

DRAFT Design/Build/Lease-Back Facilities Checklist

Excerpted from Tools for Schools Action Kit, Health Canada

Date _____ Room/Area _____ School _____
Name _____ Signature _____

To be completed by:

- School Board Members/Administrators
- School Administration
- Facilities maintenance staff
- School Custodial staff
- Contract service providers

Use this checklist with other checklists that apply to specific areas.

Read Health Canada's Tools for schools Action Kit's Introduction, Backgrounder and pages 15-3 to 15-5.

Background

When the operation and maintenance of a DBL school are provided by external sources, the need for specific use plans and needs assessments increases, since the potential for problems will also increase. Clear communication of the intended use, service/maintenance plans and other operational issues is critical to the successful operation of DBL schools.

In addition, the life cycle of DBL facilities can be significantly different from traditional school facilities, since over time, school boards can assume various roles and responsibilities.

Design/Intended Use

A clear statement of the main design criteria for the facility should be provided to ensure the building is suitable for the intended use.

- Classroom occupancy design use criteria are specified.
- School use and operating plans have been developed in close consultation with the school administration and users.
- The school administration has clear operating plans for the facility and protocols for raising issues.
- Ventilation system design criteria and parameters are specified.
- Simplified ventilation system layout drawings and control schematics are provided.
- A facility commissioning plan has been developed and implemented.
- IAQ design goals are defined and assessment criteria are outlined.
- Energy management objectives, strategies, and implications for design/operation/use are clearly defined.

Service/Maintenance

Many relationships related to DBL facility operation may exist. One key issue to address and clearly document involves the roles and responsibilities of the owner, operator and user. Items including commissioning, equipment set points, and emergency response must be addressed or problems will eventually occur that may go undetected or unresolved.

- Service intervals and record-keeping systems are defined.
- Emergency service response plans exist.
- Specifications for all replacement parts, such as filters, are provided.
- Equipment manuals and technical information are available.

- A single point of contact for the school administration is specified.
- Custodial practices and requirements are specified.

Continuity of Process

At some point in time, the ownership, stewardship and/or operational responsibility for DBL facilities may change. It is critical that the "corporate memory" and collective operating experience be preserved to ensure a smooth transition of responsibility. Long-term plans should be developed early to ensure that any turnover of duties or responsibilities is smooth, and that the entities assuming the new roles and responsibilities are fully prepared (physically and financially).

In addition to ensuring that the "Design/Use" and "Service/Maintenance" issues are fully in place, several additional items should be addressed.

- Condition assessments and short/longterm maintenance requirements for building envelope components and building systems are in place.
- Transition training plans for staff are available for implementation.
- An organizational chart and action flowsheets are in place to ensure that roles, responsibilities and procedures are fully documented.

Problem Summary

- All activities on this checklist have been completed and no help is required.

OR

- A list of problems and/or assistance required is attached.