

**DATE:** June 24, 2014

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Alberta Schools Alternative Procurement (ASAP) and Public, Private Partnership (P3) Successes and Challenges (Response to Request for Information #023)

**ORIGINATOR:** David Fraser, Executive Director Corporate Services

**RESOURCE STAFF:** Ken Erickson, Terri Gosine, Roland Labbe, Garry Padlewski, Larry Schwenneker

**REFERENCE:** April 22, 2014, Board Meeting (Trustee Martin)

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#### **ISSUE**

The following information was requested:

Provide information on the successes and challenges experienced working within a P3 model for the ASAP schools.

#### **BACKGROUND**

ASAP is a program that the Alberta Government developed to reduce delivery time and cost of building new schools. A P3 project bundles school construction along with the financing and maintenance over a 30 year life span. After 30 years the maintenance of the school is returned back to the District.

A total of nine schools have been received by the District under this program. Esther Starkman, Florence Hallock, A. Blair McPherson, Johnny Bright, Dr. Donald Massey and Elizabeth Finch were the six schools received by the District in 2010. Major-General Griesbach, Bessie Nichols and Michael Strembitsky schools were received in 2012.

#### **CURRENT SITUATION**

Since the inception of the ASAP schools, Edmonton Public Schools (EPSB) staff have encountered challenges and successes with the changes resulting from the ASAP and P3 structure.

#### **KEY POINTS**

The successes are identified as:

- The schools were constructed in a short timeline allowing EPSB to provide nine new schools to serve developing neighbourhoods.
- The traditional method of design-build would not have provided the schools in the same time frame.
- Since each school was the same standard design, over time the contractor became more efficient with the construction.
- Unique, individually designed schools would have resulted in higher architectural costs.
- In the ASAP I and ASAP II programs all schools were built identical in design and programming.

The challenges are identified as:

- A great deal of time was required clarifying the roles of EPSB staff, Alberta Infrastructure staff and the third-party maintenance provider contractor staff.
- The process for schools to request maintenance, repair or modifications must occur with the third-party maintenance provider, rather than through the standard Facilities Service Order desk. There are times when responsibility is not clear and emergent work is delayed.
- The third-party maintenance provider does not employ a full complement of trades staff. When a problem arises or a modification is requested, the maintenance provider requires an external trade contractor to assess a problem or provide a modification quote prior to determining cost and timeline for the repair or modification.
- Changes or modifications to the building or its equipment require the cost of the item, cost of the modification and cost of maintenance for the remainder of the contract until the school is turned over to EPSB. This makes the cost of changes appear as inflated.

#### **ATTACHMENTS & APPENDICES**

N/A

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