

PROJECT BRIEF

DUCHESS PARK SECONDARY
SCHOOL DESIGN-BUILD PROJECT

PRINCE GEORGE, B.C.

TABLE OF CONTENTS

1. Introduction	3
1.1 Purpose of the Project Brief.....	3
1.2 The Opportunity	3
1.3 The Design-Build Approach.....	3
1.4 Purpose of the Request for Qualifications	4
1.5 Introduction to the Board of Education of School District No. 57 (Prince George).....	4
1.6 Project Team	4
2. Project Site and Scope	5
2.1 Project Site.....	5
2.2 Project Scope	5
2.3 Project Objectives and Desired Outcomes.....	6
2.4 Requirements for a Successful Proponent	7
3. Competitive Selection Process.....	8
3.1 Request for Qualifications.....	8
3.2 Request for Proposals	9
3.3 Design-Build Contract.....	9
4. General	9
4.1 Transparency of the Selection Process.....	9

1. INTRODUCTION

1.1 Purpose of the Project Brief

This Project Brief has been issued by the Board of Education of School District No. 57, Prince George, (“Prince George School District”), and is intended to provide an overview of the proposed design-build Project for Duchess Park Secondary School in Prince George.

This Project Brief, and all comments included in it, is intended only as a convenient summary of the Project and the anticipated Procurement Process. **The Project Brief is not included as part of the Request for Qualifications (RFQ) or the anticipated subsequent Request for Proposals (RFP), and is not intended to be included with, or referred to in any way in interpreting the requirements of, the RFQ, the RFP, the anticipated Design-Build Contract, or to in any way define or describe any party’s rights with respect to the Project.**

1.2 The Opportunity

This Project will be procured through a two-stage procurement process initiated by the issuance of an RFQ which will result in a short-list of not more than three Proponents. These shortlisted Proponents will be invited to submit a response to an RFP on a Design-Build Contract based on detailed performance specifications provided by the Prince George School District. The Design-Build Contract will be included in the RFP to assist Proponents in their project costing efforts and will include a list of milestone payments upon which the successful Proponent can expect to be paid during the course of the Project.

1.3 The Design-Build Approach

The Prince George School District undertook an analysis of procurement options to determine which procurement model could deliver best value for taxpayers’ dollars and meet the Project objectives. Given the size and scope of the Project, it was determined that the design-build procurement model would best meet Project objectives. The design-build model is a relatively new form of procurement for both the education sector and the Prince George School District. It is anticipated, however, that the design-build process will provide more flexibility to the successful proponent and allow for innovation in the provision of this Project in areas such as: mechanical systems designed to provide for improved lifecycle costing; provision of innovative approaches for specialized space use, such as gymnasiums, music and shop facilities; and office space. Through the design-build process, the Prince George School District expects to achieve:

1. Cost and schedule certainty.
2. A school designed and constructed to meet the needs of this community and its students now and into the future.
3. A school with a functional design life of not less than 50 years.

4. A school designed and constructed with the purpose of paying attention to the details of day-to-day operations, short and long-term maintenance, minimized operational and maintenance costs and issues, optimized lifecycle costs, and addresses critical student safety issues.
5. A school designed to fit with the character of the community and which allows optimal use by the community.

1.4 Purpose of the Request for Qualifications

The purpose of the RFQ is to invite interested parties to submit responses indicating their interest in, and qualifications for, the Project. Based on these responses, the Prince George School District intends to select, in accordance with the terms of the RFQ, a short-list of up to three Proponents to be invited to participate in the next stage of the Competitive Selection Process, the RFP stage.

1.5 Introduction to the Board of Education of School District No. 57 (Prince George)

The authority sponsoring this project is the Board of Education of School District No. 57 (Prince George) (the “Board”). It is one of the sixty Boards of Education established by the provincial government to provide public education services within the Province of British Columbia. The Prince George School District is the largest of those situated outside of the Lower Mainland and Capital Region.

The Board operates 50 public schools that serve 15,000 students in a geographical area that extends from Valemount in the East, Hixon to the South, the Pine Pass in the North and Bednesti in the West. Duchess Park Secondary School resides on a site that has significant historical significance for the City of Prince George. It is located in the Crescents neighborhood that rests on the perimeter of the downtown core.¹

Additional information about the Board is available at www.sd57.bc.ca

1.6 Project Team

The Board has engaged Partnerships British Columbia Inc. (“Partnerships BC”) to manage the Competitive Selection Process for this Project.

The Board has established a project management team (the “Project Team”), directed by a Project Manager. The Project Manager will evaluate performance and assist the successful Proponent during the design and construction phases of the Project.

¹ Site maps of the City of Prince George are available for viewing at <http://www.city.pg.bc.ca/pgmap/>.

2. PROJECT SITE AND SCOPE

The new school will be built to accommodate 900 students and will be located on the unused portion of the site of the current secondary school. It is anticipated the cost of the completed school will be in the range of \$30 million.

The current Duchess Park Secondary School offers the following educational programs to students in grades 8 to 12: a regular program of studies for catchment and non-catchment area students; a French Immersion program; and the secondary component of the programs provided by the Board of Education of School District No. 93 (Conseil Scolaire Francophone de la Colombie-Britannique). The school provides service to 729 regular students, 21 special needs students, 144 French immersion students and 34 students from School District No. 93. There are 77 staff members working at the school.

2.1 Project Site

The Project will be constructed at 2371 Ross Crescent, Prince George, B.C. on PID 008-213-224 Lot A District Lot 343 Cariboo District Plan 24451. The site is zoned P1 (public institutional) and there are presently encumbrances in the manner of a land use contract between School District No. 57 and the City of Prince George. Application has been made with the City to discharge this contract and it is anticipated this will be completed before the start of the Project. There is also a telephone company right-of-way on the site but it is not expected it will interfere with the Project.

It is anticipated that the new school will be situated on the site previously occupied by the former King George V Elementary School and the Central Administration Office of School District No. 57 (Prince George). Both of these buildings have been demolished and removed from the site.

The site is shared by a building that at one time served as the School District distribution warehouse but now houses an indoor soccer facility leased to the City of Prince George. This building must be accommodated in the planning for the school. Specifically, the successful Proponent will be responsible for providing the building with an independent electrical supply and a shared parking lot with the school.

2.2 Project Scope

Ministry of Education guidelines provide for a total minimum allowable space for this Project of 9,590 square meters. The successful Proponent will be required to build a facility that will contain space for the following areas:

- Administration;
- Multi-purpose;
- Health;
- Special education;
- Counselling;
- Mechanical space;

- General storage;
- Gym activity;
- Instructional and classrooms;
- Gym ancillary;
- Francophone instructional space; and
- Media/tech center.

The school population has stabilized at 900. It is not intended that the new school should be built to consider expansion.

Aside from the construction of a new school building to accommodate 900 students, the successful Proponent will be required to provide bus and traffic lanes (i.e., loops and drop-offs) comprising spaces for four regular-sized buses, three special needs buses, and five to 28 passenger buses. A parking area will also be provided for students who drive to school.

The successful Proponent will provide, as a minimum, the following areas on site:

- Bus loop drop-off and pickup;
- Staff parking;
- Student parking to be shared with the warehouse;
- Playing field for soccer, football and baseball;
- Basketball court;
- Tennis courts; and
- Outside storage for the shops program, with a covered work area.

The successful Proponent will also be responsible for:

- Undertaking the design and construction of the school and the related amenities;
- Applying for, and obtaining, permits (including development permits) and variances (if required);
- Engaging in community relations activities for the duration of construction; and
- Ensuring neighboring properties are not unduly affected by the construction.

Once the new school is constructed, the existing school will be demolished and removed. This could be included in the scope of this Project.

Any requirement for Leadership in Energy and Environmental Design (“LEED”) certification will be addressed in the RFP.

2.3 Project Objectives and Desired Outcomes

The School District’s Project objectives and the corresponding desired outcomes are presented in the table below:

PROJECT OBJECTIVES	DESIRED OUTCOMES
State of the Art 900-Student Secondary (grades 8-12) School	<ul style="list-style-type: none"> • A triple track school that provides a wider variety of programming than is normal for a school of its size and location.
Forward-Thinking (Future-Oriented)	<ul style="list-style-type: none"> • The facility needs to be designed to incorporate the programs that meet the needs of a diverse school community, rich in tradition for academic and athletic excellence; a school that provides service to a cross section of clients with differing socio-economic situations.
Value for Money	<ul style="list-style-type: none"> • A Project that meets the Board's stated financial commitment and maximizes the value of each dollar spent to build the facility.
Integrated Services of Two Public Boards of Education	<ul style="list-style-type: none"> • A facility that involves the program requirements of both Prince George School District and School District No. 93 (Conseil Scolaire Francophone de la Colombie-Britannique). Integrating these environments requires a creative solution that recognizes the unique needs of an independent yet communal learning environment
Optimized Academic and Athletic Opportunities	<ul style="list-style-type: none"> • A school that embraces and promotes the "success for all" philosophy, where student achievement, including athletic opportunities, is available to all of its students.
Project Completed in 2010	<ul style="list-style-type: none"> • Complete the Project in a timely fashion to realize benefits for students, staff and the community.

The Board will provide comprehensive performance specifications that must be included in any design that is to be approved. The successful design will support community initiatives with respect to Prince George's recognized status as B.C.'s Winter City² and will demonstrate a commitment to using as many sustainable resources on the Project as possible.

2.4 Requirements for a Successful Proponent

The successful Proponent will likely have both construction and design experience with schools or similar public institutions and:

- Be familiar with the operations and requirements of School Boards and the Ministry of Education.
- Be capable of scheduling complicated projects.

² For information on the Winter Cities Working Group see <http://www.initiativespg.com/spiritofbc/default.asp?TID=04063021512457>.

- Have design-build experience that shows an ability to exploit the flexibility of the design-build process and include innovation in areas such as mechanical systems designed to provide for improved lifecycle costing, and the provision of innovative approaches for specialized space use such as gymnasiums, music and shop facilities, and office space.
- Understand the processes for remediation of construction sites.
- Be capable of appropriately assessing and quantifying the risks, and providing a firm fixed price for the performance of the work.

The successful Proponent will recognize that under the Design-Build Contract its responsibilities will include, but not be limited to, the following:

- The provision of a qualified and experienced consulting team of architects and engineers to design the facility and the surrounding grounds so that they conform to, or surpass, the Performance Specifications that will be provided in the RFP.
- Presenting a Project schedule and plan that demonstrate the necessary management skills for the construction component of the work that will deliver a facility on time, on budget and, at a minimum, conforming to the performance specifications included in the Design-Build Contract.
- Provide evidence of the financial capacity of the entire design-build team for a project of this size and scope.

3. COMPETITIVE SELECTION PROCESS

This Project will be procured through a two-stage procurement process initiated by the issuance of an RFQ.

A short-list of not more than three Proponents will be invited to respond to an RFP based on a Design-Build Contract.

The Design-Build Contract will be included in the RFP to assist Proponents in their project costing efforts and will include a list of milestone payments upon which the successful Proponent can expect to be paid during the course of the Project.

3.1 Request for Qualifications

The objective of the RFQ stage is to identify and select Respondents who have successfully demonstrated that they are best qualified to complete the Project and achieve the objectives and desired outcomes as stated by the Board.

The Board intends to select a maximum of three Respondents who will then be invited to submit proposals based on the specifications that will be indicated in the RFP.

3.2 Request for Proposals

Proponents who are short-listed at the RFQ phase will then be invited to submit proposals based on the performance specifications and requirements included in the RFP. The RFP will detail the business opportunity that the Proponents are invited to submit proposals to.

3.3 Design-Build Contract

It is anticipated that the RFP will describe a collaborative process to provide the opportunity for Proponents to have input into a variety of topics including design, services, and the draft Design-Build Contract.

With respect to the Design-Build Contract, a process is anticipated that is similar to the following:

- a. The Project Team will invite each Proponent to review the draft Design-Build Contract as attached to the RFP, and then meet confidentially and separately with the Project Team to discuss any amendments that the Proponent would like to have incorporated into the draft Design-Build Contract.
- b. The Project Team will consider all comments and requested amendments received from the Proponents and amend the draft Design-Build Contract as the Project Team may decide, and then by addendum issue a revised Design-Build Contract as the common basis for the preparation of all proposals from the Proponents.

4. GENERAL

4.1 Transparency of the Selection Process

The RFQ, RFP and addenda will be public documents, although only short-listed Proponents will be invited to respond to the RFP.

At the completion of the procurement process, the Project Team will prepare a summary document that describes the outcome of the procurement process.

The Fairness Advisor will issue reports documenting the procurement process from a fairness perspective that provide an unbiased opinion on the fairness of the entire procurement process.

Both reports will be released publicly.

The entire process is subject to the *Freedom of Information and Protection of Privacy Act* (FOIPPA).