

**Viability Review:
Terms of Reference – Full Day Kindergarten Play Area**

Approved by the Capital Strategy and Property Management Committee (CSPM):
February 23, 2016

Project Name: Full Day Kindergarten (FDK) Play Area
School Name: Church Street Public School
Project Number: VR020
LOI: 236

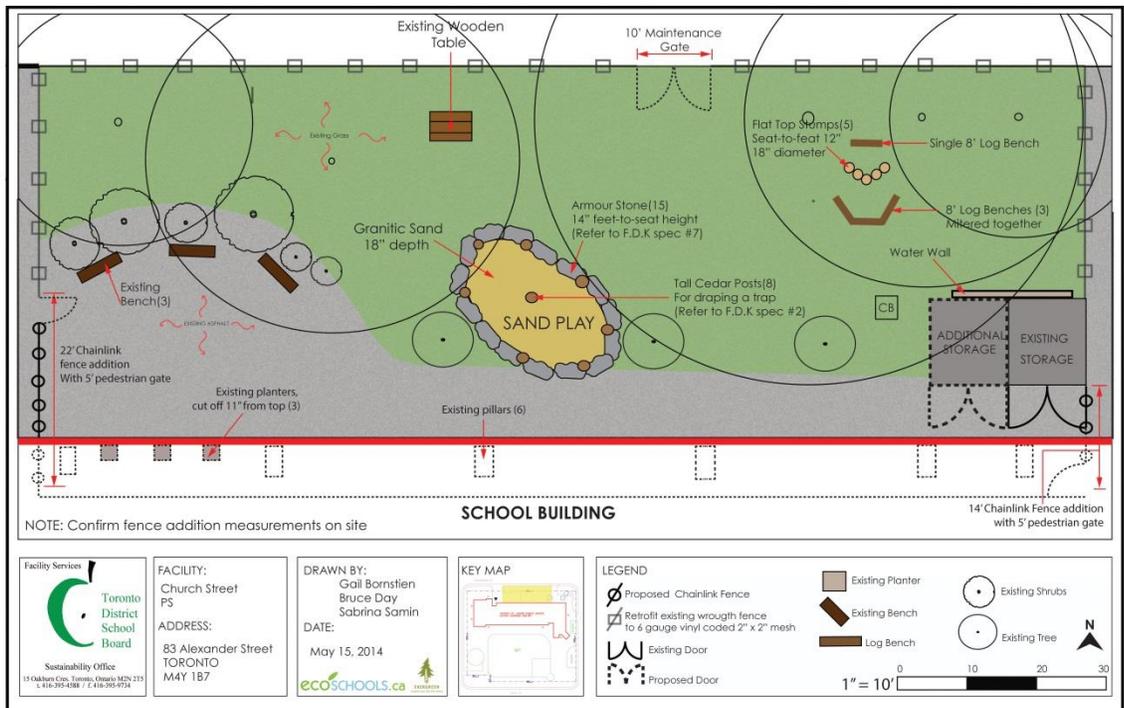
Background

In 2014, Gail Bornstein and Bruce Day from the Sustainability Office in Facility Services worked with the Principal and teachers to develop a design for a new full day kindergarten play area planned for the front of the school. The design is shown in Figure 1.

Since the budget for making capital improvements associated with full day kindergarten is extremely limited, there was only enough money allocated to the school to improve the fencing at the front of the school to make the space safe for students to use.

The improvements to the fencing were completed in 2014. Since all of the allocated funds were spent, the project did not go any further at that time.

Figure 1: FDK Area Design Completed in 2014



At a later date, the Design department was asked to support the development of a master plan for the school ground that would guide the investment of new funding associated with a development south of the school property.

It was at this time that the FDK design was incorporated into the master plan as one component of a much larger anticipated project. The intent was to move forward with the FDK project as part of the larger project using funding from the development.

By June 2015, there emerged a disagreement between central staff and the school playground committee about the surfacing of the main playing field on the south side of the school building. Attempts were made to resolve difference of opinion through the autumn, including the engagement of a third-party expert to review options.

In early January 2016, an attempt was made to proceed with detailed design for the entire master plan with the intent of going to tender by February for summer construction. At that time, it became clear there are significant unresolved issues, including questions related to decision-making and money that need to be dealt with before detailed design can proceed.

In an effort to attempt to find a way to proceed with some of the project in 2016, staff was asked to try to move forward with original FDK component of the project this year.

The purpose of the following terms of reference is to outline the steps that will be required to prepare construction drawings for the FDK component of the project, and to proceed with construction in 2016.

Terms of Reference

Capital Strategy and Property Management authorizes the FDK component of the project proceeding provided the following Terms of Reference are followed. This document outlines the key project steps and milestones that need to be achieved. Each completed milestone should be submitted to Erin Wood (erin.wood@tdsb.on.ca).

If the Principal and Superintendent would like to make changes to the Terms of Reference, they would need to be approved by CSPM.

- 1. FDK Staff Playground Committee** – The school must establish a small staff committee to provide input on the design of the FDK play area. The staff committee should be chaired by the Principal and include teachers and early childhood educators using the space and the school’s Family Team Leader.

1st Milestone: Submit a completed copy of the Terms of Reference Acknowledgement Form (Appendix 1) to Erin Wood (erin.wood@tdsb.on.ca).

- 2. Accessibility for Ontarians with Disabilities Act (AODA)** – As of January 1, 2016, the AODA Design of Public Spaces standards¹ are now in effect for all redevelopment and new development in the public sector, including school boards. The standards require that consultation be undertaken to confirm which accessibility requirements should be considered. This consultation is intended to be undertaken by the Principal prior to the commencement of the design process. Additional requirements prescribed in the standard that are applicable to your site will be outlined through your consultations with the Design Coordinator.

Reference: Integrated Accessibility Standards, O. Reg 413/12, s. 6.
<https://www.ontario.ca/laws/regulation/r12413>

2nd Milestone: Submit a completed copy of the Accessibility for Ontarians with Disabilities Act (AODA) Consultation Form (Appendix 2) to Erin Wood (erin.wood@tdsb.on.ca). The project cannot continue to the next stage until the first and second milestones are submitted.

- 3. Review and approval of the schematic design** – Once the first two milestones have been completed and submitted, the Design Coordinator and an external landscape architect (LA) from JSW+ Associates will hold one meeting with the staff committee to review the original schematic design shown in Figure 1 and discuss the outcome and implications of the AODA consultation. Based on the feedback from the committee, and direction from the Design Coordinator, the LA will update the schematic design. The new design will then be sent to the Principal for review.

3rd Milestone: Submit a completed copy of the Schematic Design Approval Form (Appendix 3) to Erin Wood (erin.wood@tdsb.on.ca). When the Principal has approved the plan and submitted the form, the development of the construction documents, including drawings and details, can begin.

- 4. Preparation of construction documents** – The LA will work with the Design Coordinator to prepare construction documents, including drawings and details. The drawings will then be sent to the Principal for review.

4th Milestone: Submit a completed copy of the Construction Documents Approval Form (Appendix 4) to Erin Wood (erin.wood@tdsb.on.ca). When the Principal has approved the documents, and submitted the form, the project is ready to proceed to the next stage.

- 5. Establish project cost and construction schedule** – Once the construction documents are approved, they will then be used to determine project costs. At the same time, a construction schedule will be established.

¹ Accessibility standards are laws that government, businesses, non-profits, and public sector organizations must follow to identify and remove barriers in order to improve accessibility for persons with disabilities.

- 6. Capital Strategy and Property Management Committee (CSPM)** – Before the project can proceed to construction, the project plan (including schematic design, construction documents, cost estimates and construction schedule) must be submitted to the CSPM committee for approval.

If CSPM has any concerns, the plans may have to be modified before the project can proceed to construction. In addition to approving the plans, CSPM must approve the construction schedule.

CSPM may prescribe additional conditions for approval, which may result in a longer implementation timeline and additional fees.

- 7. Construction** – Once the CSPM committee has approved the project plan as outlined in Step #6, the construction stage can move forward. Given the scale of the project, it is anticipated that in-house construction trades will do the work.

While a space has been reserved for the project in the 2016 construction schedule, there is not a guarantee that the project will go ahead this year. If the project moves through the steps outlined above slowly, or if CSPM has concerns with the project plan, then the implementation could be delayed until 2017.

- 8. Implementing the other components of the master plan** – When the project plan for the FDK phase has been approved as outlined in Step #6, Terms of Reference will be developed for the remainder of the master plan.

9. Clarifying roles and the decision-making authority

The Terms of Reference outlined above attempts to set forth a process whereby the Principal, teachers and early childhood educators have an opportunity to provide significant input into the outcome of the project.

The role of the central technical staff assigned to the project is to help guide school staff through the process, and to seek their advice. It is important to understand that the central staff members are ultimately responsible for ensuring that all choices made meet the TDSB's design guidelines and will be successful and sustainable over the long term.

Central technical staff members are accountable to the Capital Strategy and Property Management Committee to whom they have to justify the recommended design and whose approval is necessary for the project to move forward.

Appendix 1

Terms of Reference Acknowledgement Form

The Principal and Superintendent of Education of **Church Street Public School** acknowledge that they have reviewed the Terms of Reference set out by CSPM and agree to follow them to the best of their ability.

Date: _____

Principal Name: _____

Superintendent of Education Name: _____

FDK Staff Playground Committee Members

Please indicate the names and roles of the staff that will be involved in reviewing the schematic design as outlined in Step #3.

Name	Role <i>(e.g., teacher, early childhood educator, Principal)</i>

The school’s Principal must submit the Terms of Reference Acknowledgement Form.

To submit scan or take a photograph of the signed acknowledgement form and email the file to erin.wood@tdsb.on.ca.

Appendix 2

Accessibility for Ontarians with Disabilities Act (AODA) Consultation Form

The AODA² specifies that public sector organizations must consult on the needs of children and caregivers with various disabilities when designing an outdoor play space. By completing the following form the Principal at **Church Street PS** will provide information which will help in developing a design that meets the needs of all users. In addition, this form will serve as an acknowledgement that these consultations have been completed.

Date: _____

Principal Name: _____

Principal's Signature: _____

1. Has your school consulted on the needs of children and caregivers with various disabilities for this project?

Yes

No

2. In what ways did your school consult with children and caregivers with various disabilities? Please describe (e.g., staff meeting, school council, surveys etc.)

3. As a result of your consultation, which features did your community feel would be important to integrate into the design as a way to make the project more accessible? If you have any questions about possible features, contact erin.wood@tdsb.on.ca.

The school's Principal must submit the AODA Consultation Form.

To submit scan or take a photograph of the signed form and email the file to:

erin.wood@tdsb.on.ca.

² For AODA details see: *Integrated Accessibility Standards*, O Reg 191/11, s. 80.18-80.20
<https://www.ontario.ca/laws/regulation/110191>

Appendix 3

Schematic Design Approval Form

The Principal, Superintendent, and Design Coordinator acknowledge that they have reviewed the **Church Street PS Schematic Design** and approve the design.

Date: _____

Principal's Name: _____ **Signature:** _____

Superintendent's Name: _____ **Signature:** _____

Design Coordinator's Name: _____ **Signature:** _____

Once this form contains all of the required signatures the school's Principal must submit this form and the schematic plan. To submit scan or take a photograph of the signed form and schematic plan and email the file to erin.wood@tdsb.on.ca.

Appendix 4

Construction Documents Approval Form

The Principal, Superintendent, and Design Coordinator acknowledge that they have reviewed and approve the **Church Street PS Construction Documents**.

Date: _____

Principal's Name: _____ **Signature:** _____

Superintendent's Name: _____ **Signature:** _____

Design Coordinator's Name: _____ **Signature:** _____

Once this form contains all of the required signatures the school's Principal must submit this form and the construction documents. To submit scan or take a photograph of the signed form and documents and email the file to erin.wood@tdsb.on.ca.