WALLED LAKE CONSOLIDATED SCHOOL DISTRICT
Walled Lake, Michigan

AGENDA
Special Meeting of the Board of Education
August 8, 2024

Notice:
The Walled Lake Schools' Board of Education will hold an in-person Special Meeting on Thursday, August 8, 2024, at 6:00 p.m. in the Marc A. Siegler Boardroom at the Educational Services Center. The purpose of this meeting is for a Board workshop and the consideration of business items.
***
Persons with disabilities needing accommodations for effective participation in the meeting should contact the Superintendent's office
at 248-956-2011 to request mobility, visual, hearing, or other assistance.
***
Amendment Notice: Agenda Item #9, Intergovernmental Agreement for Alumni Pathways for Employment Outcomes, has been removed.

Notice and agenda posted on Friday, August 2, 2024.
Amendment Notice posted on Monday, August 5, 2024.

Place: Educational Services Center 6:00 PM
850 Ladd Road
Walled Lake, MI 48390

1. **CALL TO ORDER**
2. **PLEDGE OF ALLEGIANCE**
3. **WORKSHOP**
   a. **Introductions**
   b. **MASB Superintendent Evaluation and Rater Reliability Workshop** **3**
4. **PUBLIC COMMENTARY**
5. **ADMINISTRATIVE COMMENTARY**
6. **BOARD COMMENTARY**
7. **CONSENT AGENDA**
   a. Purchases (Under $50,000)
      1) Hudl, WL Central, Western, and Northern High Schools athletic live stream video system, 1-year Annual Subscription Renewal, $30,900.00 – General Fund 141

8. **BID AWARDS**
   a. Central High School and Western High School Pool Change Orders - 2019 Bond Fund 147
9. **RESOLUTION: NON-HOMESTEAD OPERATING MILLAGE RENEWAL PROPOSAL** **175**

The Board has determined that it is necessary for the continuing operation of the School District to replace, restore, and extend the authority to levy certain operating mills and increase the prior authority to protect against the impact of future rollbacks under the Headlee Amendment, as described in the Operating Millage Replacement Proposal and directs the Superintendent to take all necessary steps to have the language in Exhibit A appear on the November, 2024 ballot.

10. **RESOLUTION: OWNERS REPRESENTATIVE - RFP** **178**

After a thorough analysis, the School District is desirous of hiring and appointing Plante

Moran, to act as the School District's Owner's Representative for the Bond Issue; and the School District is desirous of authorizing the Superintendent of the School District, Dr. Michael Lonze, or his designee, to negotiate the terms and conditions of the contract with Plante Moran.

11. **ADJOURNMENT**

Notice of Nondiscrimination

In compliance with Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and the Americans with Disability Act of 1990, it is the policy of the Walled Lake Consolidated School District that no person shall, on the basis of race, color, religion, national origin or ancestry, sex, age, disability, height, weight, political belief, military service or marital status be excluded from participation in, be denied the benefits of, or be subjected to discrimination during any program or activity or in employment. For information contact the District Compliance Officer, at 248-956-2023.

MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

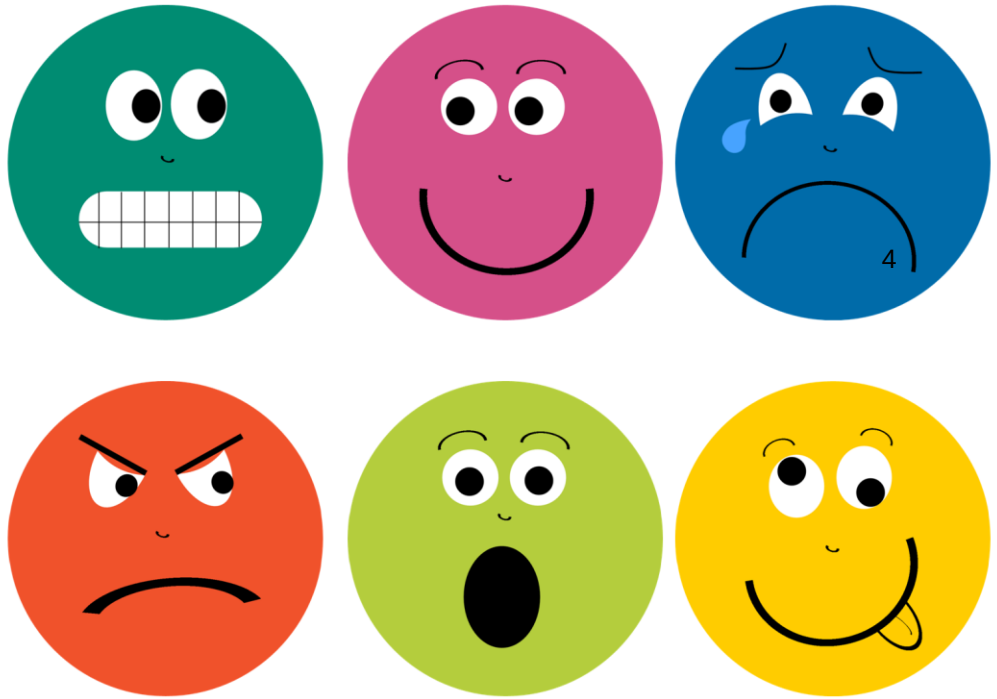
SUPERINTENDENT EVALUATION TOOL TRAINING
EVALUATION PROCESS AND RATER RELIABILITY

Meets the 2024-25 Law Requirements

Any Feelings About Evaluation?

When I think about evaluating the superintendent, I feel . . .

- Uncertain of how to evaluate a trained, professional educator
- Concerned about open, honest dialogue
- Don’t like conflict
- I’m fine with it!



The Superintendent Evaluation Process
Strengthening the Board-Superintendent Relationship
Illinois School Board Association, 2014

Relevance to You

- **Reduce confusion and tension** among board members and with the superintendent
- **Keep the focus on what is most important** for your students in your district
- **Be confident** that you are executing your duties properly and living up to the trust your community has placed in you
- **Limit the risk of lawsuit** to the school district

Evaluation Should be Developmental

- A good evaluation process will help to further develop knowledge and skills of the Superintendent
- Performance expectations can be clarified and prioritized
- It provides mechanism for feedback, which is both appreciated and valuable
- It links superintendent's work to district goals

Learning Targets

- Understand Board requirements and requirements in the law
- Describe indicators of superintendent job performance
- Identify possible artifacts and evidence
- Establish and plan for a rational cycle and check points
- Understanding of how to collectively rate the performance of a superintendent using the MASB Superintendent Evaluation Tool
- Practice using the evaluation criteria to establish consistency in evaluators to satisfy the calibration requirement for board members

Board Requirements

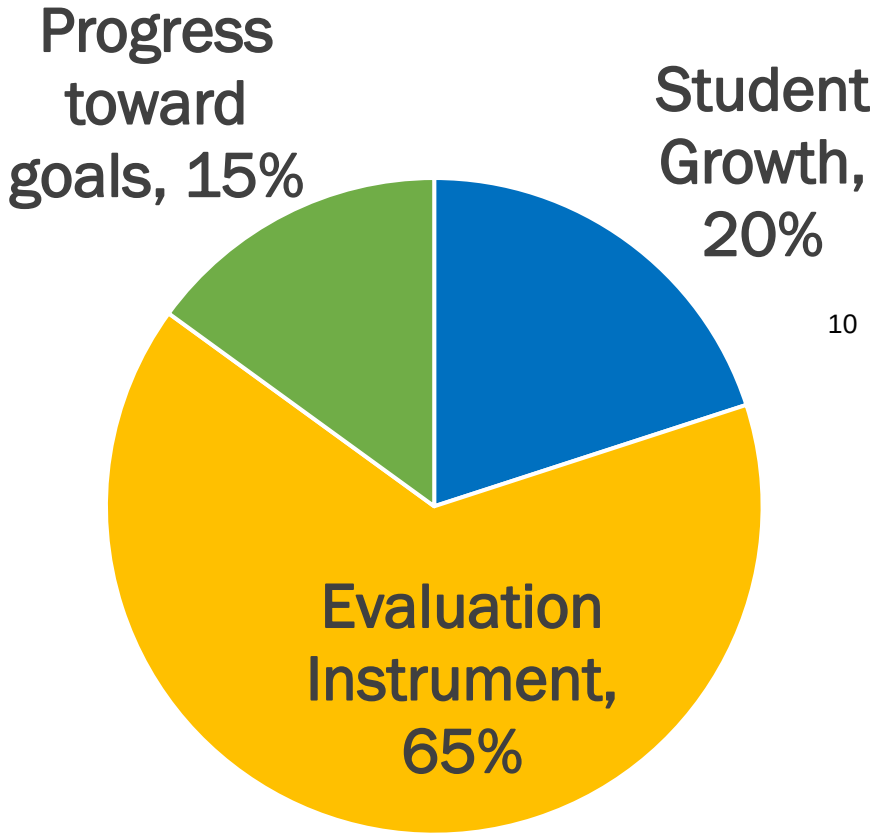
- The **Board as a whole**, provides oversight and governance to the District, generally speaking as ONE VOICE.
- The Board evaluates only **ONE employee**
- The Board evaluates the superintendent's performance annually using a **research-based tool** and it is reported in the REP (Register of Educational Personnel)
- The Board is required to have **TRAINING** on this process and rater reliability

The Law

- Evaluate superintendent **annually**
- **Assign a rating** of effective, developing, or needing support
- Hold a **Mid-Year Progress Report Review** each year the superintendent is evaluated

Composition of the MASB Tool

- The law specifies that 20% of the tool is student growth and assessment data or student learning objectives metrics
- The rest of the tool must be “objective criteria”
- The MASB tool specifies that 65% is professional practice (research based)
- The MASB tool specifies that 15% is progress on goals (defined by the district and superintendent)



Student Growth and Assessment Data

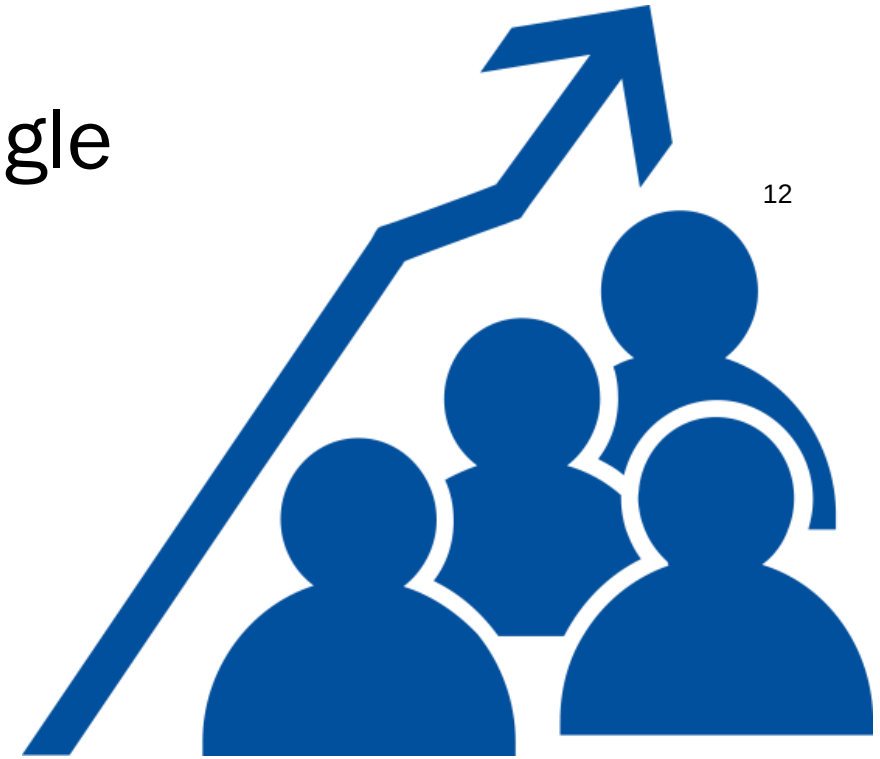
- Must include multiple rating categories with student growth and assessment data, or student learning objectives metrics, or combination of both

- Decided locally

- It may be appropriate to aggregate from building/teacher level to district level (utilize teacher measures aggregated up to the superintendent)

Student Growth

- Student growth measures the amount of student academic progress between two points in time.
- The data considered must be from a single group of students:
  Last year's 4th graders ▶
  This year's 5th graders
- Student Growth is different than Student Proficiency



Student Learning Objectives

- Measurable, long-term academic goals
- Informed by available data
- Teacher or teacher team sets at the beginning of the year for all students

Legal Requirement - Mid-Year Progress Report

- Superintendent is provided a midyear progress report each year that they are evaluated to gauge improvement from the preceding evaluation and to assist with improvement.
- The midyear progress report must include:
  - Specific performance goals for the remainder of the calendar year
  - Goals should be developed consulting with the Superintendent
  - Include any recommended training identified that would assist in meeting these goals.
- A written improvement plan is provided that includes these goals and training and is designed to assist in improving performance

Legal Requirement - Training

- All evaluators of administrators are to be provided **Rater Reliability Training** by September 1, 2024 and every 3 years thereafter that includes:
  - Clear and consistent set of evaluation criteria that all evaluators can use when assessing performance.
  - Clear expectations for what evaluators should look for when assessing performance, including identifying key behaviors and practices that are associated with effectiveness.
  - Training on the evaluation process itself
  - Calibration exercises that help evaluators practice using the evaluation criteria and establish consistency in the evaluator's evaluations.
  - Ongoing support for evaluators, including feedback and coaching to help the evaluators improve their skills and ensure they are consistently applying the evaluation criteria

Legal Requirement - Unevaluated

Designated as UNEVALUATED:

- The Superintendent worked less than 60 days in that year.
- The Superintendent's evaluation results were vacated through the appeal process.
- There are extenuating circumstances and the Superintendent, and the school district agree to designate the Superintendent as unevaluated because of the extenuating circumstances.

If a Superintendent is designated as UNEVALUATED, the Superintendent's rating from the year immediately before that designation must be used if both of the following are met:

- The Superintendent is in the same position in the year before the Superintendent received the unevaluated designation.
- The Superintendent continues to be employed by the same school district as the year before

Legal Requirements

Rated effective (or HE) on three consecutive annual evaluations:

- Board may choose to conduct an evaluation **biennially instead of annually**
  - Off years still report as effective in the REP
  - If evaluation slips below effective, or if evaluator changes for a building level administrator, the evaluation must be conducted annually

Rated as Developing or Needing Support:

- Board must develop and require the Superintendent to **implement an Improvement Plan** to correct deficiencies
  - The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the Superintendent on the Superintendent's next evaluation

Legal Requirements

- The **CONTRACT** governing the employment of a superintendent must include an appeal process concerning the evaluation process and rating received

<u>DON'T FORGET that the evaluation process also must comply with:</u>

- The **Open Meetings Act** – the evaluation can be done in closed session at the superintendent's request

- The **Freedom of Information Act** – the final evaluation approved in open session will be subject to FOIA

Required Postings on District Website

- ✓The research base for the evaluation system
- ✓The identity and qualifications of the author or authors
- ✓Either evidence of reliability, validity and efficacy or a plan for developing that evidence
- ✓The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators
- ✓A description of the processes for collecting evidence, conducting evaluation conferences, developing performance ratings and developing performance improvement plans
- ✓A description of the plan for providing evaluators with training

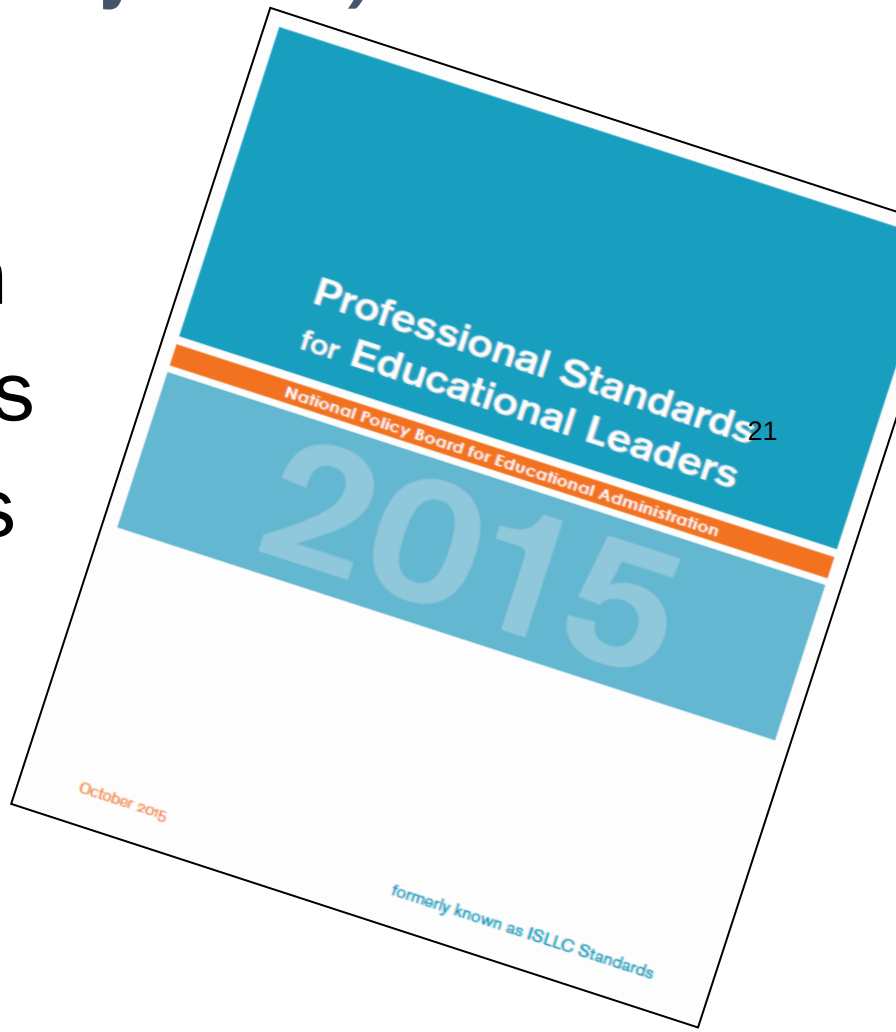
Simply link to http://www.masb.org/postingrequirements

Research Based:

What Do Effective Superintendents Do?

Professional Standards for Educational Leaders (2015) (formerly ISLLC)

- Two-year process
- Substantial involvement of the profession
- Over 1,000 practicing educational leaders
- NSBA, AASA, NAESP, NASSP contributions
- Extensive review of research
- Multiple committees
- Vetting and public comment



National Policy Board for Educational Administration

Standards – *The Drivers*

Standard 1. Mission, Vision and Core Values

- Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education, academic success and well-being of *each* student.

Standard 2. Ethics and Professional Norms

- Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standards – *The Drivers*

Standard 3. Equity and Cultural Responsiveness

- Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 10. School Improvement

- Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Standards – *The Core*

Standard 4. Curriculum, Instruction and Assessment

- Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students

- Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Standards – *The Supports*

Standard 6. Professional Capacity of School Personnel

- Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

- Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standards – *The Supports*

Standard 8. Meaningful Engagement of Families and Community

- Effective educational leaders engage families and the community in meaningful, reciprocal and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management

- Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Second Study - School District Leadership That Works

Mid-Continent Research for Education and Learning

- Meta-analysis (research on the research)
- 27 studies - 2,817 districts and 3.4 million students

KEY FINDING

District-level **leadership** and **length of superintendent tenure** has an impact on student achievement

Key Finding - Collaborative Goal-Setting

- Effective superintendents include all relevant stakeholders, staff, board, and administrators in **establishing** district goals, achievement and instructional goals and **monitoring** these goals to ensure that they are the driving force behind district actions.

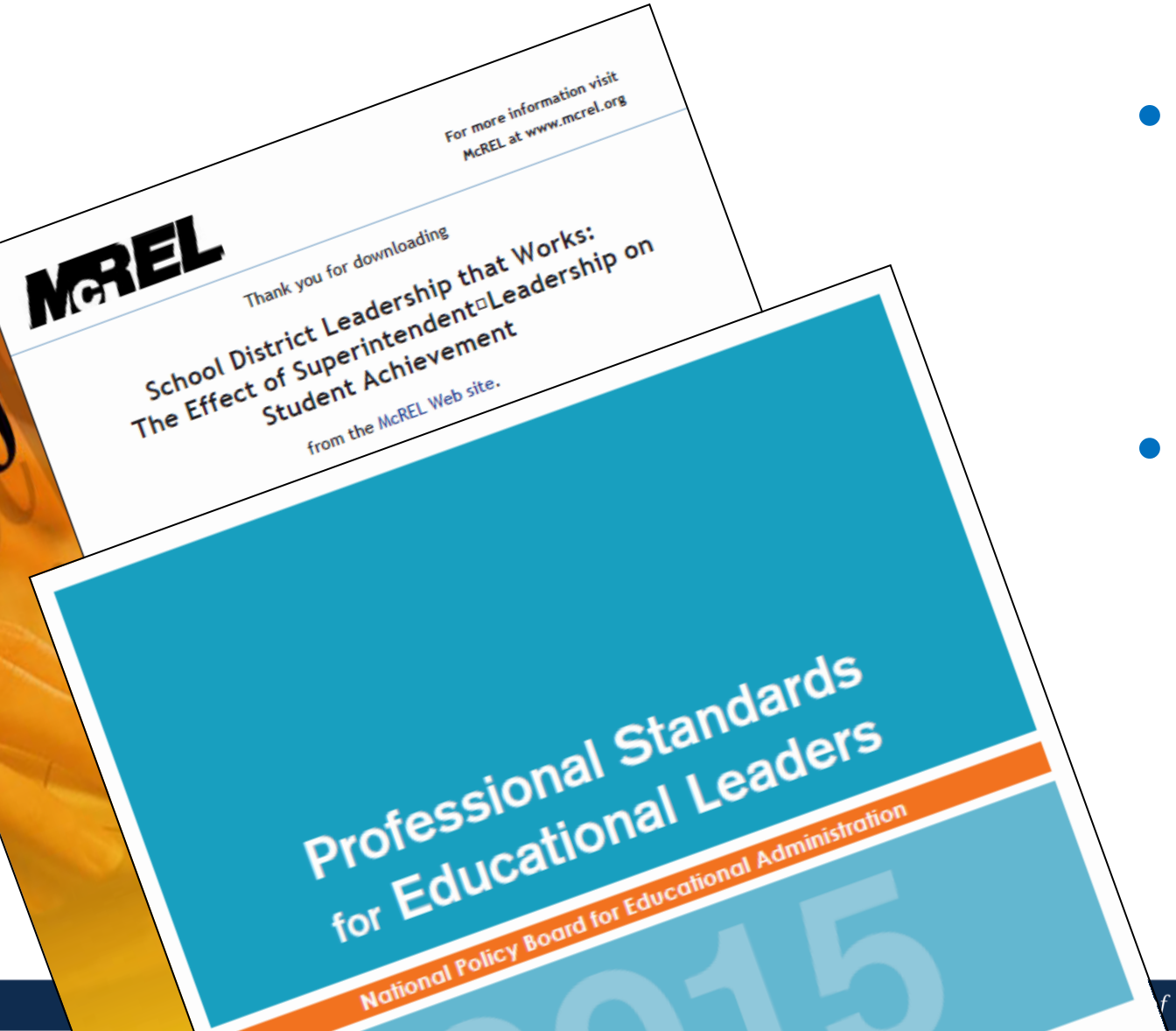
Key Finding - Board Alignment & Support

In districts with higher levels of student achievement, the local board of education is **aligned** with and supportive of the goals.

Key Finding - Use of Resources

Effective superintendents ensure that the necessary resources, including time, money, personnel and materials, are allocated to accomplish district goals.

Research Base



- 30 years of research on the practices and behaviors of superintendents
- MASB's evaluation instrument is based on what we know effective superintendents do

Understanding & Using the Instrument

Performance Categories

Governance & Board Relations

Community Relations

Staff Relations

Business & Finance

Instructional Leadership

Rubrics

- Lists a set of criteria, which defines and describes the important components of the work being evaluated
- Each specific indicator of performance is in each box
- The evaluation process is more objective with defined rubrics
- Provides a road map for the superintendent

A. Governance & Board Relations

Weight: 20%

Performance Category

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
A1	**Policy Involvement** Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspon ence from policy provider with reco endation(s) for adoption. F	Is actively involved in the development, recommendation and administration of district policies.	
A2	**Goal Development** Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district and reports goal progress to board. Provides the necessary financial strategies to meet those goals. Budget practices help to ensure alignment of resources to goals.	
A3	**Information** Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informe making it difficult for the board to perform its respo	Has established mutually agreed upon protocols that consistently keeps all board members informed with appropriate information as needed so the Board may perform its responsibilities.	
A4	**Materials and Background** Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background in perspective.	Meeting materials are provided with adequate background and historical perspective included. Recommendations are well thought out.	
A5	**Board Questions** Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	
A6	**Board Development** Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Actively encourages board development by providing board members with information regarding board development opportunities when they arise. Ensures funding is available and aligned to board development plan.	
				Category rating:	**#DIV/0!**

Performance Level

Performance Indicator

Progressive Performance Level Language

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Meeting agendas/minutes
- Board packets
- Board development materials
- Memos/communications
- Board policies/policy book
- Retreat agendas/minutes
- Board development plan
- Communication protocols
- Policy review calendar

Rubric Exploration - A

- Review the subcategories in **A. Governance & Board Relations**
  - Policy Involvement, Goal Development, Information
  - Materials and Background, Board Questions, Board Development
- Review the progressive performance language.
- The Board Relations category is more familiar to Board members regarding performance and evidence
- What are some examples of evidence indicating performance for any of the areas?

Rubric Exploration - B

- Review the subcategories in **B. Community Relations**
  - Communication with Community/Parents,
  - Community/Parent Input, Media Relations, District Image,
  - Approachability
- Review the descriptors for each rating.
- Again, notice the progressive performance language.
- What are some examples of evidence indicating performance for any of the areas?

Rubric Exploration - C

- Review the subcategories in **C. Staff Relations**
  - Staff Input, Staff Communication, Delegation of Duties,
  - Personnel Matters, Recruitment, Labor Relations,
  - Visibility in District
- Review the descriptors for each rating.
- What are some examples of evidence indicating performance for any of the areas?

Rubric Exploration - D

- Review the subcategories in D. Business & Finance
  - Budget Development, Budget Reporting, Financial Controls
  - Facility Management, Resource Allocation
- Review the descriptors for each rating.
- What are some examples of evidence indicating performance for some of the areas?

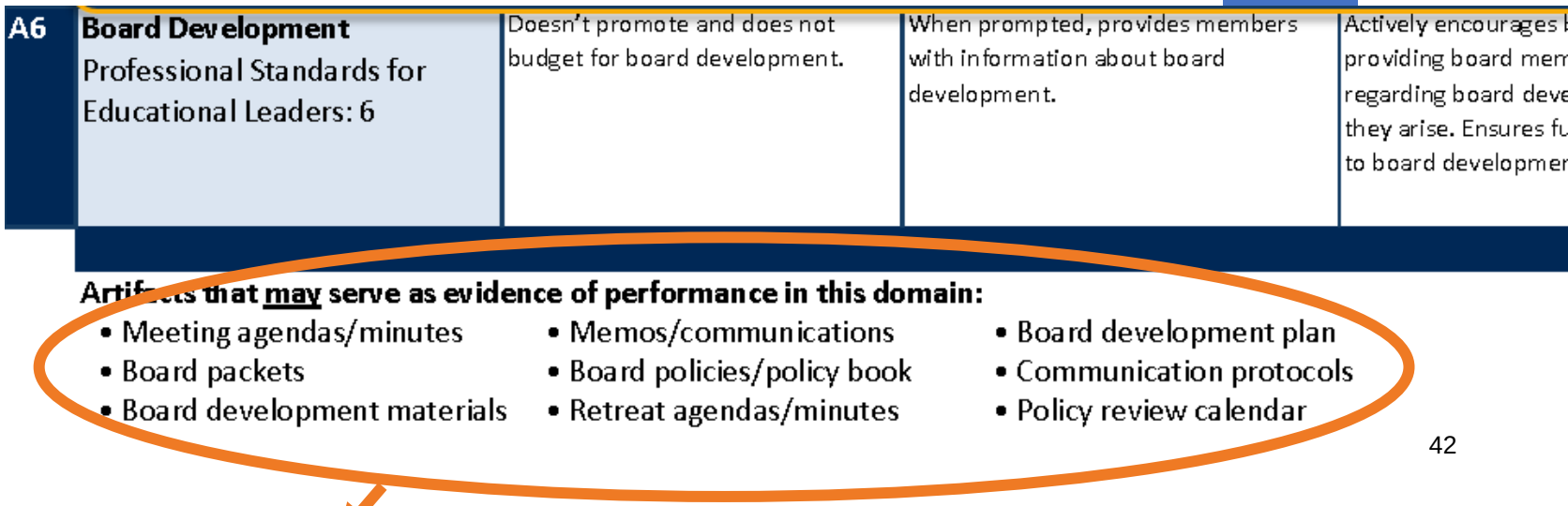
Rubric Exploration - E

- Review the subcategories in **E. Instructional Leadership**
  - Performance Evaluation System, Building Level Leadership
  - Staff Development, Curriculum, School Improvement
  - Instruction, Student Voice, Support for Students
  - Professional Knowledge
- Review the descriptors for each rating.
- What are some examples of evidence indicating performance for any of the areas?

The Importance of Evidence

Evidence

- Evidence and artifacts can be used to illustrate performance
- Helps to reduce bias and subjectivity in performance evaluation



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- Board development plan
- Communication protocols
- Policy review calendar

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Artifacts that may serve as evidence

Evidence

- Items generated by the superintendent can provide evidence of meeting the goals and objectives
- The Board can work with the superintendent to determine the amount of evidence and sources of data to be used
- Multiple styles of reporting and sources of data can be used

Calibration Exercise – Policy Involvement

- Evidence provided includes:
  - Attendance at policy committee meetings
  - Proactive regarding certain new issues to develop into policies
  - Holds meetings for adjusted and new policies due to law changes
  - Policy approval process is thorough and timely
  - Reviews new/adjusted policies with board and administration
  - Effective dissemination of policies to staff
- Review the descriptors for each rating in “policy involvement”.
- What does the evidence along with the rubric indicate the rating should be?

Calibration Exercise – Budget Reporting

- Evidence provided includes:
  - No regular budget reporting is done at the board level
  - “Budget to actual” reports are not readily available
  - Audit has issues and management concerns
  - Unsure of status of finances when requested by Board
- Review the descriptors for each rating in “Budget Reporting”.
- What does the evidence along with the rubric indicate the rating should be?
- Ongoing support for evaluators, including feedback and coaching to help the evaluators improve their skills and ensure they are consistently applying the evaluation criteria

Calibration Exercise – Staff Input

- Evidence provided includes:
  - Staff perception survey is sent out, but results are not consistently utilized to adjust any practices
  - Staff meetings are held on a regular basis
  - Curriculum review process includes staff members, but their ideas are utilized inconsistently
- Review the descriptors for each rating in “staff input”.
- What does the evidence along with the rubric indicate the rating should be?

Aspects of the Evaluation Cycle

Planning

Mutually agree upon:

- Evaluation timeline and key dates
- Performance expectations, district goals, priorities
- Checkpoints (formal and informal) **MID YEAR REQUIRED**
- Evidence and any artifacts to indicate superintendent performance
- Review the process for completing the year-end evaluation

Evaluation Cycle

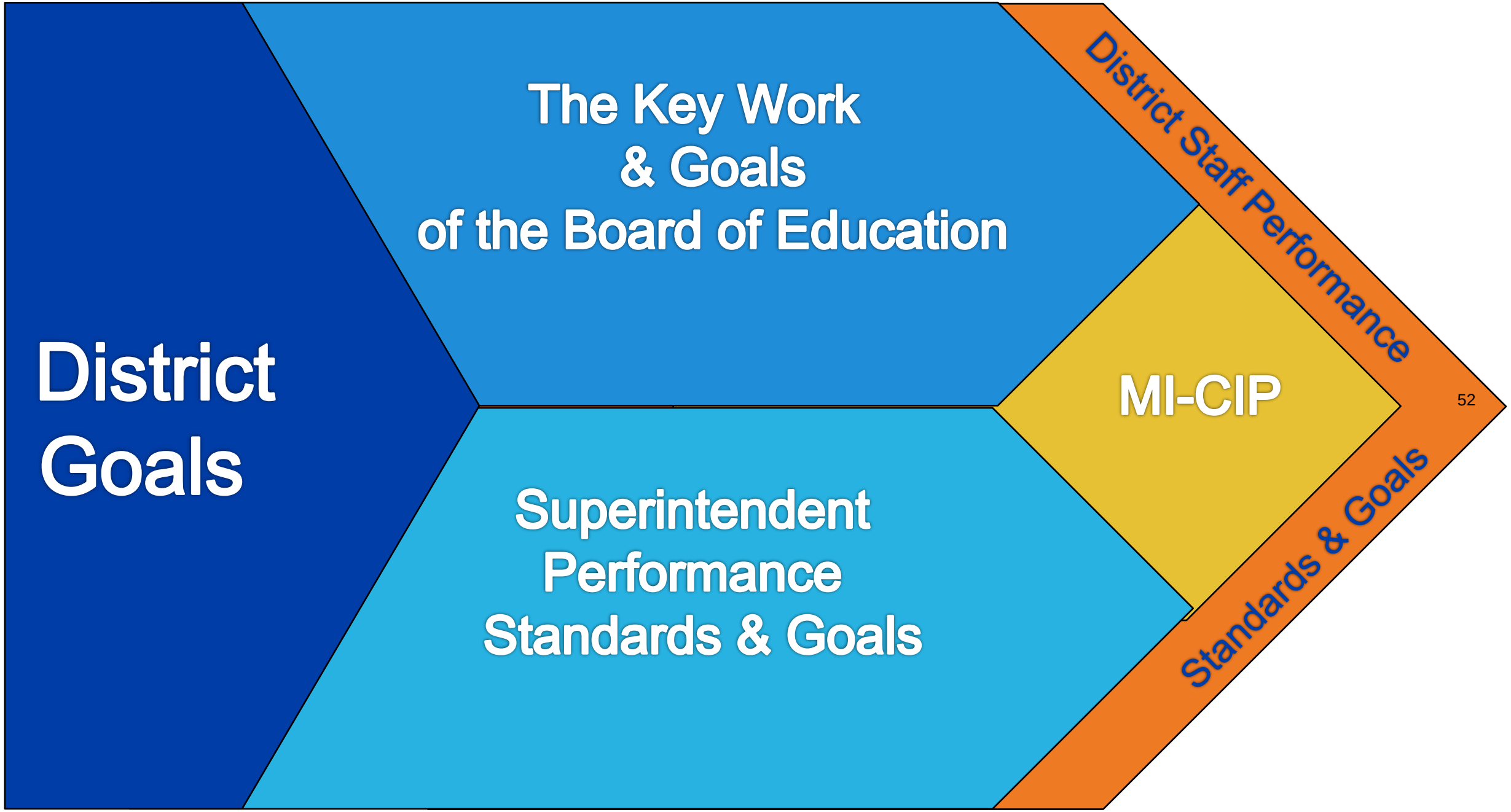
Performance Expectations

- Clarify Board expectations for the Superintendent
- Review district goals and priorities for the work
- Review any benchmarks anticipated or desired
- Review the MASB tool for any clarifications on the various areas
- Document the artifacts/evidence/agreements as discussed

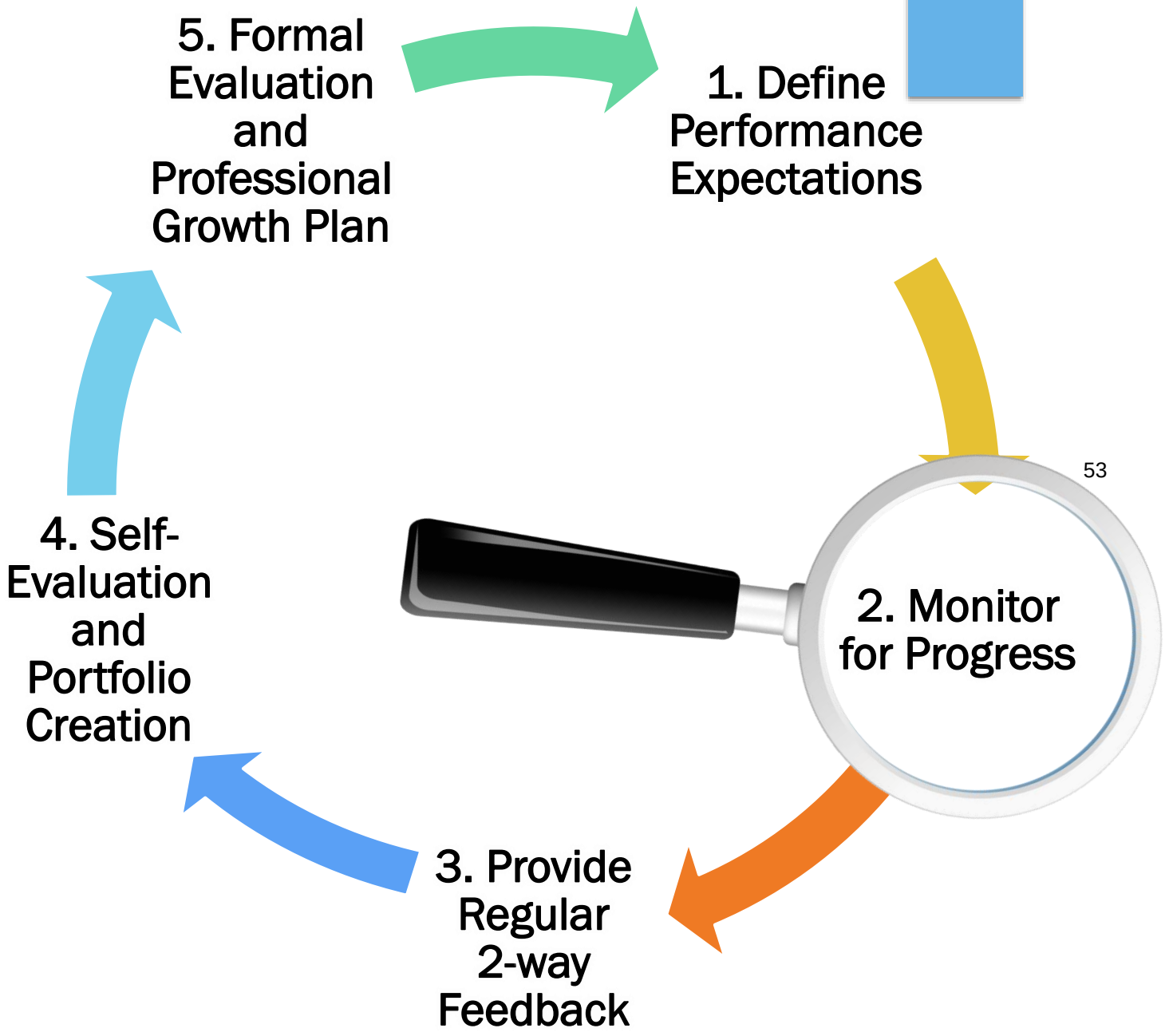
Performance Expectations

Superintendents and Boards must ensure they have clarity on the following:

1. Performance Indicators in the Rubrics (Categories A-E)
2. Student Growth and Assessment (Category G)
   - *How will you measure student growth and assessment or Student Learning Objectives? (Hint: How is your district measuring this for teacher evaluations?)*
3. Progress on Goals (Category G)
   - *How will you measure progress towards goals?*


District Goals
The Key Work & Goals of the Board of Education
Superintendent Performance Standards & Goals
MI-CIP
District Staff Performance Standards & Goals

Evaluation Cycle



Monitoring for Progress

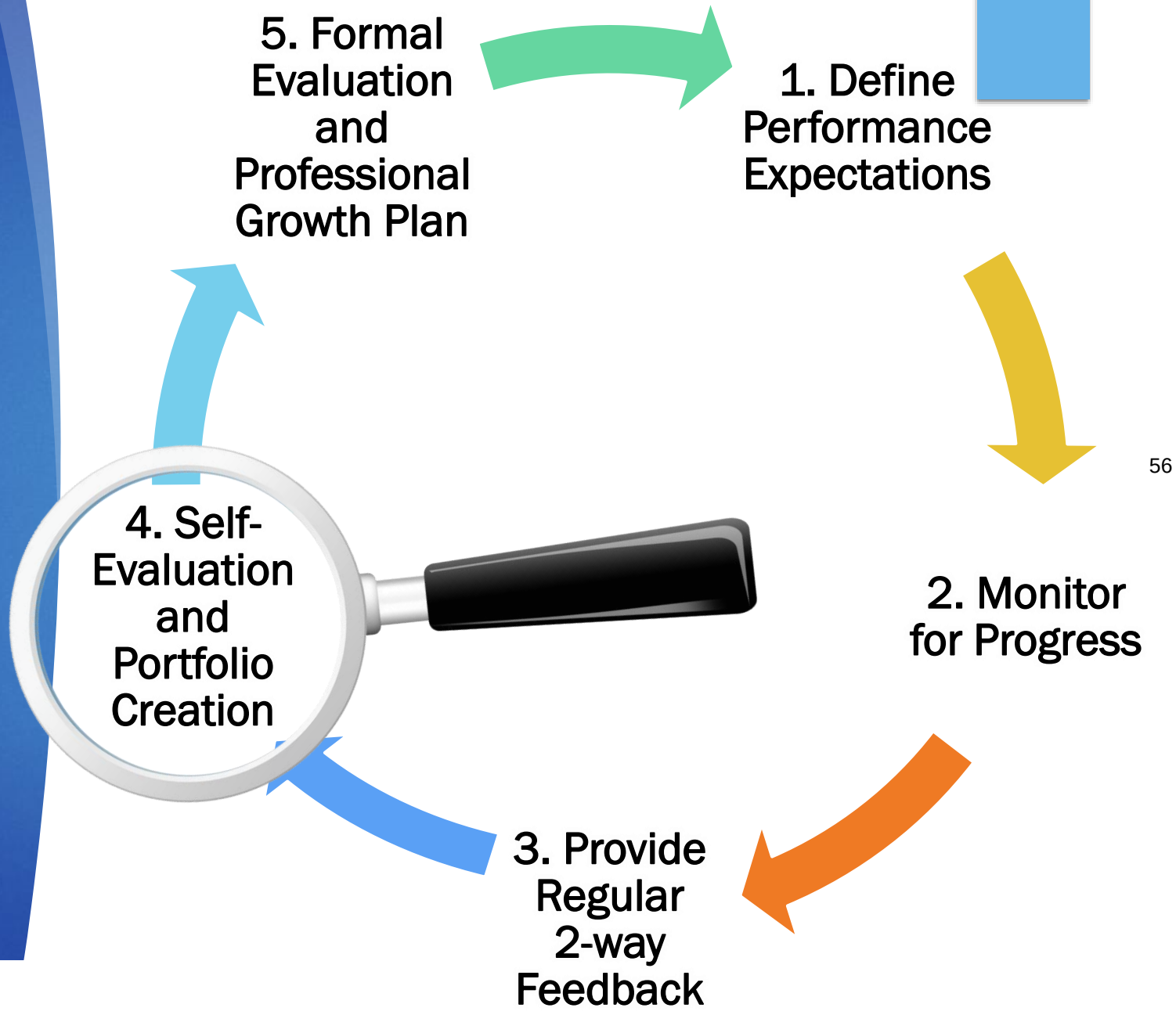
- Have logical checkpoints been identified? Quarterly?
- Conversation about performance – closed session at request
- How will progress be measured?
- What is the baseline (starting point) measurement?
- When will data be available to check on progress?
- What is the expected change?
- Midyear Progress Report is required

Mid-Year Progress Report

- Schedule this meeting date about halfway through the evaluation year
  - Gauge improvement from the preceding evaluation and assist with improvement going forward
- Discussion of progress toward goals and superintendent performance can be done in closed session at request
- Discussion of **GOALS** must be done in **open session** and you can include what evidence will be used to measure progress

- Written improvement plan required:
  - Specific performance goals for the remainder of the calendar year
  - Include any recommended training identified that would assist in meeting these goals
  - Consider what evidence will be used to measure progress

Evaluation Cycle



Superintendent Self-Evaluation

- The superintendent evaluates themselves using the evaluation instrument.
- They compile data related to and evidence of performance.
- The superintendent shares this information with the board prior to the board beginning to work on the year-end evaluation.

How to Process a Self-Evaluation

- Be open to the information being shared.
- Provide the information and superintendent the regard appropriate for an evaluation.
- Read through the evaluation, comments and the evidence provided.
- Ask questions about any items that require clarification.

Evaluation Cycle

Formal Final Year-End Evaluation

The Board completes the final year-end evaluation of the superintendent speaking as ONE VOICE to the superintendent regarding their performance using a consensus model.

Evaluation Process Summary

- Superintendent prepares self-evaluation and evidence
- The Board holds a self-evaluation meeting
- The Board holds the final evaluation consensus meeting
- The Board approves the completed evaluation in open session
- The District reports the rating in the Register of Educational Personnel (REP)

Self-Evaluation and Evidence Meeting

- This meeting can be held in closed session by request of superintendent
- Superintendent prepares self-evaluation, compiles evidence and provides to Board of Education.
- Board members seek clarity as needed regarding self-evaluation or evidence provided.
- Board of Education members receive blank evaluation instrument and make individual notes about their observations.
- After reflection, board members fill out their own ratings on the evaluation instrument to prepare for consensus meeting

Consensus Meeting

Note: MASB recommends the superintendent remain in the room while the board discusses their performance.

- This meeting can be held in closed session by request of superintendent
- Board president or facilitator reviews with Board members their ratings in each area along with the self-evaluation and evidence provided and facilitates conversation with members about their ratings of performance in each area.
- After discussion and consensus, a score is assigned for each area. A rating is required in all areas.

Closed Meeting Exception

- "A public body may meet in a closed session…to consider a periodic personnel evaluation of a… staff member…if the named person requests a closed hearing."
- "Person requesting a closed hearing may rescind the request at any time, in which case the matter at issue shall be considered after the rescission only in open session." MCL 15.268(a)

Closed Meeting Exception

OPEN PHASE

- Scheduling the evaluation
- Choosing and modifying the evaluation instrument
- Establishing performance goals or expectations
- Determining process for the evaluation
- Adoption of the completed evaluation
- Voting to go into closed sessions
- Training on the evaluation tool
- Related board actions and discussions

CLOSED PHASE

**** if requested by employee****

- Discuss & deliberate about the evaluation/performance of the superintendent

Consensus

- Boards should use a consensus model for completing the summative evaluation.
- Board members discuss each performance indicator and settle on a score they can all ***live with***.
- Each consensus score is entered on the form and then those scores form the calculation of each domain.
- Each domain score transfers to the final calculation page.

The Problem with Averaging

- MASB cannot ensure reliability of the instrument when scores are averaged.
- Averaging 5/7/9 board member scores does not reflect the view of the Board of Education.
- Averaging does not provide clear direction to the superintendent.

Consensus Meeting Continued

- Upon completion of a score in each area of the five domains, the excel instrument will calculate an overall professional practice score.
- Board reviews evidence provided related to student growth and assessment and assigns score via consensus
- Board reviews progress toward district-wide goals and assigns score via consensus.

Calculation and Comments

The excel instrument will calculate the **overall evaluation score** including professional practice, student growth and assessment, and progress toward district-wide improvement goals.

Comments can be included in each section and any themes/trends identified by the Board may be added to the summary page

Approving the Evaluation

Board needs to leave closed session and reconvene in open session:

- The board president comments:
  - A motion is needed to approve the superintendent evaluation as presented (or as completed in closed session).
- After receiving motion and support, board president calls for a vote to adopt the completed year-end evaluation for the superintendent.
- After approval, the board president can announce the overall rating earned by the superintendent.
- The Board president can work with the superintendent to coordinate public statement about the superintendent evaluation.

After the Approval in Open Session

After the meeting:

- After approval of the evaluation, the superintendent may add comments if desired (this is allowable, not necessarily recommended)
- Two copies are made of the evaluation, the superintendent and board president sign the evaluation copies
- One copy goes into the personnel file and the other copy goes to superintendent
- The evaluation rating is reported by the District in the REP (Register of Educational Personnel). The REP opens in January and closes on June 30.

Establishing and Using a Calendar

Possible Cycles

January – December		July – June [Recommended for ISDs/ESAs]		April-March	
Activity	**Month**	**Activity**	**Month**	**Activity**	**Month**
Instrument, process, timeline and goals mutually established	January	Instrument, process, timeline and goals mutually established	July	Instrument, process, timeline and goals mutually established	May
Informal update	April	Informal update	October	Informal update	August
Mid-Year Progress Report	June	Mid-Year Progress Report	December	Mid-Year Progress Report	October
Informal update	August	Informal update	February	Informal update	December
Annual evaluation	November	Annual evaluation	May	Annual evaluation	March
Advantage: Aligns with election cycle. Board members who establish goals are generally the same board members evaluating performance.		Advantage: Aligns with the school year. Is compatible with natural flow of the school year as well as evaluation cycle for other employees.		Advantage: Aligns with contract renewal cycle in many cases. Boards of Education must provide superintendents 90 days' notice in the event of nonrenewal of contract.	

Items Needed at Beginning of Cycle

- ☑ Board Planning Calendar for Evaluation Process
- ☑ Blank Copy of Evaluation Instrument
- ☑ Superintendent Goals and/or District Goals/Strategic Plan
- ☑ Student Growth and Assessment Model
- ☑ Superintendent Contract
- ☑ Any Board Policies or Procedures that Relate to Superintendent Evaluation
- ☑ Superintendent's Job Description (policy regarding superintendent position if available)

Planning

- Beginning of Cycle – Workshop (60-90min.)
  - Expectations
    - What do we expect to be accomplished?
    - What are our indicators of success?
    - What evidence will we expect to see?
  - Document
    - Document mutually agreed upon expectations, indicators and evidence
  - Schedule
    - All dates

Informal Check In

Informal Update (30 Minutes)

- Superintendent provides a brief update to the board on progress and indicators of success

- Board members ask any specific questions and offer input on status and progress to date

Check-In Framework

- Revisit the expectations the board established.
- Discuss the extent to which those expectations are being met.
- Inquire about barriers to progress as well as if/how they may be removed.
- Feedback can be framed in simple terms:
  - *Continue to do…Do more of…Do less of…*

Mid-Year Progress Report Review

- Workshop (60 minutes) – closed session at request
  - Board president provides questions from the board members to the superintendent ***prior*** to the meeting
  - Superintendent provides an update on various areas and progress toward goals
  - Board seeks clarification if needed
  - Go into open session to discuss goals for remainder of evaluation year
  - Written report including goals and any training needed

Informal Check In

- Informal Update
  - Similar to previous check in
  - Greater focus on status of district goals
  - Update on new school year initiatives
  - Enrollment, funding projections

Year-End Evaluation

- Formal Evaluation
  - Superintendent conducts self-evaluation; presents portfolio with evidence
  - Board members review portfolio *prior* to evaluation
  - Seek clarification as needed
  - Board reviews expectations and conducts evaluation via consensus
  - Open, constructive discussion centered on growth

Ongoing Support

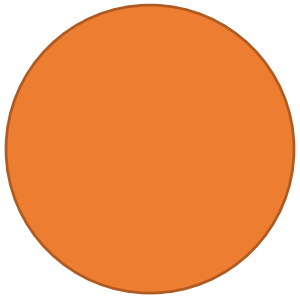
- How do we provide ongoing support for evaluators?
- How do we provide feedback and coaching to help the board members improve their skills?
- Can we improve our skills to consistently apply the evaluation criteria to performance and utilizing evidence along with the rubric to determine a rating?
- New board members must get this training regarding the evaluation process and rater reliability and also review the expectations that were established for the superintendent and evaluation process prior to trying to do the evaluation of the superintendent

Did We Accomplish the Learning Targets?

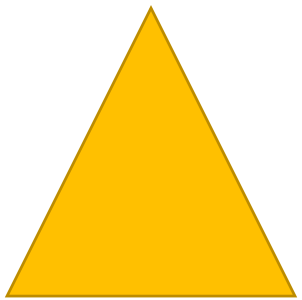
- Understand Board requirements and requirements in the law
- Describe indicators of superintendent job performance
- Identify possible artifacts and evidence
- Establish and plan for a rational cycle and check points
- Understanding of how to collectively rate the performance of a superintendent using the MASB Superintendent Evaluation Tool
- Practice using the evaluation criteria to establish consistency in evaluators to satisfy the calibration requirement for board members

What squared with your thinking?

What questions are running around in your head?



How might this information change your practice?



MASB
MICHIGAN ASSOCIATION OF SCHOOL BOARDS

SUPERINTENDENT EVALUATION TOOL TRAINING EVALUATION PROCESS AND RATER RELIABILITY

Meets the 2024-25 Law Requirements

MICHIGAN ASSOCIATION of SCHOOL BOARDS

Any Feelings About Evaluation?

When I think about evaluating the superintendent, I feel . . .

- Uncertain of how to evaluate a trained, professional educator
- Concerned about open, honest dialogue
- Don't like conflict
- I'm fine with it!

The Superintendent Evaluation Process
Strengthening the Board-Superintendent Relationship
Illinois School Board Association, 2014

MICHIGAN ASSOCIATION of SCHOOL BOARDS

Relevance to You

- **Reduce confusion and tension** among board members and with the superintendent
- **Keep the focus on what is most important** for your students in your district
- **Be confident** that you are executing your duties properly and living up to the trust your community has placed in you
- **Limit the risk of lawsuit** to the school district

MICHIGAN ASSOCIATION of SCHOOL BOARDS

Evaluation Should be Developmental

- A good evaluation process will help to further develop knowledge and skills of the Superintendent
- Performance expectations can be clarified and prioritized
- It provides mechanism for feedback, which is both appreciated and valuable
- It links superintendent's work to district goals

Learning Targets

- Understand Board requirements and requirements in the law
- Describe indicators of superintendent job performance
- Identify possible artifacts and evidence
- Establish and plan for a rational cycle and check points
- Understanding of how to collectively rate the performance of a superintendent using the MASB Superintendent Evaluation Tool
- Practice using the evaluation criteria to establish consistency in evaluators to satisfy the calibration requirement for board members

Board Requirements

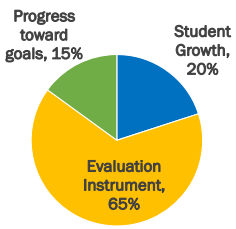
- The Board as a whole, provides oversight and governance to the District, generally speaking as ONE VOICE.
- The Board evaluates only ONE employee
- The Board evaluates the superintendent's performance annually using a research-based tool and it is reported in the REP (Register of Educational Personnel)
- The Board is required to have TRAINING on this process and rater reliability

The Law

- Evaluate superintendent annually
- Assign a rating of effective, developing, or needing support
- Hold a Mid-Year Progress Report Review each year the superintendent is evaluated

Composition of the MASB Tool

- The law specifies that 20% of the tool is student growth and assessment data or student learning objectives metrics
- The rest of the tool must be "objective criteria"
- The MASB tool specifies that 65% is professional practice (research based)
- The MASB tool specifies that 15% is progress on goals (defined by the district and superintendent)



Student Growth and Assessment Data

- Must include multiple rating categories with student growth and assessment data, or student learning objectives metrics, or combination of both
- Decided locally
- It may be appropriate to aggregate from building/teacher level to district level (utilize teacher measures aggregated up to the superintendent)

Student Growth

- Student growth measures the amount of student academic progress between two points in time.
- The data considered must be from a single group of students:
  Last year's 4th graders ►
  This year's 5th graders
- Student Growth is different than Student Proficiency

Student Learning Objectives

- Measurable, long-term academic goals
- Informed by available data
- Teacher or teacher team sets at the beginning of the year for all students

Legal Requirement - Mid-Year Progress Report

- Superintendent is provided a midyear progress report each year that they are evaluated to gauge improvement from the preceding evaluation and to assist with improvement.
- The midyear progress report must include:
  - Specific performance goals for the remainder of the calendar year
  - Goals should be developed consulting with the Superintendent
  - Include any recommended training identified that would assist in meeting these goals.
- A written improvement plan is provided that includes these goals and training and is designed to assist in improving performance

Legal Requirement - Training

- All evaluators of administrators are to be provided **Rater Reliability Training** by September 1, 2024 and every 3 years thereafter that includes:
  - Clear and consistent set of evaluation criteria that all evaluators can use when assessing performance.
  - Clear expectations for what evaluators should look for when assessing performance, including identifying key behaviors and practices that are associated with effectiveness.
  - Training on the evaluation process itself
  - Calibration exercises that help evaluators practice using the evaluation criteria and establish consistency in the evaluator's evaluations.
  - Ongoing support for evaluators, including feedback and coaching to help the evaluators improve their skills and ensure they are consistently applying the evaluation criteria

Legal Requirement - Unevaluated

Designated as **UNEVALUATED**:

- The Superintendent worked less than 60 days in that year.
- The Superintendent's evaluation results were vacated through the appeal process.
- There are extenuating circumstances and the Superintendent, and the school district agree to designate the Superintendent as unevaluated because of the extenuating circumstances.

If a Superintendent is designated as **UNEVALUATED,** the Superintendent's **rating from the year immediately before** that designation **must be used** if both of the following are met:

- The Superintendent is in the same position in the year before the Superintendent received the unevaluated designation.
- The Superintendent continues to be employed by the same school district as the year before

Legal Requirements

Rated effective (or HE) on three consecutive annual evaluations:

- Board may choose to conduct an evaluation **biennially instead of annually**
  - Off years still report as effective in the REP
  - If evaluation slips below effective, or if evaluator changes for a building level administrator, the evaluation must be conducted annually

Rated as Developing or Needing Support:

- Board must develop and require the Superintendent to **implement an Improvement Plan** to correct deficiencies
  - The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the Superintendent on the Superintendent's next evaluation

Legal Requirements

- The **CONTRACT** governing the employment of a superintendent must include an appeal process concerning the evaluation process and rating received

DON'T FORGET that the evaluation process also must comply with:

- The **Open Meetings Act** – the evaluation can be done in closed session at the superintendent's request
- The **Freedom of Information Act** – the final evaluation approved in open session will be subject to FOIA

Required Postings on District Website

- ✓The research base for the evaluation system
- ✓The identity and qualifications of the author or authors
- ✓Either evidence of reliability, validity and efficacy or a plan for developing that evidence
- ✓The evaluation frameworks and rubrics with detailed descriptors for each performance level on key summative indicators
- ✓A description of the processes for collecting evidence, conducting evaluation conferences, developing performance ratings and developing performance improvement plans
- ✓A description of the plan for providing evaluators with training

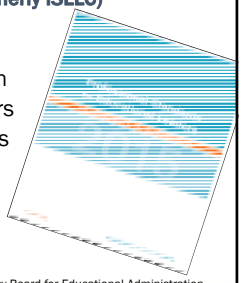
Simply link to http://www.masb.org/postingrequirements

Research Based:

What Do Effective Superintendents Do?

Professional Standards for Educational Leaders (2015) (formerly ISLLC)

- Two-year process
- Substantial involvement of the profession
- Over 1,000 practicing educational leaders
- NSBA, AASA, NAESP, NASSP contributions
- Extensive review of research
- Multiple committees
- Vetting and public comment



National Policy Board for Educational Administration

Standards – *The Drivers*

Standard 1. Mission, Vision and Core Values

- Effective educational leaders develop, advocate and enact a shared mission, vision and core values of high-quality education, academic success and well-being of *each* student.

Standard 2. Ethics and Professional Norms

- Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Standards – *The Drivers*

Standard 3. Equity and Cultural Responsiveness

- Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Standard 10. School Improvement

- Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Standards – *The Core*

Standard 4. Curriculum, Instruction and Assessment

- Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction and assessment to promote each student's academic success and well-being.

Standard 5. Community of Care and Support for Students

- Effective educational leaders cultivate an inclusive, caring and supportive school community that promotes the academic success and well-being of each student.

Standards – *The Supports*

Standard 6. Professional Capacity of School Personnel

- Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Standard 7. Professional Community for Teachers and Staff

- Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

Standards – *The Supports*

Standard 8. Meaningful Engagement of Families and Community

- Effective educational leaders engage families and the community in meaningful, reciprocal and mutually beneficial ways to promote each student's academic success and well-being.

Standard 9. Operations and Management

- Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Second Study - School District Leadership That Works

Mid-Continent Research for Education and Learning

- Meta-analysis (research on the research)
- 27 studies - 2,817 districts and 3.4 million students

KEY FINDING

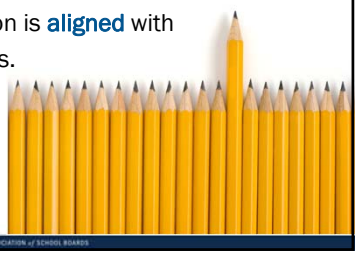
District-level **leadership** and **length of superintendent tenure** has an impact on student achievement

Key Finding - Collaborative Goal-Setting

- Effective superintendents include all relevant stakeholders, staff, board, and administrators in **establishing** district goals, achievement and instructional goals and **monitoring** these goals to ensure that they are the driving force behind district actions.

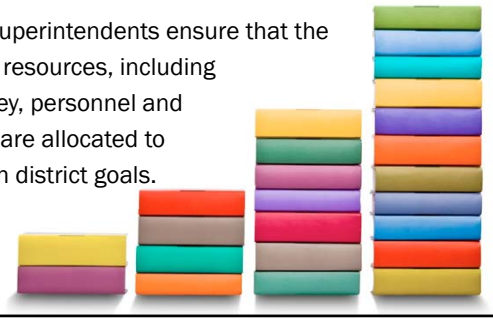
Key Finding - Board Alignment & Support

In districts with higher levels of student achievement, the local board of education is **aligned** with and supportive of the goals.



Key Finding - Use of Resources

Effective superintendents ensure that the necessary resources, including time, money, personnel and materials, are allocated to accomplish district goals.



Research Base

- 30 years of research on the practices and behaviors of superintendents
- MASB's evaluation instrument is based on what we know effective superintendents do

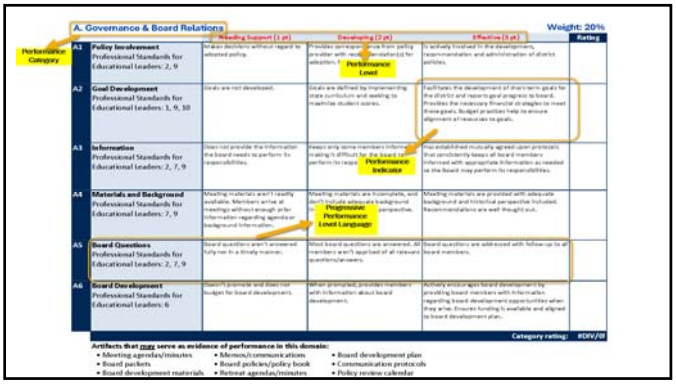
Understanding & Using the Instrument

Performance Categories

- Governance & Board Relations
- Community Relations
- Staff Relations
- Business & Finance
- Instructional Leadership

Rubrics

- Lists a set of criteria, which defines and describes the important components of the work being evaluated
- Each specific indicator of performance is in each box
- The evaluation process is more objective with defined rubrics
- Provides a road map for the superintendent



Rubric Exploration - A

- Review the subcategories in A. Governance & Board Relations
  - Policy Involvement, Goal Development, Information
  - Materials and Background, Board Questions, Board Development
- Review the progressive performance language.
- The Board Relations category is more familiar to Board members regarding performance and evidence
- What are some examples of evidence indicating performance for any of the areas?

Rubric Exploration - B

- Review the subcategories in B. Community Relations
  - Communication with Community/Parents,
  - Community/Parent Input, Media Relations, District Image,
  - Approachability
- Review the descriptors for each rating.
- Again, notice the progressive performance language.
- What are some examples of evidence indicating performance for any of the areas?

Rubric Exploration - C

- Review the subcategories in C. Staff Relations
  - Staff Input, Staff Communication, Delegation of Duties,
  - Personnel Matters, Recruitment, Labor Relations,
  - Visibility in District
- Review the descriptors for each rating.
- What are some examples of evidence indicating performance for any of the areas?

Rubric Exploration - D

- Review the subcategories in D. Business & Finance
  - Budget Development, Budget Reporting, Financial Controls
  - Facility Management, Resource Allocation
- Review the descriptors for each rating.
- What are some examples of evidence indicating performance for some of the areas?

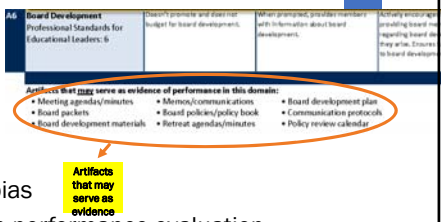
Rubric Exploration - E

- Review the subcategories in E. Instructional Leadership
  - Performance Evaluation System, Building Level Leadership
  - Staff Development, Curriculum, School Improvement
  - Instruction, Student Voice, Support for Students
  - Professional Knowledge
- Review the descriptors for each rating.
- What are some examples of evidence indicating performance for any of the areas?

The Importance of Evidence

Evidence

- Evidence and artifacts can be used to illustrate performance
- Helps to reduce bias and subjectivity in performance evaluation



Evidence

- Items generated by the superintendent can provide evidence of meeting the goals and objectives
- The Board can work with the superintendent to determine the amount of evidence and sources of data to be used
- Multiple styles of reporting and sources of data can be used

Calibration Exercise – Policy Involvement

- Evidence provided includes:
  - Attendance at policy committee meetings
  - Proactive regarding certain new issues to develop into policies
  - Holds meetings for adjusted and new policies due to law changes
  - Policy approval process is thorough and timely
  - Reviews new/adjusted policies with board and administration
  - Effective dissemination of policies to staff
- Review the descriptors for each rating in “policy involvement”.
- What does the evidence along with the rubric indicate the rating should be?

Calibration Exercise – Budget Reporting

- Evidence provided includes:
  - No regular budget reporting is done at the board level
  - "Budget to actual" reports are not readily available
  - Audit has issues and management concerns
  - Unsure of status of finances when requested by Board
- Review the descriptors for each rating in "Budget Reporting".
- What does the evidence along with the rubric indicate the rating should be?
- Ongoing support for evaluators, including feedback and coaching to help the evaluators improve their skills and ensure they are consistently applying the evaluation criteria

Calibration Exercise – Staff Input

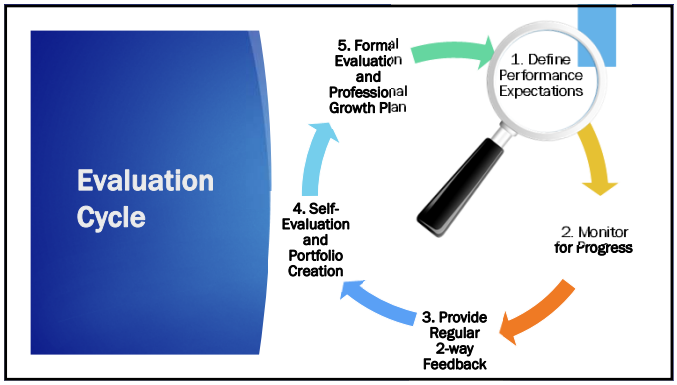
- Evidence provided includes:
  - Staff perception survey is sent out, but results are not consistently utilized to adjust any practices
  - Staff meetings are held on a regular basis
  - Curriculum review process includes staff members, but their ideas are utilized inconsistently
- Review the descriptors for each rating in "staff input".
- What does the evidence along with the rubric indicate the rating should be?

Aspects of the Evaluation Cycle

Planning

Mutually agree upon:

- Evaluation timeline and key dates
- Performance expectations, district goals, priorities
- Checkpoints (formal and informal) **MID YEAR REQUIRED**
- Evidence and any artifacts to indicate superintendent performance
- Review the process for completing the year-end evaluation



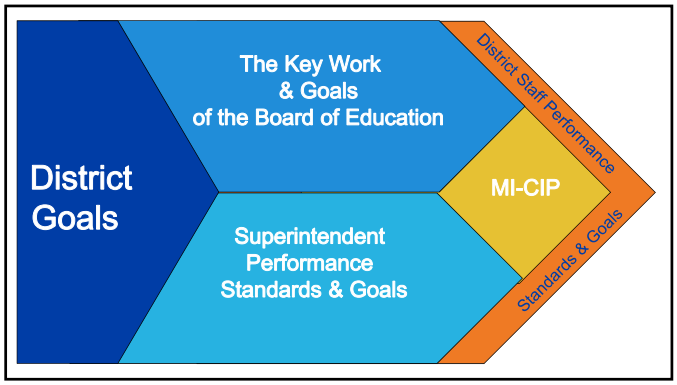
Performance Expectations

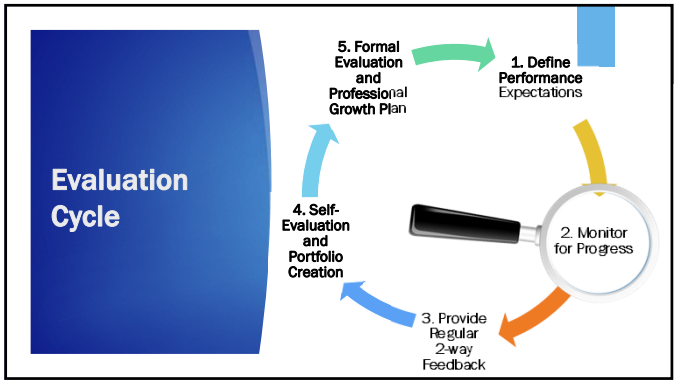
- Clarify Board expectations for the Superintendent
- Review district goals and priorities for the work
- Review any benchmarks anticipated or desired
- Review the MASB tool for any clarifications on the various areas
- Document the artifacts/evidence/agreements as discussed

Performance Expectations

Superintendents and Boards must ensure they have clarity on the following:

1. Performance Indicators in the Rubrics (Categories A-E)
2. Student Growth and Assessment (Category G)
   - *How will you measure student growth and assessment or Student Learning Objectives? (Hint: How is your district measuring this for teacher evaluations?)*
3. Progress on Goals (Category G)
   - *How will you measure progress towards goals?*



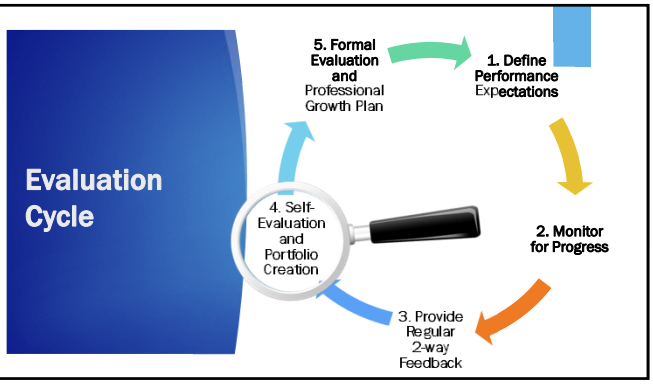


Monitoring for Progress

- Have logical checkpoints been identified? Quarterly?
- Conversation about performance – closed session at request
- How will progress be measured?
- What is the baseline (starting point) measurement?
- When will data be available to check on progress?
- What is the expected change?
- Midyear Progress Report is required

Mid-Year Progress Report

- Schedule this meeting date about halfway through the evaluation year
  - Gauge improvement from the preceding evaluation and assist with improvement going forward
- Discussion of progress toward goals and superintendent performance can be done in closed session at request
- Discussion of **GOALS** must be done in **open session** and you can include what evidence will be used to measure progress
- Written improvement plan required:
  - Specific performance goals for the remainder of the calendar year
  - Include any recommended training identified that would assist in meeting these goals
  - Consider what evidence will be used to measure progress

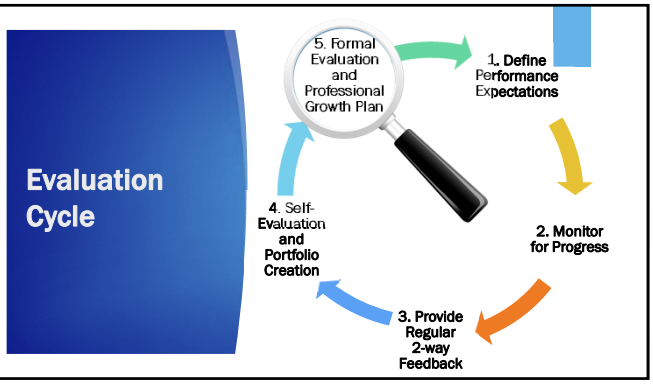


Superintendent Self-Evaluation

- The superintendent evaluates themselves using the evaluation instrument.
- They compile data related to and evidence of performance.
- The superintendent shares this information with the board prior to the board beginning to work on the year-end evaluation.

How to Process a Self-Evaluation

- Be open to the information being shared.
- Provide the information and superintendent the regard appropriate for an evaluation.
- Read through the evaluation, comments and the evidence provided.
- Ask questions about any items that require clarification.



Formal Final Year-End Evaluation

The Board completes the final year-end evaluation of the superintendent speaking as ONE VOICE to the superintendent regarding their performance using a consensus model.

Evaluation Process Summary

- Superintendent prepares self-evaluation and evidence
- The Board holds a self-evaluation meeting
- The Board holds the final evaluation consensus meeting
- The Board approves the completed evaluation in open session
- The District reports the rating in the Register of Educational Personnel (REP)

Self-Evaluation and Evidence Meeting

- This meeting can be held in closed session by request of superintendent
- Superintendent prepares self-evaluation, compiles evidence and provides to Board of Education.
- Board members seek clarity as needed regarding self-evaluation or evidence provided.
- Board of Education members receive blank evaluation instrument and make individual notes about their observations.
- After reflection, board members fill out their own ratings on the evaluation instrument to prepare for consensus meeting

Consensus Meeting

Note: MASB recommends the superintendent remain in the room while the board discusses their performance.

- This meeting can be held in closed session by request of superintendent
- Board president or facilitator reviews with Board members their ratings in each area along with the self-evaluation and evidence provided and facilitates conversation with members about their ratings of performance in each area.
- After discussion and consensus, a score is assigned for each area. A rating is required in all areas.

Closed Meeting Exception

- "A public body may meet in a closed session…to consider a periodic personnel evaluation of a… staff member…if the named person requests a closed hearing."
- "Person requesting a closed hearing may rescind the request at any time, in which case the matter at issue shall be considered after the rescission only in open session." MCL 15.268(a)

Closed Meeting Exception

OPEN PHASE
- Scheduling the evaluation
- Choosing and modifying the evaluation instrument
- Establishing performance goals or expectations
- Determining process for the evaluation
- Adoption of the completed evaluation
- Voting to go into closed sessions
- Training on the evaluation tool
- Related board actions and discussions

CLOSED PHASE

**** if requested by employee****

- Discuss & deliberate about the evaluation/performance of the superintendent

Consensus

- Boards should use a consensus model for completing the summative evaluation.
- Board members discuss each performance indicator and settle on a score they can all ***live with***.
- Each consensus score is entered on the form and then those scores form the calculation of each domain.
- Each domain score transfers to the final calculation page.

The Problem with Averaging

- MASB cannot ensure reliability of the instrument when scores are averaged.
- Averaging 5/7/9 board member scores does not reflect the view of the Board of Education.
- Averaging does not provide clear direction to the superintendent.

Consensus Meeting Continued

- Upon completion of a score in each area of the five domains, the excel instrument will calculate an overall professional practice score.
- Board reviews evidence provided related to student growth and assessment and assigns score via consensus
- Board reviews progress toward district-wide goals and assigns score via consensus.

Calculation and Comments

The excel instrument will calculate the **overall evaluation score** including professional practice, student growth and assessment, and progress toward district-wide improvement goals.

Comments can be included in each section and any themes/trends identified by the Board may be added to the summary page

Approving the Evaluation

Board needs to leave closed session and reconvene in open session:

- The board president comments:
  - A motion is needed to approve the superintendent evaluation as presented (or as completed in closed session).
- After receiving motion and support, board president calls for a vote to adopt the completed year-end evaluation for the superintendent.
- After approval, the board president can announce the overall rating earned by the superintendent.
- The Board president can work with the superintendent to coordinate public statement about the superintendent evaluation.

After the Approval in Open Session

After the meeting:

- After approval of the evaluation, the superintendent may add comments if desired (this is allowable, not necessarily recommended)
- Two copies are made of the evaluation, the superintendent and board president sign the evaluation copies
- One copy goes into the personnel file and the other copy goes to superintendent
- The evaluation rating is reported by the District in the REP (Register of Educational Personnel). The REP opens in January and closes on June 30.

Establishing and Using a Calendar

Possible Cycles

January – December		July – June [Recommended for ISDs/ESAs]		April-March	
Activity	**Month**	**Activity**	**Month**	**Activity**	**Month**
Instrument, process, timeline and goals mutually established	January	Instrument, process, timeline and goals mutually established	July	Instrument, process, timeline and goals mutually established	May
Informal update	April	Informal update	October	Informal update	August
Mid-Year Progress Report	June	Mid-Year Progress Report	December	Mid-Year Progress Report	October
Informal update	August	Informal update	February	Informal update	December
Annual evaluation	November	Annual evaluation	May	Annual evaluation	March
Advantage: Aligns with election cycle. Board members who establish goals are generally the same board members evaluating performance.		Advantage: Aligns with the school year. Is compatible with natural flow of the school year as well as evaluation cycle for other employees.		Advantage: Aligns with contract renewal cycle in many cases. Boards of Education must provide superintendents 90 days' notice in the event of nonrenewal of contract.	

MICHIGAN ASSOCIATION of SCHOOL BOARDS

Items Needed at Beginning of Cycle

- ☑ Board Planning Calendar for Evaluation Process
- ☑ Blank Copy of Evaluation Instrument
- ☑ Superintendent Goals and/or District Goals/Strategic Plan
- ☑ Student Growth and Assessment Model
- ☑ Superintendent Contract
- ☑ Any Board Policies or Procedures that Relate to Superintendent Evaluation
- ☑ Superintendent's Job Description (policy regarding superintendent position if available)

MICHIGAN ASSOCIATION of SCHOOL BOARDS

Planning

- Beginning of Cycle – Workshop (60-90min.)
  - Expectations
    - What do we expect to be accomplished?
    - What are our indicators of success?
    - What evidence will we expect to see?
  - Document
    - Document mutually agreed upon expectations, indicators and evidence
  - Schedule
    - All dates

JANUARY
- Expectations
- Schedule

Informal Check In

Informal Update (30 Minutes)
- Superintendent provides a brief update to the board on progress and indicators of success
- Board members ask any specific questions and offer input on status and progress to date

APRIL
Informal Update

Check-In Framework

- Revisit the expectations the board established.
- Discuss the extent to which those expectations are being met.
- Inquire about barriers to progress as well as if/how they may be removed.
- Feedback can be framed in simple terms:
  - *Continue to do…Do more of…Do less of…*

Mid-Year Progress Report Review

- Workshop (60 minutes) – closed session at request
  - Board president provides questions from the board members to the superintendent ***prior*** to the meeting
  - Superintendent provides an update on various areas and progress toward goals
  - Board seeks clarification if needed
  - Go into open session to discuss goals for remainder of evaluation year
  - Written report including goals and any training needed

JUNE
Formal Discussion

Informal Check In

- Informal Update
  - Similar to previous check in
  - Greater focus on status of district goals
  - Update on new school year initiatives
  - Enrollment, funding projections

AUGUST
Informal Update

Year-End Evaluation

- Formal Evaluation
  - Superintendent conducts self-evaluation; presents portfolio with evidence
  - Board members review portfolio *prior* to evaluation
  - Seek clarification as needed
  - Board reviews expectations and conducts evaluation via consensus
  - Open, constructive discussion centered on growth

NOVEMBER
Evaluation

Ongoing Support

- How do we provide ongoing support for evaluators?
- How do we provide feedback and coaching to help the board members improve their skills?
- Can we improve our skills to consistently apply the evaluation criteria to performance and utilizing evidence along with the rubric to determine a rating?
- New board members must get this training regarding the evaluation process and rater reliability and also review the expectations that were established for the superintendent and evaluation process prior to trying to do the evaluation of the superintendent

Did We Accomplish the Learning Targets?

- Understand Board requirements and requirements in the law
- Describe indicators of superintendent job performance
- Identify possible artifacts and evidence
- Establish and plan for a rational cycle and check points
- Understanding of how to collectively rate the performance of a superintendent using the MASB Superintendent Evaluation Tool
- Practice using the evaluation criteria to establish consistency in evaluators to satisfy the calibration requirement for board members

What squared with your thinking?

What questions are running around in your head?

How might this information change your practice?

MASB
MICHIGAN ASSOCIATION
OF SCHOOL BOARDS

SUPERINTENDENT
EVALUATION INSTRUMENT

/MISchoolBoards /company/mischoolboards @MASB

Revised for 2024-25

Introduction

The Revised School Code requires school boards to evaluate their superintendent's job performance annually as part of a comprehensive performance evaluation system that takes into account student growth and assessment data. MASB is pleased to provide this superintendent evaluation instrument based on the requirements of the Revised School Code. The instrument provides school districts a straightforward option for superintendent evaluation. It may be used alone or in conjunction with a facilitated evaluation.

Professional Standards for Educational Leaders

This evaluation instrument is based in part on two bodies of research: *The Professional Standards for Educational Leaders,* which were reviewed and published by the National Policy Board for Educational Administration in 2015 and *School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement* which was conducted by Mid-continent Research for Education and Learning (McREL) in 2006. For detailed information on the research base, please consult the appendixes of this document.

Requirements, Process, Timeline and Resources

Please consult the appendixes of this document for considerable supplementary information and guidance on superintendent evaluation.

Scoring

MASB recommends scoring on the rubric be limited to whole numbers (1, 2, 3) and half numbers (0.5, 1.5, 2.5). Scoring in lesser increments undermine the reliability of the evaluation instrument.

Training

The Revised School Code requires Board of Education members to receive training on the evaluation instrument to be used for the superintendent and rater reliability training. Training must also be provided to the superintendent regarding the measures used in the evaluation system and how each measure will be used.

Posting Requirements

Districts must post comprehensive information on their websites in regards to the evaluation instrument being used. For details in regards to the MASB Superintendent Evaluation instrument's posting requirements, please visit **masb.org/postingrequirements.**

Who to Contact

Topic	Contact	
Superintendent Evaluation	**517.327.5928**	**search@masb.org**
Training on Superintendent Evaluation	**517.327.5904**	**leadershipservices@masb.org**
Legal Questions	**517.327.5929**	**legal@masb.org**
Facilitated Evaluation	**517.327.5904**	**leadershipservices@masb.org**

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A. Governance & Board Relations

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
A1	**Policy Involvement** Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	
A2	**Goal Development** Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district and reports goal progress to board. Provides the necessary financial strategies to meet those goals. Budget practices help to ensure alignment of resources to goals.	
A3	**Information** Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Has established mutually agreed upon protocols that consistently keeps all board members informed with appropriate information as needed so the Board may perform its responsibilities.	
A4	**Materials and Background** Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Meeting materials are provided with adequate background and historical perspective included. Recommendations are well thought out.	
A5	**Board Questions** Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	
A6	**Board Development** Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Actively encourages board development by providing board members with information regarding board development opportunities when they arise. Ensures funding is available and aligned to board development plan.	
				Category rating:	**#DIV/0!**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Meeting agendas/minutes
- Board packets
- Board development materials
- Memos/communications
- Board policies/policy book
- Retreat agendas/minutes
- Board development plan
- Communication protocols
- Policy review calendar

A. Governance & Board Relations, continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**

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B. Community Relations

Weight: 15%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
B1	**Communication With Community/Parents** Professional Standards for Educational Leaders: 1, 8	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't engage. Is not proactive with communication.	Actively seeks two-way communication with the community and parents as appropriate.	
B2	**Community/Parent Input** Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community/parents.	Accepts input from community/parents, but fails to seek it. Does not engage community/parents in consideration of decisions or goal setting.	Actively seeks community/parent input and engages community/parents in goal setting and decision-making.	
B3	**Media Relations** Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Actively engages the media to promote the district and provide timely and effective information.	
B4	**District Image** Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image at all times and is a champion for the district. Knowledgeable and speaks well for the district.	
B5	**Approachability** Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at a variety of events and is approachable by members of the community.	
				Category rating:	**#DIV/0!**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Third party survey data
- School accreditation survey data
- Meeting invitations, agendas
- Press releases
- Community meeting agendas
- News clips/interviews
- Community engagement calendar
- Strategic planning agenda(s)
- Communications
- Service club membership(s)

B. Community Relations, continued

Weight: 15%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**

C. Staff Relations

Weight: 15%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
C1	**Staff Input** Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Actively seeks staff input and engages staff in goal setting and decision-making.	
C2	**Staff Communications** Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	
C3	**Personnel Matters** Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	
C4	**Delegation of Duties** Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
C5	**Recruitment** Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
C6	**Labor Relations (Bargaining)** Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	
C7	**Visibility in District** Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and attends special activities.	
				Category rating:	**#DIV/0!**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Third-party survey data
- School accreditation survey data
- Hiring process documentation
- Personnel policies and procedures
- Recruitment calendar
- Staff leadership development plan
- Negotiations documentation
- School visit calendar
- Communications
- Staff meeting agendas/minutes

C. Staff Relations, continued

Weight: 15%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**

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D. Business & Finance

Weight: 20%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
D1	**Budget Development and Management** Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data while also planning for long-range needs. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	
D2	**Budget Reports** Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc.) as agreed upon by governance team.	
D3	**Financial Controls** Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	
D4	**Facility Management** Professional Standards for Educational Leaders: 5, 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
D5	**Resource Allocation** Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	
				Category rating:	**#DIV/0!**

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Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Strategic plan
- Auditor's report
- District budget
- Budget-related communications
- Election results that impact funding or facilities
- Evidence of budgetary alignment to district-wide goals
- Grants received/applied for
- Policies/procedures related to fund management
- Long-term financial forecast data
- Facilities maintenance plan
- Facilities management plan

D. Business & Finance, continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**

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E. Instructional Leadership

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E1	**Performance Evaluation System** Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results. Individual Development Plans are provided to staff rated as less than effective.	
E2	**Building-Level Leadership** Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	Principals are provided defined autonomy consistently with accountability. Goals for learning and instruction are prioritized.	
E3	**Staff Development** Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	
E4	**School Improvement (MICIP)** Professional Standards for Educational Leaders: 6, 9, 10	School improvement (MICIP) efforts are limited. There is no comprehensive plan in place.	School improvement (MICIP) plans are in place at the building level but lack district-wide coordination.	School improvement (MICIP) plans are in place at all buildings and align to the district-wide goals.	
E5	**Curriculum** Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	
E6	**Instruction** Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Technology is used to enhance teaching and learning.	
E7	**Student Voice** Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Seeks the student voice through engagement of students in goal development and/or decision-making.	

E. Instructional Leadership, continued

Weight: 30%

		Needing Support (1 pt)	Developing (2 pt)	Effective (3 pt)	Rating
E8	**Support for Students** Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Maintains a safe, caring and healthy learning environment.	
E9	**Professional Knowledge** Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	
				Category rating:	**#DIV/0!**

Artifacts that <u>may</u> serve as evidence of performance in this domain:

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit
- Strategic plan/district-wide goals
- Staff development plan
- Professional development calendar
- Instructional model(s)
- Documentation of instructional rounds
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Observational data from staff
- Positive behavior supports/character programs

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If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator:	**Goal:**
Evidence:	

Category rating should be reflected within the performance indicator.

Comments by Board of Education:	**Comments by the Superintendent:**

F. Determining the Professional Practice Rating

Superintendent Name: School Year:

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	#DIV/0! x 20%	= #DIV/0!
B. Community Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
C. Staff Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
D. Business & Finance	20% (.2)	#DIV/0! x 20%	= #DIV/0!
E. Instructional Leadership	30% (.3)	#DIV/0! x 30%	= #DIV/0!
Total Possible	100%	**Score:**	#DIV/0!
		Adjusted (Score / 3) =	#DIV/0!

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G. Other Required Components of Evaluation

Superintendent Name: School Year:

Student Growth and Assessment Data or Student Learning Objectives Metrics

Weight: 20%

Student growth and assessment data used for superintendent evaluation may be the combined student growth and assessment data used in teacher/administrator evaluations for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Locally determined	Locally determined	Locally determined	
Growth:				
Evidence:	District Growth Model			
			Component score:	**0**

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Progress Toward District-Wide Goals

Weight: 15%

Progress made by the school district in meeting the goals set forth in the school district's school improvement (MICIP) plans or district goals.

	Needs Support (1pt)	Developing (2 pt)	Effective (3 pt)	Rating
	Progress was made on fewer than 67% of goals	Progress was made on 67-84% of goals	Progress was made on 85-100% of goals	
Progress:				
Evidence:	As indicated in District-Wide Improvement Plan or District Goals			
			Component score:	**0**

H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, pg. 14)	65% (.65)	#DIV/0! x 65%	= #DIV/0!
Student Growth (Component score, pg. 15)	20% (.20)	0 x 20%	= 0
Progress Toward District-Wide Goals (Component score, pg. 15)	15% (.15)	0 x 15%	= 0
Total Possible	100%	**Total Score:**	#DIV/0!
		Total Score / 3=	#DIV/0!

Evaluation rating as follows: 85% - 100% = Effective; 67% - 84% = Developing; Less than 67% = Needing Support

Comments by Board of Education:	Comments by the Superintendent:

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Board President's Signature: _____ Date: _____ Superintendent's Signature: _____ Date: _____

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily indicate agreement with the evaluation.)

Appendix A – *Research Base*

National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.

The 2015 Standards are the result of an extensive process that took an in-depth look at the new education leadership landscape. It involved a thorough review of empirical research (see the Bibliography for a selection of supporting sources) and sought the input of researchers and more than 1,000 school and district leaders through surveys and focus groups to identify gaps among the 2008 Standards, the day-to-day work of education leaders and leadership demands of the future. The National Association of Elementary School Principals, National Association of Secondary School Principals and American Association of School Administrators were instrumental to this work. The public was also invited to comment on two drafts of the Standards, which contributed to the final product. The National Policy Board for Education Administration, a consortium of professional organizations committed to advancing school leadership (including those named above), has assumed leadership of the 2015 Standards in recognition of their significance to the profession and will be their steward going forward.

Mid-continent Research for Education and Learning (2006). School District Leadership that Works: The Effect of Superintendent Leadership on Student Achievement. Denver, CO: Author.

To determine the influence of district superintendents on student achievement and the characteristics of effective superintendents, McREL, a Denver-based education research organization, conducted a meta-analysis of research—a sophisticated research technique that combines data from separate studies into a single sample of research—on the influence of school district leaders on student performance. This study is the latest in a series of meta-analyses that McREL has conducted over the past several years to determine the characteristics of effective schools, leaders and teachers. This most recent meta-analysis examines findings from 27 studies conducted since 1970 that used rigorous, quantitative methods to study the influence of school district leaders on student achievement. Altogether, these studies involved 2,817 districts and the achievement scores of 3.4 million students, resulting in what McREL researchers believe to be the largest-ever quantitative examination of research on superintendents.

Appendix B – *Process for Completing Year-End Evaluation for Superintendent*

Planning: At the beginning of the year in which the evaluation is to occur, the Board of Education and superintendent convene a meeting in public and agree upon the following items:

- Evaluation instrument
- Evaluation timeline and key dates
- Performance goals (if necessary beyond performance indicators outlined in rubric, district-wide improvement goals and student growth model)
- Appropriate benchmarks and checkpoints (formal and informal) throughout year
- Artifacts to be used to evidence superintendent performance
- Process for compiling the year-end evaluation
- Process and individual(s) responsible for conducting the evaluation conference with the superintendent
- Process and individual(s) responsible for establishing a performance improvement plan for the superintendent, if needed
- Process and individual(s) responsible for sharing the evaluation results with the community

Checkpoints: The Board of Education and superintendent meet at key points in the evaluation year as follows:

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- **Three months in – *Informal update* –** Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **Six months in – *Mid-Year Progress Report* – Superintendent provides update on progress along with available evidence prior to convening a meeting in public. Board president collects questions from the board and provides to superintendent prior to meeting. Board and superintendent discuss progress and make adjustments to course or goals, if needed. THIS MID-YEAR PROGRESS REPORT IS A REQUIREMENT**
- **Nine months in – *Informal update* –** Superintendent provides written update to the board. Board president shares with the superintendent any specific concerns/questions from the board.
- **11-12 months in – *Formal evaluation* –** Superintendent conducts self-evaluation; presents portfolio with evidence to Board of Education (made available prior to meeting). Board members review portfolio prior to evaluation meeting; seek clarification as needed. Board president (or consultant) facilitates evaluation. Formal evaluation is adopted by Board of Education.

Appendix C – *Conducting the Formal Evaluation & Conference*

Prior to meeting:

1) Superintendent prepares self-evaluation, compiles evidence and provides to Board of Education.
2) Board members seek clarity, as needed, regarding self-evaluation or evidence provided.
3) Board of Education members receive blank evaluation instrument and make individual notes about their observations.

During meeting:

4) Superintendent presents self-evaluation and evidence. Superintendent remains present throughout the meeting.
5) Board president or Facilitator reviews with Board of Education superintendent's self-evaluation and evidence provided for each domain and facilitates conversation about performance.
6) Score is assigned for each performance indicator via consensus of the Board of Education.
7) Upon completion of all performance indicators within all domains, the tool will calculate the overall professional practice score and identify the correlating rating.
8) The Board of Education reviews evidence provided related to progress toward district-wide goals and assigns a score via consensus.
9) The Board of Education reviews evidence provided related to the District Student Growth Model and assigns a score via consensus.
10) The tool will calculate the overall evaluation score based on professional practice, progress toward district-wide improvement goals and student growth ratings.
11) The Board President or Facilitator makes note of themes/trends identified by the Board of Education during the evaluation.
12) The Board reconvenes in open session if they have done the evaluation in closed session
13) Board president calls for vote to adopt completed year-end evaluation for superintendent.
14) After approval of the evaluation, the Superintendent notes their comments on evaluation if desired.
15) Board president and superintendent sign completed evaluation form and it goes into the personnel file and the overall rating is reported in the REP.

Appendix D – *Considerations Related to the Closed Meeting*

The Board of Education may go into closed session for certain aspects of the superintendent's evaluation but ONLY at the request of the superintendent. A superintendent who has requested a closed session may rescind the request at any time. The following table identifies which aspects of the process need to be in open and closed session:

OPEN PHASE
Scheduling the evaluation
Choosing and modifying the evaluation instrument
Establishing performance goals or expectations
Determining process for the evaluation
Voting to go into closed session

CLOSED PHASE ***only if requested by employee***
Discuss & deliberate about evaluation/performance of the superintendent

OPEN PHASE
Adoption of the evaluation
Related board actions and discussions

Consensus That Involves a Closed Session

1. Superintendent requests a closed session for the purpose of their evaluation.
2. Board of Education votes to go into closed session.
3. Board of Education moves into closed session: the superintendent remains present throughout the session unless they choose to excuse themself.
4. Board president or facilitator reviews with the Board of Education the superintendent's self-evaluation and evidence provided for each domain and facilitates a conversation about performance. A consensus of the Board of Education is identified for each domain score.
5. Board president reviews with Board of Education evidence provided related to progress towards district-wide goals. A consensus of the Board of Education is identified for progress towards district-wide goals via consensus of Board of Education.
6. Board president reviews with Board of Education evidence provided related to district's student growth model. A consensus of the Board of Education is identified for student growth.
7. Upon completion of all areas, the tool will calculate the overall score and identify the correlating rating.
8. Board president or facilitator makes a note of themes that were identified by the Board of Education during the evaluation.
9. **Board of Education comes out of Closed Session and returns to an Open Meeting.**
10. Board president asks for a motion to approve the evaluation (since the work was completed in closed session, it is confidential until approved by the Board). Once approved by the Board:
    - The consensus score/rating for the overall evaluation can be identified and a public statement can be announced.
11. Superintendent notes their comments on the evaluation, if desired.
12. Board president and superintendent sign the completed evaluation form.
13. Board president works with the superintendent to coordinate further public statement about the superintendent's performance if needed.

The completed evaluation form reflects the Board of Education's assessment of the superintendent's performance and is subject to FOIA.
The forms used by individual board members for notes are not subject to FOIA providing they are not calculated into an average score.

Appendix E – *Possible Timelines for Evaluation of the Superintendent*

Key dates and deliverables for superintendent evaluation should be mutually agreed upon by the Board of Education and the superintendent at the *beginning* of the evaluation cycle. Timeline scenarios and key benchmark descriptions are provided below.

January – December		June – July		March – April	
Activity	**Month**	**Activity**	**Month**	**Activity**	**Month**
Tool, process, timeline and goals mutually established	January	Tool, process, timeline and goals mutually established	July	Tool, process, timeline and goals mutually established	May
Informal update	April	Informal update	October	Informal update	August
Mandatory Mid-year Progress Report	June	Mandatory Mid-year Progress Report	December	Mandatory Mid-year Progress Report	October
Informal update	August	Informal update	February	Informal update	December
Annual evaluation	November	Annual evaluation	May	Annual evaluation	March
Advantage: Aligns with election cycle. Board members who establish goals are likely the same board members evaluating performance.		**Advantage:** Aligns with the school year. Is compatible with natural flow of the school year as well as hiring cycle for most superintendents.		**Advantage:** Aligns with contract renewal cycle in many cases. Boards of Education must provide superintendents 90 days' notice in the event of nonrenewal of contract.	

Beginning of Cycle	Informal Update	Mid-cycle Formal Update	Annual Evaluation
Board of Education and superintendent mutually agree upon: • System (tool) to be used • Timeline and key dates • Goals, benchmarks and evidence • How evaluation will be compiled • How evaluation will be shared with superintendent • How evaluation will be shared with the community	• Board president shares any specific questions or concerns from board members • Superintendent provides a written update to the board on goals, expectations and indicators of success • Board offers input on status/progress to-date	• Board president provides questions from the board prior to meeting • Superintendent provides update on progress with available evidence • Board seeks clarification if needed • Discussion on progress and growth • Adjustments to course or goals are discussed	• Superintendent performs self-evaluation; presents portfolio with evidence to Board of Education • Board members review portfolio prior to evaluation, seek clarification as needed • Board president or consultant facilitate evaluation • Formal evaluation is presented to and adopted by Board of Education • Board president and superintendent coordinate public statement regarding superintendent performance

Appendix F – *Establishing Performance Goals for the Superintendent*

The MASB Superintendent Evaluation instrument provides a framework for evaluating the superintendent in critical areas of professional practice as well as the state-required components of student growth and progress towards district-wide goals. Additional performance goals should be established in exceptional circumstances to clarify the board's expectations and give priority to the work being done. For this reason, performance goals should be limited in number, aligned to district goals and assist in clarifying accountability.

Superintendent performance goals may be developed from:

- A specific district goal
- A job performance indicator within an evaluation instrument
- Student performance data

When establishing performance goals, the following guidelines should be considered:

- Involve all board members and superintendent
- Decide on desired results
- Develop performance indicators
- Identify supporting documentation (evidence)
- Review and approve final performance goals, indicators and evidence
- Monitor progress at scheduled checkpoints

Performance Goal Fundamentals

Performance goals should be S-M-A-R-T:
Specific – Goals should be simplistically written and clearly define what is expected.
Measurable – Goals should be measurable and their attainment evidenced in some tangible way.
Achievable – Goals should be achievable given the circumstances and resources at hand.
Results-focused – Goals should measure outcomes not activities.
Time-related – Goals should be linked to a specific timeframe.

Process for Goal Development

1. Identify the district goal/priority/indicator/student performance data the superintendent's goal is intended to support
2. Ask the superintendent:
   a. What will we see next year toward the accomplishment of this that we don't see now?
   b. What measure will we use to know that the difference represents meaningful progress?
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements

Appendix G – *Evidence*

Validity, reliability and efficacy of the MASB Superintendent Evaluation Instrument relies upon board members using evidence to score superintendent performance.

- Artifacts to serve as evidence of superintendent performance should be identified at the beginning of the evaluation cycle and mutually agreed upon by the Board of Education and the superintendent.
- Artifacts should be limited to only what is needed to inform scoring superintendent performance. Excessive artifacts cloud the evaluation process and waste precious time and resources.
- Boards of Education and superintendents should establish when artifacts are to be provided, i.e., as they originate, at designated checkpoints, during self-evaluation, etc.

A list of possible artifacts that may be used as evidence is provided at the end of each professional practice domain rubric. See the appendixes of this document for additional artifacts that may serve as evidence of performance.

Appendix H – *Possible Evidence of Performance*

Evidence helps to demonstrate performance of the superintendent and remove guess work and subjectivity from evaluation. The following artifacts may be used as evidence of performance. This list is not comprehensive.

1 Administrative "calendar" – critical dates calendar (RE: due dates, etc.) and board presentation cycle/annual reports
2 Administrative team book study (agendas and minutes)
3 Administrative team meeting agendas
4 Affirmative action plan
5 Agendas and/or minutes from community planning meetings, including key communicators meetings
6 Auditor's report
7 Background checks verification
8 Board and administrative goals
9 Board meeting agendas
10 Board policy and administrative policy enforcement that's reflective of a "new" vision with supporting materials
11 Bullying/harassment programs
12 Character education program data
13 Civic group presentations
14 Collaboration/sharing incentives/opportunities for efficiency/effective learning (documentation)
15 Collaborative partners (documentation)
16 Collaborative sharing of programs, etc. (agendas and minutes)
17 Common teacher instructional planning time
18 Communication "vehicles" that make the school vision visible to stakeholders including using technology
19 Communications with parents
20 Community survey
21 Comprehensive School Improvement Plan
22 Customer satisfaction indices
23 Curriculum team meeting agendas
24 Curriculum and instructional audit
25 Data on outreach programs
26 Department of Education site visit summative report
27 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Data
28 Development of wikis, blogs, etc., to collect feedback on specific issues in the district
29 District Budget
30 District-wide School Improvement Plan
31 Distribution of research to administrative team and teachers
32 Diversity training/awareness plan
33 Documentation of coaching for instruction, curriculum or assessment
34 Documentation of coaching and evaluation of principals
35 Economic vision (participation with community development groups)
36 Election results that impact tax levies
37 Emergency/Crisis Plans
38 Employee handbooks
39 Enrollment plans
40 Equity district-wide program results
41 Evidence of annual review of district's mission statement and alignment to practice
42 Evidence of implementation of formal project management techniques
43 Evidence of relationship building (notes, cards, emails, etc.)
44 Evidence of teachers examining student achievement data
45 Feedback from a wide variety of stakeholders about performance as the superintendent
46 Formal and informal community partnership agreements and plans
47 Formative assessments to inform instruction
48 Grants received/applied for – alignment to goals of the district; sustainability
49 Growth goals for administrators
50 Hiring process (guidelines, procedures, schedules)
51 House calls – contact with parents and partners (documentation)
52 Induction plan of board members for understanding of school finance (confidence of board members' understanding)
53 Involvement with "school safety" organizations (documentation)
54 Instructional model
55 Instruction-related professional development/growth plans
56 iPod audible book study
57 Job-embedded PD on instruction

Appendix H – Possible Evidence of Performance, continued

58 Leadership library (documentation)
59 Level of volunteerism (documentation)
60 Linkage of Professional Development Model to student achievement goals (documentation)
61 Log of school visits and conversations with staff (includes emails)
62 Log of school visits and presentations
63 Meaningful interpretive reports of student achievement data delivered in lay language
64 Media – Newsletter/paper articles/Web site
65 Meeting logs of times with administrative staff/support staff
66 Membership and service to service clubs (documentation)
67 Michigan Student Test of Educational Progress Data
68 Michigan Top-to-Bottom School Rankings
69 Minutes of the School Improvement Advisory Committee meetings
70 Monthly calendars
71 National Assessment of Educational Progress Data
72 Needs assessments/satisfaction surveys/focus groups
73 Notes from state officials
74 Number of visits to website
75 Observational data from board, staff, etc.
76 Open houses (documentation)
77 Opening day PowerPoint-type presentation
78 Parenting classes - numbers
79 Parent-teacher conference numbers
80 Participation in social/fraternal organizations (documentation)
81 Participation in youth-oriented organizations (documentation)
82 Participation on state, regional, national initiatives (documentation)
83 PBS – Positive Behavior Supports – control/theory/SAFE/Olweus/CHAMPS implementation plans
84 Podcasts/video communicating district vision and accomplishments
85 Policies/procedures for management of funds
86 Preschool – community partnership plans
87 Presentations to groups, including teachers (shareholders/stakeholders)
88 Professional Development Plan
89 Program evaluation and process result
90 Reflective journals
91 Record of solicitation of feedback
92 Reports and celebrations of student achievement to board and other audiences
93 School comparisons charts from CEPI
94 Special Education delivery plan
95 Staff handbook
96 School Improvement Plans
97 Staff recruitment plan
98 Student achievement data
99 Surveys of staff/community
100 Symbolic “pins,” other symbols – celebrations, etc.
101 Teacher mentor program
102 Trends in Career Development Plan growth goals for teachers
103 Work with city council on city/school initiatives (documentation)
104 Work with School Improvement Advisory Committee (SIAC) (documentation)
105 Written communications
106 Written proposals for innovative practices
107 Written recommendations on difficult issues

Appendix I – *Contingencies*

If a superintendent receives a rating of **developing** or **needing support**, the Board of Education must develop and require the superintendent to implement an improvement plan to correct the deficiencies. The improvement plan must recommend professional development opportunities and other actions designed to improve the rating of the superintendent on their next annual evaluation. See the appendixes of this document for more information on developing an Individual Improvement Plan for the superintendent.

If a superintendent receives a rating of **effective** on three consecutive annual evaluations, the Board of Education may choose to conduct an evaluation biennially instead of annually. However, if a superintendent is not rated as effective on one of these biennial evaluations, the superintendent must again be evaluated annually.

Appendix J – *Student growth and assessment data or student learning objectives metrics*

For all superintendents, the evaluation system has to take into account multiple measures of student growth and assessment data. For superintendents who are *regularly involved in instructional matters* —and this includes all but the most exceptional situations—the following specific expectations must be met with regard to student growth and assessment data or student learning objectives metrics :

> **Beginning in the 2024-2025 school year, 20% of the year-end evaluation must be based on student growth and assessment data or student learning objectives metrics.**

Student growth and assessment data used for superintendent evaluation may be the combined student growth and assessment data used in teacher annual year-end evaluations for the entire district.

Student Growth Versus Student Achievement

Student growth and student achievement are not the same measurement. Student achievement is a single measurement of student performance while student growth measures the amount of students' academic progress between two points in time. [1]

> Student Achievement Example: A student could score 350 on a math assessment.
>
> Student Growth Example: A student could show a 50-point growth by improving their math score from 300 last year in the fourth grade to 350 on this year's fifth grade exam.

It's important to note that, in order to measure student growth, the data considered must be from a single group of students, i.e., this year's fourth graders and next year's fifth graders.

What is a Student Growth Model?

School districts should establish a student growth model to be used in educator and administrator evaluations. A growth model is a collection of definitions, calculations or rules that summarizes student performance over two or more time points and supports interpretations about students, their classrooms, their educators or their schools. [2]

Michigan law requires that multiple research-based growth and assessment or student learning objective metrics be used in student growth models that are used for evaluation purposes. This may include state assessments, alternative assessments, student learning objectives, nationally normed or locally adopted assessments that are aligned to state standards or based on individualized program goals.

1 Measuring student growth: A guide to informed decision making, Center for Public Education
2 A Practitioner's Guide to Growth Models, Council of Chief State School Officers

Appendix K – *Developing an Individual Improvement Plan for the Superintendent*

Individual Improvement Plans are an excellent way of helping employees develop their skills. Boards of education should encourage superintendents to develop an IIP in order to foster professional development.

In the event that a superintendent receives a rating that is less than effective, the law requires the creation of an IIP. The following process is a framework for creating and implementing an IIP for the superintendent.

- During the evaluation conference, the Board of Education provides clear feedback to the superintendent in the domain(s) in which they received a less than effective rating.
- A committee of the Board of Education is established to support and monitor the superintendent's development.
- The superintendent drafts an Improvement Plan and presents it to the committee for feedback and approval. The Improvement Plan outlines clear growth objectives, as well as the training and development activities in which the superintendent will engage to accomplish objectives. The committee reviews, provides feedback and approves the Improvement Plan.
- The committee meets quarterly with the superintendent to monitor and discuss progress.
- The superintendent reports progress on their Improvement Plan with their self-evaluation prior to the formal annual evaluation.

Appendix L – *Training*

MASB provides training on its Superintendent Evaluation instrument to board members and superintendents via a cadre of certified trainers. Training is as follows:

Instrument-Specific Training/Rater Reliability Training

This training covers the use of the MASB Superintendent Evaluation instrument including the cycle and processes of evaluation, rating superintendent performance on the rubric, rater reliability training, as well as the use of evidence to evaluate superintendent performance. This training fulfills the requirement of evaluator training for board members as well as evaluatee training for superintendents whose districts are evaluating their superintendent with the MASB Superintendent Evaluation instrument. It is conducted on-location in districts with board members and superintendent present.

Authors

The Michigan Association of School Boards has served boards of education since its inception in 1949. In the decades since, MASB has worked hands-on with tens of thousands of school board members and superintendents throughout the state. Evaluation of the superintendent has been a key aspect of that work – MASB developed superintendent evaluation instruments and trained board members in their use nearly half a century before the requirements.

MASB staff and faculty involved in creating the MASB Superintendent Evaluation instrument Include:

- Rodney Green, Ph.D., Superintendent of Schools (retired), East China School District
- Olga Holden, Ph.D., Director of Leadership Services (retired), MASB
- Donna Oser, CAE, Director of Executive Search and Leadership Development, MASB
- Debbie Stair, M.N.M.L., former school board member, Assistant Director of Leadership Development, MASB
- Jay Bennett, M.A., former school board member, Assistant Director of Executive Search Services, MASB

New York Council of School Superintendents staff and leadership involved in creating the Council's Superintendent Model Evaluation (which significantly influenced MASB's instrument):

- Jacinda H. Conboy, Esq., New York State Council of School Superintendents
- Sharon L. Contreras, Ph.D., Superintendent of Schools, Syracuse City SD
- Chad C. Groff, Superintendent of Schools
- Robert J. Reidy, Executive Director, New York State Council of School Superintendents
- Maria C. Rice, Superintendent of Schools, New Paltz CSD
- Dawn A. Santiago-Marullo, Ed.D., Superintendent of Schools, Victor CSD
- Randall W. Squier, CAS, Superintendent of Schools, Coxsackie-Athens CSD
- Kathryn Wegman, Superintendent of Schools (retired), Marion CSD

Agile Sports Technologies, Inc. dba Hudl
600 P Street, Ste 400
Lincoln NE 68508
United States
USA Tax ID: 26-0568054

Invoice #: H00085844

Invoice Date: 07/16/2024
Due Date: 08/15/2024
Payment Terms: Net 30

Walled Lake Central High School

Bill To: 1600 Oakley Park Rd, Walled Lake, Michigan,48390
United States
Sold To: 1600 Oakley Park Rd, Walled Lake
Michigan, 48390
United States

Product Name	Qty	Service Period
Focus Exchange Network	*1*	*08/15/2024-08/14/2025*
Hudl Baseball Assist Unlimited Game 24 hr	*1*	*08/15/2024-08/14/2025*
Hudl Basketball Assist Unlimited Game 12 hr	*1*	*08/15/2024-08/14/2025*
Hudl Basketball Assist Unlimited Game 24 hr	*1*	*08/15/2024-08/14/2025*
Hudl Focus Indoor	*1*	*08/15/2024-08/14/2025*
Hudl Focus Outdoor	*1*	*08/15/2024-08/14/2025*
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Hudl Gold (Competitive)	*1*	*08/15/2024-08/14/2025*
Hudl Ice Hockey Assist Unlimited Game 24 hr	*1*	*08/15/2024-08/14/2025*
Hudl Sideline Premium	*1*	*08/15/2024-08/14/2025*
Hudl Silver Additional	*7*	*08/15/2024-08/14/2025*
Hudl Soccer Assist Unlimited Game 24 hr	*2*	*08/15/2024-08/14/2025*
Hudl Softball Assist Unlimited Game 24 hr	*1*	*08/15/2024-08/14/2025*
Hudl Volleyball Assist Unlimited Game 24 hr	*2*	*08/15/2024-08/14/2025*
Playtools	*1*	*08/15/2024-08/14/2025*

INVOICE TOTALS

Subtotal:	$10,300.00
One Time Discount:	$0.00
Sales Tax:	$0.00
Total Invoice Amount:	**$10,300.00**
Balance Due:	***$10,300.00***
Currency:	USD

Payment by ACH/Wire
Please include your invoice number in the transaction details field to ensure proper credit to your account (H00085844).
Send all payment remittance emails to USAccountsReceivable@hudl.com.

Bank Name:	JP Morgan Chase
Bank Address:	42 Broadway New York, NY 10004
Account Name:	Agile Sports Technologies, Inc.
Account Number:	659831215
Routing Number:	111000614

Payment by Check
Hudl
29775 Network Place
Chicago, IL 60673-1775 USA
Hudl's W9: hudl.com/p/w9
hudl.com/help
INCLUDE INVOICE NUMBER ON CHECK

Payments and Adjustments

All payments and adjustments have already been applied to the balance shown on this invoice. The following list is for your records.

All amounts are in USD

DATE	TRANSACTION NUMBER	TYPE	NOTES	APPLIED AMOUNT

No payments or adjustments have been applied to this invoice.

Tax Breakdown by Tax Rate

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All amounts are in USD

TAX NAME	TAX RATE TYPE	TAX RATE	TAX AMOUNT

No taxes have been applied to this invoice due to customer's tax exemption status.

Agile Sports Technologies, Inc. dba Hudl. EIN is 26-0568054. Go to hudl.com/p/w9 for a copy of Hudl's W9.**W9 Address:**

Hudl

600 P Street, Ste. 400

Lincoln, NE 68508

Agile Sports Technologies, Inc. dba Hudl
600 P Street, Ste 400
Lincoln NE 68508
United States
USA Tax ID: 26-0568054

Invoice #: H00086385

Invoice Date: 07/16/2024
Due Date: 08/15/2024
Payment Terms: Net 30

Walled Lake Northern High School

Bill To: 6000 Bogey Lake Road, Commerce, Michigan,48390
United States
Sold To: 6000 Bogey Lake Road, Commerce
Michigan, 48390
United States

Product Name	Qty	Service Period
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Hudl Lacrosse Assist Unlimited Game 24 hr	*2*	*08/15/2024-08/14/2025*
Hudl Sideline Premium	*1*	*08/15/2024-08/14/2025*
Hudl Silver Additional	*9*	*08/15/2024-08/14/2025*
Hudl Soccer Assist Unlimited Game 24 hr	*2*	*08/15/2024-08/14/2025*
Hudl Softball Assist Unlimited Game 24 hr	*1*	*08/15/2024-08/14/2025*
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Hudl
29775 Network Place
Chicago, IL 60673-1775 USA
Hudl's W9: hudl.com/p/w9
hudl.com/help
INCLUDE INVOICE NUMBER ON CHECK

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Bank Address:	42 Broadway New York, NY 10004
Account Name:	Agile Sports Technologies, Inc.
Account Number:	659831215
Routing Number:	111000614

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600 P Street, Ste. 400

Lincoln, NE 68508

Agile Sports Technologies, Inc. dba Hudl
600 P Street, Ste 400
Lincoln NE 68508
United States
USA Tax ID: 26-0568054

Invoice #: H00086287

Invoice Date: 07/16/2024
Due Date: 08/15/2024
Payment Terms: Net 30

Walled Lake Western High School

Bill To: 30542 Crest, Walled Lake, Michigan,48390
United States
Sold To: 30542 Crest, Walled Lake
Michigan, 48390
United States

Product Name	Qty	Service Period
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Hudl Softball Assist Unlimited Game 24 hr	*1*	*08/15/2024-08/14/2025*
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Playtools	*1*	*08/15/2024-08/14/2025*

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600 P Street, Ste. 400

Lincoln, NE 68508

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Pontiac, Michigan 48342
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F (248) 334-3404
www.auchconstruction.com

August 1, 2024

Bill Chatfield
Director of Operations
Walled Lake Consolidated School District
850 Ladd Road, Building D
Walled Lake, MI 48390

RE: Walled Lake Consolidated School District
2019 Bond Projects – Bid Package No.7 Central High School – Bulletin 8

Dear Mr. Chatfield:

Per requirements by the electrical inspector, we completed a continuity test of the existing bonding in the pool area at Central High School. This continuity test did not pass and indicated that many items within 5' of the pool edge needed to be bonded; this includes ladders, railings, starting blocks, and stanchion cups on the pool deck.

As a solution to this issue, the design team has recommended to replace the existing failing bonding with new bonding wire to each piece of metal within 5' of the pool deck to meet code. This pricing is reflective of the necessary demolition, mud bed, tiling, and electrical bonding installation around the perimeter of the pool deck.

It is the design team and AUCH's recommendation to issue change orders for bulletin 8 to the following:

Demolition / Sawcutting	Bluestar	$16,500
Infill/Tile	Omega Flooring	$14,298
Electrical	Great Lakes Power and Lighting	$17,624
TOTAL CHANGE ORDER AWARD		$48,422

Attached please find a copy of the contractor pricing. Please do not hesitate to call if you have any questions.

Very truly yours,

George W. Auch Company

Tyler Maki
Project Manager
Enclosures
CC: TMP, Auch

BLUE STAR, INC.

21950 Hoover - Warren, MI 48089
(586) 427-9933 - Fax: (586) 427-9934

CHANGE ORDER REQUEST

George W. Auch Co.
65 University Dr
Pontiac, MI 48342

REQUEST NO: 23-680-04
DATE: 7/17/2024
JOB NO: 23-680

Attn:
Email: tmaki@auchconstruction.com
No hard copy mailed unless requested.

Project: **WLCSD BP#7/seal**
Commerce Twp

WE HAVE BEEN REQUESTED TO MAKE THE FOLLOWING CHANGES FROM THE ORIGINAL CONTRACT: (General Conditions and Specifications of Original Contract govern unless otherwise mentioned)

RE: CHANGE TO ORIGINAL CONTRACT

Saw cut, break and remove concrete slab on grade
around perimeter of existing pool. (300' x 2" x 4" or less)

6" Core around existing sleeves, break and remove concrete (x75)

TOTAL PRICE FOR THE ABOVE WORK: $ 16,500.00

Disposal by others

The above constitutes a change in our original contract. Please expedite your necessary documents to facilitate invoicing.

THANK YOU,
Russell Joyce
Estimator

ACCEPTED BY: _____ DATE: _____
(Signature & Title)

N 42 43' 39"◆W 82 41' 81"

PRICE QUOTATION

CCN# **23031-5**
Description Pool Bonding

Date: 7/28/2024
Project Name: WLCS Central High School BP7
Project Number: 23031
Page Number: 1

Description	Qty	Net Price	U	Total Mat.	Labor	U	Total Hrs.
# 8 BARE COPPER SOLID	500	847.60	M	423.80	13.35	M	6.67
# 6 BARE COPPER SOLID	350	1,288.30	M	450.90	15.30	M	5.36
# 4 BARE COPPER SOLID	100	1,895.40	M	189.54	17.85	M	1.79
1-H STRAP #14/2 & #12/2	30	57.82	C	17.35	6.90	C	2.07
COMPRESSION LUG - CU W/ 1- 13/64" HOLE - # 8 CU W	2	567.21	C	11.34	15.00	C	0.30
COMPRESSION LUG - CU W/ 1- 9/32" HOLE - # 6 CU WI	22	606.02	C	133.32	19.50	C	4.29
COMPRESSION LUG - CU W/ 1- 9/32" HOLE - # 4 CU WI	2	820.97	C	16.42	22.50	C	0.45
# 8 SOL - 1/0 STRD TO 5/8" GRD ROD CLAMP W/ HEX B	10	9.66	E	96.60	0.23	E	2.30
# 4 - #4/0 TO 2 1/2 - 3 1/2" PIPE GRD CLAMP	44	50.00	E	2,200.00	0.53	E	23.32
1/4"x 2"x 3' COPPER BAR	1	210.00	E	210.00	0.75	E	0.75
#10 STRD - # 4 SOL CU SPLIT BOLT W/ 5/16-18x 27/32	62	2,000.00	C	1,240.00	37.50	C	23.25
#10 TO #12x 1 PLAS ANCHOR (1/4)	30	5.52	C	1.66	10.50	C	3.15
1/4x 1 1/4 FENDER WASHER - PLTD STL	30	10.33	C	3.10	1.50	C	0.45
#10x 1 1/4 P/H SELF-TAP SCREW	30	26.48	C	7.94	4.80	C	1.44
3.62" Lx 0.091" W - 0.625" BUNDLE NYLON CABLE TIE -	30	30.70	C	9.21	4.50	C	1.35
MALL BEAM CLAMP TO 15/16" FLNG W/ 1/4-20 THRD HO	25	440.00	C	110.00	12.00	C	3.00
1 1/4" BRIDLE RING - 1/4-20 THRD	30	259.72	C	77.92	9.00	C	2.70
COORDINATE	1	0.00	E	0.00	8.00	E	8.00
PERMIT/REINSPECTION	1	500.00	E	500.00	8.00	E	8.00
Totals	**1,300**			**5,699.10**			**98.64**

9646 Marine City Hwy.◆Casco, MI 48064 ◆ PH.586.716.4000 ◆FX.586.716.4770

N 42 43' 39"◆W 82 41' 81"

PRICE QUOTATION

CCN# **23031-5**
Description Pool Bonding

Date: 7/28/2024
Project Name: WLCS Central High School BP7
Project Number: 23031
Page Number: 2

General Materials		5,699.10
Material Tax	(@ 6.000 %)	341.95
Total Material		**6,041.05**
ELECTRICIAN	(98.64 Hrs @ $98.00)	9,666.72
Subtotal		**15,707.77**
Markup	(@ 10.000 %)	1,570.78
Subtotal		**17,278.55**
BOND	(@ 2.000 %)	345.57
Final Amount		**$17,624.12**

9646 Marine City Hwy.◆Casco, MI 48064◆PH.586.716.4000◆FX.586.716.4770

Omega Floors,Inc
35370 Union Lake Rd
Harrison Twp, Mi 48045
586-218-6800

Proposal #: OM014013
Sale Date: 07/29/2024
Install Date:
Sales Rep: Smith, S
Sales Rep:

SOLD TO

Auch Construction, Walled Lake - Central HS - Pool Tile
65 University Drive
Pontiac MI 48342
248-334-2000

SHIPPED TO

Printed 07/30/24 15:48:19

Walled Lake Central Bulletin 8
1600 E Oakley Park Rd
Commerce Twp MI

MATERIALS		QUANTITY	PRICE	TOTAL
(2) Daltile Keystones 1x1 field SP8125 Comments: CT1 pool tile - Field	Desert grey speckle, Nautical Blue, E	360.00SqFt	$7.50	$2,700.00
(3) Mapei Kerapoxy IEG CQ Comments: Grout	TBD	6.00Each	$360.00	$2,160.00
(4) Mapei Keraflex Plus Comments: Thinset	Gray Tile Mortar 44# Bag	7.00Each	$54.00	$378.00
(5) Redgard Comments: Waterproofing	3.5 gal	2.00Each	$253.00	$506.00
			Materials Subtotal:	**$5,744.00**

LABOR	QUANTITY	PRICE	TOTAL
(2) Ceramic --,	329.00 SqFt	$17.00	$5,593.00
(5) waterproofing membrane --,	329.00 SqFt	$2.00	$658.00
(6) Mudding --, ** Mudding/pool infill **	329.00 SqFt	$7.00	$2,303.00
		Labor SubTotal:	**$8,554.00**

Comments: **They do not have a concrete contractor, need to know what will need to be done to install this afer they dig the 4" trench.

Subtotal:	$14,298.00
Misc:	$0.00
Total:	$14,298.00
Payments:	$0.00
Balance:	$14,298.00

AUCH
Auch Construction
Innovative Planners & Construction Managers
Since 1908

65 University Drive
Pontiac, Michigan 48342
P (248) 334-2000
F (248) 334-3404
www.auchconstruction.com

August 1, 2024

Bill Chatfield
Director of Operations
Walled Lake Consolidated School District
850 Ladd Road, Building D
Walled Lake, MI 48390

RE: Walled Lake Consolidated School District
2019 Bond Projects Western High School Phase 2 Remodeling – Bulletin 4R

Dear Mr. Chatfield:

Per requirements by the electrical inspector, we completed a continuity test of the existing bonding in the pool area at Western High School. This continuity test did not pass and indicated that many items within 5' of the pool edge needed to be bonded; this includes ladders, starting blocks, lane rope anchors, and the grates inside of the existing gutter system.

As a solution to this issue, the design team has recommended to replace the existing gutter system with a new stainless steel gutter. This pricing is reflective of the necessary demolition, concrete, electrical, and new tile installation in addition to the new gutter system.

It is the design team and AUCH's recommendation to issue change orders for bulletin 4R to the following:

Demolition / Scaffolding / Concrete / Reinforcing	Brencal Contractors	$384,656
Electrical	Metro Electric	$15,162
Tile	Omega Flooring	$103,712
Gutter / Piping	Aquatic Source	$239,678
TOTAL CHANGE ORDER AWARD		$743,208

Attached please find a copy of the contractor pricing. Please do not hesitate to call if you have any questions.

Very truly yours,
George W. Auch Company

McKenzie Ozark
Project Manager
Enclosures
CC: TMP, Auch

aquatic source

190 Summit St., Brighton, MI 48116 • phone 248.366.0606 • fax 248.366.0605
www.aquaticsource.com

July 29, 2024

Auch Construction
McKenzie Ozark
65 University Drive
Pontiac, MI 48342

Re: Stainless Steel Gutter- Walled Lake Western High School- Final

McKenzie,

Below is our revised cost per Final Bulletin #4 and our understanding of our scope of work. If scope of work varies from that listed below, please let us know so that we can revise.

Our scope is strictly qualified to the work items below:

Scope:

- We include on site foreman time to coordinate with your concrete and demolition contractors for removals and pour backs
- Demolition of existing gutter piping indicated on documents is included (pump room only)
- Provide, install and passivate (via subcontractor) a stainless steel gutter overflow system by Neptune Benson to the specifications and conditions listed on the quote. Includes one (1) in gutter step at each of the eight (8) stair locations
    - Shop drawings 2 weeks from issuance of PO
    - A/E approvals??
    - State approvals??
    - 8 weeks fabrication from final approved drawings
    - 2 weeks installation
- Grouting of gutter in cast in place haunch is included by our subcontractor
- 8” and 12” gutter piping as shown on the drawings connected to two (2) converters. Includes 12” gutter isolation valve. Includes 16” core for 12” pipe in lieu of 12” core for 8” pipe and stainless link seals
    - We have included an 8” gutter to waste line to the discharge pit with an 8” butterfly valve that is NOT shown but required by code
- We include final caulking of gutter to deck with 100% silicone product offered in standard colors
- We include caulking of gutter to pool wall with polysulfide based sealant offered in standard colors
- We include provision and installation of thirty-two (32) 4” brass anchor cups for handrails around the pool
- We include provision and installation of six (6) starting block anchors (no cost)
- We include conduit chases and boxes for new timing system in slab only and connected to existing as shown and indicated

aquatic source

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www.aquaticsource.com

Specific Exclusions:

- Demolition of slabs, existing tile gutter, existing gutter piping in grade and structural items required for installation of new gutter, including saw cutting
- Pour backs of any structural concrete items or slabs
- Tile work
- Bonding of any of our installed items
- Changes in scope necessitated by EGLE review and / or varying site conditions
- Protection of existing items to remain intact (floor and / or wall coverings)
- Barricades

Sub Pricing:

Gutter furnished and installed….		$ 151,173.00
Scaffolding….		$ 3,000.00
Gutter grouting…..		$ 22,500.00
Deck sealants…..		$ 1,824.00
Pool sealants….		$ 3,040.00
		$ 181,537.00
	10% OHP	$ 18,154.00
		$ 199,691.00 sub total

Material Pricing:

Electrical boxes / chases….		$ 750.00
Deck Anchors (32)….		$ 960.00
12” Bray Valve…..		$ 781.00
8” Bray Valve…		$ 671.00
PVC Pipe / fittings…		$ 12,155.00
S.S. Link Seal / Hardware….		$ 1,260.00
Glue / Primer / Anchors….		$ 500.00
		$ 17,077.00
	15% OHP	$ 2,562.00
		$ 19,639.00 sub total

aquatic source

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www.aquaticsource.com

Labor Pricing:

Foreman… $ 84.79 / hr (includes mark-up see attached labor breakdown)
Laborer…. $ 60.74 / hr (includes mark-up see attached labor breakdown)

Demolition (2 days foreman / laborer)……	$	2,328.00
Foreman Trade Interface / Support (20 hrs)…..	$	1,696.00
Unload / Stage Gutter (1 day Foreman / laborer)…	$	1,164.00 (*required per Neptune quote)*
Gutter Piping (5 days foreman / laborer)….	$	5,821.00
Timing System Conduits / boxes (3 days foreman / laborer)….	$	3,493.00
	$	**14,502.00 sub total**

Summary:

Subcontractors…..		$ 199,691.00
Materials…..		$ 19,639.00
Labor…		$ 14,502.00
		$ 233,832.00
	2.5% bond	$ 5,846.00
		$ 239,678.00 total

Please let us know if you have any questions. Thank you.

Sincerely,

Nick Shelton
General Manager
Aquatic Source, LLC

BRENCAL
CONTRACTORS
INC.

GENERAL
CONTRACTORS

26079 Schoenherr Rd
Warren, MI 48089
Ph.: (586) 758-6000
Fax: (586) 758-6006
www.brencal.net

August 1, 2024

Auch Construction
65 University Dr.
Pontiac, MI, 48342

Attn: McKenzie Ozark

Ref: Phase 2 WLCS Western HS
BCI Job # 5916-2R
Bulletin #4R

Dear Ms. Ozark,

Brencal Contractors, Inc. is pleased to provide all labor, material, and equipment necessary to provide the work described above and as detailed below.

For The Sum Of ……..$384,655.70
Three Hundred Eighty-Four Thousand Six Hundred Fifty-Five Dollars and 70 Cents

See attached Excel Spreadsheet

Total	**$384,655.70**

Exclusions:
Details 11/S4.2-2 (details not shown on S1.1F-2)
Details 14/S4.1-2 and 15/S4.1-2 (in different scope)

Note:
Ceramic tile removal must accommodate formwork.

We hope the above meets the requirements of all concerned and a Field Order/Change Order will be issued to our contract. If you should have any questions or require additional information, please feel free to contact us at your convenience.

Sincerely yours,
BRENCAL CONTRACTORS, INC.
Andrew J Brickel

5916-2

Demolition					
Sawcut/Remove Slabs					
Laborer	44 hrs	x	$68.52	=	$3,014.88
Operator	32 hrs	x	$94.08	=	$3,010.56
Hilo	32 hrs	x	$35.00	=	$1,120.00
Sawcut/Remove Gutter Area					
Laborer	104 hrs	x	$68.52	=	$7,126.08
Operator	64 hrs	x	$94.08	=	$6,021.12
Hilo	64 hrs	x	$35.00	=	$2,240.00
FMG Sawcutting				=	$74,299.20
Haul off Concrete (Approx. 100 CY)					
Disposal	7 trucks	x	$500.00	=	$3,500.00
Operator	21 hrs	x	$94.08	=	$1,975.68
Loader	21 hrs	x	$110.00	=	$2,310.00
Other					
Trucking	8 hrs	x	$125.00	=	$1,000.00
Tools/Equipment	15 days	x	$200.00	=	$3,000.00

Scaffolding					
Build Scaffold					
Carpenter	160 hrs	x	$92.13	=	$14,740.80
Laborer	80 hrs	x	$68.52	=	$5,481.60
Hilo	80 hrs	x	$35.00	=	$2,800.00
Remove Scaffold					
Carpenter	160 hrs	x	$92.13	=	$14,740.80
Laborer	80 hrs	x	$68.52	=	$5,481.60
Hilo	80 hrs	x	$35.00	=	$2,800.00
Scaffolding					
15'	26 ea	x	$797.00	=	$20,722.00
10'	9 ea	x	$640.00	=	$5,760.00
5'	9 ea	x	$470.00	=	$4,230.00
Other					
Trucking	16 hrs	x	$125.00	=	$2,000.00

Tools/Equipment	20 days	x	$200.00	=	$4,000.00
Lumber/Materials				=	$1,000.00
Power Wash				=	$1,000.00

Formwork

Install Formwork

Carpenter	112 hrs	x	$92.13	=	$10,318.56
Laborer	56 hrs	x	$68.52	=	$3,837.12
Hilo	56 hrs	x	$35.00	=	$1,960.00

Remove Formwork

Carpenter	56 hrs	x	$92.13	=	$5,159.28
Laborer	32 hrs	x	$68.52	=	$2,192.64
Hilo	32 hrs	x	$35.00	=	$1,120.00

Materials

24"x5' Panels	140 ea	x	$7.50	=	$1,050.00
Filler/Corners	24 ea	x	$6.00	=	$144.00
Tax				=	$71.64
Freight				=	$300.00
Hardware/Plywood				=	$400.00
Wall Ties	150 ea	x	$3.85	=	$577.50

Build Brick Seat

Carpenter	96 hrs	x	$92.13	=	$8,844.48
Laborer	48 hrs	x	$68.52	=	$3,288.96
Hilo	48 hrs	x	$35.00	=	$1,680.00

Remove Brick Seat

Carpenter	48 hrs	x	$92.13	=	$4,422.24
Laborer	24 hrs	x	$68.52	=	$1,644.48
Hilo	24 hrs	x	$35.00	=	$840.00

Materials

Plywood	40 ea	x	$40.00	=	$1,600.00
Lumber	80 ea	x	$10.00	=	$800.00
Hardware/Fasteners				=	$250.00

Resteel

Hymmco				=	$6,741.00
Labor	5.3 tons	x	$2,000.00	=	$10,600.00
Wire/Materials				=	$300.00
Horizontal Dowels	305 ea	x	$13.00	=	$3,965.00
Vertical Dowels	610 ea	x	$13.00	=	$7,930.00

Other

Trucking	8	hrs	x	$125.00 =	$1,000.00
Tools/Equipment	18	days	x	$200.00 =	$3,600.00

Concrete

Shape Ground

Operator	24	hrs	x	$92.13 =	$2,211.12
Laborer	48	hrs	x	$68.52 =	$3,288.96
Skidsteer	24	hrs	x	$75.00 =	$1,800.00
Spoils Out				=	$500.00
Sand In				=	$500.00

Pour Concrete

Finisher	32	hrs	x	$81.33 =	$2,602.56
Laborer	64	hrs	x	$68.52 =	$4,385.28
Pump	2	ea	x	$1,800.00 =	$3,600.00

Materials

Concrete	137	cy	x	$165.00 =	$22,605.00
Xypex	137	cy	x	$65.00 =	$8,905.00
Wash Out Dumpsters	2	ea	x	$550.00 =	$1,100.00

Saw Cut / Cure

Carpenter	16	hrs	x	$92.13 =	$1,474.08
Saw Cut				=	$500.00
Cure				=	$500.00

Other

Trucking	8	hrs	x	$125.00 =	$1,000.00
Tools/Equipment	5	days	x	$300.00 =	$1,500.00

Subtotal **$334,483.22**

Subtotal	$334,483.22
O&P 15%	$50,172.48
TOTAL	**$384,655.70**

QUOTE

Order #: 305028

FMG Concrete Cutting
3515 S. Old US 23
BRIGHTON, MI 48114
(810) 227-3650 (810) 227-1290 Fax

QUOTES

OPERATOR
- 0

CUSTOMER INFORMATION

BRENCAL CONTRACTORS, INC.
26079 SCHOENHERR ROAD
WARREN, MI 48089

Cust # 001592

(586) 758-6000 **Fax:** (586) 758-6006
Ordered By: J.R. RATAJ
Salesman: CHRIS REICHHOLD

JOB INFORMATION

Job Date: 07/23/24 (Tuesday)
Arrival: TBD
Estimated Hours: 0.00 $ 74299
PO #:
Job Request #:
Order Entered: 07/23/24 03:41pm **By:** CHRISR
Salesman: CHRISR
Tax Status:

JOB SITE INFORMATION

WALLED LAKE POOL
NEED PHJYSICAL ADDRESS

WALLED LAKE, MI

(810) 887-1700 (...
Area: **Map Code:**
Jobsite: None **Foreman:** J.R. RATAJ
General Contractor:
Owner:

Needed At Site

Distance: 0 **Elevation:** 0

Details

Quantity	Description	Unit	Price
315.00	HORIZONTAL ISOLATION CUT AN ESTIAMTED 39 INCHES BELOW TOP OF POOL SCUPPER 315 LINEAR FEET @ UP TO 16" THICK WALL SAWING	44.00	13,860.00
64.00	UP TO 1.5 INCH DIAMETER HOLES UP TO 16 INCHES THICK TO RUN WIRE FOR VERTICAL CUTS	75.00	4,800.00
64.00	VERTICAL ISOLATIONS IN ESTIMATED 6.5 SQUARE FOOT BLOCK OF CONCRETE TO SEPARATE INTO ESTIMATED 4988# EACH CONTRACTOR WILL NEED TO HOLD BLOCKS IN PLACE TO PREVENT THEM FROM FALLING IN POOL/ON WIRESAW DIESEL WIRESAW WILL NEED TO BE USED INDOORS TO COMPLETE THIS SOIL WILL NEED TO BE EXCAVATED TO HORIZONTAL LIMIT OF DEMOLITION TO COMPLETE WORK	675.00	43,200.00
1521.00	SAWCUT UP TO 8 INCH SLAB ON GRADE ON NORTH, EAST AND WEST SIDES OF POOLS INTO ESTIMATED 2.5 BY 3 FOOT BLOCKS FOR REMOVAL UP TO 8" DEEP CONCRETE SLAB, 40 HP ELECTRIC SLAB SAW *BASED ON CONTRACTOR GETTING LARGE SAW TO WORK AREA - USING SMALL SAW WILL INCUR ADDITIONAL CHARGES	5.20	7,909.20
400.00	SAWCUT SLAB ON GRADE ON SOUTH SIDE OF POOL **5 - 80 LONG CUTS TO CUT INTO 12 INCH WIDE STRIPS UP TO 8" DEEP CONCRETE SLAB, 40 HP ELECTRIC SLAB SAW	5.20	2,080.00

QUOTE

Order #: 305028

FMG Concrete Cutting
3515 S. Old US 23
BRIGHTON, MI 48114
(810) 227-3650 (810) 227-1290 Fax

OPERATOR

QUOTES - 0

CUSTOMER INFORMATION

BRENCAL CONTRACTORS, INC.
26079 SCHOENHERR ROAD
WARREN, MI 48089

Cust # 001592

(586) 758-6000 **Fax:** (586) 758-6006
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Salesman: CHRISR
Tax Status:

JOB SITE INFORMATION

WALLED LAKE POOL
NEED PHJYSICAL ADDRESS

WALLED LAKE, MI

(810) 887-1700 (...
Area: **Map Code:**
Jobsite: None **Foreman:** J.R. RATAJ
General Contractor:
Owner:

Needed At Site

Distance: 0 **Elevation:** 0

Details

Quantity	Description	Unit	Price
14.00	4 FOOT LONG CROSS CUTS ON SOUTH SIDE OF POOL - HANDSAWED DUE TO SPACE LIMITATIONS	175.00	2,450.00
0.00	WIRE SAW MINIMUM/T&M RATE: $1650.00 FOR FIRST THREE HOURS; $400.00 PER EACH ADDITIONAL HOUR T&M RATES APPLY TO JOBS IN WHICH PRODUCTION RATES DO NOT EXCEED COST IF APPLIED, T&M WILL BE PRORATED TO TIME SPENT ONSITE	0.00	0.00
0.00	FMG SUPPLIED WET VACUUM NO CHARGE, HOWEVER, CONTRACTOR TO PROVIDE LABOR TO OPERATE VACUUM AS WELL AS A LOCATION ONSITE TO DISPOSE OF SLURRY PER CREW/PER SHIFT	0.00	0.00
0.00	SITE SPECIFIC NOTES CONTRACTOR TO PROVIDE ACCESS TO ALL LOCATIONS AS WELL AS ANY NECESSARY MANLIFTS OR SCAFFOLDS TO ACCESS WORKING ELEVATIONS. ACCESS TO WATER AND POWER (480VAC 3-PHASE) WITHIN 250 FEET OF WORK AREA - OR ACCESS WITH OUR POWER UNITS WITHIN SAME DISTANCE - CORING HOLES TO GAIN ACCESS FOR CORDS INTO STRUCTURES MAY BE REQUIRED AT ADDITIONAL CHARGE IF NO ACCESS IS AVAILABLE CONTRACTOR TO PROVIDE ALL NECESSARY SHORING/RIGGING	0.00	0.00

QUOTE

Order #: 305028

FMG Concrete Cutting
3515 S. Old US 23
BRIGHTON, MI 48114
(810) 227-3650 (810) 227-1290 Fax

QUOTES

OPERATOR
- 0

CUSTOMER INFORMATION

BRENCAL CONTRACTORS, INC.
26079 SCHOENHERR ROAD
WARREN, MI 48089

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(586) 758-6000 **Fax:** (586) 758-6006
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Tax Status:

JOB SITE INFORMATION

WALLED LAKE POOL
NEED PHJYSICAL ADDRESS

WALLED LAKE, MI

(810) 887-1700 (...
Area: **Map Code:**
Jobsite: None **Foreman:** J.R. RATAJ
General Contractor:
Owner:

Needed At Site

Distance: 0 **Elevation:** 0

Details

Quantity	Description	Unit	Price
	WORK QUALIFIED AS MONDAY -FRIDAY, 6AM-4PM WORK QUALIFIED AS NON-CONFINED SPACE ACCESS **PERMIT REQUIRED CONFINED SPACE ACCESS MAY INCUR ADDITIONAL CHARGES *CONTRACTOR RESPONSIBLE FOR ANY NECESSARY AIR MONITORING/CONFINED SPACE REQUIREMENTS *FMG EMPLOYEES TO BE TRAINED AS ENTRANTS ONLY IN CONFINED SPACE LOCATIONS *LOCK OUT - TAG OUT - TRY OUT- TIME FOR LINE SHUTDOWNS TO BE INVOICED AT T&M RATES IF LONGER THAN 15 MINUTES PER SHIFT		

Minimum Charge: $1650 **Stand By Charge:** $400 /hr **Travel Charge:** $0 /hr **TOTAL:** $74,299.20

CUSTOMER TO HAVE LAYOUT ESTABLISHED, AREA EXCAVATED, WATER CONTROL IN PLACE, AND RESPONSIBLE TO PERFORM REMOVAL
FMG EXCLUDES HANDLING OR SAW CUTTING OF HAZARDOUS MATERIALS, INCLUDING, BUT NOT LIMITED TO ASBESTOS, LEAD, ETC.
CONTRACTOR ASSUMES RESPONSIBILITY FOR SILICA CREATED FROM SAWING/DRILLING OPERATIONS, FMG EXCLUDES REMOVING SILICA FROM SITE
*CONTRACTOR TO PROVIDE ACCESS TO WORK AREAS. BARRICADES OR SAFE-GUARDING OF OPENINGS ARE THE RESPONSIBILITY OF OTHERS, IF REQUIRED.
*LAYOUT AND LOCATING OF UTILITIES IS TO BE COMPLETED BY THE CONTRACTOR, PRIOR TO FMG CONCRETE CUTTING ARRIVING ON SITE
*PRICE BASED ON ACTUAL QUANTITY, ACTUAL SIZES, TYPES AND ACTUAL DEPTH OF MATERIAL ENCOUNTERED. ALL PRICES ARE SUBJECT TO CHANGE IF THERE IS A CHANGE IN QUOTED CONDITIONS ON SITE.
*WHEN WATER/SLURRY CONTROL IS NECESSARY, CONTRACTOR TO PROVIDE LABORER TO OPERATE VACUUM
*FMG CONCRETE CUTTING WILL NOT BE RESPONSIBLE FOR ANY DAMAGE TO BURIED/UNDERGROUND UTILITIES WITHIN THE CONCRETE OR DIRECTLY UNDER THE CONCRETE/ASPHALT.
*FMG CONCRETE CUTTING SPECIFICALLY EXCLUDES THE FOLLOWING: LAYOUT,

Order #: 305028

QUOTE

FMG Concrete Cutting

3515 S. Old US 23
BRIGHTON, MI 48114
(810) 227-3650 (810) 227-1290 Fax

OPERATOR

QUOTES - 0

ENGINEERING, PERMITS OR FEES, SHORING OR BRACING, LOCATING, CUTTING OR CAPPING OF UTILITIES, DAMAGE TO BURIED OR HIDDEN UTILITIES, BARRIERS OR PROTECTIVE COVERS/SHEETING, EXCAVATING, PAINTING, PATCHING, TRAFFIC CONTROL SIGNAGE, BARRICADES OR PERSONNEL SEALING AND PRESSURE WASHING.

I accept the conditions of this quote and wish to proceed _____

*ORIENTATION OR STANDBY NOT UNDER THE DIRECT CONTROL OF FMG CONCRETE CUTTING TO BE CHARGED AT $156/HOUR PER MAN.

QUOTED RATES TO BE HONORED FOR UP TO SIX MONTHS FROM DATE OF QUOTE

CONTRACTOR HAS READ AND AGREES WITH QUOTE:

SIGNATURE/TITLE: _____

P.O.# _____

Rental Categories

AIR COMPRESSORS
AIR TOOLS
ATTACHMENTS
AUGERS
CEMENT
CHIPPERS
COMPACTION
DRILLS
ELECTRIC HAMMERS
ELECTRICAL EQUIPMENT
EXCAVATORS
FANS
FLOOR CARE
FRONT END LOADERS
GENERATORS
HEATERS
LADDERS/SCAFFOLDING
LAWN & LANDSCAPE
LEVELS
LIFTS
LIGHTS
MATERIAL HANDLING
MINI BACK HOES
MINI LOADERS

LADDERS/SCAFFOLDING

15FT TOWER SCAFFOLD

KEY: 781537

Daily: $64.00

Weekly: $188.00 x4 + tax = $797.

Monthly: Call For Quote

Quantity: 1 **for a period of**

1 ◉ **day(s)** ○ **week(s)**

Image for reference only
Actual item may look different
Click on image for larger view

Info

- SPECIFICATIONS
- Bil-Jax 15 Rolling Tower With 5 X 5 Step Frames & C-Lock At 27-3/4 Spacing Specifications:
- Dimensions: 7 L x 5 W x 15 H
- Range: 2 -16
- Working Height: 22
- Weight: 664

ADD TO QUOTE

* Prices are subject to change. **Applicable delivery fees, environmental fees, and other fees are not included in this price estimate.**

* Please call us with any questions about our **15ft tower scaffold rentals in the Metro Detroit area and Brighton, Canton,**

Rental Categories

AIR COMPRESSORS
AIR TOOLS
ATTACHMENTS
AUGERS
CEMENT
CHIPPERS
COMPACTION
DRILLS
ELECTRIC HAMMERS
ELECTRICAL EQUIPMENT
EXCAVATORS
FANS
FLOOR CARE
FRONT END LOADERS
GENERATORS
HEATERS
LADDERS/SCAFFOLDING
LAWN & LANDSCAPE
LEVELS
LIFTS
LIGHTS
MATERIAL HANDLING
MINI BACK HOES
MINI LOADERS

LADDERS/SCAFFOLDING

10FT TOWER SCAFFOLD

KEY: 781533

Daily: $51.00

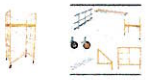
Weekly: $151.00 x 4 + tax = $640

Monthly: Call For Quote

Quantity: 1 **for a period of**

1 ◉ **day(s)** ○ **week(s)**

Image for reference only
Actual item may look different
Click on image for larger view



Click on above thumbnails for alternate view

Info

- SPECIFICATIONS
- Bil-Jax 10 Rolling Tower With 5 X 5 Step Frames & C-Lock At 27-3/4 Spacing Specifications:
- Dimensions: 7 L x 5 W x 10 H
- Range: 2 -11
- Working Height: 17
- Weight: 462

ADD TO QUOTE

* Prices are subject to change. **Applicable delivery fees, environmental fees, and other fees are not included in this price estimate.**

* Please call us with any questions about our **10ft tower scaffold rentals in the Metro Detroit area and Brighton, Canton,**

Rental Categories

AIR COMPRESSORS
AIR TOOLS
ATTACHMENTS
AUGERS
CEMENT
CHIPPERS
COMPACTION
DRILLS
ELECTRIC HAMMERS
ELECTRICAL EQUIPMENT
EXCAVATORS
FANS
FLOOR CARE
FRONT END LOADERS
GENERATORS
HEATERS
LADDERS/SCAFFOLDING
LAWN & LANDSCAPE
LEVELS
LIFTS
LIGHTS
MATERIAL HANDLING
MINI BACK HOES
MINI LOADERS

LADDERS/SCAFFOLDING

5FT TOWER SCAFFOLD

KEY: 781529

Daily: $38.00

Weekly: $111.00 x4 + tax = $470

Monthly: Call For Quote

Image for reference only
Actual item may look different
Click on image for larger view

Quantity: 1 **for a period of**

1 ◉ **day(s)** ○ **week(s)**

Info

- SPECIFICATIONS
- Overall Depth: 1 5/8 in
- Overall Width: 5 ft
- Overall Height: 5 ft
- Load Capacity: 4,700 lb
- Material: Steel
- Finish: Powder Coated
- Standards: ANSI, CSA, OSHA

ADD TO QUOTE

* Prices are subject to change. **Applicable delivery fees, environmental fees, and other fees are not included in this price estimate.**

* Please call us with any questions about our **5ft tower scaffold rentals in the Metro Detroit area and Brighton, Canton,**

WWW.HYMMCO.COM
Saginaw Office
6666 Bay Road Saginaw, MI. 48604
Phone: (989) 790-8001 Fax: (989) 790-8015

PROJECT: **Western H.S. Phase 2 Bulletin 4R**
LOCATION: Walled Lake, MI
BID DATE: 7/30/2024
BID #: 2407052

HYMMCO, LLC is pleased to quote the above referenced project as follows:

Furnish Reinforcing Steel, per plans and specifications. Placement drawings as required.
Freight included based on 1 delivery. All other deliveries will be $550.00 per truck.

Foundations					
	Approx.	5.3	Tons of Reinforcing	**$6,360.00** Plus Tax	
16.5 Ga. Tie Wire					
	Approx.	20	Rolls	**$4.50** Plus Tax	Per Roll
3-1/2 Lb. Roll	*Figured @ approx. 12 lbs. per ton*				
Bricks					
	Approx.	Unit	Pcs.	**$0.58** Plus Tax	Per Brick

Drawings: S1.1F2, S4.1-2, S4.2-2 (Dated 7-16-24)
Includes: Foundations For Bulletin 4R Work Only
Excludes: Masonry, Site Work and Flatwork

* Reinforcing bars are A615-60, unless otherwise specified
* All supports are included except on grade
* Quantities are estimates only
* Full payment is due 30 days from material ship date. As a material supplier, HYMMCO does not recognize retainage for any material supplied and/or stored.
* We do not recognize nor will we accept orders based upon paid when paid terms
* HYMMCO LLC will not accept back charges without first being given the opportunity to correct the problem with our own personnel or without giving our written permission accepting the back charges prior to the commencement of work.

Contractor agrees all terms of this quote supersedes any Purchase Order in regards to payment terms.
Quoted prices and terms as listed above are firm and cannot be changed.
A 3% merchant fee will be added to all credit card transactions.

Resteel Prices are Good for 20 days from Bid Date for Deliveries Through 5/31/2025. Add $20.00/Ton for every 2 months thereafter. After 20 days, Please Contact HYMMCO for Updated Pricing.

Print _____ Date: _____ P.O. # _____

Sign _____ **Estimated by: Jim Jacob Direct:248-841-5905**

Any questions or if you would like to place an order regarding this quote please contact Jim Jacob @ 248-841-5905.

WWW.HYMMCO.COM
Saginaw Office
6666 Bay Road Saginaw, MI. 48604
Phone: (989) 790-8001 Fax: (989) 790-8015

PRODUCT PROPOSAL

Bid Date:	7/30/2024	**Salesman:**	Jim Jacob
Bid #:	2407052	**Salesman Phone:**	(248)-841-5905
Project:	**Western H.S. Phase 2 Bulletin 4R**		
Location:	Walled Lake, MI		

HYMMCO, LLC is pleased to quote the following products for the above referenced project.

All Product Pricing is Good for 20 Days from Bid Date and To Deliver With Reinforcing Steel U.O.N. Additional Loads At Additional Charges

WATERSTOP

Sika LockStop	*100' Per Carton*	Approx.	300	Lft			
1" x 3/4" x 16'-8" Strips		Approx.	3	Cartons	$	175.00	Carton

Quantities are estimates Only, quantities smaller than those quoted subject to higher price per unit.
Per plans and specs
Price is firm for 20 days from bid due date
A 3% merchant fee will be added to all credit card transactions.

Tax Included:	No	**Payment Terms:**	Net 30
Retainage:	Not Allowed	**FOB:**	Destination, unless otherwise noted

This quote is subject to verification of acceptable credit

Trust the
Power of the Pro's

QUOTATION

Date : 6/12/2024
Attention : Mckenzie Ozark
George W. Auch
65 University Drive
Pontiac, MI 48342

Bulletin No. : 4
Project : Western HS - Phase II

Item: 1

Labor and materials to install pool bonding system around existing pool after concrete is removed. Connection to all medal parts.

Labor

72	Journeyman	hour(s)	@	$83.08/hr	$5,981.76
32	Foreman	hour(s)	@	$86.85/hr	$2,779.20
Markup 15%					$1,314.14
Total for Labor					$10,075.10

Material

1	Materials	@	$901.00	$901.00
Markup 15%				$135.15
Total for Material				$1,036.15

Total for Item: 1 $11,111.25

Item: 2

Labor and materials to install 6 4x4x6 PVC J-box for timing system and connect with 1 1/4" PVC. NO wire included.

Labor

19	Journeyman	hour(s)	@	$83.08/hr	$1,578.52
16	Foreman	hour(s)	@	$86.85/hr	$1,389.60
Markup 15%					$445.22
Total for Labor					$3,413.34

Material

1	Materials	@	$424.00	$424.00
Markup 15%				$63.60
Total for Material				$487.60

Total for Item: 2 $3,900.94

SUBTOTAL for all Items	$15,012.19
Bond Increase	$150.12

GRAND TOTAL	**Bulletin No. 4**	ADD	$15,162.31

Signed: Joseph Brewer

Job ID: Walled Lake Western Phase 2
Project: Western High School

CO: CO-0005: bulletin #4 bonding

Takeoff

Vendor: GB_BELLEVI **12 Jun 2024 15:14:02**

Phase: area F
└**SubPhase:** timing j-boxes

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
TITLE	75.00		M	1 1/4	PVC SCH-40 IN CONCRETE SLAB	0.0000	0.00	0.0000	0.00
10064	75.00	FT	M	1 1/4	PVC SCH 40	1.3206	99.05	0.0480	3.60
390107	75.00	FT	M	6" WIDE	HAND TRIM ROCKY TRENCH	0.0000	0.00	0.2133	16.00
20003	2.00	EA	M	1 1/4	PVC SCH 40 90-DEG ELBOW	2.0493	4.10	0.2560	0.51
30238	3.00	EA	M	1 1/4	PVC COUPLING	0.3800	1.14	0.1600	0.48
40030	3.00	OZ	M	OUNCE	PVC (GLUE) CEMENT	0.5638	1.69	0.0120	0.04
30268	14.00	EA	M	1 1/4	PVC MALE ADAPTER	0.5728	8.02	0.2000	2.80
40116	14.00	EA	M	1 1/4	LOCKNUT	0.1977	2.77	0.2500	3.50
40154	14.00	EA	M	1 1/4	PLASTIC BUSHING	0.2105	2.95	0.2000	2.80
150925	6.00	EA	M	4x4x4	PULL BOX -WEATHER PROOF	45.0000	270.00	0.8000	4.80
					Phase Totals:		**389.71**		**34.53**
					Job Totals:		**389.71**		**34.53**

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METRO ELECTRIC
110 EAST POND
ROMEO, MI 48065
Phone: 586-752-2622
Web:

Job ID: Walled Lake Western Phase 2
Project: Western High School

CO: CO-0005: bulletin #4 bonding

Takeoff

Vendor: GB_BELLEVI **12 Jun 2024 15:03:12**

Phase: area F
└**SubPhase:** pool bonding

Item #	Qty	U/M	Q/M	Size	Description	Material Unit	Material Result	Labor Unit	Labor Result
70139	600.00	FT	M	8	BARE CU (SOL)	1.2000	720.00	0.1600	96.00
	0.00				**lugs on cups**				
100185	26.00	EA	M	14-6	MECHANICAL LUGS CU/AL I-CONDUCTOR	5.0000	130.00	0.3000	7.80
						Phase Totals:	**850.00**		**103.80**
						Job Totals:	**850.00**		**103.80**

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METRO ELECTRIC
110 EAST POND
ROMEO, MI 48065
Phone: 586-752-2622
Web:

Omega Floors,Inc
35370 Union Lake Rd
Harrison Twp, Mi 48045
586-218-6800

Proposal #: OM013895
Sale Date: 06/10/2024
Install Date:
Sales Rep: Jones, J
Sales Rep:

SOLD TO

Auch Construction, Walled Lake HS Phase 2 western HS - Bu
65 University Drive
Pontiac MI 48342
248-334-2000

SHIPPED TO

Printed 07/30/24 17:03:11

Walled Lake HS Phase 2 Tilin(Auch# 9061-213
600 beck rd
wallied lake MI 48390

MATERIALS		QUANTITY	PRICE	TOTAL
(1) Lacticrete Epoxy Grout		34.00Each	$400.00	$13,600.00
Comments: Grout				
(2) Hydroban laticrete waterproofing	5 gal	13.00Each	$600.00	$7,800.00
Comments: Waterproof/crack isolation membrane				
(3) Laticrete 254 Platinum	50lb bag	38.00Each	$72.00	$2,736.00
Comments: Laticrete Thinset				
(4) Daltile Keystone mosaic 1x1	Border ptn DB2518	370.00SqFt	$7.00	$2,590.00
Comments: Border Tile - see specs for colors				
(5) Daltile Keystone mosaic 1x1	PTN DP2004	1400.00SqFt	$7.00	$9,800.00
Comments: Field tile - see specs for colors				
(6) Daltile Keystone mosaic 1x1	TBD	520.00SqFt	$7.00	$3,640.00
Comments: Deck band & Gutter tile				
(10) Laticrete Latasil Sealant		4.00Each	$45.00	$180.00
Comments: *Sealant for inside/outside corners expansion/movement joints				
(11) Laticrete 9118 primer		1.00Each	$250.00	$250.00
Comments: *Primer				
(12) Inlays Inc Depth Marker	TBD	18.00Each	$155.00	$2,790.00
Comments: Depth Markers 4"				
(14) Daltile Keystones universal trim S812 1x1	TBD	145.00LnFt	$9.50	$1,377.50
Comments: Deck Step inside & outside corner trim				
(15) Inlays Inc No Diving Marker	TBD	6.00Each	$150.00	$900.00
Comments: No Diving markers 4"				

Materials Subtotal: $45,663.50

Subtotal:	$103,712.00
Misc:	$0.00
Total:	$103,712.00
Payments:	$0.00
Balance:	$103,712.00

LABOR	QUANTITY	PRICE	TOTAL
(2) Waterproofing Membrane --,	2101.00 SqFt	$1.50	$3,151.50
(4) Ceramic --,	344.00 SqFt	$17.00	$5,848.00
(5) Ceramic --,	1278.00 SqFt	$17.00	$21,726.00
(6) Ceramic --,	480.00 SqFt	$22.00	$10,560.00
(8) Ceramic --, ** original paching not doing **	122.00 SqFt	$-17.00	$-2,074.00
(12) Ceramic --,	18.00 SqFt	$80.00	$1,440.00
(13) Mudding --, ** Mud bed (total sf of pool patching) **	2101.00 SqFt	$7.00	$14,707.00
(14) ceramic base --,	130.00 LnFt	$17.00	$2,210.00
(15) Ceramic --,	6.00 Each	$80.00	$480.00
		Labor SubTotal:	**$58,048.50**

Subtotal:	$103,712.00
Misc:	$0.00
Total:	$103,712.00
Payments:	$0.00
Balance:	$103,712.00

WALLED LAKE CONSOLIDATED SCHOOL DISTRICT
COUNTY OF OAKLAND
STATE OF MICHIGAN

Minutes of a special meeting of the Board of Education (the "Board") of the Walled Lake Consolidated School District, County of Oakland, State of Michigan (the "School District"), held in the School District, on August 8, 2024, at 6:00 p.m., local time.

PRESENT: Members _____

_____

ABSENT: Members _____

RESOLUTION CERTIFYING OPERATING MILLAGE
REPLACEMENT PROPOSAL

The following preamble and resolution were offered by Member _____ and supported by Member _____:

WHEREAS, the Board has determined that it is necessary for the continuing operation of the School District to replace, restore and extend the authority to levy certain operating mills and increase the prior authority to protect against the impact of future rollbacks under the Headlee Amendment, as described in the Operating Millage Replacement Proposal attached hereto as Exhibit A (the "Proposal"); and

WHEREAS, it is necessary and desirable to submit the Proposal to the School District's electors at an election to be held on November 5, 2024 (the "November Election Date"); and

WHEREAS, in order for the Proposal to be submitted to the School District's electors on the November Election Date, it is necessary for the Board to certify the Proposal to the Clerk of the County of Oakland, State of Michigan (the "School District Election Coordinator"), as required by the Michigan election laws, not later than 4:00 p.m. on August 13, 2024.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The Proposal attached hereto as Exhibit A is hereby certified to the School District Election Coordinator and the local clerks for submission to the School District's electors on the November Election Date. The Secretary of the Board and the Superintendent are hereby each individually authorized and directed to file this Resolution and/or complete any such forms, certificates or documents as may be required by the School District Election Coordinator and the local clerks to evidence the foregoing certification and/or submission by no later than 4:00 p.m. on August 13, 2024.

2. The School District Election Coordinator is hereby authorized and directed to: (a) post and publish notice of last day of registration and notice of election for the November Election Date; and (b) have prepared and printed ballots for submitting the Proposal at the November Election Date, which ballots shall be in the form appearing in Exhibit A, or the proposition shall be stated as a proposal on the voting machines, which ballots may include other matters presented to the electorate on the same date.

3. All resolutions and parts of resolutions insofar as they conflict with the provisions of this Resolution be and the same hereby are rescinded.

AYES: Members _____

_____

NAYS: Members _____

RESOLUTION DECLARED ADOPTED.

_____
Marc Siegler
Secretary, Board of Education

I hereby certify that the foregoing is a true and complete copy of a resolution adopted by the Board of Education of the Walled Lake Consolidated School District, County of Oakland, State of Michigan at a special meeting held on August 8, 2024, and that said meeting was conducted and public notice of said meeting was given pursuant to and in full compliance with the Open Meetings Act, being Act 267, Public Acts of Michigan, 1976, and that the minutes of said meeting were kept and will be or have been made available as required by said Act.

_____
Marc Siegler
Secretary, Board of Education

EXHIBIT A

WALLED LAKE CONSOLIDATED SCHOOL DISTRICT
COUNTY OF OAKLAND
STATE OF MICHIGAN

OPERATING MILLAGE REPLACEMENT PROPOSAL

This proposal would replace, restore and extend the authority of the School District, which expires with the 2025 tax levy, to levy up to 18.00 mills for general school district operating purposes on taxable property in the School District to the extent that such property is not exempt from such levy, restrict the levy on principal residences (owner-occupied homes) to no more than 3.6297 mills and protect against the impact of future Headlee rollbacks of up to 3.0 mills. This authorization would allow the School District to continue to levy the statutory limit of 18.00 mills on non-homestead property (principally industrial and commercial real property and residential rental property) and to continue to levy on principal residence property (owner occupied homes) only that portion of the mills necessary to allow the School District to receive the full revenue per pupil foundation allowance permitted by the State. The School District only levied 0.3086 mills on personal residences (owner occupied homes) in 2024.

Shall the limitation on the amount of taxes which may be imposed on taxable property in the Walled Lake Consolidated School District, County of Oakland, Michigan, be increased in the amount of 21 mills, with 18 mills being the maximum allowable levy ($18.00 per $1,000 of taxable value), to the extent such property is not statutorily exempt, and of which not more than 3.6297 mills may be imposed on principal residences, for fourteen (14) years, the years 2024 to 2037, inclusive? This operating millage, if approved and levied, would provide estimated revenues to the School District of $3,232,239 during the 2024 calendar year, to be used for general operating purposes.

YES _____

NO _____

42393300.2/094006.00012

WALLED LAKE CONSOLIDATED SCHOOLS
OAKLAND COUNTY, MICHIGAN

RESOLUTION TO APPOINT OWNER'S REPRESENTATIVE

At a regular meeting of the Board of Education of Walled Lake Consolidated Schools, Oakland County, Michigan (the "School District"), held at 850 Ladd Road, Building D, Walled Lake, Michigan 48390 on the 8th day of August, 2024 at 6:00 p.m., Local Time.

PRESENT: MEMBERS: _____

_____

_____

ABSENT: MEMBERS: _____

The following preamble and resolution were offered by Member _____ and supported by Member _____.

WHEREAS, on May 7, 2024, the qualified electors of the School District voted in favor of a $250 million 30-year improvement bond (collectively the "Bond Issue");

WHEREAS, the School District issued a Request For Proposal for Owner's Representative Services for 2024 Bond Projects ("RFP");

WHEREAS, the School District received proposals from four (4) prospective Owner's Representatives;

WHEREAS, after a thorough analysis, the School District is desirous of hiring and appointing _____, to act as the School District's Owner's Representative for the Bond Issue; and

WHEREAS, the School District is desirous of authorizing the Superintendent of the School District, Dr. Michael Lonze, or his designee, to negotiate the terms and conditions of the contract with _____, on terms substantially similar to the terms and conditions contained in the RFP, including the *DRAFT* Contract which Contract was included in the RFP, in the Owner's Representative's Response to the RFP and subject to the review and approval by the School District's legal counsel.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School District hereby appoints _____, to act as the School District's Owner's Representative for the Bond Issue.

2. The Superintendent of the School District, Dr. Michael Lonze, or his designee, is hereby authorized to negotiate a contract with _____, on terms

substantially similar to the terms and conditions contained in the RFP, including the *DRAFT* Contract which Contract was included in the RFP, in the Owner's Representative's Response to the RFP and subject to the review and approval by the School District's legal counsel.

3. The Superintendent of the School District, or his designee, is hereby authorized to execute the resulting contract with _____, as well as any and all documents necessary and incidental to said contract, on behalf of the School District.

YEAS: MEMBERS: _____

_____

_____

NAYS: MEMBERS: _____

_____

_____

ABSTAIN: MEMBERS: _____

RESOLUTION DECLARED ADOPTED

_____
Secretary, Board of Education

I hereby certify that the foregoing constitutes a true and complete copy of a resolution duly adopted by the Board of Education of Walled Lake Consolidated Schools, County of Oakland Michigan, at a regular meeting held on the 8th day of August, 2024 and that said meeting was conducted and public notice of said meeting was given pursuant to and in full compliance with the Open Meeting Act, being Act 267, Public Acts of Michigan, 1976, and that the minutes of said meeting were kept and will be or have been made available as required by said Act.

_____
Secretary, Board of Education

plante moran
REALPOINT

180

JULY 26, 2024

Proposal for Owner's Representative Services

Walled Lake Consolidated School District

Introductions

Gregory P. VanKirk, CPA

PARTNER

Greg.VanKirk@plantemoran.com

(248) 223-3395

Paul R. Wills, AIA, AP, NCARB

PARTNER

Paul.Wills@plantemoran.com

(248) 223-3316

Kevin Donnelly

SENIOR VICE PRESIDENT

Kevin.Donnelly@plantemoran.com

(248) 603-5326

Shannon Momot

PROJECT COST ACCOUNTANT

shannon.momot@plantemoran.com

(248) 603-5365

Our firm at a glance

Plante Moran Realpoint is a comprehensive, full-service real estate consulting and program management/owner's representative firm delivering successful capital projects concept through completion.

130+ multidisciplinary staff specializing in real estate and construction

55+ in-house design and construction professionals

$6B+ in active construction program oversight

Millions of square feet in real estate transactions

$1.5B+ in real estate assets under advisement

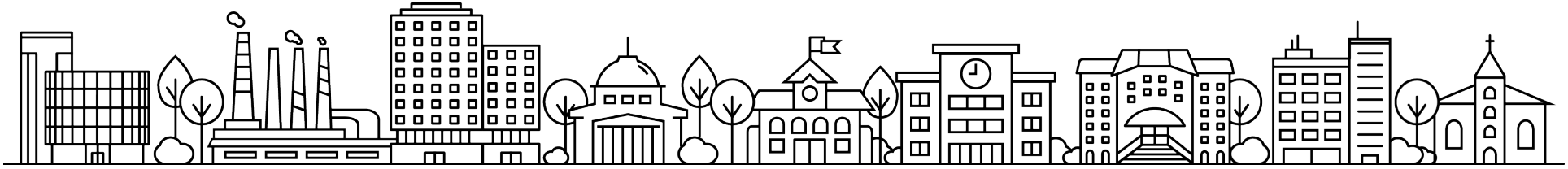
We bring a team of true industry professionals

182

Our team of professionals brings a broad background of experience and skills.

- Project Managers
- Architects
- Attorneys
- Construction Professionals
- Development Specialists
- Engineers
- Financial Analysts
- LEED-Accredited Professionals
- Accountants/CPAs
- Real Estate Professionals

Scalable to any industry and size



One firm, infinite resources

Plante Moran Realpoint is an affiliate of Plante Moran, one of the nation's largest certified public accounting and business advisory firms. A relationship with Plante Moran Realpoint unlocks the collective power of the firm and all its affiliates, not just an individual team or office.

plante moran REALPOINT

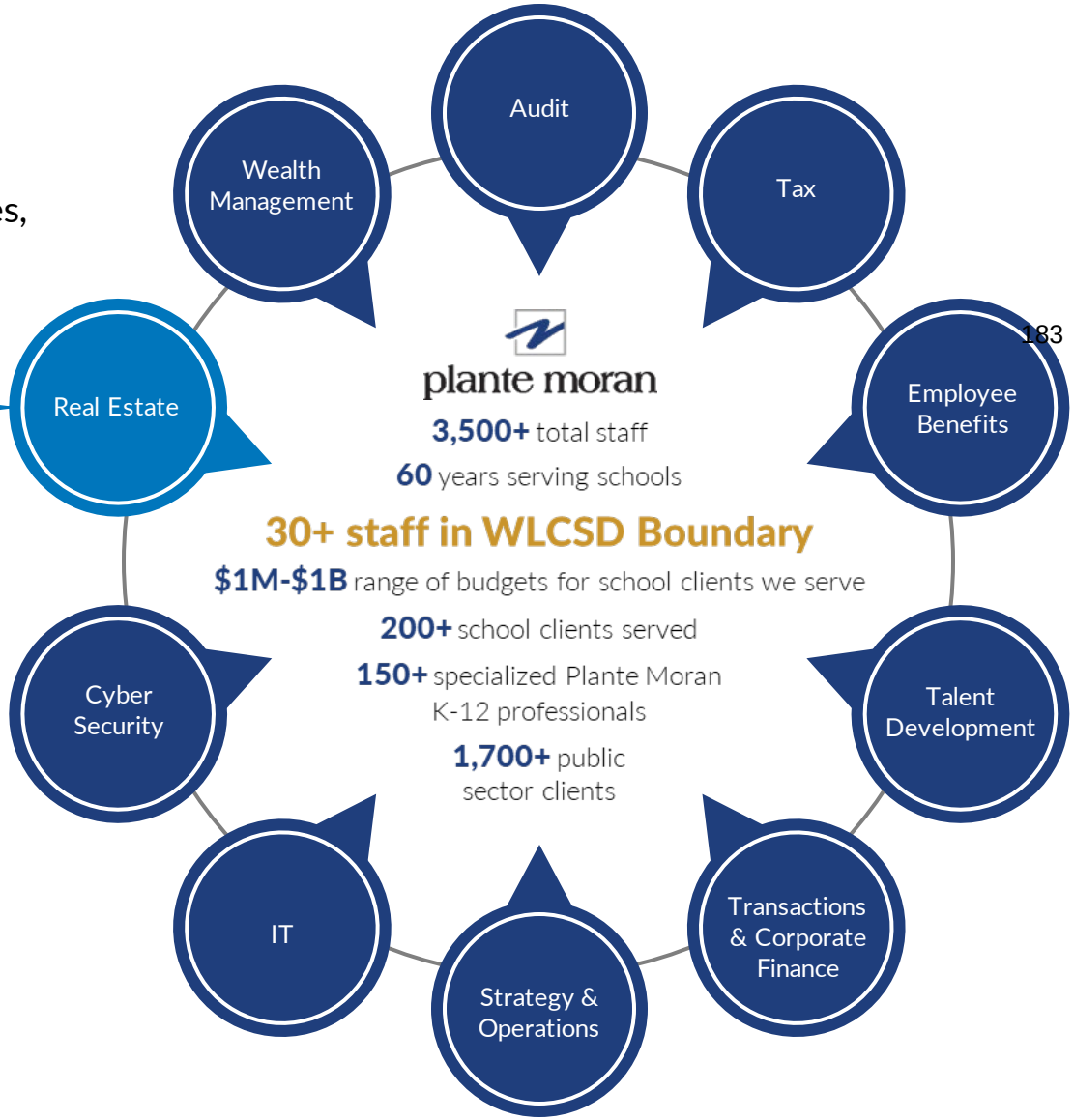
130+ multidisciplinary staff specializing in real estate and construction

55+ in-house design and construction professionals

$1.5B+ in real estate assets under management

$6B+ in active construction program oversight

Millions of square feet in real estate transactions



Plante Moran Realpoint - Large Program Experience

Plante Moran Realpoint is a comprehensive, full-service real estate consulting and program management/owner's representative firm delivering successful projects from concept through completion on over $6B in capital programs.

Henry Ford Health

1.2 million SF hospital expansion, 150,000 SF shared services building, and 335,000 SF research center along with 2 new residential/mixed-use buildings and renovation of an office building.

Program Management, City Coordination, Development Advisory, Transaction Management, Incentives Coordination Services

Moorings Park, Florida

$250+ million, 272,000 SF Clubhouse with 16 high-end apartments, multiple five-star dining venues, a full health and wellness center, two water-front restaurants and bars, the Center for Healthy Living, infinity pools, poolside bistro, theater, creative article studio, and full concierge services.

Development Advisory/Owner's Representation

Olympia Development of Michigan

Little Caesars Arena and the surrounding 50-block office, residential, and entertainment district development.

Consulting – Transaction Management – Owner's Representation

Mount Nittany Medical Center

$550 million master planning, feasibility and owner's representation including bed tower addition, ambulatory center addition as well as various renovations of the 260-bed acute care facility.

Consulting – Owner's Representation

Hamilton County, Ohio

Project monitor for 20-year, $3.2 billion, county-wide, infrastructure capital improvement program in Cincinnati.

Our role includes monitoring program budgets, review of financial management activities, risk assessments, and policies and procedures improvements.

Consulting – Project Monitoring

City of Royal Oak

$100 million program inclusive of 140,000 SF office tower, 32,000 SF City Hall, New 580-space parking deck, New 43,000 SF police station, Development of a city park, and Development of connectivity sites

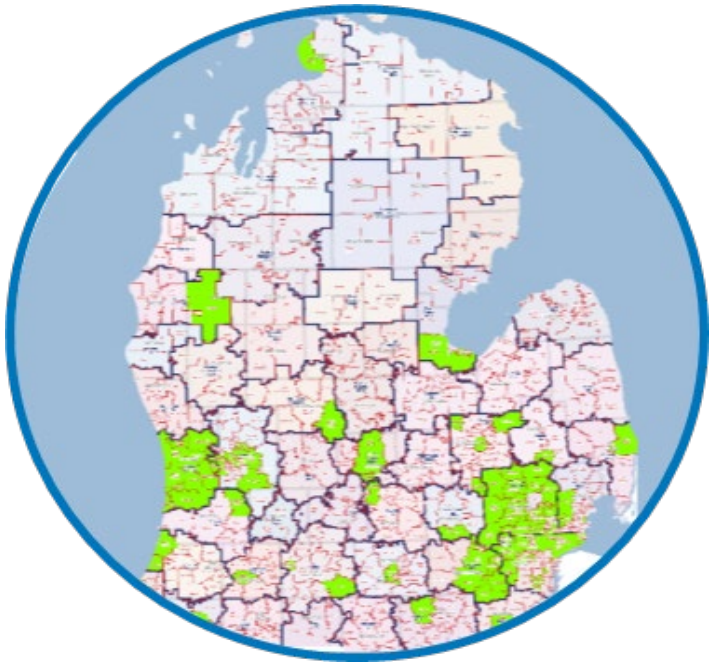
Development Advisory/Owner's Representation

Plante Moran Realpoint K-12 Experts

Plante Moran Realpoint is working with 38 of the top 50 largest districts in Michigan. PMR is also the Program Manager for the School Finance Research Foundation state-wide facility assessments for over 3,000 educational facilities

District Name	AVG FTE
Detroit Public Schools Community District	48,782
Utica Community Schools	25,701
Dearborn City School District	20,417
Ann Arbor Public Schools	17,451
Plymouth-Canton Community Schools	16,632
Rochester Community School District	15,092
Chippewa Valley Schools	14,855
Grand Rapids Public Schools	14,034
Livonia Public Schools	13,457
Warren Consolidated Schools	12,947
Walled Lake Consolidated Schools	13,376
Troy School District	12,815
Walled Lake Consolidated Schools	**12,622**
Kalamazoo Public Schools	12,581
Lansing Public School District	9,989
L'Anse Creuse Public Schools	9,881
Wayne-Westland Community School District	9,652
Forest Hills Public Schools	9,365
Kentwood Public Schools	9,228
Farmington Public School District	9,108
Traverse City Area Public Schools	9,007
Portage Public Schools	8,599
South Lyon Community Schools	8,277
Huron Valley Schools	8,235

District Name	AVG FTE
Rockford Public Schools	7,717
Birmingham Public Schools	7,538
Waterford School District	7,520
Clarkston Community Schools	7,432
Midland Public Schools	7,380
Port Huron Area School District	7,361
Northville Public Schools	7,067
Grosse Pointe Public Schools	6,919
Bay City School District	6,875
Hudsonville Public School District	6,841
Lake Orion Community Schools	6,802
Howell Public Schools	6,713
Novi Community School District	6,580
West Ottawa Public School District	6,471
Zeeland Public Schools	6,072
Oxford Community Schools	5,792
Brighton Area Schools	5,779
Taylor School District	5,714
Grand Haven Area Public Schools	5,682
Davison Community Schools	5,645
Woodhaven-Brownstown School District	5,521
Grandville Public Schools	5,519
Anchor Bay School District	5,387
Bloomfield Hills Schools	5,321



Relevant Experience:

Novi Community School District

Services Provided:

- Owner's Representative Services on over $257M in capital programs,
- Pupil Enrollment and Utilization Analysis, Real Estate Consulting Services
- Client since 2014

Reference Contact:
Ben Mainka, Supt.
248-449-1219

Bloomfield Hills Schools

Services Provided:

- Owner's Representative Services on over $200M in capital programs
- Pupil Enrollment and Utilization Analysis, Real Estate Consulting Services
- Client since 2012

Reference Contact:
Keith McDonald, Deputy Supt.
248-341-5400

Livonia Public Schools

Services Provided:

- Owner's Representative Services on over $350M in capital programs
- Pupil Enrollment and Utilization Analysis, Real Estate Consulting Services
- Client since 2014

Reference Contact:
Andrea Oquist, Supt.
734-744-2510

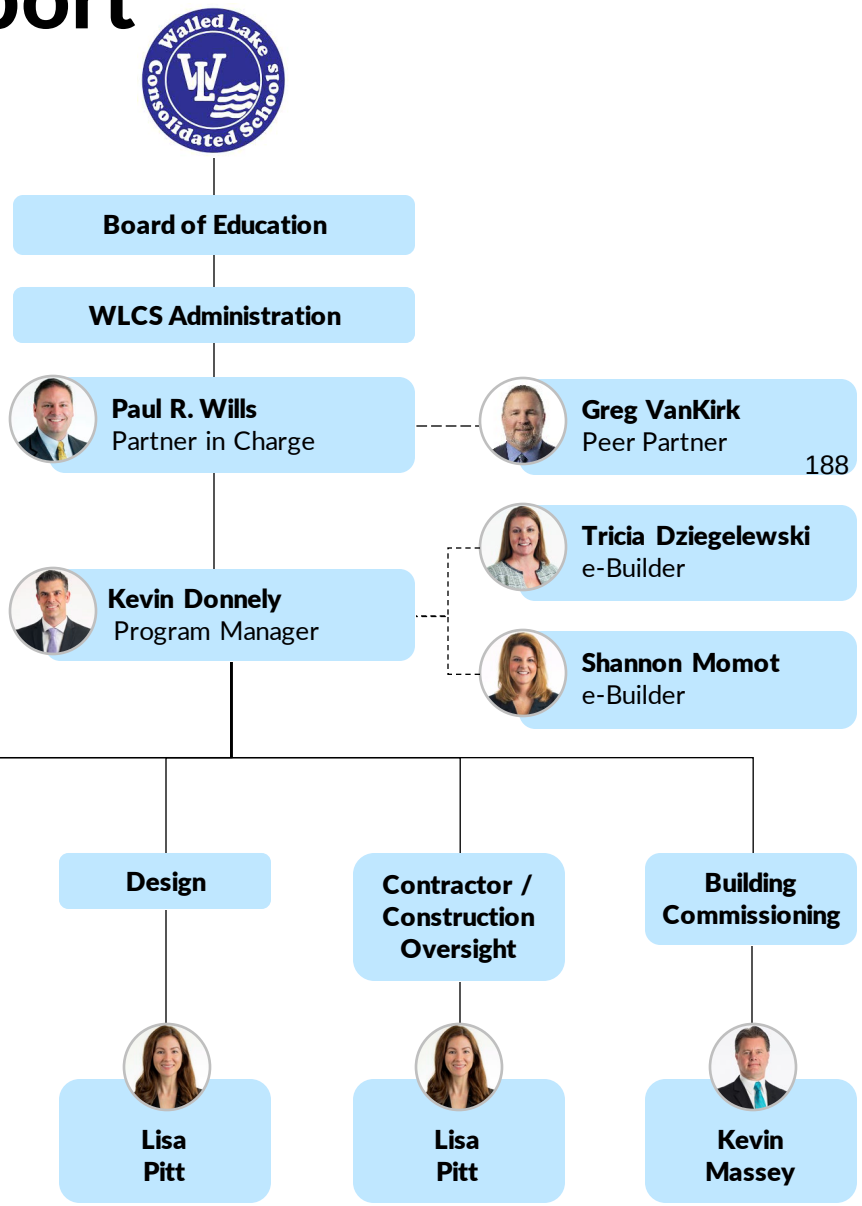
Success Stories

Facilities AND Finance Support

Organization chart

PMR's greatest asset is our people — not just their knowledge, but also their integrity and their commitment to our clients, staff, and communities. Our philosophy for staffing your engagement is simple: find the best people with the most relevant experience and balance the team with varied ways of thinking that complement one another.

We have structured our team to deliver the specialized knowledge and personal fit you deserve. Each person serves a necessary role on the engagement and is experienced in serving clients like you.

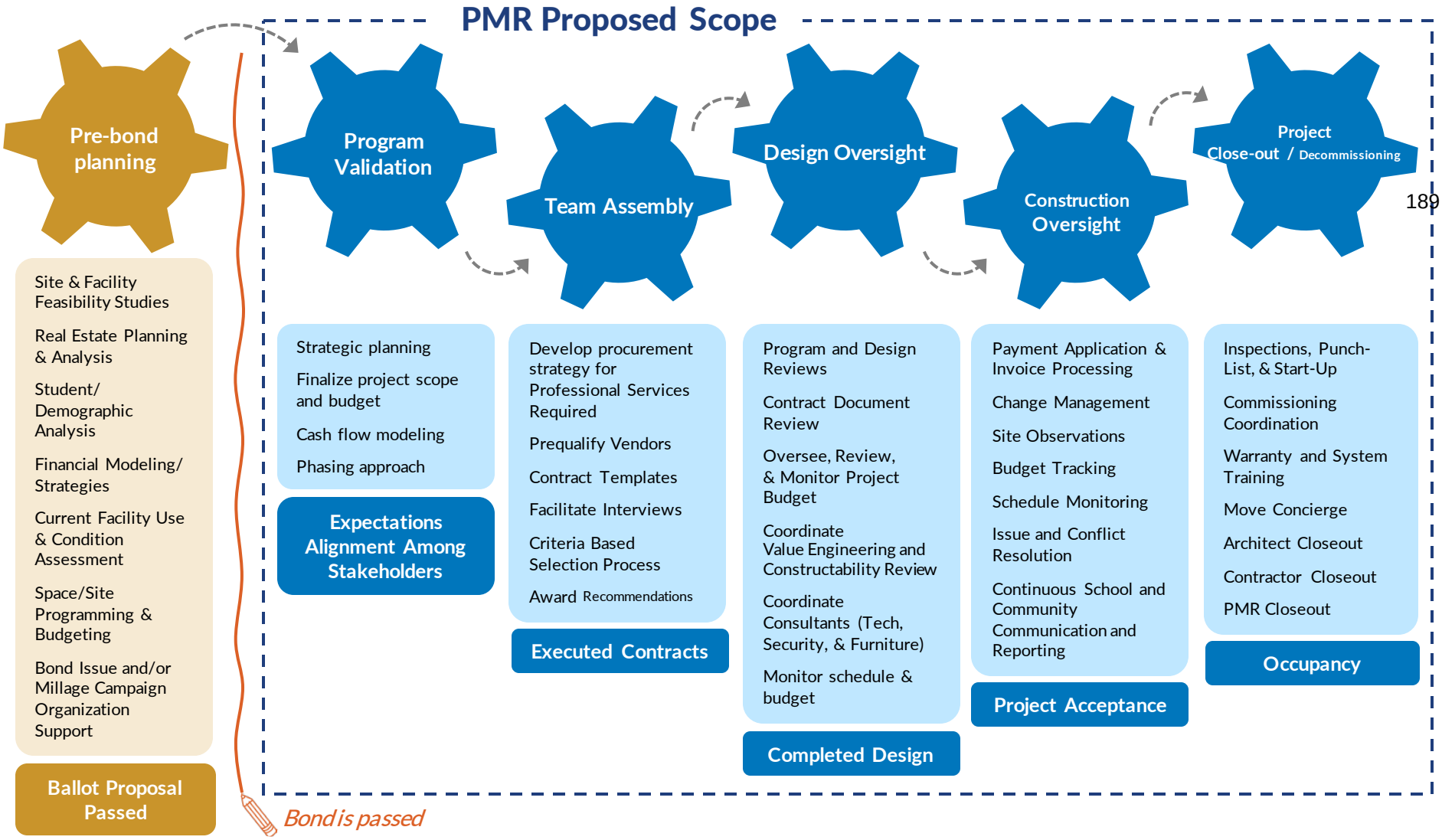


REACHBACK RESOURCES

Our team is supported by more than 130 specialty resources who are available to the project team to support, as needed:

Approach to K12

Implementation process



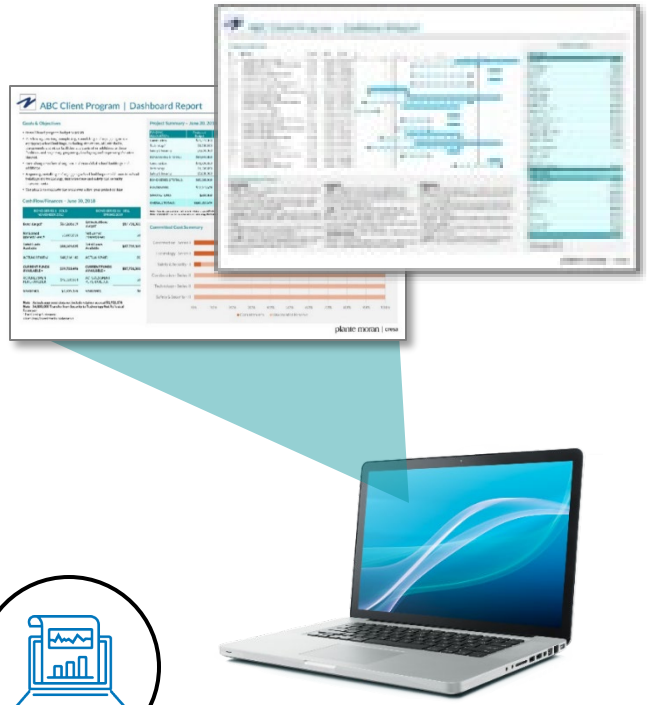
Approach to K12

Program Management Information System (PMIS)

e-Builder - technology to keep it all a click away

Having accurate, real-time data is the cornerstone for all decision-making.

Our e-Builder platform provides the opportunity to combine measurements of scope, schedule, and costs in a single integrated system. This allows clients to make informed decisions relating to accurate forecasts of project performance, which is an important aspect of project management.



Cloud-based access
Our online platform allows you access to documents, no matter where you are

Collaborative environment
Improve collaboration, communication, and accountability between your stakeholders and the project team

Cost management
Better decision-making with a complete database of your costs and change order data

User-friendly reporting
Total visibility into outstanding action items and your project data

Communication Process

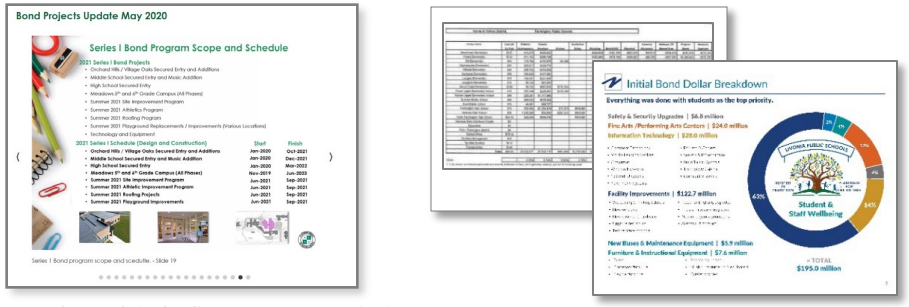
We help you keep your community educated and informed

Large capital programs don't just impact students and administration; they also have an impact on the community as a whole. As such, the community should be involved every step of the way from inspiration to implementation.

Plante Moran Realpoint engages, informs, and reports to K-12 communities by instituting the following best practices:

We engage your community with:

- ✓ Timely, thoughtful surveys regarding work done and work to be done
- ✓ Live, broadcasted presentations showcasing program progress
- ✓ Focus groups to learn more about needs, vision, and priorities



Example of website landing page for communication.

Web-based communications on the unique needs of your District, deliverables and initiatives may include:

- ✓ Community presentations
- ✓ Focus group, surveys, reports, and presentations
- ✓ Virtual Q&A sessions utilized through platforms such as Teams, Zoom, etc.
- ✓ Contact forms on district website for 24/7 access for community members to submit questions directly to district leadership
- ✓ Social media strategy and profile creation
- ✓ Presentation of up-to-the-minute information via web-based PMIS platform

Our communications plan is scalable to any industry and size

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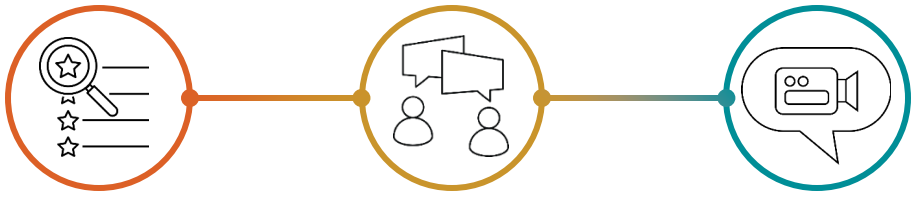
We engage your community with:



Timely, thoughtful surveys regarding work done and work to be done

Focus groups to learn more about needs, vision, and priorities

Live, broadcasted presentations showcasing program progress

Timeline

Schedule (Years)	1	2	3	4	5	6
Northern HS, Operations, and Western HS (D, G, and PE)						
Planning / Design - TBD						
New Construction (Wixom) Reproposed Middle School, Central (ESC), Demolition						
Remodeling (Commerce, Glengary, Walled Lake, Meadowbrook, Pleasant Lake, Hickory Woods, Western FA)						
Remodeling (Guest, Keith, Look Lake, Oakley Park, Outdoor Center, Operations – Phase II)						
Middle Schools, ECC, Dublin						
Middle Schools, ECC, Dublin						

The Plante Moran Realpoint Difference

Extensive experience with WLCSD: PMR has been a strategic planning partner with WLCSD since 2012, successfully planning and assisting in the implementation of the district's 10-year strategic facility master plan. As WLCSD's Owner's Rep, we will use our extensive experience of your facilities and sites, and more importantly, assist your team in the continuation of the great team collaboration built over the past 12 years on this bond program.

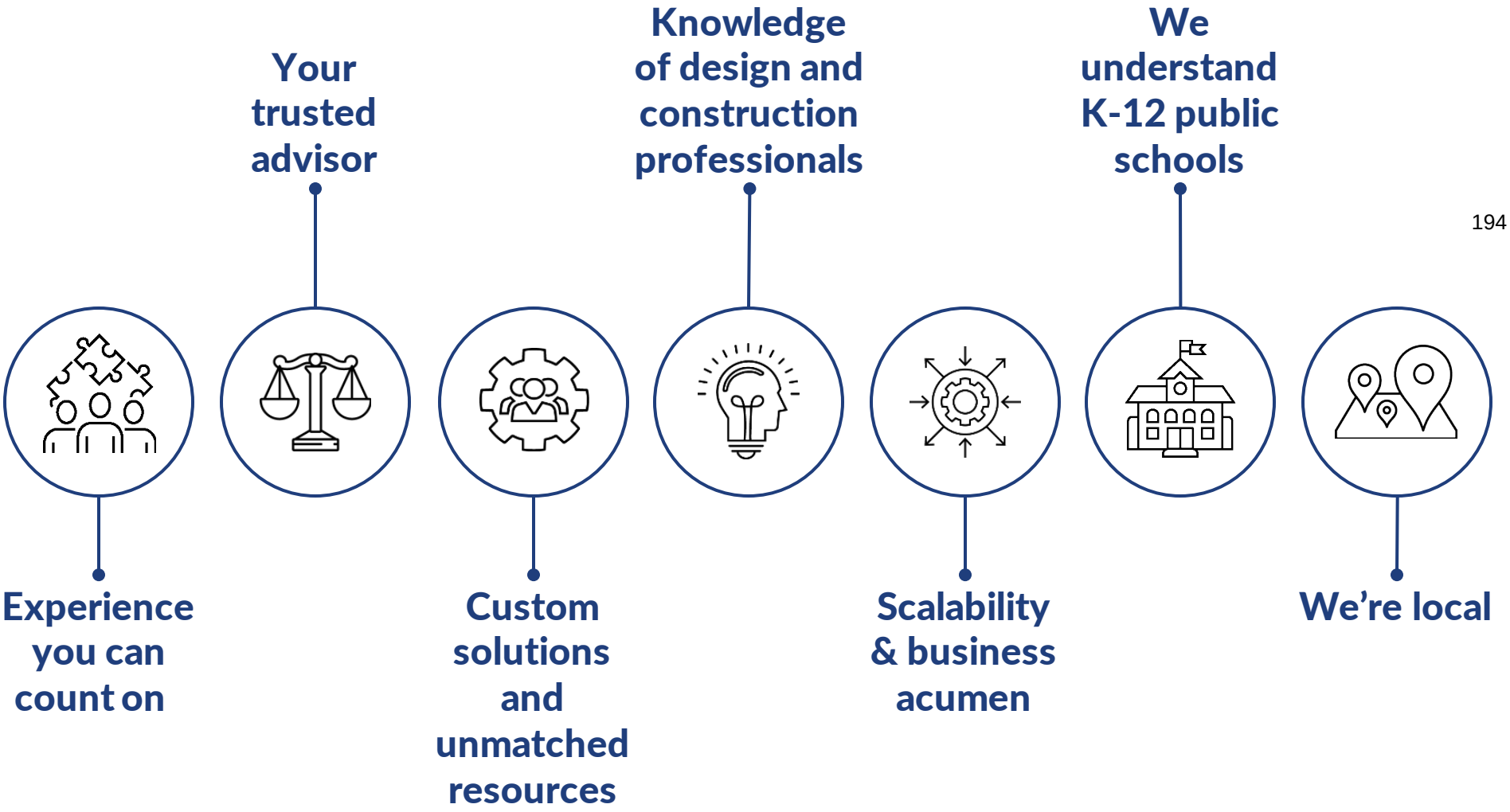
Extensive K-12 Experience: Founded in 1995, PMR is the leading program management firm for K-12 school districts in the State of Michigan, having led capital bond planning/programs for more than 40 school districts throughout the state. Just in the last 25 years, we've successfully implemented more than $6 billion of capital programs for many of Michigan's largest districts, including:

- Detroit Public Schools Community District - $700M program
- Grand Rapids Public Schools - $500M program
- Warren Consolidated Schools - $350M program
- Southfield Schools $345M program
- Novi Community Schools $257M program
- Farmington Public School $229M
- Bloomfield Hills Schools - $200M program
- Birmingham Public Schools - $195M program
- Livonia Public Schools - $195M program

Large program management capabilities: In addition to unparalleled K-12 experience, PMR has written the book on large capital project success in Michigan, helping clients manage billions of dollars in capital programs across many corporate and public sector industries and bringing "best practices" to our K-12 clients.

Team of professionals with deep bench strength...All local: Our proposed team of professionals (and reach-back resources) work out of our firm's headquarters in Southfield office, located within 15 miles from WLCSD!

The Plante Moran Realpoint Difference



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