed throughout the Viability Review and approvals process.

Note: For projects that involve changes to school grounds, input from the School Ground Design Consultant will be included in the Viability Review.

Final Approval

Before the project can proceed, the proposal must be brought back to CAT for **final approval** with the scope of work and estimated costs established by Facility Services, and the legal agreement developed by Major Capital Projects and Building Partnerships. Full payment in advance is also required before work will begin.

Senior Sponsor

For all projects approved by CAT, the Senior Manager of Sustainability will act as the Senior Sponsor of the project to monitor progress and help troubleshoot and resolve issues if needed.

B. Steps Required to Request Work from Facility Services after Receiving Preliminary Approval from the Central Accommodation Team (CAT)

The following steps trace the path potential projects takes depending on its scope.

Step	Action	Notes
1	Once CAT has provided preliminary approval, the Business Process Analyst (BPA) will complete and submit a Facility Services Work Request Form , along with all supporting documentation to the Customer Service Assistant (CSA) for logging and tracking.	The BPA will also ensure the Family Team Leaders are aware of the preliminary and final approvals granted by the Central Accommodation Team. The Senior Manager of Major Capital Projects and Building Partnerships will begin discussions with the Proponent on any legal agreements that would be required.
2	The CSA gives the request to a Board Estimator.	To prepare the estimate, the Estimator may need to contact the Proponent and/or the school Principal by phone or in person.

3	<p>If a design is not required, the estimator will provide the CSA with the estimate. The CSA will forward the quote to the Proponent, school Principal, SOE and copy the FTL.</p> <p>The Proponent, Principal and SOE either</p> <ul style="list-style-type: none"> i. Approve the estimate and proceeds, ii. modify the scope the project or their budget as required, or iii. Cancel the project. 	
4	<p>If a design is required, the Estimator will give the request to a Board Design Service Administrator, who will assign it to a Board Design Coordinator.</p>	<p>The Design Coordinator will copy the FTL, CSA and Senior Sponsor on all correspondence with the Proponent, the school Principal and SOE and keep him or her informed.</p>
5	<p>The Design Coordinator will obtain a design quote from an external consultant, selected from a Board-approved list, and will oversee the work of the consultant.</p>	<p>The Proponent must first give approval to get the design quote and also pay for the cost of the design.</p>
6	<p>Upon approval from the Proponent, the Principal and SOE on the design, the Design Coordinator forwards the completed design documents to the Senior Manager of Construction and Renewal. The Senior Manager of Construction and Renewal will assign a Project Supervisor or forward the design documents to the Estimator for costing.</p>	<p>Estimates can be from Board in-house Construction or from external contractors.</p> <p>If external estimates are required, a Project Supervisor may become involved to obtain those estimates according to TDSB Purchasing Policy.</p>

7	<p>Estimator will give the project construction estimate to the CSA who will send it to the Proponent, the school Principal and SOE and copy the FTL.</p>	<p>If required, the Estimator or Project Supervisor will meet with the Proponent, the school Principal and SOE to discuss the project construction estimate(s) and detailed scope of work. The FTL is invited to attend the meeting.</p>
8	<p>Once the Proponent, the school Principal and SOE have reviewed the project construction estimate(s), including taxes, they have the following options:</p> <p>For estimates from the Board's Construction department:</p> <ul style="list-style-type: none"> i. accept the estimate and scope. ii. reject the estimate and cancel the project. iii. reduce the scope to fit available funds and then proceed. iv. reject Board staff's in-house estimates and request external estimates. <p>For estimates from external contractors:</p> <ul style="list-style-type: none"> i. accept the estimate and scope. ii. reject the estimate and cancel the project. iii. reduce the scope to fit available funds and then proceed. 	
9	<p>Once the estimate is accepted by the Proponent, the Principal and SOE, the project still requires the final approval from the Central Accommodation Team</p>	<p>At this stage, the Business Process Analyst will manage the final stages of the approvals process with respect to CAT.</p>

	(CAT). The Proponent has to pay the full cost in advance.	Any legal agreements that are required also have to be reviewed and approved by CAT.
10	The project is executed according to TDSB guidelines and procedures (including the Board's Purchasing Policy).	The Project Supervisor will keep the Proponent, the Principal, the SOE, the FTL and the Senior Sponsor up to date about the project schedule.

C. Understanding the Scope of Your Project

Project Costs

The costs of facility and/or grounds upgrades include materials and labour (construction costs), design fees, permit and regulatory fees, and taxes. The full cost of all but the simplest projects involve costs other than just construction. Some projects require specialty work, such as geotechnical investigations and legal surveys.

"Soft costs" (costs other than construction costs) can be as high as 30% of the full cost of the project. For example, if a Proponent has \$100,000 to pay for a project, a conservative assumption would be that \$70,000 is available for the actual construction costs. Try to get a sense early in the project what the soft costs might be. Proponents are responsible for soft costs.

Design Documents

Many projects require formal design documents before they can begin. These design documents communicate what is needed to take a project from the original idea, solidify it through discussions and translate it into drawings for construction. They also allow the client to understand what the full costs will be. Often that means that the scope and/or timelines of the project are changed to fit the budget available.

The design professional (a TDSB-approved consultant) guides the client through the design process and provides professional advice on aesthetics, technical, regulatory, budgeting, and other issues. As well as meeting legal and technical requirements, the design documents define the scope of work and materials to be used and set out the specifications of the construction contract.

Note: All projects to be tendered to external bidders will require design documents.

Note: Because of limited staff resources, the TDSB must contract out design services; it can no longer provide design in-house. Proponents are required to pay for design costs, which can be substantial.

Note: For projects that require design documents, it is not possible to know the full project costs until the design work is done. Proponents need to understand that they could pay for design only to find out that the full cost of the project exceeds their ability to raise all of the money needed. This possible outcome is a risk that Proponents have to assume.

Note: Proponents must bear in mind that external competitive bidding requires formal design documents and that they must also pay costs (if any) for the production of design documents, as outlined in Steps 5 and 6.

D. Paying for Your Project

When design is required, there are two payments required in advance: (i) for the full design cost, and (ii) for the full cost of the construction work.

For work paid by the Proponent, funds must be provided in advance of project construction. Payment will be arranged as per the project's legal agreement.

E. Requesting Work Coordinating Committee

A Requesting Work Coordinating Committee, with representation from all divisions within Facility Services, will meet regularly to review the implementation of this guideline. The purpose of the meetings will be to assess the quality of services being provided to schools, troubleshoot, and resolve issues, and to identify, implement, and document process improvements.

Related Documents

- [GU.FAC.051 Requesting Work for School-Funded Projects](#)
- [GU.FAC.045 Requesting Work for Tenant-Funded Projects](#)
- [Facility Services Work Request Form](#)
- [Viability Review Request Form](#)