

Joint Finance & Capital Projects Committee of the Whole

Monday, November 10, 2025 4:00 PM

Educational Services Building, 25425 Taft Road, Novi, MI 48374

I. CALL TO ORDER

II. APPROVAL OF AGENDA

III. NCSD 2024-25 AUDIT REPORT - YEO&YEO

IV. NCSD BUDGET AMENDMENT I

V. 2025 BOND PROGRAM UPDATE

V.a. Bond Program Overview

V.b. Professional Team Contract Authority (CM and AE Awards)

V.c. 2026/27 Bond Series I and II Proposed Projects

V.d. 2025 Bond Program Governance Procedures

VI. FOOD SERVICE EQUIPMENT PURCHASE RECOMMENDATION

VII. COMMENTS FROM THE AUDIENCE

VIII. ADJOURNMENT

Novi Community School District

Financial Statements

June 30, 2025



YEO & YEO

**BUSINESS SUCCESS
PARTNERS**

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Novi Community School District
Members of the Board of Education and Administration
June 30, 2025

Members of the Board of Education

Dr. Danielle Ruskin – President

Paul Cook – Vice President

Jason Michener – Secretary

Mary Ann Roney – Treasurer

Betsy Beaudoin – Trustee

Willy Mena – Trustee

Jamie Kliebert – Trustee

Administration

Benjamin Mainka – Superintendent

Rebecca Scicluna – Assistant Superintendent of Business and Operations

Independent Auditors' Report

Management and the Board of Education
Novi Community School District
Novi, Michigan

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of the Novi Community School District, as of and for the year ended June 30, 2025, and the related notes to the financial statements, which collectively comprise the Novi Community School District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Novi Community School District, as of June 30, 2025, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the Novi Community School District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Adoption of New Accounting Standard

As discussed in Note 15 to the financial statements, during the year ended June 30, 2025, Novi Community School District adopted new accounting guidance, GASB Statement No. 101, *Compensated Absences*. Our opinions are not modified with respect to this matter.

Correction of Error

As described in Note 15 to the financial statements, a prior period adjustment was required in order to correct beginning balances of the governmental activities related to the School District's capital assets. Our opinion is not modified with respect to that matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the Novi Community School District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Novi Community School District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the Novi Community School District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, budgetary comparison information, schedule of the school district's proportionate share of the net pension liability, schedule of the school district's pension contributions, schedule of the school district's proportionate share of the net OPEB liability (asset), and schedule of the school district's OPEB contributions identified in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information, because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Novi Community School District's basic financial statements. The other supplementary information, as identified in the table of contents, is presented for the purpose of additional analysis and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The other supplementary information, as identified in the table of contents, has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the other supplementary information, as identified in the table of contents, is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 29, 2025 on our consideration of the Novi Community School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the Novi Community School District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Novi Community School District's internal control over financial reporting and compliance.

Yeo & Yeo, P.C.

Troy, Michigan
October 29, 2025

MANAGEMENT'S DISCUSSION AND ANALYSIS

**Novi Community School District
Management Discussion and Analysis
June 30, 2025**

The statement of net position and the statement of activities report the governmental activities for the School District, which encompass all of the School District's services, including instruction, support services, community services, athletics, debt service, capital projects, and goof services. Property taxes, unrestricted state aid (foundation allowance revenue), and state and federal grants finance most of these activities.

Reporting the Fund Financial Statements

The School District's fund financial statements provide detailed information about the most significant funds, not the School District as a whole. Some funds are required to be established by state law and by bond covenants. However, the School District establishes many other funds to help it control and manage money for particular purposes (the Food Service Fund is an example) or to show that it is meeting legal responsibilities for using certain taxes, grants, and other money (such as bond-funded construction funds used for voter-approved capital projects).

Governmental Funds

Governmental fund reporting focuses on showing how money flows into and out of funds and the balances left at year end that are available for spending. They are reported using an accounting method called modified accrual accounting, which measures cash and all other financial assets that can readily be converted to cash. The governmental fund statements provide a detailed short-term view of the operations of the School District and the services it provides. Governmental fund information helps determine whether there are more or fewer financial resources that can be spent in the near future to finance the School District's programs. We describe the relationship (or differences) between governmental activities (reported in the statement of net position and the statement of activities) and governmental funds in a reconciliation.

The School District as a Whole

Recall that the statement of net position provides the perspective of the School District as a whole. The following table provides a summary of the School District's net position as of June 30, 2025 and 2024:

Statement of Net Position

	Governmental Activities <u>June 30, 2025</u>	Governmental Activities <u>June 30, 2024</u>
Assets		
Current and other assets	\$ 67,289,526	\$ 112,068,029
Capital assets - net of accumulated depreciation	288,486,692	259,734,307
Net OPEB asset	20,785,168	2,595,544
Deferred outflows of resources	<u>45,894,079</u>	<u>55,770,933</u>
Total assets and deferred outflows	<u>422,455,465</u>	<u>430,168,813</u>
Liabilities and Deferred Inflows		
Current liabilities	25,706,483	25,218,736
Noncurrent liabilities	323,344,460	367,090,607
Deferred inflows of resources	<u>67,363,156</u>	<u>49,577,416</u>
Total liabilities and deferred inflows	<u>416,414,099</u>	<u>441,886,759</u>
Net Position		
Net investment in capital assets	98,147,790	99,019,739
Restricted	29,699,873	13,936,369
Unrestricted (deficit)	<u>(121,806,297)</u>	<u>(124,674,054)</u>
Total net position	<u>\$ 6,041,366</u>	<u>\$ (11,717,946)</u>

**Novi Community School District
Management Discussion and Analysis
June 30, 2025**

The above analysis focuses on net position. The change in net position of the School District's governmental activities is discussed below. The School District's net position was \$6.04 million at June 30, 2025. Net investment in capital assets totaling \$98.15 million compares the original cost, less depreciation of the School District's capital assets, to long-term debt used to finance the acquisition of those assets. Most of the debt will be repaid from voter-approved property taxes collected as the debt service comes due. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the School District's ability to use that net position for day-to-day operations. The remaining amount of net position (\$121.81 million) was unrestricted.

The \$(121.81) million is unrestricted net position of governmental activities represents the accumulated results of all past year's operations. The operating results of the General Fund will have a significant impact on the change in unrestricted net position from year to year. The net deficit position is largely due to the requirement to record the pension and OPEB liabilities (assets) on the government-wide set of financial statements.

The results of this year's operation for the School District as a whole are reported in the condensed statement of activities below, which shows the changes in net position for the years ended June 30, 2025:

Statement of Activities

	Governmental Activities Year Ended <u>June 30, 2025</u>	Governmental Activities Year Ended <u>June 30, 2024</u>
Revenues		
Program Revenues		
Charges for services	\$ 4,209,828	\$ 4,589,457
Operating grants and contributions	37,240,466	37,121,817
General revenues		
Property taxes	48,856,641	46,271,616
State aid - unrestricted	43,255,735	44,411,774
Interest and investment earnings	3,862,262	3,363,948
Other	<u>1,911,277</u>	<u>2,537,300</u>
Total revenues	<u>139,336,209</u>	<u>138,295,912</u>
Expenses		
Instruction	53,559,822	57,860,793
Supporting services	36,360,246	38,237,014
Athletics	29,660	53,086
Food services	3,248,681	4,461,182
Community services	1,761,893	2,353,646
Interest and fiscal charges on long-term debt	6,782,431	5,559,155
Depreciation expense (unallocated)	<u>8,945,610</u>	<u>7,077,548</u>
Total expenses	<u>110,688,343</u>	<u>115,602,424</u>
Increase in net assets	<u>\$ 28,647,866</u>	<u>\$ 22,693,488</u>

As reported in the statement of activities, the cost of all our governmental activities this year was \$110.69 million. Certain activities were partially funded from those who benefited from the programs (\$4.21 million) or by other governments and organizations that subsidized certain programs with grants and contributions (\$37.23 million). We paid for the remaining public benefit portion of our governmental activities with \$49.09 million in taxes, \$43.26 million in

**Novi Community School District
Management Discussion and Analysis
June 30, 2025**

state foundation allowance, and other revenue (i.e., interest and general entitlements).

The School District experience an increase in net position of \$28.64 million largely as a result of the significant decrease in the pension liability and OPEB asset during 2025.

As discussed above, the net cost shows the financial burden that was placed on the State and the School District's taxpayers by each of these functions. Since property taxes for operations and unrestricted state aid constitute the vast majority of the district operating revenue sources, the Board of Education and administration must annually evaluate the needs of the School District and balance those needs with state-prescribed available unrestricted resources.

The School District's Funds

As we noted earlier, the School District uses funds to help it control and manage money for particular purposes. Looking at funds helps the reader consider whether the School District is being accountable for the resources taxpayers and others provide to it and may provide more insight into the School District's overall financial health.

As the School District completed this year, the governmental funds reported a combined fund balance of \$44.21 million, which is a decrease of \$44.90 million from last year. The primary reasons for the net increase are as follows:

In the General Fund, our principal operating fund, fund balances decreased by \$15.50 million to \$15.42 million. The General Fund fund balance is available to fund costs related to allowable school operating purposes.

In the 2024 Capital Projects Fund, fund balance decreased by \$37.90 million as the School District spent began to spend the bond proceeds from the voter-approved bonds.

In the 2022 Capital Projects Fund, fund balance decreased by \$1.19 million, as the School District continued to spend the proceeds from the voter-approved bonds.

In the 2020 Capital Projects Fund, fund balance decreased by \$3.41 million, as the School District continued to spend the proceeds from the voter-approved bonds.

Our special revenue funds increased from the prior year by approximately \$1.74 million. The Food Service Fund had an increase in fund balance of approximately \$0.54 million, the Student Activities Fund has an increase in fund balance of approximately \$0.17 million, and the Recreation Fund had a decrease in fund balance of approximately \$2.45 million.

The Debt Service Fund showed a fund balance increase of approximately \$0.53 million. Millage rates are determined annually to ensure that the School District accumulates sufficient resources to pay annual bond issue-related debt service. The Debt Service Fund fund balance is restricted since it can be used only to pay debt service obligations.

The Sinking Fund fund balance decreased by approximately \$0.40 million. The School District collected \$1.70 million in voter-approved sinking fund millage. This millage is available to fund specific capital projects and repairs allowed by state law and approved by the voters.

General Fund Budgetary Highlights

Over the course of the year, the School District revises its budget as it attempts to deal with unexpected changes in revenue and expenditures. State law requires that the budget be amended to ensure that expenditures do not exceed appropriations. A schedule showing the School District's original and final budget amount compared with amounts actually paid and received is provided in the required supplementary information of these financial statements.

**Novi Community School District
Management Discussion and Analysis
June 30, 2025**

Total operating revenue received increased by \$0.05 million when compared to the final budget, including a decrease to state and federal revenue of \$0.38 million, \$0.01 million, respectively. However, local revenue increased compared to the final budget by \$0.44 million.

Overall expenses increased from the final budget by \$0.26 million mainly due to operations and maintenance coming in over budget.

Capital Assets and Debt Administration

As of June 30, 2025, the School District had \$288.49 million invested in a broad range of capital assets, including land, buildings, vehicles, furniture, and equipment. This amount represents a net increase (including additions, disposals, and depreciation) of approximately \$36.61 million from last year.

	2025	2024
Land	\$ 9,607,341	\$ 9,607,341
Construction in progress	44,458,953	76,034,442
Buildings and improvements	314,217,560	238,393,927
Site Improvements	27,391,944	27,391,944
Equipment and furniture	10,093,303	9,616,654
Buses and other vehicles	8,424,927	8,053,957
Subtotal	414,194,028	369,098,265
Less accumulated depreciation and amortization	(125,707,336)	(117,219,323)
	\$ 288,486,692	\$ 251,878,942

This year's additions of \$45.10 million included equipment, technology, building renovations, site improvements, and building additions, mainly from the renovation of Novi Meadows. The majority of the additions were funded by the voter-approved bond issues.

Debt

At the end of the year, the School District had \$178.71 million in bonds outstanding versus \$191.86 million in the previous year, a decrease of 6.85%.

The School District's general obligation bond rating is Aa2 (Moody's) and AA- (Standard & Poor's). The School District's rating did not fall. The State limits the amount of general obligation debt that schools can issue to 15 percent of the assessed value of all taxable property within the School District's boundaries. If the School District issues qualified debt (i.e., debt backed up by the State of Michigan), such obligations are not subject to this debt limit. The School District's outstanding unqualified general obligation debt of \$186.09 million is significantly below this \$582.66 million statutorily imposed limit. Other obligations include accrued compensated absences. We present more detailed information about our long-term liabilities in the notes to the financial statements.

Economic Factors and Next Year's Budgets

Our elected officials and administration consider many factors when settling the School District's 2024-2025 fiscal year budget.

The state of Michigan did not have a budget in place for fiscal year 2025-2026 at the time that the School District had to adopt its original budget for fiscal year 2025-2026, which was in June 2025. Subsequently, the State adopted a budget that increased the foundation allowance. Additionally, for 2024-2025 and subsequent years, the State has returned to the pupil count formula being based on 10 percent of the February count date and 90 percent of the October count date.

**Novi Community School District
Management Discussion and Analysis
June 30, 2025**

Contacting the School District's Management

This financial report is intended to provide our taxpayers, parents, and investors with a general overview of the School District's finances and to show the School District's accountability for the money it receives. If you have any questions about this report or need additional information, we welcome you to contact the business office.

BASIC FINANCIAL STATEMENTS

Novi Community School District
Statement of Net Position
June 30, 2025

	Governmental Activities
Assets	
Cash	\$ 50,948,880
Accounts receivable	180,765
Due from other governmental units	12,183,734
Inventory	60,151
Investments	2,133,821
Prepaid items	1,782,175
Capital assets not being depreciated	54,066,294
Capital assets - net of accumulated depreciation	234,420,398
Net OPEB asset	20,785,168
Total assets	376,561,386
Deferred Outflows of Resources	
Deferred amount relating to the net pension liability	40,038,260
Deferred amount relating to the net OPEB asset	5,855,819
Total deferred outflows of resources	45,894,079
Liabilities	
Accounts payable	10,900,559
Due to other governmental units	1,189,400
Payroll deductions and withholdings	85,260
Accrued expenditures	2,638,445
Accrued salaries payable	8,767,510
Unearned revenue	2,125,309
Long-term liabilities	
Net pension liability	116,041,501
Due within one year	17,447,133
Due in more than one year	189,855,826
Total liabilities	349,050,943

See Accompanying Notes to the Financial Statements

Novi Community School District
Statement of Net Position
June 30, 2025

	Governmental Activities
Deferred Inflows of Resources	
Deferred amount on debt refunding	\$ 1,938,151
Deferred amount relating to the net pension liability	38,558,042
Deferred amount relating to the net OPEB asset	26,866,963
Total deferred inflows of resources	67,363,156
Net Position	
Net investment in capital assets	98,147,790
Restricted for:	
Food service	2,658,931
Debt service	657,353
Capital projects	4,445,932
Recreation	1,152,489
Other post employment benefits	20,785,168
Unrestricted (deficit)	(121,806,297)
Total net position	\$ 6,041,366

See Accompanying Notes to the Financial Statements

Novi Community School District
Statement of Activities
For the Year Ended June 30, 2025

	Program Revenues			Net (Expense) Revenue and Changes in Net Position
	Expenses	Charges for Services	Operating Grants and Contributions	
Functions/Programs				
Governmental activities				
Instruction	\$ 53,559,822	\$ 489,044	\$ 20,356,681	\$ (32,714,097)
Supporting services	36,360,246	-	12,740,501	(23,619,745)
Food services	3,248,681	428,184	4,143,284	1,322,787
Community services	1,761,893	2,843,419	-	1,081,526
Athletics	29,660	449,181	-	419,521
Unallocated depreciation expense	8,945,610	-	-	(8,945,610)
Interest and fiscal charges on long-term debt	6,782,431	-	-	(6,782,431)
	<u>\$ 110,688,343</u>	<u>\$ 4,209,828</u>	<u>\$ 37,240,466</u>	<u>(69,238,049)</u>
General revenues				
Property taxes, levied for general purposes				23,998,587
Property taxes, levied for debt service				20,465,660
Property taxes, levied for sinking fund				1,472,862
Property taxes, levied for recreation fund				2,919,532
State aid - unrestricted				43,255,735
Interest and investment earnings				3,862,262
Other				1,911,277
				<u>97,885,915</u>
				<u>28,647,866</u>
Net position - beginning, as previously stated				(11,717,946)
Adjustments				<u>(10,888,554)</u>
Net position - beginning, as restated				<u>(22,606,500)</u>
Net position - ending				<u>\$ 6,041,366</u>

See Accompanying Notes to the Financial Statements

Novi Community School District
Governmental Funds
Balance Sheet
June 30, 2025

	General Fund	Capital Projects Fund 2024 Capital Projects Fund	Debt Service Fund Debt Service Fund	Special Revenue Fund Recreation Fund	Nonmajor Governmental Funds	Total Governmental Funds
Assets						
Cash	\$ 9,233,283	\$ 25,249,205	\$ 1,662,800	\$ 5,634,379	\$ 9,169,213	\$ 50,948,880
Accounts receivable	179,612	-	-	-	1,153	180,765
Due from other funds	4,734,243	-	13,131	-	-	4,747,374
Due from other governmental units	12,163,669	-	-	-	20,065	12,183,734
Inventory	-	-	-	-	60,151	60,151
Investments	2,133,821	-	-	-	-	2,133,821
Prepaid items	1,607,175	-	-	-	175,000	1,782,175
Total assets	<u>\$ 30,051,803</u>	<u>\$ 25,249,205</u>	<u>\$ 1,675,931</u>	<u>\$ 5,634,379</u>	<u>\$ 9,425,582</u>	<u>\$ 72,036,900</u>
Liabilities						
Accounts payable	\$ 2,560,193	\$ 8,225,843	\$ -	\$ 27,949	\$ 86,574	\$ 10,900,559
Due to other funds	-	40,406	-	4,453,941	253,027	4,747,374
Due to other governmental units	1,189,400	-	-	-	-	1,189,400
Payroll deductions and withholdings	85,260	-	-	-	-	85,260
Accrued salaries payable	8,767,510	-	-	-	-	8,767,510
Unearned revenue	2,031,809	-	-	-	93,500	2,125,309
Total liabilities	<u>14,634,172</u>	<u>8,266,249</u>	<u>-</u>	<u>4,481,890</u>	<u>433,101</u>	<u>27,815,412</u>

See Accompanying Notes to the Financial Statements

Novi Community School District
Governmental Funds
Balance Sheet
June 30, 2025

	General Fund	Capital Projects Fund 2024 Capital Projects Fund	Debt Service Fund Debt Service Fund	Special Revenue Fund Recreation Fund	Nonmajor Governmental Funds	Total Governmental Funds
Fund Balances						
Non-spendable						
Inventory	\$ -	\$ -	\$ -	\$ -	\$ 60,151	\$ 60,151
Prepaid items	1,607,175	-	-	-	175,000	1,782,175
Restricted for						
Food service	-	-	-	-	2,423,780	2,423,780
Debt service	-	-	1,675,931	-	-	1,675,931
Capital projects	-	16,982,956	-	-	4,445,932	21,428,888
Recreation	-	-	-	1,152,489	-	1,152,489
Committed						
Student activities	-	-	-	-	1,887,618	1,887,618
Assigned						
Subsequent years expenditures	480,352	-	-	-	-	480,352
Unassigned	<u>13,330,104</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>13,330,104</u>
Total fund balances	<u>15,417,631</u>	<u>16,982,956</u>	<u>1,675,931</u>	<u>1,152,489</u>	<u>8,992,481</u>	<u>44,221,488</u>
Total liabilities and fund balances	<u>\$ 30,051,803</u>	<u>\$ 25,249,205</u>	<u>\$ 1,675,931</u>	<u>\$ 5,634,379</u>	<u>\$ 9,425,582</u>	<u>\$ 72,036,900</u>

See Accompanying Notes to the Financial Statements

Novi Community School District
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position
June 30, 2025

Total fund balances for governmental funds	\$ 44,221,488
Total net position for governmental activities in the statement of net position is different because:	
Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.	
Capital assets not being depreciated	54,066,294
Capital assets - net of accumulated depreciation	234,420,398
Net OPEB asset is not recorded as an asset in the governmental funds	20,785,168
Deferred outflows (inflows) of resources	
Deferred inflows of resources resulting from debt refunding	(1,938,151)
Deferred outflows of resources resulting from the net pension liability	40,038,260
Deferred outflows of resources resulting from the net OPEB asset	5,855,819
Deferred inflows of resources resulting from the net pension liability	(38,558,042)
Deferred inflows of resources resulting from the net OPEB asset	(26,866,963)
Certain liabilities are not due and payable in the current period and are not reported in the funds.	
Accrued interest	(1,018,578)
Incurred but not reported benefit claims	(62,155)
Arbitrage	(1,557,712)
Long-term liabilities applicable to governmental activities are not due and payable in the current period and, accordingly, are not reported as fund liabilities.	
Net pension liability	(116,041,501)
Compensated absences	(4,479,688)
Bonds payable	(200,964,854)
Other loans payable and liabilities	<u>(1,858,417)</u>
Net position of governmental activities	<u>\$ 6,041,366</u>

See Accompanying Notes to the Financial Statements

Novi Community School District
Governmental Funds
Statement of Revenues, Expenditures and Changes in Fund Balances
For the Year Ended June 30, 2025

	General Fund	Capital Projects Funds			Debt Service Fund	Special Revenue Fund	Nonmajor Governmental Funds	Total Governmental Funds
		2024 Capital Projects Fund	2022 Capital Projects Fund	2020 Capital Projects Fund	Debt Service Fund	Recreation Fund		
Revenues								
Local sources	\$ 30,200,598	\$ 2,114,627			\$ 20,774,807	\$ 3,147,921	\$ 5,010,442	\$ 61,248,395
State sources	66,889,050	-			54,170	7,694	3,027,982	69,978,896
Federal sources	1,838,725	-			-	-	1,089,570	2,928,295
Interdistrict sources	5,150,963	-			-	-	29,660	5,180,623
Total revenues	104,079,336	2,114,627			20,828,977	3,155,615	9,157,654	139,336,209
Expenditures								
Current								
Education								
Instruction	65,969,180	-			-	-	-	65,969,180
Supporting services	37,859,685	-			2,285	3,501,894	3,417,017	44,780,881
Food services	-	-			-	-	4,135,064	4,135,064
Community services	102,729	-			-	2,102,355	-	2,205,084
Capital outlay	290,548	39,745,442			-	-	4,796,077	44,832,067
Debt service								
Principal	-	-			13,150,000	-	592,264	13,742,264
Interest and other expenditures	-	270,958			8,211,513	-	51,828	8,534,299
Total expenditures	104,251,802	40,016,400			21,363,798	5,604,249	12,992,250	184,228,499
Excess (deficiency) of revenues over expenditures	(172,466)	(37,901,773)			(534,821)	(2,448,634)	(3,834,596)	(44,892,290)

See Accompanying Notes to the Financial Statements

Novi Community School District
Governmental Funds
Statement of Revenues, Expenditures and Changes in Fund Balances
For the Year Ended June 30, 2025

	General Fund	Capital Projects Funds			Debt Service Fund	Special Revenue Fund	Nonmajor Governmental Funds	Total Governmental Funds
		2024 Capital Projects Fund	2022 Capital Projects Fund	2020 Capital Projects Fund	Debt Service Fund	Recreation Fund		
Other Financing Sources (Uses)								
Transfers in	\$ 87,946	\$ -			\$ -	\$ -	\$ -	\$ 87,946
Transfers out	<u>-</u>	<u>-</u>			<u>-</u>	<u>-</u>	<u>(87,946)</u>	<u>(87,946)</u>
Total other financing sources (uses)	<u>87,946</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>(87,946)</u>	<u>-</u>
Net change in fund balances	<u>(84,520)</u>	<u>(37,901,773)</u>	<u>-</u>	<u>-</u>	<u>(534,821)</u>	<u>(2,448,634)</u>	<u>(3,922,542)</u>	<u>(44,892,290)</u>
Fund balances - beginning as previously presented	15,502,151	54,884,729	1,191,564	3,409,415	2,210,752	-	11,915,167	89,113,778
Change within financial reporting entity (between major and nonmajor funds)	<u>-</u>	<u>-</u>	<u>(1,191,564)</u>	<u>(3,409,415)</u>	<u>-</u>	<u>3,601,123</u>	<u>999,856</u>	<u>-</u>
Fund balances - beginning	<u>15,502,151</u>	<u>54,884,729</u>			<u>2,210,752</u>	<u>3,601,123</u>	<u>12,915,023</u>	<u>89,113,778</u>
Fund balances - ending	<u>\$ 15,417,631</u>	<u>\$ 16,982,956</u>			<u>\$ 1,675,931</u>	<u>\$ 1,152,489</u>	<u>\$ 8,992,481</u>	<u>\$ 44,221,488</u>

See Accompanying Notes to the Financial Statements

Novi Community School District
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balances
of Governmental Funds to the Statement of Activities
For the Year Ended June 30, 2025

Net change in fund balances - Total governmental funds	\$ (44,892,290)
Total change in net position reported for governmental activities in the statement of activities is different because:	
Governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense.	
Depreciation and amortization expense	(8,945,610)
Capital outlay	45,553,360
Expenses are recorded when incurred in the statement of activities.	
Interest	55,278
Benefit claims	(10,144)
Arbitrage	(419,094)
Compensated absences	(436,414)
The statement of net position reports the net pension liability and deferred outflows of resources and deferred inflows related to the net pension liability and pension expense. However, the amount recorded on the governmental funds equals actual pension contributions.	
Net change in net pension liability	32,064,366
Net change in deferrals of resources related to the net pension liability	(18,241,137)
The statement of net position reports the net OPEB asset and deferred outflows of resources and deferred inflows related to the net OPEB asset and OPEB expense. However, the amount recorded on the governmental funds equals actual OPEB contributions.	
Net change in net OPEB asset	18,189,624
Net change in deferrals of resources related to the net OPEB asset	(9,708,927)
Bond and note proceeds and capital leases are reported as financing sources in the governmental funds and thus contribute to the change in fund balance. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities. Similarly, repayment of principal is an expenditure in the governmental funds but reduces the liability in the statement of net position. Also, governmental funds report the effect of premiums and similar items when debt is first issued, whereas these amounts are recorded as liabilities and amortized in the statement of activities. When debt refunding occurs, the difference in the carrying value of the refunding debt and the amount applied to the new debt is reported the same as regular debt proceeds or repayments, as a financing source or expenditure in the governmental funds. However, in the statement of net position, debt refunding may result in deferred inflows of resources or deferred outflows of resources, which are then amortized in the statement of activities.	
Repayments of long-term debt	13,742,264
Amortization of premiums	1,409,120
Amortization of deferred amount on debt refunding	287,470
Change in net position of governmental activities	\$ <u>28,647,866</u>

See Accompanying Notes to the Financial Statements

Novi Community School District
Notes to the Financial Statements
June 30, 2025

Note 1 - Summary of Significant Accounting Policies

The accounting policies of Novi Community School District (School District) conform to accounting principles generally accepted in the United States of America as applicable to governmental units. The following is a summary of the School District's significant accounting policies:

Reporting Entity

The School District is governed by an elected seven-member Board of Education. The accompanying financial statements have been prepared in accordance with criteria established by the Governmental Accounting Standards Board for determining the various governmental organizations to be included in the reporting entity. These criteria include significant operational financial relationships that determine which of the governmental organizations are a part of the School District's reporting entity, and which organizations are legally separate component units of the School District. The School District has no component units.

District-wide Financial Statements

The School District's basic financial statements include both district-wide (reporting for the district as a whole) and fund financial statements (reporting the School District's major funds). The district-wide financial statements categorize all nonfiduciary activities as either governmental or business type. All of the School District's activities are classified as governmental activities.

The statement of net position presents governmental activities on a consolidated basis, using the economic resources measurement focus and accrual basis of accounting. This method recognizes all long-term assets and receivables as well as long-term debt and obligations. The School District's net position is reported in three parts (1) net investment in capital assets, (2) restricted net position, and (3) unrestricted net position.

The statement of activities reports both the gross and net cost of each of the School District's functions. The functions are also supported by general government revenues (property taxes and certain

intergovernmental revenues). The statement of activities reduces gross expenses (including depreciation) by related program revenues, operating and capital grants. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants.

The net costs (by function) are normally covered by general revenue (property taxes, state sources and federal sources, interest income, etc.). In creating the district-wide financial statements the School District has eliminated interfund transactions.

The district-wide focus is on the sustainability of the School District as an entity and the change in the School District's net position resulting from current year activities.

Fund Financial Statements

Major individual governmental funds are reported as separate columns in the fund financial statements.

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenue is recognized as soon as it is both measurable and available. Revenue is considered to be available if it is collected within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Property taxes, unrestricted state aid, intergovernmental grants, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenue of the current fiscal period. All other revenue items are considered to be available only when cash is received by the government.

Novi Community School District
Notes to the Financial Statements
June 30, 2025

The School District reports the following major governmental funds:

General Fund - The General Fund is used to record the general operations of the School District pertaining to education and those operations not required to be provided for in other funds.

Debt Service Fund - Debt Service Funds are used to record tax, interest, and other revenue and the payment of interest, principal, and other expenditures on long-term debt.

Recreation Fund - The Recreation Fund is used to account for the proceeds of specific revenue sources that are restricted to expenditures for specified purposes. The Recreation Fund is the only Special Revenue Fund included as a major governmental fund.

2024 Capital Projects Funds - The Building and Site Funds are used to record bond proceeds or other revenue and the disbursement of invoices specifically for acquiring new school sites, buildings, equipment, and for remodeling and repairs. The fund is kept open until the purpose for which the fund was created has been accomplished.

Additionally, the School District reports the following fund types:

Special Revenue Funds - The School District's other Special Revenue Funds include the Food Service Fund and Student Activities Fund.

Sinking Fund - The Sinking Fund is used to record the sinking fund property tax levy and other revenue and the disbursement of invoices specifically for acquiring new school sites, construction, or repair of school buildings.

Capital Projects Funds - The 2022 and 2020 Building and Site Funds are used to record bond proceeds or other revenue and the disbursement of invoices specifically for acquiring new school sites, buildings, equipment, and for remodeling and repairs. The fund is kept open until the purpose for which the fund was created has been accomplished.

Assets, Liabilities and Net Position or Fund Balance

Receivables and Payables - Generally, outstanding amounts owed between funds are classified as "due from/to other funds." These amounts are caused by transferring revenues and expenses between funds to get them into the proper reporting fund. These balances are paid back as cash flow permits.

All trade and property tax receivables are shown net of an allowance for uncollectible amounts. The School District considers all accounts receivable to be fully collectible; accordingly, no allowance for uncollectible amounts is recorded.

Property taxes collected are based upon the approved tax rate for the year of levy. For the fiscal year ended June 30, 2025, the rates are as follows per \$1,000 of assessed value.

General Fund	
Principal residence exemption	1.07320
Non-principal residence exemption	18.00000
Commercial personal property	7.07320
Industrial personal property	1.07320
Debt Service Funds	6.50000
Sinking Fund	0.47130
Recreation Fund	0.93660

School property taxes are assessed and collected in accordance with enabling state legislation by cities and townships within the School District's boundaries.

The property tax levy runs from July 1 to June 30. Property taxes become a lien on the first day of the levy year and are due on or before September 14 or February 14. Collections are forwarded to the School District as collected by the assessing municipalities. Real property taxes uncollected as of March 1 are purchased by the County of Oakland and remitted to the School District by May 15.

Novi Community School District
Notes to the Financial Statements
June 30, 2025

Investments - Investments are stated at fair value. Certificates of deposit are stated at cost which approximates fair value.

Inventories and Prepaid Items - Inventories are valued at cost, on a first-in, first-out basis. Inventories of governmental funds are recorded as expenditures when consumed, rather than when purchased.

Certain payments to vendors reflect costs applicable to future fiscal years. For such payments in governmental funds the School District follows the consumption method, and they therefore are capitalized as prepaid items in both district-wide and fund financial statements.

Capital Assets - Purchased or constructed capital assets are reported at cost or estimated historical cost. Donated capital assets are recorded at their acquisition value at the date of donation. The School District defines capital assets as assets with an initial individual cost in excess of \$5,000. Costs of normal repair and maintenance that do not add to the value or materially extend asset lives are not capitalized. The School District does not have infrastructure assets. Buildings, equipment, and vehicles are depreciated using the straight-line method over the following useful lives:

Buildings and improvements	20 - 50 years
Site improvements	15 - 30 years
Equipment and furniture	5 - 10 years
Buses and other vehicles	5 - 10 years

Deferred Outflows of Resources - A deferred outflow of resources is a consumption of net position by the government that is applicable to a future reporting period. For district-wide financial statements, the School District reports deferred outflows of resources as a result of pension and OPEB plan earnings. This amount is the result of a difference between what the plan expected to earn from plan investments and what is actually earned. This amount will be amortized over the next four years and included in pension and OPEB expense. Changes in assumptions relating to the net pension and OPEB liabilities (assets) are deferred and amortized over the expected remaining services lives of the employees and retirees in the plans. The

School District also reported deferred outflows of resources for pension and OPEB contributions made after the measurement date. This amount will reduce the net pension and OPEB liabilities (assets) in the following year.

Compensated Absences - The liability for compensated absences reported in the government-wide financial statements consists of earned but unused vacation, sick leave benefits and termination payments. The liability has been calculated using historical averages of time that is more likely to be used or paid out in accordance with the School District's time off policies and bargaining unit agreements. A liability for these amounts is reported in governmental funds when the associated time off has been earned.

Long-term Obligations - In the district-wide financial statements, long-term debt and other long-term obligations are reported as liabilities in the statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the effective interest method. Bonds payable are reported net of the applicable bond premium or discount. In the fund financial statements, governmental fund types recognize bond premiums and discounts during the current period.

In the School District's fund financial statements, the face amount of the debt issued is reported as other financing sources. Premiums received on debt issuance are reported as other financing sources while discounts are reported as other financing uses.

Pension - For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Michigan Public School Employees Retirement System (MPERS) and additions to/deductions from MPERS fiduciary net position have been determined on the same basis as they are reported by MPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Novi Community School District
Notes to the Financial Statements
June 30, 2025

Postemployment Benefits Other Than Pensions - For purposes of measuring the net OPEB liability (asset), deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the Michigan Public School Employees Retirement System (MPERS) and additions to/deductions from MPERS fiduciary net position have been determined on the same basis as they are reported by MPERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Deferred Inflows of Resources - A deferred inflow of resources is an acquisition of net position by the government that is applicable to a future reporting period. Deferred amounts on bond refundings are included in the district-wide financials statements. The amounts represent the difference between the reacquisition price and the net carrying amount of the prior debt. For district-wide financial statements, the School District reports deferred inflows of resources as a result of pension and OPEB plan earnings. This amount is the result of a difference between what the plan expected to earn from the plan investments and what the plan actually earned. This amount will be amortized over the next four years and included in pension and OPEB expense. Changes in assumptions relating to the net pension and OPEB liabilities (assets) are deferred and amortized over the expected remaining services lives of the employees and retirees in the plans. Deferred inflows of resources also include revenue received relating to the amounts included in the deferred outflows for payments related to MPERS Unfunded Actuarial Accrued Liabilities (UAAL) Stabilization defined benefit pension statutorily required contributions.

Fund Balance - In the fund financial statements, governmental funds report fund balances in the following categories:

Non-spendable - amounts that are not available in a spendable form.

Restricted - amounts that are legally imposed or otherwise required by external parties to be used for a specific purpose.

Committed - amounts that have been formally set aside by the Board of Education for specific purposes. A fund balance commitment may be established, modified, or rescinded by a resolution of the Board of Education.

Assigned - amounts intended to be used for specific purposes, as determined by the Assistant Superintendent of Business and Operations. The Board of Education has granted the Assistant Superintendent of Business and Operations the authority to assign funds. Residual amounts in governmental funds other than the General Fund are automatically assigned by their nature.

Unassigned - all other resources; the remaining fund balances after non-spendable, restrictions, commitments, and assignments.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the School District's policy is to consider restricted funds spent first.

When an expenditure is incurred for purposes for which committed, assigned, or unassigned amounts could be used, the School District's policy is to consider the funds to be spent in the following order: (1) committed, (2) assigned, (3) unassigned.

The School District has adopted a minimum fund balance policy with a goal to maintain an annual unassigned general fund balance of at least 15% of the State average, whichever is higher, of estimated expenditures.

Use of Estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities, as well as deferred inflows and deferred outflows of resources at the date of the financial statements and the reported

Novi Community School District
Notes to the Financial Statements
June 30, 2025

amounts of revenue and expenditures during the reporting period. Actual results could differ from those estimates.

Eliminations and Reclassifications

In the process of aggregating data for the statement of net position and the statement of activities, some amounts reported as interfund activity and balances in the funds were eliminated or reclassified. Interfund receivables and payables were eliminated to minimize the “grossing up” effect on assets and liabilities within the governmental activities’ column.

Adoption of New Accounting Standards

Statement No. 101, *Compensated Absences*, updates the recognition and measurement guidance for compensated absences. That objective is achieved by aligning the recognition and measurement guidance under a unified model and by amending certain previously required disclosures.

Statement No. 102, *Certain Risk Disclosures*, requires organizations to provide users of the financial statements with essential information about risks related to the organization’s vulnerabilities due to certain concentrations or constraints.

Upcoming Accounting and Reporting Changes

Statement No. 103, *Financial Reporting Model Improvements*, improves key components of the financial reporting model to enhance its effectiveness in providing information that is essential for decision making and assessing an organization’s accountability while also addressing certain application issues. This statement includes changes to management’s discussion and analysis, unusual or infrequent items, presentation of the proprietary fund statements of revenues, expenses, and changes in fund net position, major component unit information, and budgetary comparison information. This statement is effective for the year ending June 30, 2026.

Statement No. 104, *Disclosure of Certain Capital Assets*, requires certain types of capital assets to be disclosed separately in the capital assets note disclosures required by Statement 34. Lease assets recognized in accordance with Statement No. 87, *Leases*, and

intangible right-to-use assets recognized in accordance with Statement No. 94, *Public-Private and Public-Public Partnerships and Availability Payment Arrangements*, should be disclosed separately by major class of underlying asset in the capital as-sets note disclosures. Subscription assets recognized in accordance with Statement No. 96, *Subscription-Based Information Technology Arrangements*, also should be separately disclosed. In addition, this Statement requires intangible assets other than those three types to be disclosed separately by major class. This Statement also requires additional disclosures for capital assets held for sale. This statement is effective for the year ending June 30, 2026.

The School District is evaluating the impact that the above pronouncements will have on its financial reporting.

Note 2 - Stewardship, Compliance, and Accountability

Budgetary Information

Annual budgets are adopted on a basis consistent with accounting principles generally accepted in the United States of America and state law for the General and Special Revenue Funds. All annual appropriations lapse at fiscal year end, thereby canceling all encumbrances. These appropriations are reestablished at the beginning of the year.

The budget document presents information by fund and function. The legal level of budgetary control adopted by the governing body is the function level. State law requires the School District to have its budget in place by July 1. A district is not considered in violation of the law if reasonable procedures are in use by the School District to detect violations.

Novi Community School District
Notes to the Financial Statements
June 30, 2025

The Superintendent is authorized to transfer budgeted amounts between functions within any fund; however, any revisions that alter the total expenditures of any fund must be approved by the Board of Education.

Budgeted amounts are as originally adopted or as amended by the Board of Education throughout the year.

Excess of Expenditures over Appropriations

During the year, the School District incurred expenditures in certain budgetary funds which were in excess of the amounts appropriated, as follows:

Function	Final Budget	Amount of Expenditures	Budget Variances
General Fund			
Basic programs	\$ 51,306,445	\$ 51,697,777	\$ 391,332
Added needs	12,811,104	13,673,472	862,368
Adult and continuing education	558,892	597,931	39,039
Instructional staff	7,949,224	8,282,410	333,186
General administration	733,941	812,555	78,614
School administration	5,124,990	5,351,186	226,196
Business	1,299,539	1,318,185	18,646
Pupil transportation services	2,770,844	2,947,037	176,193
Central	3,450,458	3,543,077	92,619
Athletic activities	1,421,887	1,530,160	108,273
Intergovernmental payments	-	29,660	29,660
Recreation Fund			
Supporting services	2,768,434	3,501,894	733,460
Community services	1,944,669	2,102,355	157,686
Food Service Fund	4,274,100	4,286,803	12,703
Student Activity Fund	2,276,717	2,344,105	67,388

Compliance - Bond Proceeds

The 2024 Capital Projects Fund includes capital project activities funded with the 2024 School Building and Site bonds. For this capital project, the School District has complied with the applicable provisions of Section 1351a of the Revised School Code. The fund is not yet considered substantially complete, and a subsequent year audit is expected.

Compliance - Sinking Funds

The School District's Capital Projects Fund records capital project activities funded with Sinking Fund millage. For this fund, the School District has complied with the applicable provisions of Section 1212 of the Revised School Code.

Note 3 - Deposits and Investments

The School District's deposits and investments were reported in the basic financial statements in the following categories:

	<u>Governmental Activities</u>
Cash	\$ 50,948,880
Investments	<u>2,133,821</u>
	<u>\$ 53,082,701</u>

Novi Community School District
Notes to the Financial Statements
June 30, 2025

The breakdown between deposits and investments for the School District is as follows:

Deposits (checking, savings accounts, money markets, certificates of deposit)	\$ 6,631,889
Investments in securities, mutual funds, and similar vehicles	46,445,314
Petty cash and cash on hand	300
Total	\$ 53,077,503

As of year end, the School District had the following investments:

Investment	Carrying Value	Maturities	Rating	Organization
External investment pools:				
Michigan Liquid Asset Fund (MILAF):				
MILAF + Portfolio				
MAX Class	\$44,311,493	N/A	AAAm	S&P
Federal agency bonds and notes	499,581	8/28/2025	AA+	S&P
Federal agency bonds and notes	249,465	12/12/2025	AA+	S&P
Federal agency bonds and notes	382,154	7/27/2026	AA+	S&P
Certificate of deposit	250,782	4/13/2026	N/A	N/A
Certificate of deposit	250,922	4/13/2026	N/A	N/A
Certificate of deposit	250,787	4/14/2026	N/A	N/A
Certificate of deposit	250,130	4/28/2026	N/A	N/A
	\$46,445,314			

The valuation method for investments measured at net asset value (NAV) per share (or its equivalent) is discussed below.

As of June 30, 2025, the net asset value of the School District's investment in MILAF + Portfolio was \$44,311,493. Participation in the investment pool has not resulted in any unfunded commitments. Shares are available to be redeemed upon proper notice without restrictions under normal operating conditions. There are no limits to

the number of redemptions that can be made provided the District has sufficient shares to meet the redemption request. In the event of an emergency that would make the determination of net asset value not reasonably practical, the Trust's Board of Trustee's may suspend the right of withdrawal or postpone the date of payment. The net asset value ("NAV") per share of the MILAF+ Portfolio is calculated as of the close of business each business day by dividing the net position of that Portfolio by the number of its outstanding shares. It is the MILAF+ Portfolio's objective to maintain a NAV of \$1.00 per share, however, there is no assurance that this objective will be achieved. The exact price for share transactions will be determined based on the NAV next calculated after receipt of a properly executed order. The number of shares purchased or redeemed will be determined by the NAV.

Interest rate risk – The School District's investment policy does not restrict investment maturities other than commercial paper, which can be purchased only with a 270-day maturity. The School District's investment policy minimized interest rate risk by requiring the structuring of the investment portfolio so that securities mature to meet cash requirements for ongoing operations, thereby avoiding the need to sell securities in the open market, and investing operating funds primarily in shorter-term securities, liquid asset funds, money market mutual funds, or similar investment pools and limiting the average maturity in accordance with the School District's cash requirements.

Credit risk - State statutes authorize the School District to make deposits in the accounts of federally insured banks, credit unions, and savings and loan associations that have an office in Michigan; the School District is allowed to invest in U.S. Treasury or Agency obligations, U.S. government repurchase agreements, bankers' acceptances, commercial paper rated prime at the time of purchase that matures not more than 270 days after the date of purchase, mutual funds, and investment pools that are composed of authorized investment vehicles. The School District has no investment policy that would further limit its investment choices.

Concentration of credit risk - The School District has no policy that would limit the amount that may be invested with any one issuer.

Novi Community School District
Notes to the Financial Statements
June 30, 2025

Custodial credit risk - deposits - In the case of deposits, this is the risk that in the event of a bank failure, the School District's deposits may not be returned to it. The School District does not have a deposit policy for custodial credit risk. As of year end, \$6,684,545 of the School District's bank balance of \$6,934,545 was exposed to custodial credit risk because it was uninsured and uncollateralized.

Custodial credit risk - investments - For an investment, this is the risk that, in the event of the failure of the counterparty, the government will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. As of year end, none of the School District's investments were exposed to custodial credit risk.

Note 4 - Fair Value Measurements

The School District categorizes its fair value measurements within the fair value hierarchy established by generally accepted accounting principles. The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs.

The School District has the following recurring fair value measurements as of June 30, 2025:

- Federal agency bonds and notes of \$1,131,200 and certificates of deposit of \$1,002,621 are valued using quoted market prices (Level 2 inputs)

Note 5 - Capital Assets

A summary of the changes in governmental capital assets is as follows:

	Restated Beginning Balance	Increases	Decreases	Ending Balance
Governmental activities				
Capital assets not being depreciated				
Land	\$ 9,607,341	\$ -	\$ -	\$ 9,607,341
Construction-in-progress	76,034,442	43,963,144	75,538,633	44,458,953
Total capital assets not being depreciated	<u>85,641,783</u>	<u>43,963,144</u>	<u>75,538,633</u>	<u>54,066,294</u>
Capital assets being depreciated				
Buildings and improvements	238,393,927	75,823,633	-	314,217,560
Site improvements	27,391,944	-	-	27,391,944
Equipment and furniture	9,616,654	476,649	-	10,093,303
Buses and other vehicles	8,053,957	828,567	457,597	8,424,927
Total capital assets being depreciated	<u>283,456,482</u>	<u>77,128,849</u>	<u>457,597</u>	<u>360,127,734</u>
Less accumulated depreciation for				
Buildings and improvements	86,591,855	7,327,554	-	93,919,409
Site improvements	16,354,573	832,995	-	17,187,568
Equipment and furniture	7,706,543	404,846	-	8,111,389
Buses and other vehicles	6,566,352	380,215	457,597	6,488,970
Total accumulated depreciation	<u>117,219,323</u>	<u>8,945,610</u>	<u>457,597</u>	<u>125,707,336</u>
Net capital assets being depreciated	<u>166,237,159</u>	<u>68,183,239</u>	<u>-</u>	<u>234,420,398</u>
Net capital assets	<u>\$251,878,942</u>	<u>\$ 112,146,383</u>	<u>\$75,538,633</u>	<u>\$288,486,692</u>

Depreciation expense was \$8,945,610 for the year ended June 30, 2025. Depreciation was not charged to the School District's activities because the related assets impact multiple activities and allocation of depreciation expenses is not practical.

Novi Community School District
Notes to the Financial Statements
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Construction Contracts

At year end, the School District had several uncompleted construction contracts in the capital projects fund. The remaining commitment on these construction contracts was approximately \$24,093,805.

Note 6 - Interfund Transfers

Individual interfund receivable and payable balances at year end were:

Payable Fund	Receivable Fund	Amount
General fund	Debt service fund	\$ 13,131
General fund	2024 Capital projects fund	40,406
General fund	Other nonmajor governmental funds	239,896
General fund	Recreation fund	<u>4,453,941</u>
		<u>\$ 4,747,374</u>

The outstanding balances between funds result mainly from the time lag between the dates that transactions are recorded in the accounting system and payments between funds are made.

Management does not anticipate individual interfund balances to remain outstanding for periods in excess of one year.

Interfund transfers were made during the year, between the General Fund and the Food Service Fund totaling \$87,946. These transfers were made to reimburse General Fund for its share of indirect costs.

Note 7 - Unearned Revenue

Governmental funds report unearned revenue in connection with resources that have been received but not yet earned. At the end of the current fiscal year, the components of unearned revenue are as follows:

Grant and categorical aid payments received prior to meeting all eligibility requirements	\$ 1,488,707
Summer tuition and fall school charges received prior to services being rendered	543,102
Student meals	<u>93,500</u>
Total	<u>\$ 2,125,309</u>

Note 8 - Long-Term Debt

The School District issues bonds, notes, and other contractual commitments to provide for the acquisition and construction of major capital facilities and the acquisition of certain equipment. General obligation bonds are direct obligations and pledge the full faith and credit of the School District. Other long-term obligations include compensated absences.

Long-term obligation activity is summarized as follows:

	Restated Beginning Balance	Additions	Reductions	Ending Balance	Amount Due Within One Year
Bonds and notes payable					
General obligation bonds	\$ 191,855,000	\$ -	\$ 13,150,000	\$ 178,705,000	\$ 13,470,000
Premium on bonds	<u>23,668,974</u>	<u>-</u>	<u>1,409,120</u>	<u>22,259,854</u>	<u>-</u>
Total bonds payable	215,523,974	-	14,559,120	200,964,854	13,470,000
Notes from direct borrowings and direct placements					
Installment purchase agreement	2,450,681	-	592,264	1,858,417	605,665
Other liabilities					
Compensated absences	<u>4,043,274</u>	<u>436,414</u>	<u>-</u>	<u>4,479,688</u>	<u>3,371,468</u>
Total	<u>\$ 222,017,929</u>	<u>\$ 436,414</u>	<u>\$ 15,151,384</u>	<u>\$ 207,302,959</u>	<u>\$ 17,447,133</u>

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General obligation bonds payable at year end, consist of the following:

\$51,675,000 serial bonds due in annual installments of \$650,000	
- \$2,450,000 through 2047, interest at 4.00%	\$ 37,500,000
\$27,260,000 refunding bonds due in annual installments of \$2,785,000	
- \$3,015,000 through 2033, interest at 2.92% - 3.60%	23,230,000
\$59,410,000 serial bonds due in annual installments of \$2,075,000	
- \$3,525,000 through 2044, interest at 4.00% - 5.00%	52,200,000
\$12,230,000 2017 serial bonds due in annual installments of \$575,000	
- \$780,000 through 2037, interest at 5.00%	8,280,000
\$6,515,000 serial bonds due in annual installments of \$350,000	
through 2036, interest at 3.00% - 4.00%	3,850,000
\$16,145,000 refunding bonds due in annual installments of \$1,915,000	
- \$1,920,000 through 2027, interest at 5.00%	3,835,000
\$49,810,000 serial bonds due in annual installments of \$1,000,000	
- \$4,890,000 through 2049, interest at 5.00%	<u>49,810,000</u>
Total general obligation bonded debt	<u>\$ 178,705,000</u>

Future principal and interest requirements for bonded debt and direct borrowings and direct placements are as follows:

Year Ending June 30,	Bonds		Notes from direct borrowings and direct placements	
	Principal	Interest	Principal	Interest
2026	\$ 13,470,000	\$ 8,083,254	\$ 605,665	\$ 38,427
2027	8,745,000	7,506,716	619,369	24,722
2028	8,385,000	7,142,816	633,383	10,708
2029	8,470,000	6,795,806	-	-
2030	8,585,000	6,441,366	-	-
2031-2035	40,640,000	26,662,990	-	-
2036-2040	35,965,000	17,918,750	-	-
2041-2045	37,030,000	9,116,250	-	-
2046-2049	<u>17,415,000</u>	<u>1,901,000</u>	-	-
Total	<u>\$178,705,000</u>	<u>\$ 91,568,948</u>	<u>\$ 1,858,417</u>	<u>\$ 73,857</u>

The general obligation bonds are payable from the Debt Service Funds.

As of year end, the fund had a balance of \$1,675,931 to pay this debt. Future debt and interest will be payable from future tax levies.

In February 2021, the School District entered into an installment purchase agreement with a bank in the amount of \$4,150,000 to acquire a building. The note bears interest at 2.25 percent. Combined principal and interest payments of \$322,046 are due semiannually in March and September, and the note matures on March 1, 2028.

Compensated Absences

Accrued compensated absences at year end, consist of \$4,479,688 of earned but unused accumulated vacation and sick leave benefits. A liability for those amounts is reported in governmental funds when the associated time off has been earned. The liability has been calculated using historical averages of time that is more likely to be used or paid out in accordance with the School District's time off policies and bargaining unit agreements. Compensated absences additions and deductions are reported net.

Deferred Amount on Refunding

The 2016 and 2022 advance refundings resulted in a difference between the reacquisition price and the net carrying amount of the old debt. This amount is reported in the accompanying statement of net position as a deferred inflow of resources and is being charged to activities through fiscal year 2033.

The activity and resulting balance of this deferred amount is as follows:

	Beginning Balance	Additions	Reductions	Ending Balance
Deferred inflow amount on refunding	<u>\$ 2,225,621</u>	<u>\$ -</u>	<u>\$ 287,470</u>	<u>\$ 1,938,151</u>

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Note 9 - Risk Management

The School District is exposed to various risks of loss related to property loss, torts, errors and omissions, employee injuries (workers' compensation) and certain medical benefits provided to employees. The School District has purchased commercial insurance for general liability, property and casualty and health and vision claims. Settled claims relating to the commercial insurance have not exceeded the amount of insurance coverage in the past three fiscal years.

The shared-risk pool program in which the School District operate as a common risk-sharing management program for school districts in Michigan; member premiums are used to purchase commercial excess insurance coverage and to pay member claims in excess of deductible amounts.

The School District is self-insured for dental and vision insurance. The School District has contracted with an independent administrator to process the dental claims and perform other administrative duties. The School District evaluates the liability related to the dental and vision claims at the end of each fiscal year. The liability is calculated, based upon claims already incurred and reported and an estimate of incurred but not reported claims, as provided by the administrator. For governmental activities, the liability for dental benefits is primarily liquidated by the General Fund.

Change in estimated liabilities for claims for dental and vision benefits for the year is as follows:

	2025	2024
Estimated liability at the beginning of the year	\$ 52,011	\$ 44,000
Estimated claims incurred including changes in estimates	10,144	8,011
Estimated liability at the end of the year	\$ 62,155	\$ 52,011

Note 10 - Pension Plan

Postemployment Benefits Other Than Pensions (OPEB) Plan Description

The Michigan Public School Employees' Retirement System (System or MPERS) is a cost-sharing, multiple employer, state-wide, defined benefit public employee retirement plan governed by the State of Michigan (State) originally created under Public Act 136 of 1945, recodified and currently operating under the provisions of Public Act 300 of 1980, as amended. Section 25 of this act establishes the board's authority to promulgate or amend the provisions of the System. The board consists of twelve members - eleven appointed by the Governor and the State Superintendent of Instruction, who serves as an ex-officio member.

The System's pension plan was established by the State to provide retirement, survivor, and disability benefits to public school employees. In addition, the System's health plan provides all retirees with the option of receiving health, prescription drug, dental and vision coverage under the Michigan Public School Employees' Retirement Act (1980 PA 300 as amended).

The System is administered by the Office of Retirement Services (ORS) within the Michigan Department of Technology, Management & Budget. The Department Director appoints the Office Director, with whom the general oversight of the System resides. The State Treasurer serves as the investment officer and custodian for the System.

The System's financial statements are available on the ORS website at www.michigan.gov/orsschools.

Benefits Provided

Benefit provisions of the defined benefit pension plan are established by State statute, which may be amended. Public Act 300 of 1980, as amended, establishes eligibility and benefit provisions for the defined benefit (DB) pension plan. Depending on the plan option selected, member retirement benefits are determined by final average compensation, years of service, and a pension factor ranging from 1.25 percent to 1.50 percent. DB members are eligible to receive a monthly

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benefit when they meet certain age and service requirements. The System also provides disability and survivor benefits to DB plan members.

A DB plan member who leaves Michigan public school employment may request a refund of his or her member contributions to the retirement system account if applicable. A refund cancels a former member's rights to future benefits. However, returning members who previously received a refund of their contributions may reinstate their service through repayment of the refund upon satisfaction of certain requirements.

Contributions

Employers are required by Public Act 300 of 1980, as amended, to contribute amounts necessary to finance the coverage of active and retired members. Contribution provisions are specified by State statute and may be amended only by action of the State Legislature.

Employer contributions to the System are determined on an actuarial basis using the entry age normal actuarial cost method. Under this method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated on a level basis over the service of the individual between entry age and assumed exit age. The portion of this cost allocated to the current valuation year is called the normal cost. The remainder is called the actuarial accrued liability. Normal cost is funded on a current basis. The unfunded (overfunded) actuarial accrued liability as of the September 30, 2023 valuation will be amortized over a 15-year period beginning October 1, 2023 and ending September 30, 2038.

The schedule below summarizes pension contribution rates in effect for plan year ended September 30, 2024.

Pension Contribution Rates		
Benefit Structure	Member	Employer
Basic	0.0 - 4.0%	23.03%
Member Investment Plan	3.0 - 7.0%	23.03%
Pension Plus	3.0 - 6.4%	19.17%
Pension Plus 2	6.2%	20.10%
Defined Contribution	0.0%	13.90%

Required contributions to the pension plan from the School District were \$19,816,685 for the year ending September 30, 2024.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2025, the School District reported a liability of \$116,041,501 for its proportionate share of the MPERS net pension liability. The net pension liability was measured as of September 30, 2024, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation rolled forward from September 2023. The School District's proportion of the net pension liability was determined by dividing each employer's statutorily required pension contributions to the system during the measurement period by the percent of pension contributions required from all applicable employers during the measurement period. At September 30, 2024, the School District's proportion was 0.4740 percent, which was an increase of 0.0164 percent from its proportion measured as of September 30, 2023.

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For the plan year ending September 30, 2024, the School District recognized pension expense of \$10,177,563 for the measurement period. For the reporting period ending June 30, 2025, the School District recognized total pension contribution expense of \$19,880,528. At June 30, 2025, the School District reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources	Total
Difference between expected and actual experience	\$ 3,148,288	\$ (1,260,807)	\$ 1,887,481
Changes of assumptions	12,098,014	(8,502,172)	3,595,842
Net difference between projected and actual earnings on pension plan investments	-	(22,145,637)	(22,145,637)
Changes in proportion and differences between the School District contributions and proportionate share of contributions	<u>6,034,695</u>	<u>(1,321,684)</u>	<u>4,713,011</u>
Total to be recognized in future	21,280,997	(33,230,300)	(11,949,303)
School District contributions subsequent to the measurement date	<u>18,757,263</u>	<u>(5,327,742)</u>	<u>13,429,521</u>
Total	<u>\$ 40,038,260</u>	<u>\$ (38,558,042)</u>	<u>\$ 1,480,218</u>

Contributions subsequent to the measurement date reported as deferred outflows of resources related to pensions resulting from employer contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ending June 30, 2026. The District will offset the contribution expense in the year ended June 30, 2026 with the 147c supplemental income received

subsequent to the measurement date which is included in the deferred inflows of resources.

Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows during the following plan years:

Deferred (Inflow) and Deferred Outflow of Resources by Year (To Be Recognized in Future Pension Expenses)	
2025	\$ (2,483,424)
2026	2,502,347
2027	(6,712,002)
2028	<u>(5,256,224)</u>
	<u>\$ (11,949,303)</u>

Actuarial Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

Additional information as of the latest actuarial valuation follows:

Summary of Actuarial Assumptions:

- Valuation Date: September 30, 2023
- Actuarial Cost Method: Entry Age, Normal
- Wage inflation rate: 2.75%
- Investment Rate of Return:
 - MIP and Basic Plans: 6.00% net of investment expenses
 - Pension Plus Plan: 6.00% net of investment expenses
 - Pension Plus 2 Plan: 6.00% net of investment expenses

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- Projected Salary Increases: 2.75 - 11.55%, including wage inflation at 2.75%
- Cost-of-Living Pension Adjustments: 3% Annual Non-Compounded for MIP Members
- Mortality:
 - Retirees: PubT-2010 Male and Female Retiree Tables, scaled by 116% for males and 116% for females and adjusted for mortality improvements using projection scale MP-2021 from 2010.
 - Active: PubT-2010 Male and Female Employee Tables, scaled 100% and adjusted for mortality improvements using projection scale MP-2021 from 2010.

Assumption changes as a result of an experience study for the period 2017 through 2012 have been adopted by the System for use in the annual pension valuations beginning with the September 30, 2023 valuation. The total pension liability as of September 30, 2024, is based on the results of an actuarial valuation date of September 30, 2023, and rolled forward using generally accepted actuarial procedures, including the experience study.

Recognition period for liabilities is the average of the expected remaining service lives of all employees is 4.4612 years.

Recognition period for assets in years is 5.0000.

Full actuarial assumptions are available in the 2024 MPSERS Annual Comprehensive Financial Report found on the ORS website at www.michigan.gov/orsschools.

Long-Term Expected Return on Plan Assets

The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Best estimates of arithmetic real rates of return for each major asset class included in the pension plan's target asset allocation as of September 30, 2024, are summarized in the following table:

Asset Class	Target Allocation	Long Term Expected Real Rate of Return*
Domestic Equity Pools	25.0 %	5.3%
Private Equity Pools	16.0	9.0%
International Equity	15.0	6.5%
Fixed Income Pools	13.0	2.2%
Real Estate and Infrastructure Pools	10.0	7.1%
Absolute Return Pools	9.0	5.2%
Real Return/Opportunistic Pools	10.0	6.9%
Short Term Investment Pools	2.0	1.4%
	100.0%	

**Long-term rates of return are net of administrative expenses and 2.3% inflation.*

Rate of Return

For the plan year ended September 30, 2024, the annual money-weighted rate of return on pension plan investment, net of pension plan investment expense, was 15.47%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

Discount Rate

A discount rate of 6.00% was used to measure the total pension liability (6.00% for the Pension Plus plan, 6.00% for the Pension Plus 2, hybrid plans provided through non-university employers only). This discount rate was based on the long-term expected rate of return on pension plan investments of 6.00% (6.00% for the Pension Plus plan, 6.00% for the Pension Plus 2 plan). The projection of cash flows used to determine this discount rate assumed that plan member contributions

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will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. Based on these assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity of the School District's Proportionate Share of the Net Pension Liability to Changes in the Discount Rate

The following presents the School District's proportionate share of the net pension liability calculated using the discount rate of 6.00% (6.00% for the Pension plus plan, 6.00% for the Pension Plus 2 plan), as well as what the School District's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage higher:

1% Decrease 5.00%	Current Single Discount Rate Assumption 6.00%	1% Increase 7.00%
\$ 170,118,087	\$ 116,041,501	\$ 71,012,338

Michigan Public School Employees' Retirement System (MPSERS) Fiduciary Net Position

Detailed information about the pension plan's fiduciary net position is available in the separately issued MPSERS Annual Comprehensive Financial Report, available on the ORS website at www.michigan.gov/orsschools.

Payables to the Michigan Public School Employees' Retirement System (MPSERS)

There were no significant payables to the pension plan that are not ordinary accruals to the School District.

Note 11 - Postemployment Benefits Other Than Pensions (OPEB) Plan Description

The Michigan Public School Employees' Retirement System (System or MPSERS) is a cost-sharing, multiple employer, state-wide, defined benefit public employee retirement plan governed by the State of Michigan (State) originally created under Public Act 136 of 1945, recodified and currently operating under the provisions of Public Act 300 of 1980, as amended. Section 25 of this act establishes the board's authority to promulgate or amend the provisions of the System. The board consists of twelve members - eleven appointed by the Governor and the State Superintendent of Instruction, who serves as an ex-officio member.

The System's health plan provides all eligible retirees with the option of receiving health, prescription drug, dental and vision coverage under the Michigan Public School Employees' Retirement Act (1980 PA 300 as amended).

The System is administered by the Office of Retirement Services (ORS) within the Michigan Department of Technology, Management & Budget. The Department Director appoints the Office Director, with whom the general oversight of the System resides. The State Treasurer serves as the investment officer and custodian for the System.

The System's financial statements are available on the ORS website at www.michigan.gov/orsschools.

Benefits Provided

Benefit provisions of the postemployment healthcare plan are established by State statute, which may be amended. Public Act 300 of 1980, as amended, establishes eligibility and benefit provisions. Retirees have the option of health coverage, which, through 2012, was funded on a cash disbursement basis. Beginning with fiscal year 2013, it is funded on a prefunded basis. The System has contracted to provide the comprehensive group medical, prescription drug, dental and vision coverage for retirees and beneficiaries. A subsidized portion of the premium is paid by the System with the balance deducted from the monthly pension of each retiree healthcare recipient. For members who

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first worked before July 1, 2008, (Basic, MIP-Fixed, and MIP Graded plan members) the subsidy is the maximum allowed by statute. To limit future liabilities of Other Postemployment Benefits, members who first worked on or after July 1, 2008 (MIP-Plus plan members) have a graded premium subsidy based on career length where they accrue credit towards their insurance premiums in retirement, not to exceed the maximum allowable by statute. Public Act 300 of 2012 sets the maximum subsidy at 80% beginning January 1, 2013; 90% for those Medicare eligible and enrolled in the insurances as of that date. Dependents are eligible for healthcare coverage if they meet the dependency requirements set forth in Public Act 300 of 1980, as amended.

Public Act 300 of 2012 granted all active members of the Michigan Public School Employees Retirement System, who earned service credit in the 12 months ending September 3, 2012 or were on an approved professional services or military leave of absence on September 3, 2012, a voluntary election regarding their retirement healthcare. Any changes to a member's healthcare benefit are effective as of the member's transition date, which is defined as the first day of the pay period that begins on or after February 1, 2013.

Under Public Act 300 of 2012, members were given the choice between continuing the 3% contribution to retiree healthcare and keeping the premium subsidy benefit described above, or choosing not to pay the 3% contribution and instead opting out of the subsidy benefit and becoming a participant in the Personal Healthcare Fund (PHF), a portable, tax-deferred fund that can be used to pay healthcare expenses in retirement. Participants in the PHF are automatically enrolled in a 2% employee contribution into their 457 account as of their transition date, earning them a 2% employer match into a 401(k) account. Members who selected this option stop paying the 3% contribution to retiree healthcare as of the day before their transition date, and their prior contributions were deposited into their 401(k) account.

Contributions

Employers are required by Public Act 300 of 1980, as amended, to contribute amounts necessary to finance the coverage of active and retired members. Contribution provisions are specified by State statute and may be amended only by action of the State Legislature.

Employer OPEB contributions to the System are determined on an actuarial basis using the entry age normal actuarial cost method. Under this method, the actuarial present value of the projected benefits of each individual included in the actuarial valuation is allocated on a level basis over the service of the individual between entry age and assumed exit age. The portion of this cost allocated to the current valuation year is called the normal cost. The remainder is called the actuarial accrued liability. Normal cost is funded on a current basis. The unfunded (overfunded) actuarial accrued liability as of the September 30, 2023 valuation will be amortized over a 15-year period beginning October 1, 2023 and ending September 30, 2038.

The schedule below summarizes OPEB contribution rates in effect for plan year 2024.

OPEB Contribution Rates		
Benefit Structure	Member	Employer
Premium Subsidy	3.0%	8.31%
Personal Healthcare Fund (PHF)	0.0%	7.06%

Required contributions to the OPEB plan from the School District were \$4,013,747 for the year ended September 30, 2024.

OPEB Liabilities or Assets, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

At June 30, 2025, the School District reported an asset of (\$20,785,168) for its proportionate share of the MPSERS net OPEB asset. The net OPEB asset was measured as of September 30, 2024 and the total OPEB liability used to calculate the net OPEB asset was determined by an actuarial valuation rolled forward from September 2023. The School District's proportion of the net

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OPEB asset was determined by dividing each employer's statutorily required OPEB contributions to the system during the measurement period by the percent of OPEB contributions required from all applicable employers during the measurement period. At September 30, 2024 the School District's proportion was 0.4829 percent, which was an increase of 0.0241 percent from its proportion measured as of September 30, 2023.

For the plan year ending September 30, 2024, the School District recognized OPEB expense of (\$7,494,774) for the measurement period. For the reporting period ending June 30, 2025, the School District recognized total OPEB contribution expense of \$822,175.

At June 30, 2025, the School District reported deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources	Total
Difference between expected and actual experience	\$ -	\$ (22,025,931)	\$ (22,025,931)
Changes of assumptions	4,539,780	(521,810)	4,017,970
Net difference between projected and actual earnings on OPEB plan investments	-	(3,934,871)	(3,934,871)
Changes in proportion and differences between the School District contributions and proportionate share of contributions	<u>929,252</u>	<u>(384,351)</u>	<u>544,901</u>
Total to be recognized in future	5,469,032	(26,866,963)	(21,397,931)
School District contributions subsequent to the measurement date	<u>386,787</u>	-	<u>386,787</u>
Total	<u>\$ 5,855,819</u>	<u>\$ (26,866,963)</u>	<u>\$ (21,011,144)</u>

Contributions subsequent to the measurement date reported as deferred outflows of resources related to OPEB resulting from employer contributions subsequent to the measurement date will be recognized as an addition to the net OPEB asset in the year ended June 30, 2026. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to OPEB will be recognized in OPEB expense as follows during the following plan years:

Deferred (Inflow) and Deferred Outflow of Resources by Year (To Be Recognized in Future OPEB Expenses)	
2025	\$ (7,152,640)
2026	(4,245,105)
2027	(4,044,579)
2028	(3,651,280)
2029	(1,943,472)
Thereafter	<u>(360,855)</u>
	<u>\$ (21,397,931)</u>

Actuarial Assumptions

Projections of benefits for financial reporting purposes are based on the substantive plan (the plan as understood by the employer and plan members) and include the types of benefits provided at the time of each valuation and the historical pattern of sharing of benefit costs between the employer and plan members to that point. The actuarial methods and assumptions used include techniques that are designed to reduce the effects of short term volatility in actuarial accrued liabilities and the actuarial value of assets, consistent with the long-term perspective of the calculations.

Additional information as of the latest actuarial valuation follows:

Summary of Actuarial Assumptions:

- Valuation Date: September 30, 2023
- Actuarial Cost Method: Entry Age, Normal
- Wage inflation rate: 2.75%
- Investment Rate of Return: 6.00% net of investment expenses

Novi Community School District
Notes to the Financial Statements
June 30, 2025

- Projected Salary Increases: 2.75 – 11.55%, including wage inflation of 2.75%
- Healthcare Cost Trend Rate: Pre-65: 7.25% Year 1 graded to 3.5% Year 15; Post-65: 6.50% Year 1 graded to 3.5% Year 15; 3.0% Year 120
- Mortality:
 - Retirees: PubT-2010 Male and Female Retiree Tables, scaled by 116% for males and 116% for females and adjusted for mortality improvements using projection scale MP-2021 from 2010.
 - Active: PubT-2010 Male and Female Employee Tables, scaled 100% and adjusted for mortality improvements using projection scale MP-2021 from 2010.

Other Assumptions:

- Opt Out Assumption: 21% of eligible participants hired before July 1, 2008 and 30% of those hired after June 30, 2008 are assumed to opt out of the retiree health plan.
- Survivor Coverage: 80% of male retirees and 67% of female retirees are assumed to have coverages continuing after the retiree's death.
- Coverage Election at Retirement: 75% of male and 60% of female future retirees are assumed to elect coverage for 1 or more dependents.

Assumption changes as a result of an experience study for the period 2017 through 2022 have been adopted by the System for use in the annual pension valuations beginning with the September 30, 2018 valuation. The total OPEB liability as of September 30, 2024, is based on the results of an actuarial valuation date of September 30, 2023, and rolled forward using generally accepted actuarial procedures, including the experience study.

Recognition period for liabilities is the average of the expected remaining service lives of all employees is 6.2834 years.

Recognition period for assets in years is 5.0000.

Full actuarial assumptions are available in the 2024 MPSERS Annual Comprehensive Financial Report found on the ORS website at www.michigan.gov/orsschools.

Long-Term Expected Return on Plan Assets

The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future real rates of return (expected returns, net of OPEB plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation. Best estimates of arithmetic real rates of return for each major asset class included in the OPEB plan's target asset allocation as of September 30, 2024, are summarized in the following table:

Asset Class	Target Allocation	Long Term Expected Real Rate of Return*
Domestic Equity Pools	25.0 %	5.3%
Private Equity Pools	16.0	9.0%
International Equity	15.0	6.5%
Fixed Income Pools	13.0	2.0%
Real Estate and Infrastructure Pools	10.0	7.1%
Absolute Return Pools	9.0	5.2%
Real Return/Opportunistic Pools	10.0	6.9%
Short Term Investment Pools	2.0	1.4%
	100.0%	

**Long-term rates of return are net of administrative expenses and 2.3% inflation.*

Novi Community School District
Notes to the Financial Statements
June 30, 2025

Rate of Return

For the plan year ended September 30, 2024, the annual money-weighted rate of return on OPEB plan investment, net of OPEB plan investment expense, was 15.45%. The money-weighted rate of return expresses investment performance, net of investment expense, adjusted for the changing amounts actually invested.

Discount Rate

A discount rate of 6.00% was used to measure the total OPEB liability or asset. This discount rate was based on the long-term expected rate of return on OPEB plan investments of 6.00%. The projection of cash flows used to determine this discount rate assumed that plan member contributions will be made at the current contribution rate and that employer contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rate. Based on these assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability or asset.

Sensitivity of the School District's Proportionate Share of the Net OPEB Liability or Asset to Changes in the Discount Rate

The following presents the School District's proportionate share of the net OPEB liability or asset calculated using the discount rate of 6.00%, as well as what the School District's proportionate share of the net OPEB liability or asset would be if it were calculated using a discount rate that is 1 percentage point lower or 1 percentage higher:

1% Decrease 5.00%	Current Discount Rate 6.00%	1% Increase 7.00%
\$ (16,062,949)	\$ (20,785,168)	\$ (24,868,025)

Sensitivity of the School District's Proportionate Share of the Net OPEB Liability or Asset to Healthcare Cost Trend Rate

The following presents the School District's proportionate share of the net OPEB liability or asset calculated using assumed trend rates, as well as what the School District's proportionate share of net OPEB liability or asset would be if it were calculated using a trend rate that is 1-percentage-point lower or 1-percentage-point higher:

1% Decrease	Current Healthcare Cost Trend Rate	1% Increase
\$ (24,868,070)	\$ (20,785,168)	\$ (16,406,278)

OPEB Plan Fiduciary Net Position

Detailed information about the OPEB plan's fiduciary net position is available in the separately issued 2024 MPSERS Annual Comprehensive Financial Report, available on the ORS website at www.michigan.gov/orsschools.

Payables to the OPEB Plan

There were no significant payables to the OPEB plan that are not ordinary accruals to the School District.

Note 12 - Contingent Liabilities

Amounts received or receivable from grantor agencies are subjected to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of costs which may be disallowed by the grantor cannot be determined at this time, although the School District expects such amounts, if any, to be immaterial. A separate report on federal compliance has been issued for the year June 30, 2025.

Novi Community School District
Notes to the Financial Statements
June 30, 2025

Note 13 - Tax Abatements

The School District receives reduced property tax revenues as a result of Industrial Facilities Tax exemptions and Brownfield Redevelopment Agreements granted cities, villages and townships within the County. Industrial facility exemptions are intended to promote construction of new industrial facilities, or to rehabilitate historical facilities; Brownfield redevelopment agreements are intended to reimburse taxpayers that remediate environmental contamination on their properties.

For the fiscal year ended June 30, 2025, the School District's property tax revenues were reduced by \$602,162 under these programs.

There are no significant abatements made by the School District.

Note 14 - Changes within the Financial Reporting Entity

During the year ended June 30, 2025, two funds that were previously reported as major funds in the prior year were no longer required to be presented as major in the current year, and a fund that was previously not reported as major in the prior year, was reported as major in the current year. As a result, the following presentation changes were necessary to be made in the financial statements:

	<u>Nonmajor Governmental Funds</u>	<u>Recreation Fund</u>	<u>2022 Capital Projects Fund</u>	<u>2020 Capital Projects Fund</u>
Fund balance at June 30, 2024, as previously reported	\$ 11,915,167	\$ -	\$ 1,191,564	\$ 3,409,415
Adjustments				
Change from major to nonmajor fund	4,600,979	-	(1,191,564)	(3,409,415)
Change from nonmajor to major fund	<u>(3,601,123)</u>	<u>3,601,123</u>	<u>-</u>	<u>-</u>
Fund balance at June 30, 2024, as adjusted	<u>\$ 12,915,023</u>	<u>\$ 3,601,123</u>	<u>\$ -</u>	<u>\$ -</u>

Note 15 - Change in Accounting Principal and Correction of an Error

During the year ended June 30, 2025, the School District implemented GASB 101 – *Compensated Absences*. As a result, adjustments were made to the beginning balance of governmental activities net position to reflect the change in the beginning balance of the compensated absences accrual in accordance with GASB 101. Additionally during the year ended June 30, 2025, a prior period adjusting journal entry was required in order to correct errors in the balances of the School District's capital assets that resulted from errors in the School District's capital assets tracking workpapers. The results of these changes in beginning governmental activities net position are as follows:

	<u>Governmental Activities</u>
Net position balance at June 30, 2024, as previously reported	\$ (11,717,946)
Adjustments:	
Net decrease in capital assets	(7,855,365)
Increase in compensated absences	<u>(3,033,189)</u>
Restated net position at June 30, 2024	<u>\$ (22,606,500)</u>

REQUIRED SUPPLEMENTARY INFORMATION

Novi Community School District
Required Supplementary Information
Budgetary Comparison Schedule - General Fund
For the Year Ended June 30, 2025

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Over (Under) Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
Local sources	\$ 28,785,672	\$ 29,748,818	\$ 30,200,598	\$ 451,780
State sources	67,100,874	67,276,456	66,889,050	(387,406)
Federal sources	2,957,195	1,850,682	1,838,725	(11,957)
Interdistrict sources	<u>5,060,870</u>	<u>5,151,917</u>	<u>5,150,963</u>	<u>(954)</u>
Total revenues	<u>103,904,611</u>	<u>104,027,873</u>	<u>104,079,336</u>	<u>51,463</u>
Expenditures				
Instruction				
Basic programs	52,291,254	51,306,445	51,697,777	391,332
Added needs	12,540,816	12,811,104	13,673,472	862,368
Adult and continuing education	498,070	558,892	597,931	39,039
Supporting services				
Pupil	8,523,880	8,681,116	8,493,472	(187,644)
Instructional staff	6,965,725	7,949,224	8,282,410	333,186
General administration	1,021,781	733,941	812,555	78,614
School administration	4,700,989	5,124,990	5,351,186	226,196
Business	1,010,900	1,299,539	1,318,185	18,646
Operations and maintenance	6,288,573	5,585,921	5,126,324	(459,597)
Pupil transportation services	2,936,110	2,770,844	2,947,037	176,193
Central	3,484,793	3,450,458	3,543,077	92,619
Athletic activities	1,360,769	1,421,887	1,530,160	108,273
Other	475,199	473,053	455,279	(17,774)
Community services	1,765,649	1,534,113	102,729	(1,431,384)
Intergovernmental payments	-	-	29,660	29,660
Capital outlay	<u>15,872</u>	<u>290,548</u>	<u>290,548</u>	<u>-</u>
Total expenditures	<u>103,880,380</u>	<u>103,992,075</u>	<u>104,251,802</u>	<u>259,727</u>
Excess (deficiency) of revenues over expenditures	24,231	35,798	(172,466)	(208,264)
Other Financing Sources (Uses)				
Transfers in	<u>139,891</u>	<u>-</u>	<u>87,946</u>	<u>87,946</u>
Net change in fund balances	164,122	35,798	(84,520)	(120,318)
Fund balance - beginning	<u>15,502,151</u>	<u>15,502,151</u>	<u>15,502,151</u>	<u>-</u>
Fund balance - ending	<u>\$ 15,666,273</u>	<u>\$ 15,537,949</u>	<u>\$ 15,417,631</u>	<u>\$ (120,318)</u>

Novi Community School District
Required Supplementary Information
Budgetary Comparison Schedule - Recreation Fund
For the Year Ended June 30, 2025

	<u>Budgeted Amounts</u>		<u>Actual</u>	<u>Over (Under) Budget</u>
	<u>Original</u>	<u>Final</u>		
Revenues				
Local sources	\$ 2,738,276	\$ 3,126,529	\$ 3,147,921	\$ 21,392
Expenditures				
Current				
Education				
Supporting services	2,297,000	2,768,434	3,501,894	733,460
Community services	632,830	1,944,669	2,102,355	157,686
Capital outlay	3,000	-	-	-
Total expenditures	<u>2,932,830</u>	<u>4,713,103</u>	<u>5,604,249</u>	<u>891,146</u>
Net change in fund balances	(194,554)	(1,578,880)	(2,448,634)	(869,754)
Fund balance - beginning	<u>3,601,123</u>	<u>3,601,123</u>	<u>3,601,123</u>	<u>-</u>
Fund balance - ending	<u>\$ 3,406,569</u>	<u>\$ 2,022,243</u>	<u>\$ 1,152,489</u>	<u>\$ (869,754)</u>

Novi Community School District
Required Supplementary Information
Schedule of the School District's Proportionate Share of the Net Pension Liability
Michigan Public School Employees Retirement Plan
Last 10 Fiscal Years (Measurement Date September 30th, of Each June Fiscal Year)

	June 30,									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
A. School District's proportion of net pension liability (%)	0.47399%	0.45760%	0.44465%	0.45254%	0.46381%	0.46320%	0.46099%	0.45972%	0.76023%	0.46769%
B. School District's proportionate share of net pension liability	\$ 116,041,501	\$ 148,105,867	\$ 167,228,930	\$ 107,141,611	\$ 159,324,285	\$ 153,395,001	\$ 138,583,097	\$ 119,132,187	\$ 114,824,425	\$ 114,234,482
C. School District's covered payroll	\$ 51,161,464	\$ 45,865,562	\$ 43,938,029	\$ 40,647,786	\$ 40,873,626	\$ 40,611,292	\$ 39,347,566	\$ 38,560,076	\$ 38,540,672	\$ 38,955,408
D. School District's proportionate share of net pension liability as a percentage of its covered payroll	226.81%	322.91%	380.60%	263.59%	389.80%	377.72%	352.20%	308.95%	297.93%	293.24%
E. Plan fiduciary net position as a percentage of total pension liability	74.44%	65.91%	60.77%	73.32%	59.49%	60.08%	62.12%	63.96%	63.01%	62.92%

Note Disclosures

Changes of benefit terms: There were no changes of benefit terms in plan fiscal year 2024.

Changes of benefit assumptions: There were no changes of benefit assumptions in plan fiscal year 2024.

**Novi Community School District
Required Supplementary Information
Schedule of the School District's Pension Contributions
Michigan Public School Employees Retirement Plan
Last 10 Fiscal Years**

	For the Years Ended June 30,									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
A. Statutorily required contributions	\$ 19,880,528	\$ 19,585,561	\$ 21,242,428	\$ 15,440,165	\$ 13,550,570	\$ 12,825,056	\$ 12,432,151	\$ 11,676,588	\$ 11,076,646	\$ 10,764,810
B. Contributions in relation to statutorily required contributions	<u>19,880,528</u>	<u>19,585,561</u>	<u>21,242,428</u>	<u>15,440,165</u>	<u>13,550,570</u>	<u>12,825,056</u>	<u>12,432,151</u>	<u>11,676,588</u>	<u>11,076,646</u>	<u>10,764,810</u>
C. Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
D. School District's covered payroll	\$ 53,396,257	\$ 50,089,300	\$ 44,764,681	\$ 43,749,214	\$ 39,912,706	\$ 41,347,269	\$ 40,655,331	\$ 38,768,262	\$ 38,643,725	\$ 38,567,537
E. Contributions as a percentage of covered payroll	37.23%	39.10%	47.45%	35.29%	33.95%	31.02%	30.58%	30.12%	28.66%	27.91%

Novi Community School District
Required Supplementary Information
Schedule of the School District's Proportionate Share of the Net OPEB Liability (Asset)
Michigan Public School Employees Retirement Plan
Last 10 Fiscal Years (Measurement Date September 30th, of Each June Fiscal Year)

	June 30,									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
A. School District's proportion of the net OPEB liability (asset) (%)	0.482882%	0.458800%	0.452440%	0.449560%	0.461200%	0.464740%	0.460790%	0.459130%		
B. School District's proportionate share of the net OPEB liability (asset)	\$ (20,785,168)	\$ (2,595,544)	\$ 9,582,967	\$ 6,861,923	\$ 24,707,945	\$ 33,358,047	\$ 36,628,054	\$ 40,657,770		
C. School District's covered payroll	\$ 51,161,464	\$ 45,865,562	\$ 43,938,029	\$ 40,647,786	\$ 40,873,626	\$ 40,611,292	\$ 39,347,566	\$ 38,560,076		
D. School District's proportionate share of the net OPEB liability (asset) as a percentage of its covered payroll	-40.63%	-5.66%	21.81%	16.88%	60.45%	82.14%	93.09%	105.44%		
E. Plan fiduciary net position as a percentage of total OPEB liability (asset)	143.08%	105.04%	83.09%	88.87%	59.76%	48.67%	43.10%	36.53%		

Note Disclosures

Changes of benefit terms: There were no changes of benefit terms in plan fiscal year 2024.

Changes of benefit assumptions: There were no changes of benefit assumptions in plan fiscal year 2024.

Novi Community School District
Required Supplementary Information
Schedule of the School District's OPEB Contributions
Michigan Public School Employees Retirement Plan
Last 10 Fiscal Years

	For the Years Ended June 30,									
	2025	2024	2023	2022	2021	2020	2019	2018	2017	2016
A. Statutorily required contributions	\$ 822,175	\$ 3,929,973	\$ 3,603,199	\$ 3,565,211	\$ 3,299,783	\$ 3,308,608	\$ 3,193,486	\$ 2,795,424		
B. Contributions in relation to statutorily required contributions	<u>822,175</u>	<u>3,929,973</u>	<u>3,603,199</u>	<u>3,565,211</u>	<u>3,299,783</u>	<u>3,308,608</u>	<u>3,193,486</u>	<u>2,795,424</u>		
C. Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>		
D. School District's covered payroll	\$ 53,396,257	\$ 50,089,300	\$ 44,764,681	\$ 43,749,214	\$ 39,912,706	\$ 41,347,269	\$ 40,655,331	\$ 38,768,262		
E. Contributions as a percentage of covered payroll	1.54%	7.85%	8.05%	8.15%	8.27%	8.00%	7.86%	7.21%		

OTHER SUPPLEMENTARY INFORMATION

Novi Community School District
Other Supplementary Information
Nonmajor Governmental Funds
Combining Balance Sheet
June 30, 2025

	Special Revenue Funds		Capital Projects Funds		Total Nonmajor Governmental Funds	
	Food Service Fund	Student Activities Fund	Sinking Fund	2022 Capital Projects Fund		2020 Capital Projects Fund
Assets						
Cash	\$ 2,822,862	\$ 1,892,176	\$ 4,454,175	\$ -	\$ -	\$ 9,169,213
Accounts receivable	1,153	-	-	-	-	1,153
Due from other governmental units	20,065	-	-	-	-	20,065
Inventory	60,151	-	-	-	-	60,151
Prepaid items	175,000	-	-	-	-	175,000
Total assets	<u>\$ 3,079,231</u>	<u>\$ 1,892,176</u>	<u>\$ 4,454,175</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9,425,582</u>
Liabilities						
Accounts payable	\$ 74,108	\$ 4,558	\$ 7,908	\$ -	\$ -	\$ 86,574
Due to other funds	252,692	-	335	-	-	253,027
Unearned revenue	93,500	-	-	-	-	93,500
Total liabilities	<u>420,300</u>	<u>4,558</u>	<u>8,243</u>	<u>-</u>	<u>-</u>	<u>433,101</u>
Fund Balances						
Non-spendable						
Inventory	60,151	-	-	-	-	60,151
Prepaid items	175,000	-	-	-	-	175,000
Restricted for						
Food service	2,423,780	-	-	-	-	2,423,780
Capital projects	-	-	4,445,932	-	-	4,445,932
Committed	-	1,887,618	-	-	-	1,887,618
Total fund balances	<u>2,658,931</u>	<u>1,887,618</u>	<u>4,445,932</u>	<u>-</u>	<u>-</u>	<u>8,992,481</u>
Total liabilities and fund balances	<u>\$ 3,079,231</u>	<u>\$ 1,892,176</u>	<u>\$ 4,454,175</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 9,425,582</u>

Novi Community School District
Other Supplementary Information
Nonmajor Governmental Funds
Combining Statement of Revenues, Expenditures and Changes in Fund Balances
For the Year Ended June 30, 2025

	Special Revenue Funds			Capital Projects Funds		Total Nonmajor Governmental Funds	
	Recreation Fund	Food Service Fund	Student Activities Fund	Sinking Fund	2022 Capital Projects Fund		2020 Capital Projects Fund
Revenues							
Local sources		\$ 685,376	\$ 2,520,485	\$ 1,692,281	\$ 23,671	\$ 88,629	\$ 5,010,442
State sources		3,024,054	-	3,928	-	-	3,027,982
Federal sources		1,089,570	-	-	-	-	1,089,570
Interdistrict sources		29,660	-	-	-	-	29,660
		<u>4,828,660</u>	<u>2,520,485</u>	<u>1,696,209</u>	<u>23,671</u>	<u>88,629</u>	<u>9,157,654</u>
Total revenues							
Expenditures							
Current							
Education							
Supporting services		-	2,344,105	1,072,912	-	-	3,417,017
Food services		4,135,064	-	-	-	-	4,135,064
Capital outlay		63,793	-	19,005	1,215,235	3,498,044	4,796,077
Debt service							
Principal		-	-	592,264	-	-	592,264
Interest and other expenditures		-	-	51,828	-	-	51,828
		<u>4,198,857</u>	<u>2,344,105</u>	<u>1,736,009</u>	<u>1,215,235</u>	<u>3,498,044</u>	<u>12,992,250</u>
Total expenditures							
Excess (deficiency) of revenues over expenditures		629,803	176,380	(39,800)	(1,191,564)	(3,409,415)	(3,834,596)
Other Financing Uses							
Transfers out		(87,946)	-	-	-	-	(87,946)
Net change in fund balances		<u>541,857</u>	<u>176,380</u>	<u>(39,800)</u>	<u>(1,191,564)</u>	<u>(3,409,415)</u>	<u>(3,922,542)</u>
Fund balances - beginning as previously presented	3,601,123	2,117,074	1,711,238	4,485,732	-	-	11,915,167
Change within financial reporting entity (between major and nonmajor funds)	<u>(3,601,123)</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>1,191,564</u>	<u>3,409,415</u>	<u>999,856</u>
Fund balances - beginning, as adjusted		<u>2,117,074</u>	<u>1,711,238</u>	<u>4,485,732</u>	<u>1,191,564</u>	<u>3,409,415</u>	<u>12,915,023</u>
Fund balances - ending		<u>\$ 2,658,931</u>	<u>\$ 1,887,618</u>	<u>\$ 4,445,932</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 8,992,481</u>

Novi Community School District
Other Supplementary Information
Schedule of Outstanding Bonded Indebtedness
June 30, 2025

Year Ending June 30,	2016 School Building and Site Bonds	2016 Refunding Bonds	2017 School Building and Site Bonds, Series III	2020 School Building and Site Bonds, Series I	2022 School Building and Site Bonds, Series II	2022 Refunding Bonds	2024 School Building and Site Bonds	Total
2026	\$ 350,000	\$ 1,915,000	\$ 575,000	\$ 2,075,000	\$ 650,000	\$ 3,015,000	\$ 4,890,000	\$ 13,470,000
2027	350,000	1,920,000	600,000	2,150,000	725,000	3,000,000	-	8,745,000
2028	350,000	-	625,000	2,200,000	1,250,000	2,960,000	1,000,000	8,385,000
2029	350,000	-	650,000	2,250,000	1,300,000	2,920,000	1,000,000	8,470,000
2030	350,000	-	650,000	2,300,000	1,350,000	2,885,000	1,050,000	8,585,000
2031	350,000	-	675,000	2,350,000	1,350,000	2,850,000	1,105,000	8,680,000
2032	350,000	-	700,000	2,400,000	1,375,000	2,815,000	1,160,000	8,800,000
2033	350,000	-	725,000	2,500,000	1,475,000	2,785,000	1,220,000	9,055,000
2034	350,000	-	750,000	2,600,000	1,600,000	-	1,625,000	6,925,000
2035	350,000	-	775,000	2,700,000	1,650,000	-	1,705,000	7,180,000
2036	350,000	-	775,000	2,800,000	1,700,000	-	1,790,000	7,415,000
2037	-	-	780,000	2,900,000	1,775,000	-	1,880,000	7,335,000
2038	-	-	-	3,000,000	1,850,000	-	1,970,000	6,820,000
2039	-	-	-	3,100,000	1,900,000	-	2,070,000	7,070,000
2040	-	-	-	3,200,000	1,950,000	-	2,175,000	7,325,000
2041	-	-	-	3,300,000	2,000,000	-	2,280,000	7,580,000
2042	-	-	-	3,400,000	2,050,000	-	2,395,000	7,845,000
2043	-	-	-	3,450,000	2,125,000	-	2,515,000	8,090,000
2044	-	-	-	3,525,000	2,225,000	-	2,640,000	8,390,000
2045	-	-	-	-	2,350,000	-	2,775,000	5,125,000
2046	-	-	-	-	2,400,000	-	2,915,000	5,315,000
2047	-	-	-	-	2,450,000	-	3,060,000	5,510,000
2048	-	-	-	-	-	-	3,215,000	3,215,000
2049	-	-	-	-	-	-	3,375,000	3,375,000
Total	\$ 3,850,000	\$ 3,835,000	\$ 8,280,000	\$ 52,200,000	\$ 37,500,000	\$ 23,230,000	\$ 49,810,000	\$ 178,705,000
Principal payments due the first day of	May	May	May	May	May	May	May	
Interest payments due the first day of	May and November	May and November	May and November	May and November	May and November	May and November	May and November	
Interest rate	3.00% - 4.00%	2.50% - 5.00%	5.00%	4.00% - 5.00%	4.00%	2.60% - 3.60%	5.00%	
Original issue	\$ 6,515,000	\$ 16,145,000	\$ 12,230,000	\$ 59,410,000	\$ 51,675,000	\$ 27,260,000	\$ 49,810,000	



800.968.0010 | YEOANDYEO.COM

October 29, 2025

This letter hereby certifies that Novi Community School District has engaged an independent auditor to perform bond compliance testing for the subsequently referenced bond projects in accordance with the State of Michigan, Department of Treasury Numbered Letter 2023-1. The auditor has completed such testing with results as summarized below.

The 2024 Capital Project Fund includes capital project activities funded with bonds. The annual construction activity and related costs for the 2024 School Building and Site Bonds, Series III were reported in this fund beginning with the fiscal year ending June 30, 2024. The bonds were issued on June 20, 2024 in the amount of \$49,810,000. The projects were not substantially complete at year end, and therefore, subsequent year compliance testing is expected.

Expenditures for these bond projects were recognized in the annual financial statements as follows:

<u>For the year ended June 30,</u>	<u>Amount</u>	<u>Firm Performing Compliance Testing</u>
2024	\$ 348,066	Yeo & Yeo
2025	40,016,400	Yeo & Yeo
	<u>\$ 40,364,466</u>	

School District Name	Novi Community School District
Six Digit Code	634100
Fiscal Year Ended	June 30, 2025
Name of bonds	2024 School Building and Site Bonds, Series III
Completion date	Not yet complete
Completion date based on	N/A
Bond compliance testing performed on	Annual basis
Compliance testing performed by a firm other than the firm that performed the annual financial statement audit?	No
Bond financial statements audited by a different firm than the firm that performed the audit of the remaining financial statements?	No

For this capital project during the time period specified in the table above, the school district has complied with the applicable provisions of Section 1351a of the Revised School Code.

Yeo & Yeo, P.C.

Auburn Hills, Michigan

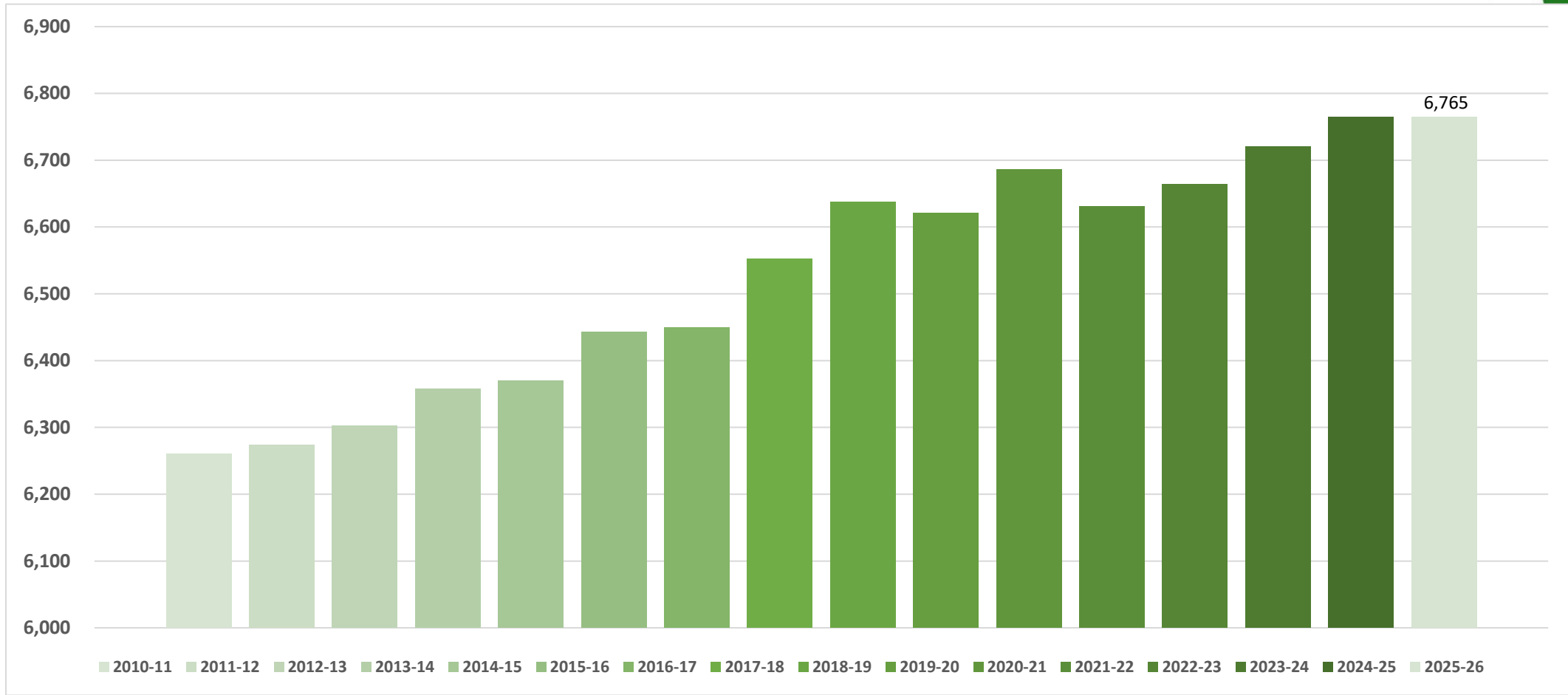


2025-2026 General Fund First Budget Amendment

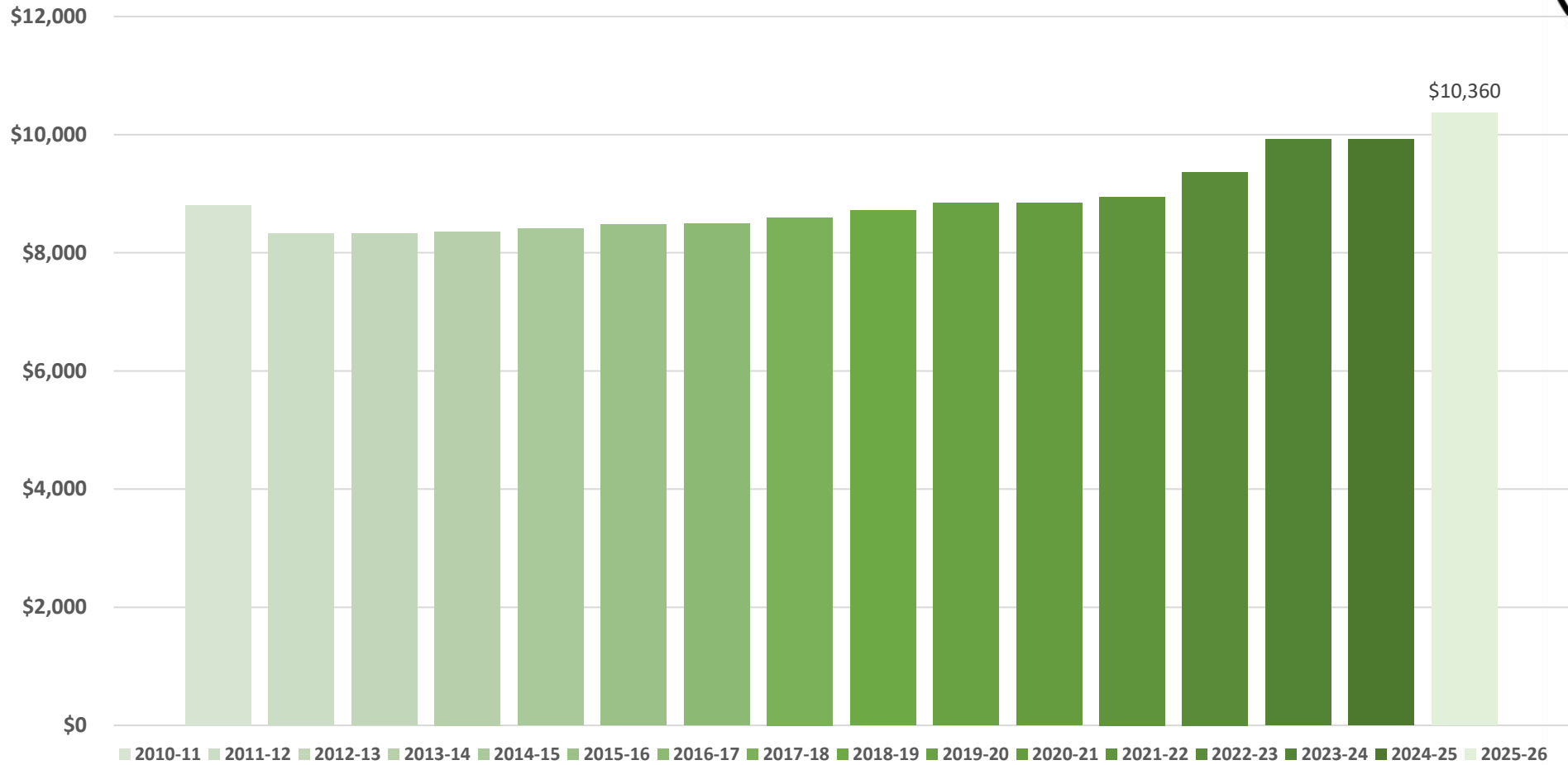
Presented for Information & Discussion – November 10, 2025

Presented for Approval – November 13, 2025

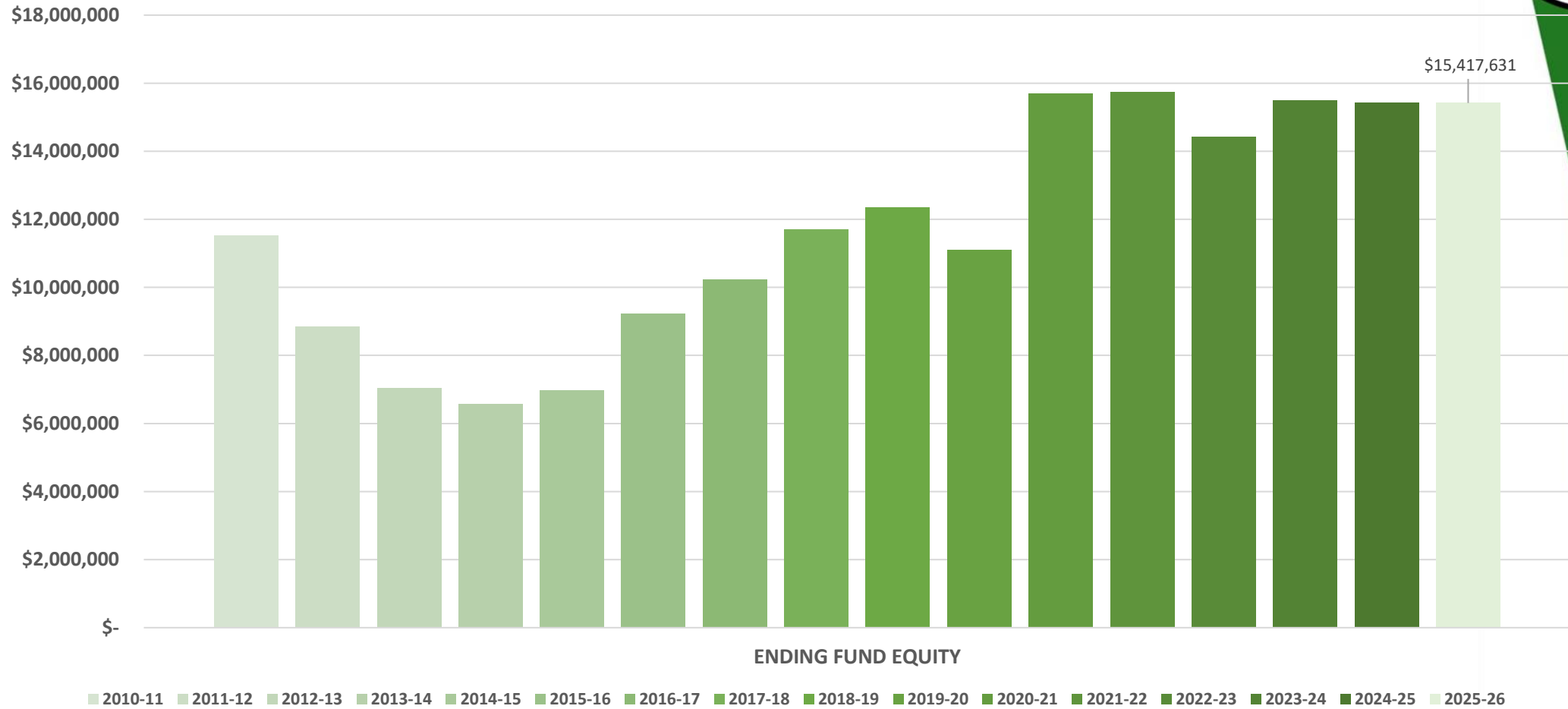
16 Year Enrollment Trends



16 Year Foundation Allowance Trend



16 Year Fund Equity Trend





General Fund Amendment Review

2025-2026 General Fund First Amendment Summary



	2025-2026 Original Budget	2025-2026 Amended Budget	Change +/-
Revenues	104,001,350	106,972,980	2,971,630
Expenditures	104,481,700	106,972,981	2,491,281
Incr (Decr) to Fund Balance	(480,350)	(0)	480,350
Beginning Fund Balance, June 30 2025 <i>(unaudited)</i>	15,417,631	14,937,281	
Ending Fund Balance, projected June 30 2026	14,937,281	15,417,631	
Fund Balance as % of Expenditures	14.3%	14.4%	

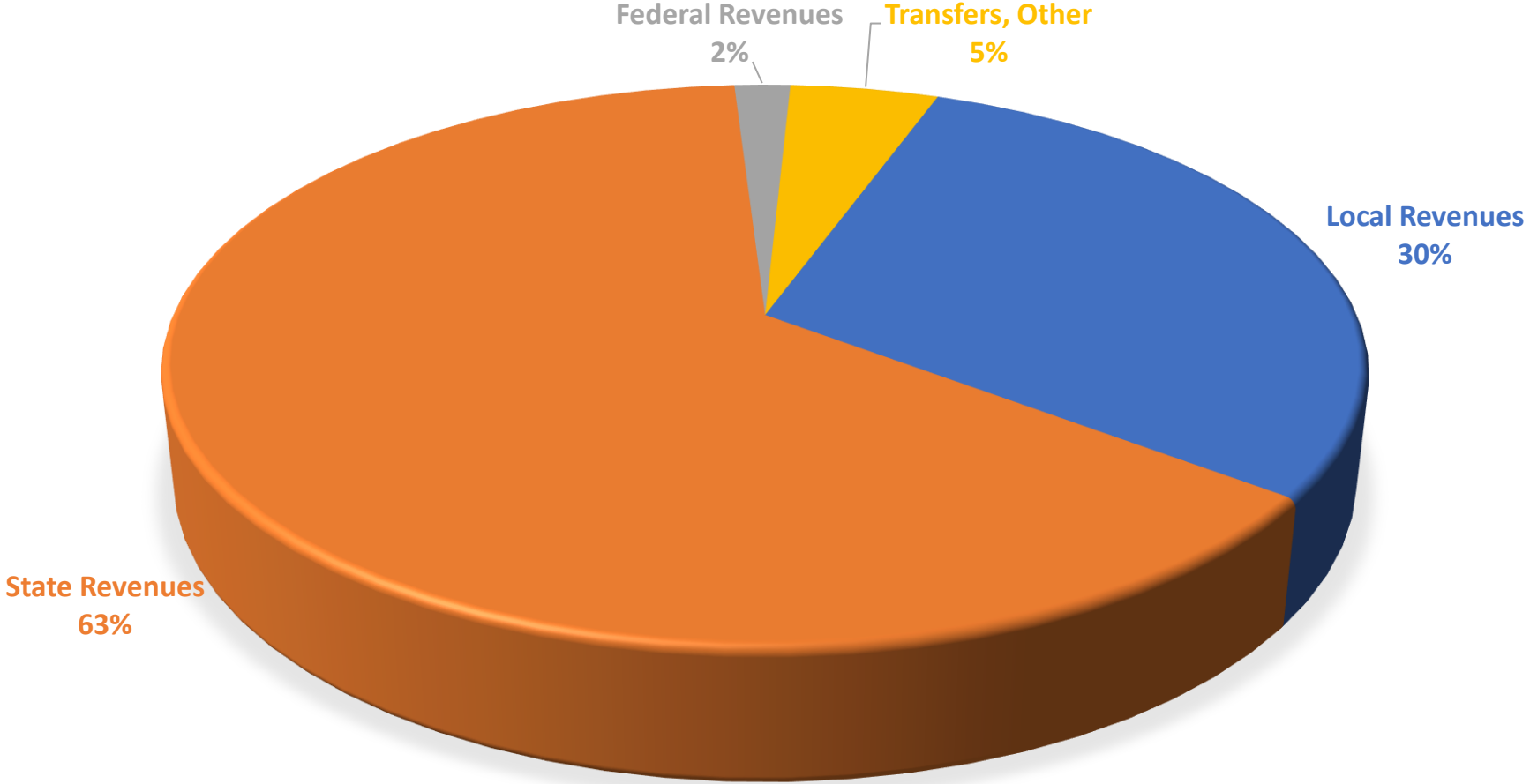
2025-2026 General Fund Revenues



	2025-2026 Original Budget	2025-2026 Amended Budget	Change +/-
Local Revenues	32,095,087	31,833,957	(261,130)
State Revenues	65,239,328	68,144,631	2,905,303
Federal Revenues	1,503,840	1,913,972	410,132
Transfers, Other	5,163,095	5,080,420	(82,675)
Total Revenues	104,001,350	106,972,980	2,971,630

- **Local Sources:** (\$261,130) adjusted delinquent Property Tax
- **State Sources:** \$2.9M State Aid per pupil funding increase
- **Fed Sources:** \$410,132 additional grant dollars
- **Other Sources:** (\$82,675) Adjusted interest earnings

2025-2026 General Fund Revenue Breakdown





2025-2026 General Fund First Budget Amendment Expenditures

- ❖ \$2.1M Labor increase based on foundation allowance 2.5% for trigger language groups. (inclusive of tax & retirement)
- ❖ \$58,700 Wildcat Launch Classrooms
- ❖ \$96,077 Curriculum Launch not in initial budget
- ❖ \$47,230 Approved investments after initial budget
- ❖ \$189,274 Additional Purchased Services (Technology, Subs)

2025-2026 General Fund Expenditures



	2025-2026 Original Budget	2025-2026 Amended Budget	Change +/-
Basic Programs	52,168,912	51,607,768	(561,144)
Added Needs	12,198,279	14,681,996	2,483,717
Adult Education	552,014	588,964	36,950
Total Instruction Services	\$ 64,919,205	\$ 66,878,728	\$ 1,959,523
Pupil Support Services	9,713,633	8,418,363	(1,295,270)
Instructional Support Services	7,214,327	9,802,898	2,588,571
Total Pupil & Instructional Support Services	\$ 16,927,960	\$ 18,221,262	\$ 1,293,302
General Administration	732,031	778,965	46,934
School Administration	4,879,809	6,283,399	1,403,590
Business Services	1,403,153	1,411,744	8,591
Operations & Maintenance, Security	5,898,412	3,784,520	(2,113,892)
Transportation	2,902,752	2,869,888	(32,864)
Central Services	3,336,851	3,599,357	262,506
Athletics & Other Support Services	1,774,518	1,851,123	76,605
Community Services	1,707,009	1,293,996	(413,013)
Total Other Support Services	\$ 22,634,535	\$ 21,872,991	\$ (761,544)
Total Expenditures	\$104,481,700	\$106,972,981	\$ 2,491,281



2025-2026 Next Steps

- ❖ Monitor revenues and expenditures across funds
- ❖ Review as Cabinet, additional District investments
- ❖ Adjust projections as information becomes available for A2 in Feb/Mar



Questions?



Supplementary Information

**NOVI COMMUNITY SCHOOL DISTRICT
FISCAL YEAR 2025-2026**



	2022-23 FINAL BUDGET	2023-24 FINAL BUDGET	2024-25 FINAL BUDGET	2025-26 INITIAL BUDGET	2025-26 A1 BUDGET
Revenues:					
Local Revenues	25,623,689	29,785,474	30,196,678	32,095,087	31,833,957
State Revenues	62,378,145	67,084,657	66,708,365	65,239,328	68,144,631
Federal Revenues	3,235,861	3,660,790	1,838,724	1,503,840	1,913,972
Incoming Transfers & Other Transactions	4,372,367	4,642,625	5,335,569	5,163,095	5,080,420
Total Revenue	95,610,062	105,173,545	104,079,336	104,001,350	106,972,980
Expenditures:					
Instruction Services					
Basic programs	52,528,350	50,956,271	51,711,898	52,168,912	51,607,768
Added Needs	10,746,940	12,603,698	14,026,517	12,198,279	14,681,996
Adult Education	375,710	416,716	597,930	552,014	588,964
Total Instruction Services	63,651,000	63,976,684	66,336,346	64,919,205	66,878,728
Pupil & Instructional Support					
Pupil Support Services	6,789,279	8,341,354	8,493,457	9,713,633	8,418,363
Instructional Support Services	5,534,495	6,982,786	8,302,006	7,214,327	9,802,898
Total Pupil & Instructional Support	12,323,774	15,324,141	16,795,463	16,927,960	18,221,262
Other Support Services					
General Administration	877,499	1,039,985	812,555	732,031	778,965
School Administration	4,263,894	4,689,664	5,351,177	4,879,809	6,283,399
Business Services	1,112,600	909,851	1,318,182	1,403,153	1,411,744
Operations & Maintenance, Security	5,812,689	7,919,291	3,127,352	5,898,412	3,784,520
Transportation	2,517,260	2,955,280	3,214,703	2,902,752	2,869,888
Central Services	2,735,678	3,418,337	3,543,074	3,336,851	3,599,357
Athletics & Other Support Services	1,683,207	2,078,304	1,985,425	1,774,518	1,851,123
Community Services & Other	1,953,247	1,783,903	1,679,579	1,707,009	1,293,996
Total Other Support Services	20,956,074	24,794,615	21,032,047	22,634,535	21,872,991
Total Expenditures	96,930,848	104,095,440	104,163,856	104,481,700	106,972,981
Net Change in Fund Balance	(1,320,786)	1,078,105	(84,520)	(480,350)	(0)
Beginning Fund Balance, Audited	15,744,833	14,424,047	15,502,151	15,417,631	15,417,631
Ending Fund Balance, Projected	14,424,047	15,502,151	15,417,631	14,937,281	15,417,631
Fund Balance % of Expenditures	14.9%	14.9%	14.8%	14.3%	14.4%



NOVEMBER 10, 2025

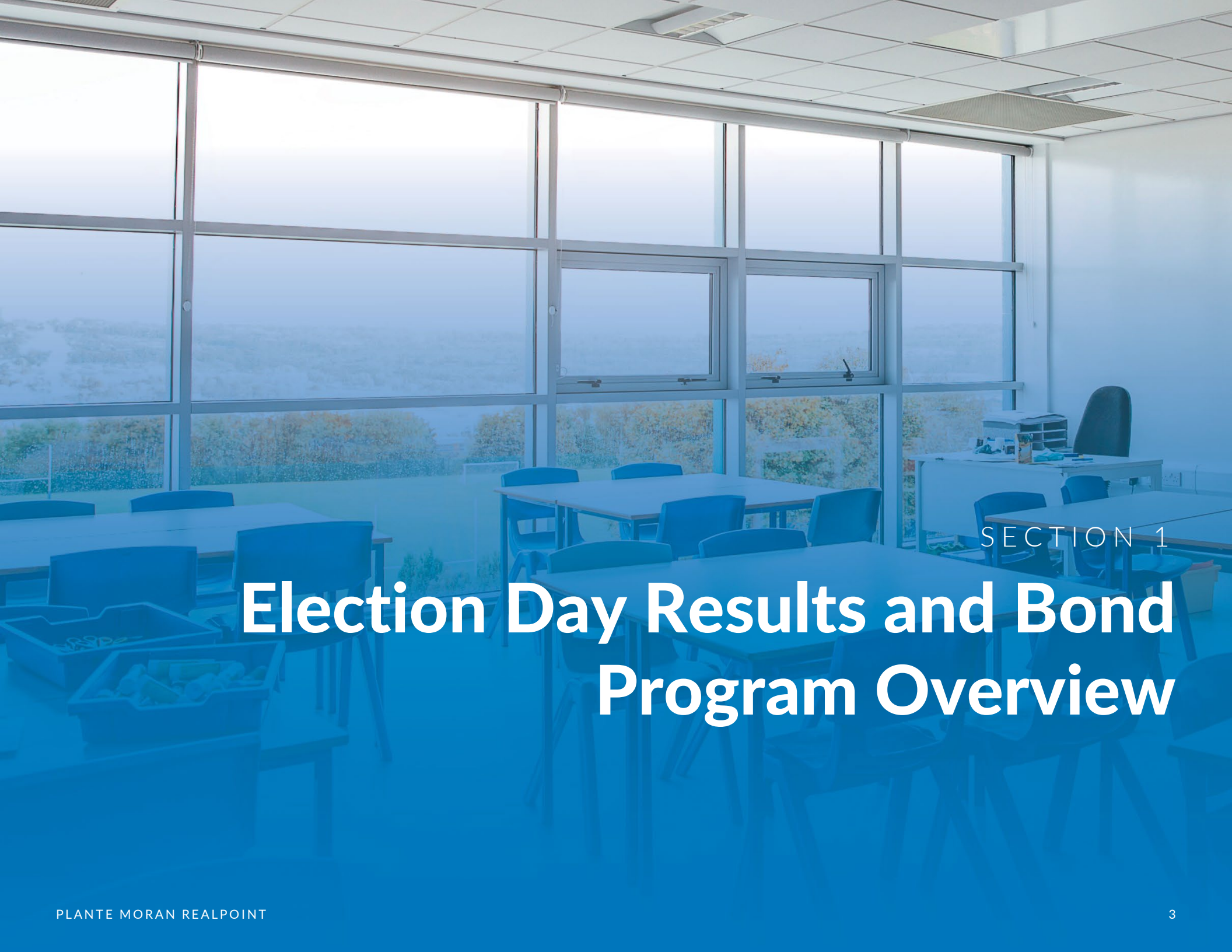
2025 Bond Program Update

Novi Community School District



Table of Contents

SECTION 1	Election Day Results – Congratulations and Bond Program Overview
SECTION 2	Professional Team Introduction (First Read)
SECTION 3	2026/27 Bond Series I and II Proposed Bond Projects (First Read)
SECTION 4	Governance Procedures (First Read)



SECTION 1

Election Day Results and Bond Program Overview



Congratulations!





Election Outcome

- ❑ Vote passed with 62.65% Yes
- ❑ Voter turnout was 7,765



NOVI 2025 BOND PROPOSAL
EXCELLENCE ELEVATED | VOTE TUESDAY, NOVEMBER 4

NOVI HIGH SCHOOL
WHY DOES NOVI HIGH SCHOOL NEED TRANSFORMATION?

As our flagship building, Novi High School has spent decades of effort to become the best built in the district to our diverse growing district. In 2025, the building has reached the end of its useful life and is in the state of disrepair. The district has a responsibility to invest in the future of our students and the future of our district. This is the opportunity for us to transform our high school into a modern, safe, and inspiring educational environment for the future. The proposal provides our community with a high school that has a sustainable, efficient design that helps support our mission of providing quality education through learning spaces. The 2025 bond proposal will reimagine the building from the ground up, introducing these key features:

- Safe, modern, investment-ready school building and design solution
- New multipurpose courts, an indoor track, a hot lead, a multipurpose gym, and a competition gym
- Enhancing our labor addition and extensive outdoor program
- Support and remodel of the Blue Box Theater and Exhibition Center

ZERO TAX-RATE INCREASE
Proposed by Novi Community School District
2025-26 Fy. Item 1A-0079

LEARN MORE

NOVI 2025 BOND PROPOSAL
EXCELLENCE ELEVATED

2025 BOND PROPOSAL

BOND HIGHLIGHTS

**NOVI HIGH SCHOOL
A SAFE, COMPREHENSIVE NOVIHS PLAN**

- Reimagine the building from the ground up, introducing these key features:
- Safe, modern, investment-ready school building and design solution
- New multipurpose courts, an indoor track, a hot lead, a multipurpose gym, and a competition gym
- Enhancing our labor addition and extensive outdoor program
- Support and remodel of the Blue Box Theater and Exhibition Center

**NOVI K-8
ADDITIONAL SAFETY & RESILIENCY BUILDING IMPROVEMENTS**

- Reimagine the building from the ground up, introducing these key features:
- Safe, modern, investment-ready school building and design solution
- New multipurpose courts, an indoor track, a hot lead, a multipurpose gym, and a competition gym
- Enhancing our labor addition and extensive outdoor program
- Support and remodel of the Blue Box Theater and Exhibition Center

NOVI, FURNITURE, REPAIRS, EQUIPMENT, & TECHNOLOGY

- Equip existing courts with modern furniture and technology
- Provide the necessary equipment to equip existing classrooms

ZERO TAX-RATE INCREASE
Proposed by Novi Community School District
2025-26 Fy. Item 1A-0079

LEARN MORE

NOVI 2025 BOND PROPOSAL
EXCELLENCE ELEVATED | VOTE TUESDAY, NOVEMBER 4

NOVI K-8
WHY ARE ADDITIONS AND IMPROVEMENTS NECESSARY?

We want our students to have world-class learning facilities, whether building their future in the district or abroad. We want students to experience the quality of our programs and services as they progress through our district. As building ages and student needs evolve, it's essential that improvements are made to ensure we continue to meet the needs of our students and provide the best possible learning spaces for our students. The projects include:

- Elementary (K-5) and middle (6-8) school building, and playground improvements
- Middle school (6-8) school, across athletic equipment, new lab, and outdoor complex

ZERO TAX-RATE INCREASE
Proposed by Novi Community School District
2025-26 Fy. Item 1A-0079

LEARN MORE





2025 Bond Program – Key Pillars

“The 2025 Bond Program is a \$425M program being executed over an (8) year duration, funded over those (8) years by (5) Series of bond sales. All students will experience and enjoy improvements within the first two years of the 2025 Bond Program.”



NOVI HIGH SCHOOL: A BOLD, COMPREHENSIVE VISION & PLAN

- New academic innovation hub, event commons, & skylight atrium
- New multi-sport courts, an indoor track, a turf field, a natatorium, & a competition gym
- Performing arts lobby addition & extensive auditorium remodel
- Expansion & remodel of the Black Box Theatre & band/orchestra rooms



BUSES, FURNITURE, FIXTURES, EQUIPMENT, & TECHNOLOGY

- Equip learning spaces with smart technology & modern furniture
- Provide the necessary equipment to create supportive environments



NOVI K-8: ADDITIONS, SAFETY, & NECESSARY BUILDING IMPROVEMENTS

- Elementary classroom additions, extensive remodeling, & playground improvements
- Middle school STEM addition, secure athletic wing entrance, new turf field, & concessions complex





2025 Bond Program Overview

NOVI COMMUNITY SCHOOL DISTRICT
COUNTY OF OAKLAND, STATE OF MICHIGAN

CAPITAL IMPROVEMENT PLAN SUMMARY - NOV. 2025 BOND ELECTION

	Nov. 2025 Bond Election					Total Proposal
	2026	2027	2029	2031	2032	
<u>Bonds issue year</u>						
Bond Total Par Amount	\$50,000,000	\$100,000,000	\$100,000,000	\$57,500,000	\$117,500,000	\$425,000,000
<u>Estimated uses of funds</u>						
Construction deposit	\$50,009,346	\$100,157,511	\$100,157,511	\$57,540,903	\$117,709,724	\$425,574,995
Underwriter's discount	500,000	1,000,000	1,000,000	575,000	1,175,000	4,250,000
Bond issuance/election costs	199,350	261,850	261,850	199,525	283,375	1,205,950
Less estimated interest income [1]	(708,696)	(1,419,361)	(1,419,361)	(815,428)	(1,668,099)	(6,030,945)
Totals	\$50,000,000	\$100,000,000	\$100,000,000	\$57,500,000	\$117,500,000	\$425,000,000

<u>Estimated debt service millage increase</u>	
2026 Bond millage rate	6.75
2025 Bond millage rate	(6.75)
First year millage increase	-

[1] Assumes 24 month draw schedule at an assumed interest rate of 1.50%.





SECTION 2

Professional Team Introductions



Lead Professional Consultants / Previously RFP'd – Team



OWNER'S REPRESENTATION SERVICES

- Advises the District through the execution of the bond.
- Facilitates oversight of Lead Architect and Construction manager.



ARCHITECT AND ENGINEER

- Lead design professionals responsible for coordination of design and consultants to achieve programming goals of the bond.



CONSTRUCTION MANAGER

- Construction professionals responsible for the management of construction activities and execution of work in the field.





Secondary - Support Professional Consultants

Professional Service	Procurement Approach	Schedule
<input type="checkbox"/> Technology Design Services	RFP, Negotiated	Fall 2025
<input type="checkbox"/> Commissioning Services	RFP, Negotiated	Fall 2025
<input type="checkbox"/> Material Testing	Proposals / Negotiated	Winter 2026
<input type="checkbox"/> Survey Services	Proposals / Negotiated	Winter 2026
<input type="checkbox"/> Geotechnical Services	Proposals / Negotiated	Winter 2026
<input type="checkbox"/> Security Consultant	Proposals / Negotiated	Winter 2026
<input type="checkbox"/> Civil Engineer (Design-Prime)	Proposals / Negotiated	Winter 2026
<input type="checkbox"/> Roofing Design (Design-Prime)	Proposals / Negotiated	Winter 2026





SECTION 3

2026/27 Bond Series I & II Proposed Bond Projects



Series I & II Construction - Projects

Elementary Playground Improvements

- Parkview Elementary
- Novi Woods Elementary
- Deerfield Elementary
- Orchard Hills Elementary
- Early Childhood Center



Novi High School Improvements

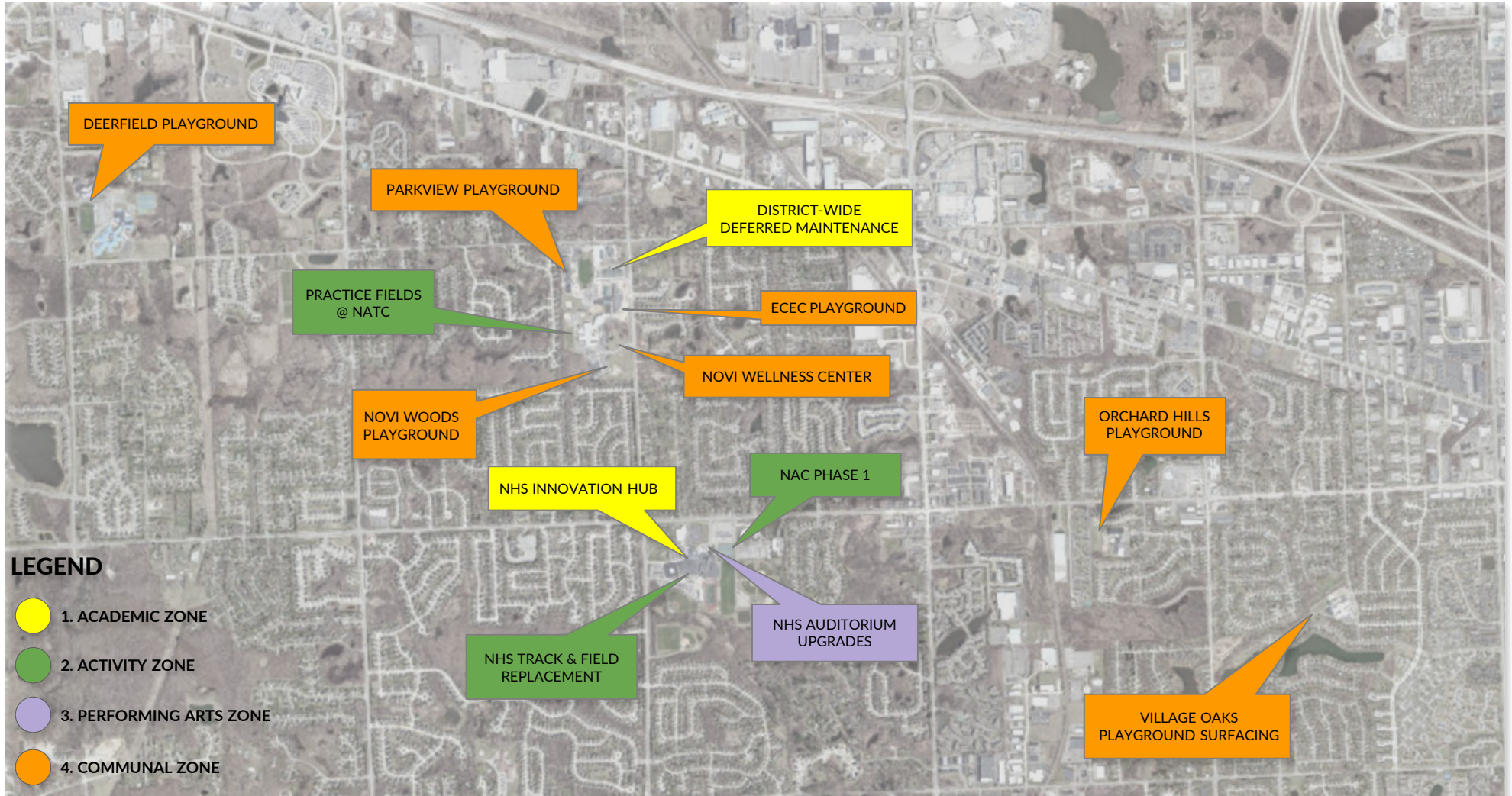
- Innovation Hub
- NHS Performing Arts Improvements
- NAC (Novi Activity Center) Phase I
- Football Turf Replacement and Track Improvements



Districtwide Improvements and Misc.

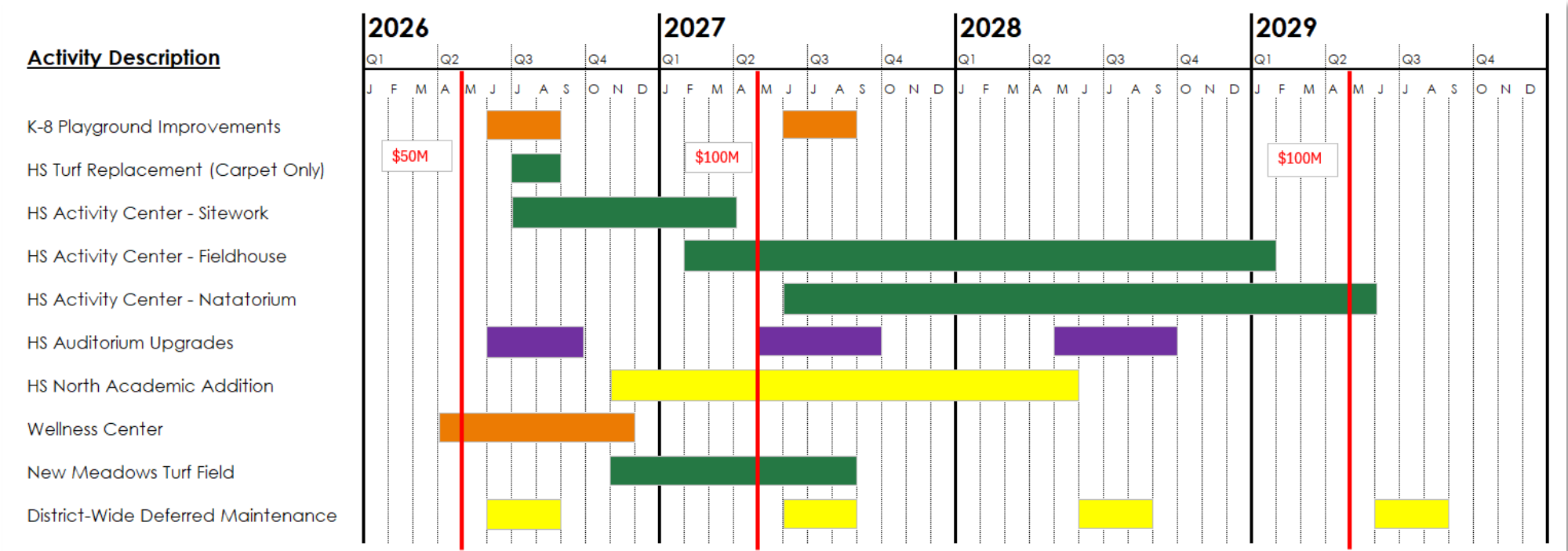
- Novi Wellness Center
- Athletic Practice Fields
- Deferred Maintenance Priorities







Series I & II Construction - Conceptual Schedule



“Planning and design activities for the Novi Activity Center (NAC) will commence immediately upon a successful bond passage. These activities include design, permitting, variances / city approvals, easements, state approvals, bidding, award recommendations, and contract administration. The above assumes reasonable durations to accomplish these tasks and start construction as noted above.”





SECTION 4

Governance Procedures



What is Program Governance?

Guidelines for Procurement

- Professional Services
- Furniture, Fixtures, and Equipment
- Hard Construction
- Requirements for Solicitation

Process for Contract Administration

- Standard Form Agreements
- Change Order Process
- Payment Processing

Reporting and Communication

- Updates to the Board
- Meetings for the Program

Limits of Authority

- Who can enter into agreements on the Districts behalf
- Who can approve changes in cost
- Actions required by the Board

April 30, 2020

Mrs. Jill Minnick
Assistant Superintendent of Business and Operations
Novi Community School District
25445 Tall Road
Novi, MI 48374

RE: Novi Community Schools 2019 Bond Program
Contract Award Recommendation for 2020 Athletics Project

Dear Mrs. Minnick:

This letter transmits an update from Plante Moran Cresa (PMC) as it relates to the assignment to assist and advise Novi Community School District (NCSD) with design pricing for the 2020 Athletics Project.

On April 24, 2020 the NCSD received bids for the 2020 Athlet improvements at the Middle School including: Track Repairs, Replacements, and selective bleacher repairs.

NCSD received two bids for the track repairs, four bids for the so bids for selective bleacher repairs. On April 29th and 30th Foreste with the apparent low bidders for the track repairs and the scoreb post bid review, were conducted with Goddard Coatings for the ti scoreboard and sound systems.

Goddard Coatings base bid is \$9,800 and Daktronics base bid is \$74 and PMC has developed the attached overall budget recommende repairs will be rebid.

PMC recommends the District administration enter into a contract and Daktronics pending final negotiation by PMC and Thruw Law Firm

Attached for reference is Foreste Design's recommendation letter Foreste Design are available at your convenience to answer any qu recommendation for award.

25300 Northwestern Highway, Southfield, MI 48076 Tel: 248.223.5500 Fax

Novi Community School District
2019 Bond Program
Athlet Repairs, Replacements and Scoreboards

Item #	Item Name	Quantity/Unit	Unit Price	Amount	Unit Price	Amount
1	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
2	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
3	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
4	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
5	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
6	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
7	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
8	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
9	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
10	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
11	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
12	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
13	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
14	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
15	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
16	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
17	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
18	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
19	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
20	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
21	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
22	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
23	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
24	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
25	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
26	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
27	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
28	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
29	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
30	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
31	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
32	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
33	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
34	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
35	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00
36	Artificial Turf Installation	10000 sq ft	10.00	100000.00	10.00	100000.00



November 13, 2025

Ben Mainka, Superintendent of Schools
Novi Community School District
25345 Taft Rd.
Novi, MI 48374

RE: NCSD 2025 Bond Program
Construction Management Services Award Recommendation

Dear Mr. Mainka:

This letter transmits an update from Plante Moran Realpoint (PMR) as it relates to the assignment to assist and advise the Novi Community School District (NCSD) in the procurement of Construction Management Services for the NCSD 2025 (Project). This update represents the mutual efforts of PMR and NCSD Administration (The Project Team) to present a framework to identify, evaluate and recommend a Firm for this Project.

SELECTION PROCESS

On October 01, 2024 RFP documents were formally issued and made available. Four (4) firms were solicited and invited to provide proposals. These four firms included: McCarthy and Smith, Clark Construction Company, Granger Construction Company, and The Christman Company. All four firms attended the mandatory pre-proposal meeting on October 08, 2024 and proposals were received on October 22, 2024.

Upon receipt of proposals, the Project Team reviewed each firms submission and conducted interviews with all (4) firms on November 21, 2024. These initial interviews allowed the Project Team to identify a short list of firms to conduct additional follow up and interviews. The firms shortlisted for a follow up interview included Granger Construction Company and The Christman Company. These follow up interviews were conducted on January 16, 2025. Concluding the interviews with these (2) firms, the Project Team consisting of representatives from PMR, NCSD, and Kingscott conducted discussions that led to the Project Team arriving at a recommendation.

On January 23, 2025 the Project Team brought forth a recommendation to award Construction Management Services to The Christman Company. Since that time, the Project Team, including The Christman Company, have been working on pre-bond planning services. Concluding pre-bond planning services, the District would like to continue working with The Christman Company for the 2025 Bond Program.

RECOMMENDATION

The Project Team is recommending The Christman Company (Construction Management Services) for the 2025 Bond Program. The Project Team recommends the Board of Education approves to enter into a Standard Form of Agreement Between Owner and Construction Manager as Constructor (AIA Document A133 – 2019, as amended) with The Christman Company. Terms and conditions negotiated by the Project Team, NCSD Administration, PMR, and the Districts legal counsel. The Christman Company’s construction management fee will be set at 2.0% of the cost of work with all other fee’s being negotiated such as general conditions and personnel costs.

Should you have any questions regarding this recommendation, or the selection process described above, please do not hesitate to contact me at 586-703-1044 or kevin.donnelly@plantemoran.com.

Sincerely,

Plante Moran Realpoint



Kevin Donnelly
Senior Vice President

Enclosures: The Christman Company Proposal Dated October 22, 2024

Cc: Rebecca Scicluna, NCSD
Michael Dragoo, NCSD
Sandra Brasil, NCSD
Greg VanKirk, PMR
Shannon Momot, PMR
Micah Swansey, PMR



2025 BOND PROGRAM

NOVI COMMUNITY SCHOOL DISTRICT



PROPOSAL FOR
**CONSTRUCTION
MANAGEMENT
SERVICES**



October 22, 2024

October 22, 2024

Mr. Ben Mainka, Superintendent
Novi Community School District
25345 Taft Road
Novi, MI 48474

**RE: 2025 Bond Program – Construction Management Services
Novi Community School District**

Dear Superintendent Ben Mainka and Members of the Selection Committee,

Consistently rated as one of the top public schools in Michigan, the Novi Community School District has a reputation for excellence. The Christman Company shares your passion for excellence and looks forward to the opportunity to help you continue to further your vision of “Limitless Potential: Excellence and Equity in Education, Leadership in Learning, Constant Curiosity” on behalf of your students. An industry leader in K-12 bond program construction, Christman has worked alongside numerous districts throughout Michigan and the United States, putting our expertise to work to help them achieve their unique vision. Christman is working with 53 Michigan school districts on projects totaling more than \$1.2 Billion. Our team of Southeast Michigan builders is extremely excited at the opportunity to partner with your district while also understanding the challenges associated with K-12 bond program design and construction. Our team includes multiple residents of Novi and proud parents of children currently enrolled in your district who will bring best practices and lesson learned to mitigate risks and successfully deliver the 2025 Novi Community School District’s bond program on time and within budget.

We have structured our team for Novi Community Schools to provide the district with maximum value and highly experienced personnel who bring K-12 experience, knowledge of construction in elite school districts, previous success with planning and passing bond campaigns, a deep understanding of how to successfully execute transformational projects in and around occupied schools, and expertise to maximize the potential of a Construction Manager as Agent delivery method. Together, our two independent project teams will deliver the following value to Novi Community Schools:

- **Optimized design and construction solutions:** We will leverage our K-12 expertise with best practices gained from our work across numerous K-12 sites to identify opportunities to maximize budget, schedule, and quality objectives. Our project teams will regularly review the ongoing designs and will work to understand the functional requirements and needs of your schools, athletic facilities and performing arts spaces. We will conduct informed design reviews to seek value enhancements and quantifiable savings that maximize flexibility for future technology upgrades and scalability.
- **Maximized Construction Manager as Advisor (CMa) contributions:** Our team is well versed in managing the nuances of the CMa delivery methodology. We will use proven tactics for astute management of the trade contracts while facilitating a collaborative approach that maximizes the input of all parties to optimize the design and construction process. We understand the variables involved with CMa delivery and will help you capitalize on opportunities to maximize the effectiveness of this delivery method while minimizing risks associated with construction of these complex projects on occupied campuses.
- **Reduced risk through institutional knowledge of K-12 project execution:** Through our past and ongoing work for school districts nationwide, we bring firsthand knowledge of the risk factors associated with executing construction projects in the current market. Those risks include longer lead times for material delivery, availability of skilled labor, and rising prices of construction goods. We will apply a rigorous risk management methodology for identifying and mitigating risks before they affect the project’s schedule or budget. Our internal community of practice distributes knowledge and best practices across our K-12 delivery teams to identify shared risks that can be mitigated early on and create lessons for added value.
- **Reach-back support to respond to all project needs, both known and unforeseen:** With more than 554 construction professionals nationwide, 104 of which are located within the Southeast Michigan Region, we are uniquely positioned to respond to virtually any project need, both known and unforeseen. With a deep understanding of the requirements for an elite school district,

we have a deep bench of K-12 experts that would love the opportunity to support this transformational bond program and can be called upon to immediately assist should the need arise. Our team of experts is highly experienced in the construction of K-12 facilities and well versed in the compliance requirements of the state of Michigan.

Our recent experience, proposed team and approach for the Novi Community Schools 2025 bond are presented in the following pages, along with our commitment to deliver the highest level of construction management services and support as your trusted advisor throughout the program. Although we believe our team is an ideal fit for your program, we urge you to reach out to the references

CLIENT	NAME	ROLE	PHONE NUMBER
Mason Public Schools	Gary Kinzer	Superintendent	517-676-6489
Clawson Public Schools	Billy Shellenbarger	Superintendent	248-655-4448
Okemos Public Schools	John Hood	Superintendent	517-798-5007
Dundee Community Schools	Scott Leach	Superintendent	734-529-2350

provided in this proposal as we believe they can accurately convey the value that Christman can bring to Novi Community School District. Below is a reference table of select school superintendents for your use as you evaluate Christman to be your next partner on the 2025 bond program.

We look forward to your review of our qualifications and would be honored to have the opportunity to form a partnership with Novi Community Schools. Should you have any questions or require any further information, please feel free to contact us.

Sincerely,

The Christman Company



Jason Ide
Project Executive
jason.ide@christmanco.com
312-405-9544



Joe Luther
Senior Vice President
joe.luther@christmanco.com
248-431-8154

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A photograph of a theater stage with a panel of people and a host, with a text overlay. The stage is lit with blue lights, and the audience seats are visible in the foreground. The text overlay is a semi-transparent white box with the text "SECTION 1: PROJECT APPROACH NARRATIVE" in bold black letters.

SECTION 1: PROJECT APPROACH NARRATIVE

SECTION 1 - PROJECT APPROACH NARRATIVE

Novi Community School District (NCS D) has set a clear vision for the elite learning environment you want to provide for your students through the improvements you will be making to your facilities over the coming years. Your commitment to creating an environment where students thrive is inspiring. **The Christman Company would be proud to partner with you** and help deliver spaces that will positively impact students for generations to come. Our exceptional group of K-12 construction professionals is eager to join your team to provide construction management services and support you, Plante Moran Realpoint, Kingscott Associates and Fanning Howey in identifying the best solutions for your district. Your success will be the highest priority for our entire staff. NCS D can have complete confidence in working with Christman as your uniquely qualified construction management partner.

K-12 MICHIGAN TEAM AND EXPERIENCE

Christman has the pleasure of currently working with 53 school districts across the state to improve the educational facilities they provide for their students. Our teams have experience in everything from significant renovations to an existing campus, construction of brand-new buildings, improvements to athletic facilities, updates to performing arts spaces and critical infrastructure improvements. We have both the capacity and sincere desire to serve Novi Community School District. Our proposed project team has experience working in more than 100 K-12 buildings combined.

What does that mean for NCS D?

Our team members have spent their careers delivering safe, elite, high-quality learning environments on time and within budget. Not only does the team we are proposing have K-12 experience necessary to deliver a successful outcome for Novi Community School District, but they also have a passion for building facilities they know will serve the next generation of leaders. Novi can rest assured that the staff assigned to your projects will share best practices and lessons learned from prior K-12 projects and will ensure student and staff safety is a constant priority.

EXCEPTIONAL CLIENT SERVICE

Christman's approach to K-12 construction management services is built on trusted relationships. Our goal is to partner with Novi Community School District, Plante Moran Realpoint, the design teams and community stakeholders to support your vision for the students and community. We have an in-depth understanding of the sensitivity of providing construction operations in and around occupied educational facilities and campuses, and we encourage you to contact our clients for a testament of our abilities. As you upgrade systems and construct and renovate your buildings in a way that best suits your student population, we can be your trusted advisor by providing fiscal stewardship to assure your community investment is maximized.

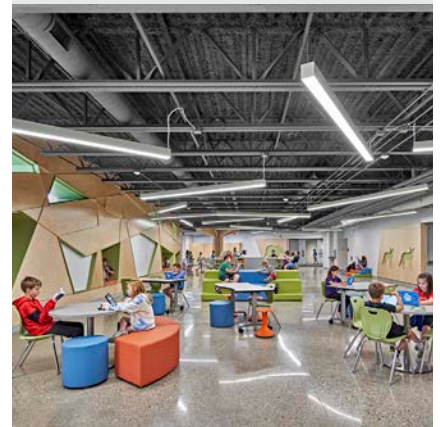
Our K-12 Philosophy

Standing at the core of our communities, local K-12 schools are more than just classrooms, athletic facilities, libraries and cafeterias. School campuses are life-altering institutions that inspire imaginations, build character and guide our children to understand the benefits of responsibility and focus.

As part of our values, The Christman Company strives to honor all of our commitments with integrity. This is a philosophy employed by many educational leaders today. The ultimate goal for a Christman project is to reach excellence in understanding, as a teacher would in their classroom. Christman does this while allowing you to fulfill your mission in education, because we know that children are your first concern.

Christman can remove the stress of bond campaign organization, managing construction, providing safety and more. As your partner, we will first listen to your goals and develop a plan to meet them.

This K-12 philosophy lets the teachers teach, administrators lead and offers an experience where school construction feels more like recess than a test.



What does that mean for NCSD?

NCSD will find that the **Christman team truly becomes an extension of your staff**. We will always operate with the best interests of NCSD, your staff, students and community in mind. Our team will help remove the stress of managing construction, allowing you to focus on the education of your students. At Christman we have a deep passion for Construction, Engineering and Architecture careers. We will champion direct placement of graduating seniors from NCSD to skilled trades careers and actively recruit prior NCSD graduates for internship opportunities in the Construction, Engineering and Architecture industries. In addition to job placement support for NCSD students, we will visit schools and participate in presentations to students to ignite their interest in related careers. We are firm believers that the 2025 Bond Program is not just about bricks and mortar, it is about improving the future of students and expanding their opportunities to learn.

SOUTHEAST MICHIGAN PRESENCE

Christman has had a presence in Southeast Michigan for more than 100 years. Our longevity has allowed us to build an unparalleled knowledge of the Oakland County market and strong relationships with trade contractors. Christman's business structure and depth of resources should assure you that in a longer duration bond program such as this, **your level of service will never be interrupted by unforeseen changes in staff** or advancement within the industry. We have a deep bench of K12 construction leadership and staff resources for each role that could support this program.

What does that mean for NCSD?

As you are well aware, the current trade contractor market is very busy, and they are pursuing work selectively. Our excellent relationships with Oakland County contractors, coupled with our purchasing power, allows us to attract and obtain significant bid coverage at the most competitive pricing while keeping the bond dollars within the greater Novi area as much as possible. Getting the most competitive pricing from the market will allow Novi to optimize every bond dollar.

BOND CAMPAIGN SUPPORT SERVICES

The Christman Company offers comprehensive bond campaign support services and is available to work alongside Novi Community School District and Plante Moran Realpoint to help implement strategies to create a successful bond campaign for a November 2025 election. We are willing to contribute to this effort as much or as little as the team would like. Please reference Section 7 – Additional Information for an overview of our services.

MANAGING THE BUDGET

Christman's systematic approach to effective financial management will be integrated within every stage of the project - from design, pre-construction planning and execution through turnover, commissioning, warranty and beyond, including performance through the life of the building. Our orchestration of this complex process, supported by meticulous planning, team leadership and aggressive management of project controls, ensures Novi Community School District will realize maximum value for every construction dollar spent.

Christman is prepared to manage the overall project budget. We will track both construction costs and owner-direct costs during planning and implementation. Christman utilizes a budget status report that we continually update and provide weekly to the project team for review. Along with reporting the status of the budget, we will also use a project issues log to identify cost decision points on the project and clearly communicate the implication to the project budget and timeline.

Cost leadership and communication are the keys to controlling costs and managing a budget during a construction project. Our team works hard during pre-construction to address constructability issues, phasing concerns, and proper material selection that not only have an impact on the original cost, but also the field issues that arise if not planned out. Outlined in this section are the tools we use to effectively manage the budget and control costs.

Christman’s approach to K-12 construction management services is built on partnerships. We will partner with Novi Community School District to support your vision for the students and community. As we move through the phases of design and construction, Christman will work with Novi Community School District, Plante Moran Realpoint and the design partners to deliver on the promises made to the community during the bond campaign. The team will use detailed project planning, streamlined communications channels, and a system of rigid safety, quality assurance and other controls to proactively manage the projects from concept to construction. Christman’s proven processes as outlined in the following pages apply to all projects and will be tailored to each project’s unique set of circumstances, combined with project teams that have the appropriate experience to ensure success for Novi Community School District.

TOOLS FOR COMMUNICATION

Effective communication and extensive record-keeping are Christman standards. We assume the responsibility of keeping the project team completely informed from start to finish and beyond. Sharing the best possible cost and other data in a timely, real-time, manner is a trademark of every Christman project. We are committed to providing Novi Community School District, Plante Moran Realpoint and the entire team with the most up-to-date and accurate project information always—**with no surprises.**

We can tailor our communications methods and tools to best meet the needs of the district. We will work closely with your owner’s representative, superintendent, director of maintenance, and other designated team members to tailor a communications plan that meets the information needs of building principals, district office administrators, members of the school board and other stakeholders in a way that makes the most sense for the district.

The following is an overview of the tools we typically use to keep the team informed throughout the project.

- **Procore:** An efficient, real-time, collaborative records management tool, providing enhanced information flow between all team members and increased overall efficiency through storage of all project-related information in a central, online database.
- **Viewpoint:** Used for all our financial and construction cost control needs. This tool tracks potential cost issues as soon as they arise, ensuring no surprises.
- **Monthly Reports:** We report progress through monthly construction management reports, team meetings and trade contractor meetings. We use every meeting with the project team as an opportunity to communicate important decision-aiding information.
- **Construction Management Reports:** These chronicle the cash flows and costs, schedule, upcoming activities and noteworthy elements of the project. They provide an executive overview of the project that can be reviewed quickly and easily.
- **Owner Architect Contractor (OAC) Meetings:** Christman will conduct meetings with Novi Community School District, Plante Moran Realpoint, the design teams, and any other consultants. At these meetings, we inform the team of schedule status, review outstanding decisions remaining and resolve open issues. The cadence of these meetings will be adjusted as appropriate to meet the current needs of the project, but are generally held at least bi-weekly
- **Trade Contractor Coordination Meetings:** These weekly meetings will be used to coordinate daily work activities on site, gather information on potential upcoming impacts to owner activities, and review on-site progress to date. This information will be used to effectively and efficiently manage the project.

Unique Expertise

- National resources and local presence
- Dedicated K-12 Business Unit
- Deep bench of K-12 leadership and builders
- Best-in-class Project Planning and Preconstruction services
- 100-year presence in Southeast Michigan
- Comprehensive services, including facility assessments and campaign support
- Time tested project management systems, tools and standard operation procedures
- Vast regional purchasing power to ensure excellent trade contractor bid coverage and competitive pricing
- Strong understanding of the sensitivity of providing construction services in and around occupied educational facilities and campuses
- Uncompromised safety to ensure on-going school operations are not disrupted
- Effective communications with project stakeholders, including parents and students, as well as local municipalities
- Capability to build 21st Century, best-in-class facilities offering advanced technology, modularity and collaboration
- Critical schedule maintenance and site utilization planning/ implementation, combined with the awareness of K12 school calendar and key needs throughout the academic year



- **Daily Report:** The field superintendent will issue a daily report detailing that day’s planning and construction activities of Christman, the architects, various consultants, and our trade contractors. These reports will include material deliveries, quantities installed, and any problems encountered, or decisions needed by noted parties.
- **Monthly Summary Report:** This outlines the current and forecasted activities along with photo documentation of progress on site to keep the team up to date regarding the ongoing work. We will also provide monthly cost reports and change management details at a cost control meeting.

If desired by the district, Christman can also provide or support other project communications for those impacted by the work but who are not directly involved in the project, such as building principals, the Board of Education, teachers and parents. This could include providing construction status information for websites, news bulletins, social media or other uses and providing site tours as requested.

SAFETY AS THE TOP PRIORITY

Christman’s top priority is the safety and security of the Novi Community School District students and staff, which is evident in our staffing plan that provides full-time supervision and multiple onsite team members to manage the projects. All Christman personnel receive extensive training and education on job site safety. In addition to our safety program, Christman requires that all trade contractors have safety programs that address the unique safety needs of the project.

The high school scope will be a combination of new construction and renovations. Each will have unique circumstances and potential hazards that our team will identify in our scope specific safety plans.

For our projects to be successful, it will be imperative that we work with the administrators and principals to ensure that we have safe routes that are clearly marked during the construction phase. As construction sites are constantly evolving, we will communicate daily with the Novi Community School District staff to ensure all safety measures are in place.

Preparation of the Project Safety Program begins during the planning phase with an identification of needs and requirements. The implementation of the program continues throughout the entire project.

Supervising all aspects of project site safety and compliance will be the responsibility of the project team. They will:

- Ensure careful coordination with Novi Community School District daily operations; safety of students, faculty and visitors is our top priority.
- Continuously monitor the job site for unsafe acts and conditions.
- Perform inspections of the work site both alone and in cooperation with the trade contractors’ safety representatives and supervisors.
- Ensure that weekly safety meetings are conducted.
- Meet with new trade contractors coming on site to explain safety goals, the safety plan, and complete a site orientation.
- Prepare orientation and safety talks for the supervisors’ safety and health meetings.
- Report the classifications of injuries most often occurring on the site and identify any injury trends that need to be reversed.
- Prepare and distribute safety statistics, injury rates, and National Rates for comparison and evaluation.
- Arrange safety publicity, and coordinate safety incentive and achievement programs.



Safety: It's How We Live.

Christman brings industry leadership and a strong commitment to safety to the Novi Community School District project.

Our safety culture is one where everyone shares in the goal of no injuries, shortcuts or distractions so everyone makes it home safely every day.



- Advise on the safety and health regulations, inspections and activities that require governmental compliance.
- Foster and maintain good relations with governmental and local safety officers.
- Provide safety coordination, leadership, and safety advice to line management and trade contractors, and organize training programs.
- Perform accident investigations on all incidents of sufficient gravity.
- Coordinate the accident reporting system.
- Exercise the authority to halt any operation being performed in a hazardous manner.
- Develop accident prevention and loss control methods, procedures, and programs.
- Maintain, monitor, analyze, and coordinate all accident reports.
- Compile, analyze, interpret, and disseminate reports on loss control activities.



TECHNOLOGY AND EQUIPMENT COORDINATION

The classroom environment has evolved over time by incorporating more technology in everyday use. From one-to-one devices, interactive smart boards, voice lift systems, and video-based collaborations, the classroom infrastructure needs to be carefully reviewed and coordinated. Christman has substantial experienced with working with the owner’s contractors and consultants, regardless of contractual obligation, to ensure that the systems have the power and raceway components needed, as well as the architectural support required for a complete installation. We will facilitate on-site pre-construction conferences with the owner, electrical contractor and other key stakeholders to ensure all details are coordinated in order to execute the vision for the district.

In addition to technology, Christman is well versed in coordinating with other key vendors such as food service, moving, furniture, fixtures and equipment, security, telecom, and encompass all areas of a project. Our team desires to be involved early in the design process to provide important feedback so the infrastructure needs are coordinated and installed properly, resulting in schedule and cost efficiencies in the field.

PRECONSTRUCTION PHASE: BEFORE THE FIRST SHOVEL HITS THE GROUND

The Christman approach to planning focuses heavily on the Schematic and Design Development phases. This is intentional and assists the project team in making informed design decisions early on in order to reduce the design cycle. Reducing or eliminating redesigns will save Novi Community School District time and money over the course of the project.

To achieve cost certainty and a high-level of value creation, Christman will prepare detailed estimates for the project, starting with a Schematic Design estimate, which will serve as our baseline for value analysis. We can achieve granularity at Schematic Design because we are a full-service planning group which includes mechanical, electrical, civil, architectural and structural cost estimators, value engineers, and building information modeling (BIM) specialists. Christman’s project planning group is a differentiator for us in the industry and will be an asset for Novi Community School District. Our wide range of expertise will provide the district with cost certainty on a group of projects that range from major new construction to renovations, improvements and infrastructure upgrades. In any scenario, Christman has the in-house expertise.

“In addition to the bond work Steve [Vaquera] is here to do, he often lends a hand in areas not covered by the bond. I cannot count the number of additional items Steve has repaired, replaced, or fixed when a situation has occurred. He is a great asset to our District, and at the end of our project it will be sad to see him move on.”

Miles Tomasaitis
Director Buildings, Grounds and
Transportation
Redford Union School District

At the early stages of design, including Schematic Design and Design Development, many aspects of the overall design are not yet shown in the documents. To ensure a high level of accuracy, our planning team will lay out systems in our estimating software, which allows our team to review our assumptions with the designers and Owner, including details such as pipe sizing, routing, and configuration. Again, this granularity at Schematic Design will benefit NCSD by reducing or eliminating assumptions, thereby increasing accuracy. Additionally, these detailed reviews prompt early conversations that will help ensure the project is designed with constructability and serviceability in mind.

As mentioned above, Christman has in-house estimating expertise across all disciplines, and while other construction managers may simply rely on trade contractors for mechanical, electrical and plumbing (MEP) budget pricing, having MEP preconstruction professionals on staff allows us to both estimate the MEP systems internally and provide alternative Value Analysis solutions for the district's consideration. This is of the utmost importance as MEP systems will represent 40 percent of your project costs. Our in-house MEP team gives us a much greater level of control of the preconstruction phase, to the benefit of NCSD.

During preconstruction, we will circulate project planning reports to the team at each design stage. After initial reviews, we will lead meetings with the entire project team, so everyone is aware of the current scope of the project and associated costs at each stage of Design Development.

Christman has made a substantial investment in people, training and technology in order to achieve a high level of performance during preconstruction. The investment has paid off. When comparing our last detailed estimate to bids, K-12 projects are coming in 4.6% under budget on average over the last 12 months.

By providing accurate and current cost information, your stakeholders can fully appreciate the current state of facilities, and the cost of key issues tied to the bond funds. Christman has experience helping school districts across the state to understand all of their options and **provide creative solutions to optimize the taxpayers' dollars** and ensure that the district's vision becomes a reality.

Cost Certainty

Christman's full-service Project Planning Group specializes in developing cost models for your program as well as an overall project budget to ensure all project scope is covered (e.g., major client equipment, technology, furnishings, etc.). The result - no surprises for the project team and the avoidance of negative iteration. Christman is actively monitoring market data and industry trends and will incorporate this data into our forecasting. **Novi Community School District can count on Christman as a leader in cost estimating that will protect the district from unexpected budget concerns.**

Proven methods Christman will provide on this project include:

- Real-Time Cost Information
- Historical Cost Data
- Cost Modeling
- Data for Effective Decision-Making
- Constructability Feedback
- Intelligent Trade Contracts (Packaging of Work Scopes)

Christman Value Analysis Process

Between the milestone cost estimates, we provide industry-leading Value Analysis services. At Christman, we take a holistic approach to the Value Analysis process in which we look not only at first costs, but also at other ways in which NCSD defines value - such as sustainability, low-carbon design practices, ongoing operational costs, and contemporary K-12 design practices. We believe in the power of using the expertise of the entire project team to generate value enhancing concepts. As such, we will work closely with Kingscott and Fanning Howey to brainstorm value analysis concepts at all stages of design. To manage the Value Analysis process, Christman will employ a Value Creation Log (VCL) which identifies all potential cost-saving ideas developed by the project team.



Christman worked closely with Sparta Area Schools to implement effective planning and proper management of the district's bond projects, which led to room in the budget for additional project scope. The team was able to bring over \$3 million in savings to the bond program, which meant that Sparta could add an award winning tennis complex and renovations to the old athletic stadium, which were not part of the original scope.

Virtual Constructibility Reviews During Planning

In addition to our in-house mechanical planning expertise, Christman also has a team dedicated to Virtual Design and Construction (VDC). Our VDC team works closely with our Project Planning Group during pre-construction, utilizing Building Information Modeling (BIM), a 3D building systems technology, to identify any potential constructability issues prior to construction. The use of BIM allows our team to see where all of the existing building systems (e.g., piping, ductwork) are located in comparison with the architect's design for the new space. If our team sees that the existing systems will clash with structural plans of the new space, the architect can make adjustments to the design before construction has started. If an issue like this were to be identified after construction began, it could negatively impact the project's budget and schedule.

Notably, our team's virtual constructibility review process during the design phase is an inherently sustainable practice and one that contributes to a significant reduction of waste in the construction process. By catching mechanical, electrical, and structural design clashes during pre-construction and prior to bid, NCSD will not only realize cost savings but will also materially reduce rework in the field that is typical of traditional processes.

SEEING YOUR VISION COME TO LIFE: CONSTRUCTION PHASE

Christman understands that projects of this nature require careful attention to the mission and vision of Novi Community School District, and our role on the team is not to simply construct the facilities, but to work collaboratively with the district and the design teams to develop creative solutions and cost certainty. We also understand that the 2025 Bond Program will include multiple phases and have active construction simultaneously across multiple buildings in the district. We know that Novi Community School District will manage some of the vendors independently, and Christman will work to coordinate seamlessly across all projects and with all partners.

We promote both transparency and accountability, and we will take a "no surprises" approach to communications and reporting. On a Christman project, dialogue among the team is constant, information is readily available to everyone, and the team proactively identifies challenges and then tackles them together. We will work closely with Plante Moran Realpoint and Novi Community School District to ensure our daily operations are carefully coordinated.

Our strong leadership and desire to promote teamwork will drive the construction process toward established project goals.

Document Review Process

Quality control begins long before the crews arrive in the field. Christman will perform quality and constructability checks of the construction documents through design with our team of experts ensuring that the high-performance envelopes and building systems being specified are adequately detailed and understood by the bidders. Every minute spent on up-front planning pays dividends in the field and for the life of the building. This effort ensures clarity on bid day for the contractors and reduces change orders during construction.

Our teams are experienced with the nuances of bidding, buying and executing complex building management systems. These systems continue to evolve over time and are being used far beyond the simple scheduling of a unit. These systems are now being utilized to maximize operational savings, improve facility control and extend life expectancy. It is critical that we understand these complexities in order to hold our trade partners accountable to deliver our clients not only the best project, but the best building for years to come.



"Brad [Anderson] is the Project Manager and his leadership in developing and implementing a project-specific approach has been invaluable. Not only is he a technically sound professional, but he is also a trusted team member. His attention to detail is appropriate and appreciated. Despite the wide-ranging and numerous challenges that we encounter, I have full confidence that those challenges will be resolved due to Brad's experience, communication skills and positive demeanor."

Ahmed Beasley
Senior Vice President
Plante Moran Realpoint

Mock-ups

Christman highly encourages the addition of building mock-ups to be included in the specifications. These are a prudent way to engage the different trade contractors, systems engineers and design team to ensure that the systems come together as intended for both functional and aesthetic purposes. Mock-ups serve as a last review that the systems meet the expectations of the design team, owner and CM prior to outfitting on the entire building. This fosters a better understanding for all stakeholders and provides much higher quality in the field.



Contractor Selection Process

Christman bids over \$500M in trade contractor work each year in Southeast Michigan alone. Therefore, we have created a robust method of helping us with contractor selection. We understand the nuances to K-12 bidding; however, we remain diligent in review of the trade contractor's financial strengths, safety records, current work in progress, work-force depth and references. This effort is the same for each project, regardless of the trade partner, even if they have a long-standing working relationship with Christman. In today's market, the strength of a trade contractor can change overnight, therefore, no short-cuts are made while determining the contractor selection.



In addition to a thorough background review of the contractors, we conduct an in-depth post-bid interview with the bidders prior to the award. This helps to confirm that the bidder has a clear understanding of the scope and schedule and that they have the capability to successfully complete the work.



Christman's Commitment to Quality

Since 1894, Christman has had a reputation for constructing buildings of the highest quality and lasting impact. Christman's QA/QC program is intentionally designed to go beyond the basic expectation of achieving the quality requirements specified in the contract documents. Novi Community School District can rest assured Christman will work to exceed quality expectations on the 2025 Bond Program project.

Our proven process combines experienced construction management leadership with the talent and expertise of our skilled trade contractor partners. With an unwavering commitment to quality, NCSD can rest assured your completed project will serve as a dependable facility for years to come.

Christman's QA/QC program utilizes industry-leading quality tools and resources to proactively recognize your project's unique QA/QC risks and identify solutions. The very core of our QA/QC philosophy includes the following guiding principles to ensure quality standards are met or exceeded. Christman will:

- Thoroughly review the work and develop an efficient sequence of work that maximizes quality and adheres to the project budget
- Clearly communicate QA/QC expectations upfront to all team members and prospective bidders
- Conduct thorough post-bid interviews to confirm thorough scope coverage
- Require a pre-installation meeting for every trade to reinforce quality expectations
- Mandate reviews for mock-ups and for all first in place work
- Manage recurring inspections of work in progress at predetermined intervals
- Document deficiencies and the timely resolution of any issues
- Leverage performance data for future projects

New elementary classrooms and hallways at Lansing School District will show floor patterns illustrating geothermal bores and lines—a great opportunity to teach the next generation about renewable energy in their own school!

After a thorough review of the contract documents and input from all stakeholders, Christman will create a project-specific Quality Action Plan (QAP) that will span the entire project. The creation of the QAP is a collaborative process that will be led by Christman and will include input from NCS D, Plante Moran Realpoint, Kingscott and Fanning Howey. Our unique process prioritizes a focus on quality in the earliest stages of planning, during procurement and coordination efforts, and continues well beyond the construction stage even into the warranty period. It considers constructability review comments, project-specific quality risks, intended use of the facility, and occupancy during construction (where applicable).

The project-specific QAP involves six key stages:

1. Evaluation - Stage 1 focuses on analyzing the contract documents to fully understand NCS D’s expectations, anticipate potential quality issues, and plan the work accordingly. Christman analyzes constructability with a thorough and systematic review of the project specifications and drawings. This stage helps to identify critical needs for coordination of equipment, materials and trades to execute a quality project from the beginning.

2. Preparation - In Stage 2, we will carefully select trade contractors capable of meeting the demands of the project to fine-tune our approach to quality challenges. This includes pre-qualifying trades, ensuring a clear understanding of the project scope after investigating each trade contractor’s capabilities to achieve quality standards. We can get the right partners for the job, including highly skilled craftsmen specializing in product knowledge and application to ensure assemblies are installed and perform as designed. We discuss the operating characteristics and use of each space within the facility before procuring any products or coordinating systems.

3. Confirmation - During Stage 3, we will finalize the project-specific QA/QC plan that guides our team’s quality leadership efforts. Post-bid interviews are conducted and allow us to ensure the project scope is adequately covered and each trade contractor’s price yields optimal value to achieve the performance required by the construction documents. We will ensure the quality standards are clear to each trade contractor, taking care to thoroughly answer all their questions. By effectively preparing each trade contractor, we reduce the risk of costly interruptions and rework during construction, and pave the way for on-time delivery of your project with no rework.

4. Execution - During Stage 4, which covers the physical construction period, Christman will lead cross-trade coordination efforts to ensure compatibility and momentum are maximized during construction. Pre-installation meetings are required for each definable feature of work, again to reinforce the quality expectations. In addition to confirming products intended for use match the approved submittals, we confirm environmental factors are conducive to installation and then monitor installation activities daily to ensure high standards of quality are met in both the construction process and the finished product.

5. Validation - In stage 5, Christman will manage predetermined testing and inspections to provide assurance that all building components and systems are compliant, durable and performing to the expectation of NCS D and the design team. Unique to our approach is the use of Procore to perform quality inspections for each trade, making it possible for Christman team leaders to record observations, assign responsibility and track the timely resolution of any deficiencies.



6. Reflection – As the project nears completion, Stage 6 involves a comprehensive review of the QAP’s effectiveness, including the processes, challenges and successes throughout the lifecycle of the project. This comprehensive analysis includes tangible, meaningful outcomes and key metrics that become valuable for our continuous improvement. We utilize custom reports in PowerBI software to track lessons learned on quality on projects company-wide.

WRAPPING UP: PROJECT CLOSEOUT

Christman understands that the completion and turnover phase of a project is just as important as the actual construction. As the memory of the construction process fades, it is the proper functioning and durability of the building components, and the operational understanding of those systems and their continuing maintenance needs, that quickly become one of the most important aspects of the facility to its users. We start our closeout process on day one.

The following list is a summary of the services we will provide to ensure the successful turnover and closeout of the project:


- Implement and maintain a rolling punch list process for each trade, minimizing the items required on the final punch list.
- Finalize detailed commissioning plan and schedule.
- Identify all commissioning submittals and obtain them from the responsible party as early as possible.
- Integrate the owner Furniture, Fixtures and Equipment (FFE), and relocation of existing items.
- Compile warranties, maintenance and operations manuals, final as-built drawings, trade contractor guarantees, project directories, etc. into an organized and comprehensive manual. Walk through with the district to establish final master punch list and punch list completion schedule prior to material completion.
- Conduct training sessions for operation and maintenance of technical equipment to facilitate seamless move-in.
- Document start-up/maintenance instruction for the district’s future use.
- Administer and coordinate individual warranties for equipment and materials.
- During break-in period, continuously monitor facility performance.
- Complete final project / bond issue accounting.
- Ten months (and twenty-two months for two-year warranties) after project completion, perform end-of-warranty inspection program.
- Assist Novi Community School District with any manufacturer warranty problems and questions relating to materials and equipment.



Redford Union School District

“The new [Redford Union] Bob Atkins Field is about the closest thing you could get to a Taj Mahal in Division 4 football in Michigan.”

Brandon Folsom, Hometown Life, September 19, 2024

The image shows a bright, modern library interior. The ceiling is a prominent feature, made of dark wood with large, curved beams and recessed lighting. The walls are white with large, multi-paned windows that offer a view of a green lawn and trees. In the foreground, there are several small wooden tables with blue chairs. In the middle ground, there are white bookshelves filled with books, and a pink reading nook. The overall atmosphere is clean, bright, and inviting.

SECTION 2: RELEVANT FIRM EXPERIENCE

SECTION 2 - RELEVANT FIRM EXPERIENCE

PROJECT 1



PROJECT DETAILS

Client

John Hood
Superintendent
Okemos Public Schools
517-798-5007

Date Completed

2019: Completed August 2021
2022: Ongoing

Value of Construction

2019: \$11,740,000
2022: \$220,000,000

Role

Construction Manager
Bond Campaign Support Services

Renovation Value

\$10,000,000+

Bond Program

2019: \$24,900,000
2022: \$275,000,000

2019 AND 2022 BOND PROGRAM

Okemos, MI

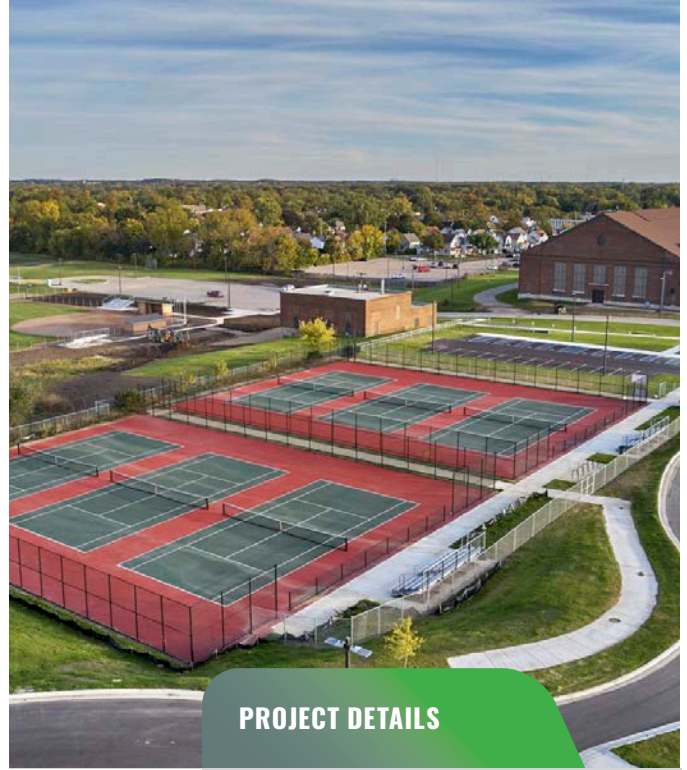
The Okemos Public Schools Bond Program is a comprehensive initiative aimed at enhancing educational facilities across the district through new construction, renovations, and infrastructure upgrades. The program's three major projects focus on Chippewa Middle School, Cornell Elementary, and Kinawa Middle School, along with significant site work and athletic facility improvements.

Chippewa Middle School is receiving a 160,000-square-foot addition and a renovation of 60,000 square feet, along with 43 acres of site work, including a new track and field. Cornell Elementary is being replaced with an 84,000-square-foot facility, built on a 10-acre site with new playgrounds and landscaping. Kinawa Middle School will have a 100,000-square-foot addition, with demolition and site work covering 15 acres.

In addition to these primary projects, the bond program addresses district-wide needs, including remodels and additions at the high school, four elementary schools, and an early childcare center. Upgrades include secure vestibules, front office rebuilds, high school pool renovations, classroom and bathroom remodels, and mechanical, electrical, and plumbing (MEP) system upgrades.

Athletic facilities are also being modernized with utility upgrades, paving, bleacher improvements, turf work, fencing, and landscaping at the district's football and soccer stadiums. Overall, the Okemos Public Schools Bond Program is focused on creating safer, more efficient, and future-ready facilities for students, staff, and the community.

PROJECT 2



PROJECT DETAILS

2016 AND 2022 BOND PROGRAM

Lansing, MI

The Lansing School District’s 2016 and 2022 bond programs are improving school facilities to provide enhanced educational environments, upgraded infrastructure, and expanded facilities for athletics and performing arts. These multi-phased programs include renovations, new construction, and systems upgrades designed to support the district’s long-term growth and sustainability and combat challenges common to urban districts in Michigan, including declining enrollment and competition from suburban schools.

Thanks to the passage of a \$120 million bond in 2016, the district was able to complete additions and renovations to 12 schools, including MEP systems upgrades, food service, a new performing arts center and new athletic facilities, as well as site, roofing and security improvements. These improvements allowed the district to implement its Pathway Promise academic plan, which allows students to select from educational tracks such as biotechnology, visual and performing arts, or science, technology, engineering and math (STEM), beginning in elementary school.

In 2022, the district successfully passed a second bond, this time for \$129 million. This bond program includes complete reconstruction of four elementary schools, improvements to Sexton High School, mechanical system upgrades so all classrooms district-wide will have air conditioning and improved air quality, as well as geothermal heating and cooling systems. The first new elementary school is slated to be completed in the summer of 2025 and will welcome students beginning in the 2025-2026 school year.

Client

Jon Laing
Director of Procurement and Risk Management
Lansing School District
517-455-5856

Date Completed

2016: August 2021
2022: Ongoing

Value of Construction

2016: \$111,487,000
2022: \$100,000,000

Role

Construction Manager
Bond Campaign Support Services

Renovation Value

\$10,000,000+

Bond Program

2016: \$120,000,000
2022: \$129,700,000



PROJECT DETAILS

Client

Moe Nagpal
Manager, Construction Projects
Ann Arbor Public Schools
734-474-0998

Date Completed

Ongoing

Value of Construction

\$120,000,000

Role

Construction Manager as Agent

Bond Program

\$1,000,000,000+

NEW LOGAN AND THURSTON ELEMENTARY SCHOOLS

Ann Arbor, MI

As part of its 2019 Bond Program, Ann Arbor Public School is constructing two 95,000-square-foot, two-story buildings with a heavy focus on sustainable design and green initiatives. Key strategies include the use of geothermal energy, with 150 wells, and solar panels to reduce the buildings’ environmental impact. The buildings will feature high-performing building envelopes, which will undergo thorough commissioning to ensure energy efficiency and durability. Significant attention has also been given to acoustics, particularly in classroom spaces, to enhance the overall learning environment.

Each building site presents unique challenges. At the Logan site, construction will occur alongside the occupied Clague Middle School, with the new building being erected less than a soccer field away. At Thurston, the new elementary school will be built on the same location as the old one. Once the new building is completed and occupied, the old Thurston Elementary will be demolished to make way for additional parking, play fields, and geothermal fields.

The school district is adhering to the CHPS (Collaborative for High Performance Schools) performance specifications, which emphasize the creation of high-performing spaces. These include maximizing sight lines to the outdoors, improving interior air quality, and optimizing acoustics. Outdoor spaces will be treated as extensions of the learning environment, blurring the line between indoor and outdoor education. Furthermore, the building design will include features that serve as “teaching moments,” demonstrating how building and mechanical systems function, allowing students to observe sustainable practices in action.



PROJECT DETAILS

Client

Billy Shellenbarger
 Superintendent
 Clawson Public Schools
 248-655-4448

Date Completed

2021 Bond Completed August 2024
 2023 Bond Ongoing

Value of Construction

2021: \$42,000,000
 2023: \$18,000,000

Role

Construction Manager
 Bond Campaign Support Services

Renovation Value

\$10,000,000+

Bond Program

2021: \$54,000,000
 2023: \$25,000,000

2021 AND 2023 BOND PROGRAMS

Clawson, MI

Clawson Public Schools made a long-term investment in safe, secure, 21st century learning with the passage of two zero-mill proposals in 2021 and 2023. The bonds allowed the district to create a central campus for all K-12 facilities and a dedicated early childhood center to service the district’s 1,300 students.

The project included significant renovations to the early childhood center and high school, conversion of the existing middle school to an elementary school, construction of a new middle school between the elementary and high school, and demolition of two elementary schools. Improvements focused on safety and security, cost-saving infrastructure and energy upgrades, enhanced learning spaces, improved traffic flow and parking, expanded physical education and instruction space, as well as athletics.

The \$63 million project was funded through two bond proposals and is being completed in 8 phases between 2021 and 2025. All schools received new classroom technology and furnishings, secure entrances, STEAM labs, remodeled media centers, upgraded bathrooms, new or refreshed cabinetry, new windows, replacement of LED lighting, and new energy-efficient mechanical and electrical systems.

Enhancements at the high school included a new entrance, gymnasium expansion, outdoor education space, collaboration and dining area, and expanded parking. The new 2-story, 28,800-square-foot middle school features secure corridor connections to the elementary and high schools. To adapt the middle school for elementary use, 30 classrooms were renovated with private restrooms with age-appropriate fixtures for kindergarten and 1st grade classrooms. The playgrounds were upgraded at the elementary and early childhood center, the latter of which also received dedicated gross motor skills development spaces.

PROJECT 5



PROJECT DETAILS

Client

Jasen Witt
Superintendent
Redford Union School District
313-242-6000

Date Completed

September 2024

Value of Construction

\$57,000,000

Role

Construction Manager

Renovation Value

\$10,000,000+

Bond Program

2021: \$59,270,000

2021 BOND PROGRAM

Redford, MI

This \$57,000,000 2021 Bond Program involved the renovation of 460,000 square feet across five existing buildings and the addition of 50,000 square feet of new space, designed by French Associates. The project aimed to significantly improve the learning environment and facilities within the district, aligning with the goals set forth by the bond.

One of the most prominent improvements included within the 2021 bond program was to Redford Union High School’s facilities for Performing Arts. The existing auditorium was underutilized and not optimized for the current & future needs of the district. Renovations that were included as part of this project included expanding the seat count with brand new theatrical style seating, installation of a new stage floor with a stage expansion, replacement of theatrical lighting and rigging systems, new sound equipment, and visual monitors. In addition to improvements in the immediate auditorium space, work also included creating support spaces for the performing arts. These support spaces included dressing rooms and a functional scene shop for students to build props for theater events. The renovations allowed the existing auditorium to be more versatile and support not only theater events but also better host general assemblies, orientations, and trainings.

Another key objective was to enhance the learning environment by focusing on updating finishes in corridors, classrooms and group spaces such as libraries and media centers, fostering improved learning conditions for students. Additionally, outdated mechanical and electrical systems were replaced to ensure safety, efficiency, and modernization throughout the campus.

A major goal of the project was to centralize junior high and high school students at one “Secondary Campus.” This included building a new football field, athletic plaza, bleachers, press box, gymnasium, and concessions area. The new campus streamlined operations and created a cohesive learning environment for students.

In addition, the project included the creation of a new facility to support an early college program, offering students advanced learning opportunities. The bond also addressed the restoration of a historical two-room schoolhouse. Once unused, this building was revitalized and given a functional purpose within the district.

PROJECT 6



PROJECT DETAILS

MULTIPLE PROJECTS

Dundee, MI

The 2022 Bond Program, along with ESSR funded MEP upgrades and donor financed athletics was a comprehensive initiative aimed at improving school facilities across the district, focusing on enhancing educational environments, upgrading infrastructure, and expanding athletic amenities. Spanning multiple phases, the program included a combination of renovations, new construction, and essential system upgrades designed to support the district's long-term growth and sustainability.

In the first phase, air quality improvements and new air conditioning systems were installed in 44 first-floor classrooms across both middle and elementary schools, creating healthier learning environments. The second phase introduced the construction of 11 new classrooms to accommodate increasing student enrollment. The elementary school cafeteria and kitchen were also expanded, including further upgrades to the food service equipment to meet the demands of a growing student body.

The fourth phase focused on infrastructure improvements to the middle school pool, including pool treatment and filtration system upgrades and the installation of a dehumidification system to address air quality and humidity issues in the pool area.

In addition, a new athletic complex was constructed, involving the demolition of the existing natural playing surface and the installation of a new subsurface drainage system and artificial turf field. The track surface and perimeter fence were removed and replaced, while home bleachers were expanded to three times their original size. A new prefabricated press box was installed, and bleachers from the middle school were relocated to the sports complex to serve as visitor seating. A full-service concession building, complete with restrooms, and a new ticket booth were also built. Site improvements, including new concrete walkways and landscaping, enhanced the overall functionality and aesthetic appeal of the sports complex.

Client

Scott Leach
Superintendent
Dundee Community Schools
734-529-2350

Date Completed

MEP Upgrades/Athletics: August 2023
Bond Program: August 2024

Value of Construction

\$31,000,000

Role

Construction Manager Agent
Bond Campaign Support Services

Renovation Value

\$10,000,000+

Bond Program

2022: \$21,780,000



PROJECT DETAILS

Client

Brian Bowers
Senior Vice President, American
Campus Communities
The University of Michigan
512-673-6555

Date Completed

Ongoing

Value of Construction

\$550,000,000

Role

Construction Manager

CENTRAL CAMPUS HOUSING PHASE 1

Ann Arbor, MI

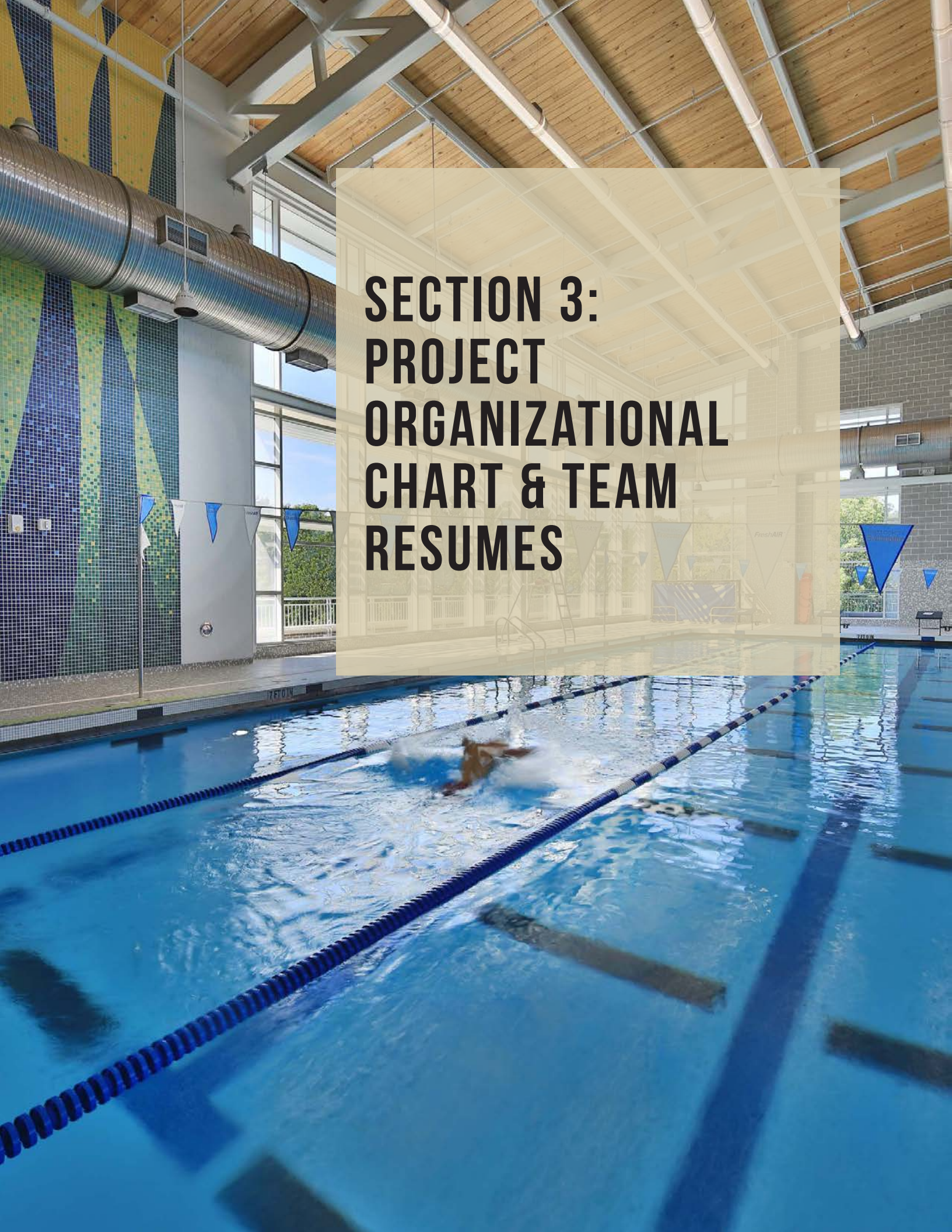
While not a public school program, we feel the size of this project shows our depth. The Central Campus Housing Phase 1 project for the University of Michigan, located at the old Elbel Field site on UM's central campus, helps the university address a major shortage of beds for undergraduates. This will be the first undergraduate housing development the university has built since 1968 and is currently the largest project of its kind in the country.

This project provides 2,300 beds spread over 5 buildings ranging from 5 to 7 stories tall, maxing out at 110 feet tall. This 715,000 sf development includes a 900-seat state-of-the-art dining facility. The site is only 8 acres, which given there are 5 separate buildings on site creates numerous logistical challenges for site access and material storage.

The building structure is cold-formed metal framing with a structural steel podium at the ground level. To keep with the current look and feel of campus, the building facades are primarily brick and cast stone, with various ornamental masonry features that decorate the buildings.

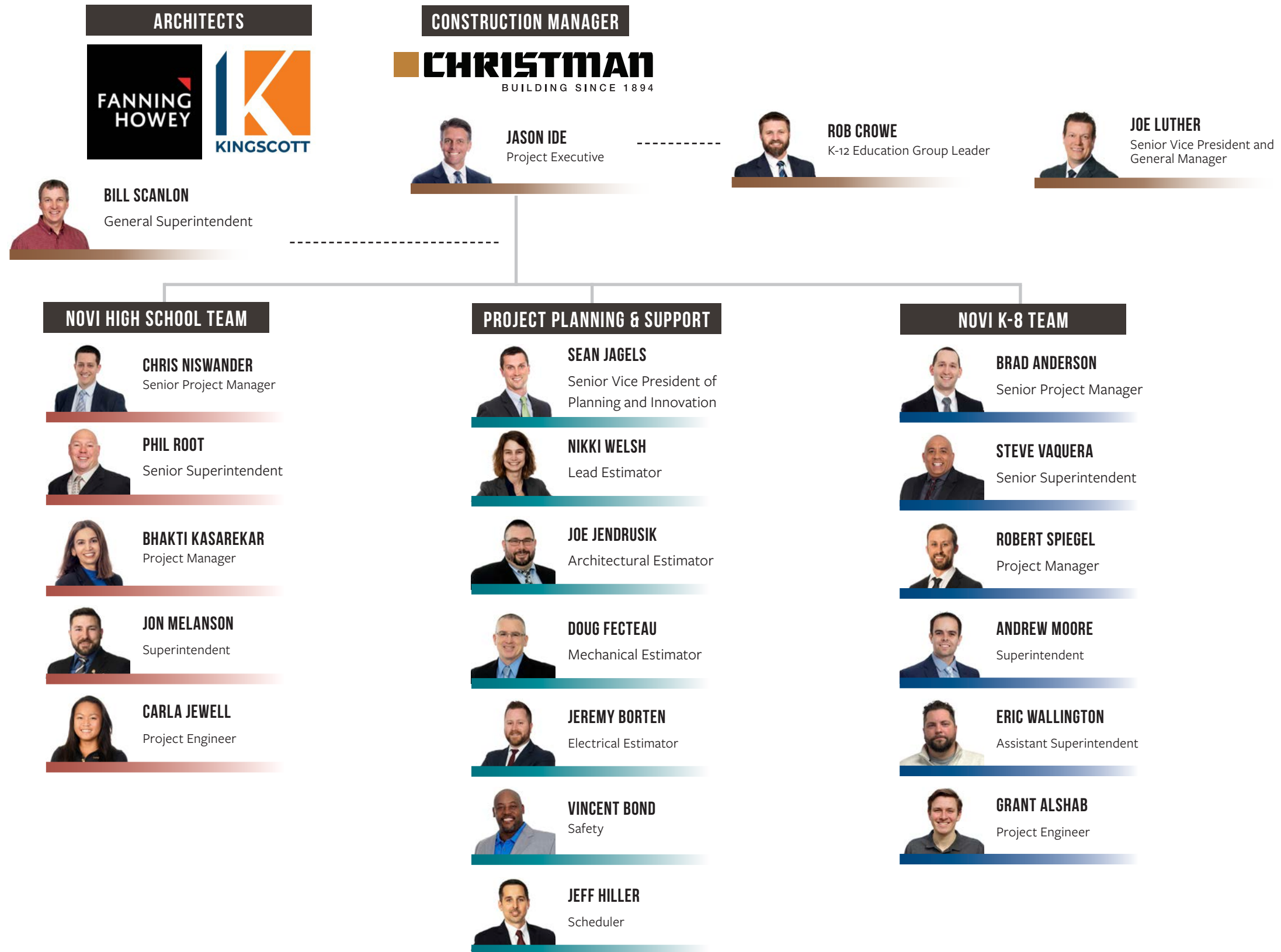
Schedule is one of the primary concerns on this project for the university, so the bidding process started at 50% design development documents. We then worked with select trade contractors to reconcile their pricing as design documents were completed. This allowed us to start work on site while design was still being finalized.

Construction started in September 2023, and all 5 buildings will start a phased turnover in January of 2026. The project was developed to align with the university's carbon neutrality goals and includes a geothermal field, photovoltaic panels, and green roofs. The complex is also designed to be all-electric and earn LEED Platinum certification.

A photograph of an indoor swimming pool. The pool is filled with blue water and has several lanes marked by blue and white lane lines. A swimmer is visible in the middle of the pool, creating a splash. The pool is surrounded by a white deck. On the left side, there is a wall with a colorful mosaic pattern in shades of blue, green, and yellow. Above the pool, there are large, silver, corrugated metal ducts. The ceiling is made of light-colored wood with exposed metal beams and pipes. Large windows on the right side of the pool provide natural light. In the background, there are blue and white triangular flags hanging from the ceiling. The text "SECTION 3: PROJECT ORGANIZATIONAL CHART & TEAM RESUMES" is overlaid in a semi-transparent white box in the center of the image.

**SECTION 3:
PROJECT
ORGANIZATIONAL
CHART & TEAM
RESUMES**

SECTION 3 - PROJECT ORGANIZATIONAL CHART AND TEAM RESUMES





JOE LUTHER

A.C., LEED AP

Senior Vice President and General Manager

19 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Joe will provide leadership and oversight, ensuring fulfillment of all commitments made by Christman and complete satisfaction for Novi Community School District on this project. He will maintain communication with the project team and be a resource for helping to solve particularly complex problems.

EDUCATION AND TRAINING

- MBA, Northwood University
- BS, Construction Management, Michigan State University
- AS, Math and Science, Washtenaw Community College
- 30-Hour Safety Training, OSHA
- Asbestos and Lead Awareness Certification
- Associate Constructor, American Institute of Constructors
- LEED Accredited Professional
- Licensed Builder, State of Michigan

SELECTED RELEVANT EXPERIENCE



University of Michigan
 South 5th Avenue Student Housing and Dining Facility
 \$550,000,000
 Ann Arbor, Michigan



Redford Union School District
 2021 Bond Program
 \$57,000,000
 Redford, Michigan



Clawson Public Schools
 2021 and 2023 Bond Program
 \$63,000,000
 Clawson, Michigan



Detroit Public Schools
 Amelia Earhart and Gompers Elementary-Middle Schools
 \$46,700,000



ROB CROWE

K-12 Education Group Leader

20 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Rob joined Christman in 2011 and has become a go-to expert for delivering high-profile and complex projects with repeat clients. His passion is partnering with K-12 school districts to help support their strategic goals and develop and execute community supported facility improvement programs. Rob will bring his experience and energy to reinforce the vision of the district. Prior to joining Christman, he spent eight years in the U.S. Army, where he was commander of the only Technical Rescue Engineer Company in the Department of Defense. Rob thrives in an ever-changing environment and can make decisions quickly to keep projects moving forward.

EDUCATION AND TRAINING

- MBA, Michigan State University
- MS, Civil Engineering, Missouri University of Science and Technology
- BS, Civil Engineering, United States Military Academy at West Point
- US Army Engineer School, Captain’s Career Course
- US Army Engineer School, Officer Basic Course
- Registered Professional Engineer, State of Michigan
- Registered Professional Engineer, State of Missouri

SELECTED RELEVANT EXPERIENCE



Lansing School District

2016 and 2022 Bond Program

\$249,700,000

Lansing, Michigan



Okemos Public Schools

2019 and 2022 Bond Program

\$299,900,000

Okemos, Michigan



Mason Public Schools

Bond Projects

\$25,500,000

Mason, Michigan



Williamston Community Schools

2024 Bond Program

\$38,500,000

Williamston, Michigan



JASON IDE

CCM, LEED AP

Project Executive

20 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Christman's project executives provide high-level oversight of the project. Jason will maintain communication with the project manager and serve as a resource for helping to solve particularly complex problems, as necessary, or to provide solutions to other issues that may develop during a project.

EDUCATION AND TRAINING

- MS, Construction Management and Planning, Michigan State University
- BS, Construction Management, Michigan State University
- Certified Construction Manager, Construction Management Association of America
- LEED Accredited Professional

SELECTED RELEVANT EXPERIENCE



Ann Arbor Public Schools

2019 Bond Program
\$120,000,000+
Ann Arbor, Michigan



University of Michigan

South 5th Avenue Student Housing and Dining Facility
\$550,000,000
Ann Arbor, Michigan



Chicago Public Schools

Multiple Schools
\$1,000,000,000+
Chicago, IL



Goose Creek Consolidated Independent School District

Bond Program
\$22,000,000
Baytown, TX



BRAD ANDERSON

Senior Project Manager

12 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Christman’s senior project managers are seasoned veterans of the construction industry and are skilled at running projects in a variety of target markets. Brad is an expert at managing large and complex projects and at managing many team members both internally and externally. Additionally, he can foresee project challenges and leadership needs and will work to address them before they become an issue onsite. Brad will also act as an expert resource for the project manager to help resolve issues that may arise.

EDUCATION AND TRAINING

- BS, Construction Management, Michigan State University
- 30-Hour Safety Training, OSHA
- Concrete Field Testing Technician, American Concrete Institute
- 40-Hour HAZWOPER Training, OSHA
- CPR/AED Certification
- Confined Space Entry and Rescue
- Respirable Crystalline Silica in Construction for the Exposed Worker
- Lock Out Tag Out Training, OSHA
- Crane Training
- Resource Conservation and Recovery Act

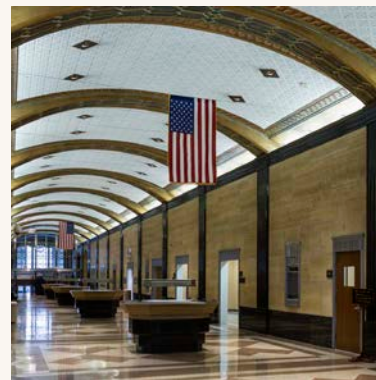
SELECTED RELEVANT EXPERIENCE



Detroit Public Schools
2022 Capitol Improvement Project Series 2 and Series 5
\$129,000,000
Detroit, MI



Redford Union School District
2021 Bond Program
\$57,000,000
Redford, Michigan



General Services Administration
Theodore Levin U.S. Courthouse Renovation
\$130,000,000
Detroit, Michigan



Dundee Community Schools
2022 Bond Program
\$31,000,000
Dundee, Michigan



CHRIS NISWANDER

A.C.

Senior Project Manager

Proud Parent of a Novi Woods Elementary Student

14 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Christman’s senior project managers are seasoned veterans of the construction industry and are skilled at running projects in a variety of target markets. Chris is an expert at managing large and complex projects and at managing many team members both internally and externally. Additionally, he can foresee project challenges and leadership needs and will work to address them before they become an issue onsite. Chris will also act as an expert resource for the project manager to help resolve issues that may arise.

EDUCATION AND TRAINING

- MS, Construction Management, Michigan State University
- BS, Architecture, University of Michigan
- 30-Hour Safety Training, OSHA
- Associate Constructor, American Institute of Constructors
- LEED Green Associate

SELECTED RELEVANT EXPERIENCE



Caledonia Community Schools

Bond Program

\$129,000,000

Caledonia, Michigan

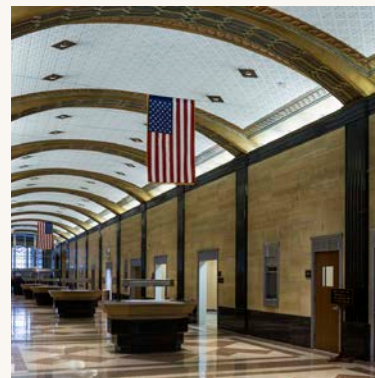


University of Michigan

South 5th Avenue Student Housing and Dining Facility

\$550,000,000

Ann Arbor, Michigan



General Services Administration

Theodore Levin U.S. Courthouse Renovation

\$130,000,000

Detroit, Michigan



Redford Union School District

2021 Bond Program

\$57,000,000

Redford, Michigan



SEAN JAGELS

LEED AP BD+C

Senior Vice President of Project Planning

20 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Sean brings insight to the business and technical sides of commercial construction, allowing him to see the big picture and help clients meet their program goals. As senior vice president of planning & innovation, Sean leads Christman's preconstruction, virtual design & construction, scheduling, IT and application development teams. Sean's teams thrive on leveraging data and construction technologies to innovatively allow our clients to make informed decisions during the planning stages of construction. Sean maintains risk management oversight on projects and coordinates the planning and staffing for preconstruction assignments across all regions. As a project lifecycle continues, Sean will offer preemptive solutions to challenges and monitor the progress of project planning, mentoring the team through best practices and innovations. Sean guides all mitigation strategies and resolution identification if project schedule or budget is not aligned to the target, seeking to create client focused solutions at each phase of planning.

EDUCATION AND TRAINING

- MBA, University of Michigan - Dearborn
- BBA, Western Michigan University
- LEED Accredited Professional, Building Design and Construction

SELECTED RELEVANT EXPERIENCE



University of Michigan
South 5th Avenue Student
Housing and Dining Facility
\$550,000,000
Ann Arbor, Michigan



Lansing School District
2016 and 2022 Bond
Program
\$249,700,000
Lansing, Michigan



Wyoming Public Schools
2017 Bond Program
\$80,000,000
Wyoming, Michigan



**Battle Creek Public
Schools**
Bond Issue and ESSR Fund
Projects
\$67,800,000
Battle Creek, Michigan



NICOLE WELSH

Director of Project Planning / Lead Estimator
14 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Nikki uses her organizational skills to keep projects within the desired budget and schedule and coordinates the trade contractors, so they perform their tasks in support of the schedule and goals established by the client, architect and project team. Throughout preconstruction, Nikki is responsible for value management and creation of project specific phasing, scheduling, quality, safety and site management plans with the project manager, superintendent and project engineer. She also assists the Christman operations team in developing trade contract bid scopes to ensure alignment as decisions are made.

EDUCATION AND TRAINING

- MS, Construction Management, Michigan State University
- BS, Urban and Regional Planning, Michigan State University
- 30-Hour Safety Training, OSHA
- Michigan Real Estate Salesperson Training

SELECTED RELEVANT EXPERIENCE



Wyoming Public Schools
2017 Bond Program
\$80,000,000
Wyoming, Michigan



Battle Creek Public Schools
Bond Issue and ESSR Fund Projects
\$67,800,000
Battle Creek, Michigan



Clawson Public Schools
2021 and 2023 Bond Program
\$63,000,000
Clawson, Michigan



Redford Union School District
2021 Bond Program
\$57,000,000
Redford, Michigan



JOE JENDRUSIK

Architectural Estimator

13 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Joe will support the efforts of the project planning team with architectural estimating. Conceptualizing building systems during the early stages to design to ensure that all costs are accounted for. He will review applicable cost factors, drivers, current market conditions, and general conditions and staffing that will impact the actual cost of the work on bid day and throughout construction. He is adept at communicating project cost estimates and analytics and connecting with the trade contracting community. Additionally, Joe will lead value engineering and inform operations teams on project-specific planning concepts..

EDUCATION AND TRAINING

- BS, Construction Management, Eastern Michigan University
- Health and Safety Certification, OSHA
- Licensed Builder, State of Michigan

SELECTED RELEVANT EXPERIENCE



Okemos Public Schools

2022 Bond Program
\$275,000,000
Okemos, Michigan



University of Michigan

South 5th Avenue Student Housing and Dining Facility
\$550,000,000
Ann Arbor, Michigan



Wyoming Public Schools

2017 Bond Program
\$80,000,000
Wyoming, Michigan



Mason Public Schools

Bond Projects
\$25,500,000
Mason, Michigan



DOUGLAS FECTEAU

Mechanical Estimator

31 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Prior to joining Christman, Doug was employed with a major mechanical contractor in southeast Michigan and brings a wealth of information for impact to all project teams he works with. Doug supports project planning by forecasting costs, with little or no graphic design information, that take into account applicable cost factors, drivers, current market conditions, and general conditions and staffing that will impact the actual cost of the work on bid day and throughout construction. Doug is adept at communicating project cost estimates and analytics and connecting with the trade contracting community. Additionally, he coordinates with operations teams to stay in touch with project-specific planning concepts as drawings are being developed, capture historical cost data for future projects and coordinate with project management and total cost of ownership functions.

EDUCATION AND TRAINING

- AAS, Construction Technology (2002)
- Sheet Metal Workers’ Local Union 80 Apprenticeship (1994)
- Value Methodology Fundamentals Training, SAVE International

SELECTED RELEVANT EXPERIENCE



Wyoming Public Schools
2017 Bond Program
\$80,000,000
Wyoming, Michigan



Redford Union School District
2021 Bond Program
\$57,000,000
Redford, Michigan



Dundee Community Schools
2022 Bond Program
\$31,000,000
Dundee, Michigan



Lansing School District
2016 and 2022 Bond Program
\$249,700,000
Lansing, Michigan



JEREMY BORTEN

Electrical Estimator

11 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Jeremy is Christman's senior project planning leader for electrical preconstruction. He leads the electrical estimating and value analysis on our most technically challenging projects. His expansive knowledge of electrical systems makes him a valuable resource. Jeremy has extensive experience working on mission critical projects and complex MEP systems.

EDUCATION AND TRAINING

- BS, Mechanical Engineering, Pennsylvania State University
- 10-Hour Safety Training, OSHA
- Value Methodology Fundamentals Training, SAVE International

SELECTED RELEVANT EXPERIENCE

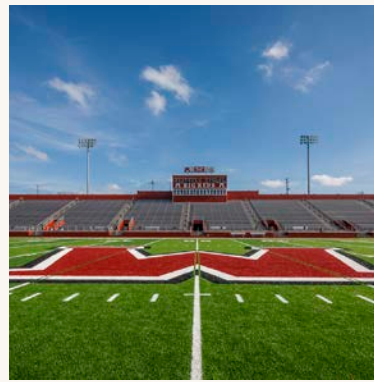


Ludington Area Schools

Bond Program

\$101,000,000

Ludington, Michigan



Muskegon Public Schools

Bond Program

\$134,700,000

Muskegon, Michigan



Clawson Public Schools

2021 and 2023 Bond Program

\$63,000,000

Clawson, Michigan



Caledonia Community Schools

Bond Program

\$129,000,000

Caledonia, Michigan



BILL SCANLON

LEED AP BD+C

General Superintendent

36 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

As general superintendent, Bill is responsible for executing on site field supervision for large, complex projects. He brings excellent leadership and communication skills, as well as an understanding of design and the ability to conceptualize large scale projects in regard to scheduling, logistics and staffing/ resourcing. With a focus on ensuring all construction activities fulfill project performance requirements, Bill will lead the team with excellent problem-solving and risk management skills while promoting a strong quality and safety culture amongst all team members.

EDUCATION AND TRAINING

- 30-Hour Safety Training, OSHA
- Asbestos and Lead Awareness Training
- Certified Competent Person, Fall Protection
- Construction Safety Training:
- Aerial Lift, Concrete and Masonry, Electrical
- Evacuations, Trenches and Shoring, Fire, Mobile Crane, Personal Protective Equipment, Scaffolding, Stairways and Ladders, Steel Erection
- CPR and First Aid Certification
- LEED Accredited Professional
- Residential Builders License, State of Michigan

SELECTED RELEVANT EXPERIENCE



Detroit Public Schools
2022 Capitol Improvement
Project Series 2
\$26,000,000



Fowler Public Schools
Bond Program
\$16,600,000
Fowler, Michigan



University of Michigan
South 5th Avenue Student
Housing and Dining Facility
\$550,000,000
Ann Arbor, Michigan



**Cranbrook Educational
Community**
Multiple Projects
\$11,900,000
Birmingham, Michigan



STEPHEN VAQUERA

Senior Project Superintendent

28 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Project superintendents are an integral part of all Christman project teams. As senior project superintendent, Steve will lead the project team and organize the project site for success by developing team expertise into practical solutions for the client and design team. He will establish high standards for trade contractors as they prepare for and complete installations and will consistently enforce safety standards. Ultimately, the senior project superintendent's goal is to unite teammates in support of a constructible plan that will successfully achieve client goals and ensure that all commitments are honored among team members through closeout.

EDUCATION AND TRAINING

- 30-Hour Safety Training, OSHA
- CPR and First Aid Certification
- Aerial Lift Training
- Fall Protection Certification
- Abbestos and Lead Awareness Certification

SELECTED RELEVANT EXPERIENCE



Lansing School District

2016 Bond Program

\$120,000,000

Lansing, Michigan



Redford Union School District

2021 Bond Program

\$57,000,000

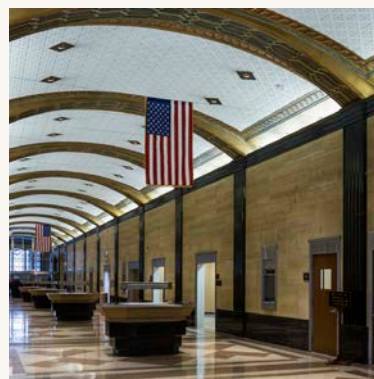
Redford, Michigan



Detroit Public Schools

Amelia Earhart and Gompers Elementary-Middle Schools

\$46,700,000



General Services Administration

Theodore Levin U.S. Courthouse Renovation

\$130,000,000

Detroit, Michigan



PHIL ROOT

Senior Project Superintendent

43 YEARS IN CONSTRUCTION

PROFESSIONAL BIO

Project superintendents are an integral part of all Christman project teams. As senior project superintendent, Phil will lead the project team and organize the project site for success by developing team expertise into practical solutions for the client and design team. He will establish high standards for trade contractors as they prepare for and complete installations and will consistently enforce safety standards. Ultimately, the senior project superintendent’s goal is to unite teammates in support of a constructible plan that will successfully achieve client goals and ensure that all commitments are honored among team members through closeout.

EDUCATION AND TRAINING

- Supervisory Training Program, Construction Education Foundation
- 30-Hour Safety Training, OSHA
- First Aid, CPR and AED Certified
- Certified Construction Site Storm Water Operator, Michigan Department of Environment, Great Lakes and Energy (EGLE)
- Homeland Security Clearances - GSA
- Silicas Competent Person
- Certified Rigger

SELECTED RELEVANT EXPERIENCE



Clawson Public Schools

2021 and 2023 Bond Program
\$63,000,000
Clawson, Michigan



Dundee Community Schools

2022 Bond Program
\$31,000,000
Dundee, Michigan



Toledo Public Schools

Toledo Public Schools
\$60,000,000+
Toledo, OH



Sylvania Public Schools

Central Trail Elementary School
\$20,000,000
Sylvania, OH



BHAKTI KASAREKAR

Project Manager

*Proud Parent of Novi High School
and Novi Meadows Elementary
School students*

EDUCATION AND TRAINING

Post Graduate Programme in
Construction Management,
National Institute of Construction
Management and Research

BArch, Marathwada Mitra Mandal's
College of Architecture

Project Management Professional,
Project Management Institute

6 Years in Construction

SELECTED RELEVANT EXPERIENCE



University of Michigan

South 5th Avenue Student Housing and
Dining Facility

\$550,000,000

Ann Arbor, Michigan



FedEx DTWR Expansion Project

DTWR Expansion Project

\$243,000,000

Romulus, Michigan



JON MELANSON

Project Superintendent

EDUCATION AND TRAINING

Journeyman Carpenter, Detroit
Joint Apprentice Training Center

30-Hour Safety Training, OSHA
Smart Mark

Welding (3G) Metal Cutting

10 Years in Construction

SELECTED RELEVANT EXPERIENCE

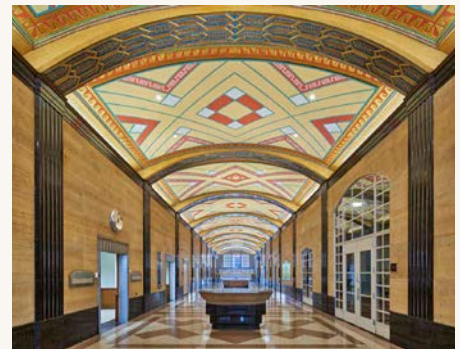


Ford Motor Company

Michigan Central Station

\$ confidential

Detroit, Michigan



General Services Administration

Theodore Levin U.S. Courthouse
Security Improvement

\$9,300,000

Detroit, Michigan



CARLA JEWELL
Project Engineer

EDUCATION AND TRAINING

BS, Civil Engineering, Wayne State University
2 Years in Construction

SELECTED RELEVANT EXPERIENCE



Clawson Public Schools
2021 and 2023 Bond Programs
\$63,000,000
Clawson, Michigan



Bedrock Real Estate Services
Book Tower Restoration
\$206,000,000
Detroit, Michigan



JEFF HILLER
Scheduling Manager

EDUCATION AND TRAINING

MBA, Walsh College (2012)
BS, Construction Management, Michigan State University (2005)
19 Years in Construction

SELECTED RELEVANT EXPERIENCE



Detroit Public Schools
Capital Improvement Projects
\$129,000,000
Detroit, Michigan



Clawson Public Schools
2021 and 2023 Bond Programs
\$63,000,000
Clawson, Michigan



ROBERT SPIEGEL

Project Manager

EDUCATION AND TRAINING

BS, Construction Management,
Michigan State University

9 Years in Construction

SELECTED RELEVANT EXPERIENCE



Redford Union School District

2021 Bond Program

\$57,000,000

Redford, Michigan



Bedrock Detroit

Hudson Site Redevelopment

\$1,000,000,000+

Detroit, Michigan



ANDREW MOORE

Project Superintendent

EDUCATION AND TRAINING

BS, Construction Management,
Michigan State University

30-Hour Safety Training, OSHA

CPR and First Aid Certification

LEED Accredited Professional
Building

Design and Construction

24 Years in Construction

SELECTED RELEVANT EXPERIENCE



Redford Union School District

2021 Bond Program

\$57,000,000

Redford, Michigan



Mason Public Schools

Bond Projects

\$25,500,000

Mason, Michigan



ERIC WALLINGTON

Assistant Project Superintendent

EDUCATION AND TRAINING

11 Years in Construction

SELECTED RELEVANT EXPERIENCE



Redford Union School District

2021 Bond Program
\$57,000,000
Redford, Michigan



State of Michigan

New Psychiatric Hospital
\$270,000,000
Northville, Michigan



GRANT ALSHAB

Project Engineer

EDUCATION AND TRAINING

BS, Construction Management,
Michigan State University
30-Hour Safety Training, OSHA
Project Manager Certified, Procore
1 Year in Construction

SELECTED RELEVANT EXPERIENCE



Redford Union School District

2021 Bond Program
\$57,000,000
Redford, Michigan



Farmington Public Schools

Bond Projects
\$30,000,000
Farmington Hills, Michigan



SECTION 4: PROPOSAL FORMS

SECTION 4 - PROPOSAL

CONTRACTOR RFP PROPOSAL FORM

BIDDER: The Christman Company
BIDDER'S ADDRESS: 3011 W. Grand Boulevard, Suite 2600 Detroit, MI 48202

BIDDER'S MAIN CONTACT FOR PROPOSAL: Jason Ide
MAIN CONTACT'S PHONE NUMBER: 312-405-9544
MAIN CONTACT'S EMAIL ADDRESS: jason.ide@christmanco.com

All proposals submitted may not be withdrawn and shall be irrevocable for a minimum period as defined in this RFP.

A. COST PROPOSAL

- a. Proposes to provide preconstruction and construction services for the construction project as follows:
- For preconstruction services, provide an hourly rate matrix as part of this submission. Please Reference Hourly Rate Matrix and Page 38
 - For construction personnel costs, provide an hourly rate matrix as part of this submission. Please Reference Hourly Rate Matrix and Page 38
 - For construction services, at a cost plus a fee basis:
 - Construction manager's overhead & profit (fee) is: 2.15% of the cost of the work

B. ADDENDA

- a. This proposal includes information for the following addenda:

ADDENDA NO.	<u>1</u>	DATED	<u>10/7/2024</u>
ADDENDA NO.	<u>2</u>	DATED	<u>10/15/2024</u>
ADDENDA NO.	_____	DATED	_____



ADDENDA NO. _____ DATED _____

C. CONTRACTUAL TERMS

a. If selected as general contractor/construction manager (GC/CM), I agree to the contractual terms as provided in the RFP as noted below:

- AIA C132 - 2019, as amended
- AIA A232 – 2019, as amended
- Exceptions to amended AIA C132 CMA and A232 -2019*

*Attach SPECIFIC proposed alternate contract language in Section 6

Contract Reference	Description
C132 8.1.2 Waiver of Subrogation	Christman requests the AIA standard mutual waiver of subrogaion be added back to this contract.
C132 8.1.4 Waiver of Consequential Damages	Christman requests the AIA standard mutual waiver of consequential damages be added back to this contract.
C132 10.8 Confidentiality	Christman requests the AIA standard mutual confidentiality clause be added back to this contract.
C132 11.8.2.2 Withholding	It does not appear liquidated damages apply to this project, Christman requests the words "or liquidated damages" be added back to the clause.
A232 11.3.1 Waiver of Subrogation	Christman would suggest the addition of a one sided waiver of subrogation in favor of Owner, Architect, and Construction Manager as Advisor.
A232 15.1.7 Waiver Of Consequential Damages	Christman would suggest the addition of a one sided waiver of consequential in favor of Owner, Architect, and Construction Manager as Advisor.





Hourly Rate Matrix

	Project Year 2025	Project Year 2026	Project Year 2027	Project Year 2028	Project Year 2029	Project Year 2030	Project Year 2031	Project Year 2032
Staff Title	Rate (\$/hour)	Rate (\$/hour)	Rate (\$/hour)	Rate (\$/hour)	Rate (\$/hour)	Rate (\$/hour)	Rate (\$/hour)	Rate (\$/hour)
Senior VP - Principle-in-Charge	with CM fee	with CM fee	with CM fee	with CM fee	with CM fee	with CM fee	with CM fee	with CM fee
Project Director	\$145	\$149	\$154	\$158	\$163	\$168	\$173	\$178
General Superintendent	\$135	\$139	\$143	\$148	\$152	\$157	\$161	\$166
Senior Project Manager	\$120	\$124	\$127	\$131	\$135	\$139	\$143	\$148
Senior Superintendent	\$120	\$124	\$127	\$131	\$135	\$139	\$143	\$148
Project Manager	\$99	\$102	\$105	\$108	\$111	\$115	\$118	\$122
Superintendent	\$99	\$102	\$105	\$108	\$111	\$115	\$118	\$122
Assistant Project Manager	\$85	\$88	\$90	\$93	\$96	\$99	\$101	\$105
Assistant Superintendent	\$85	\$88	\$90	\$93	\$96	\$99	\$101	\$105
Project Engineer	\$75	\$77	\$80	\$82	\$84	\$87	\$90	\$92
Senior VP of Project Planning	with CM fee	with CM fee	with CM fee	with CM fee	with CM fee	with CM fee	with CM fee	with CM fee
Lead Estimator	\$115	\$118	\$122	\$126	\$129	\$133	\$137	\$141
MEP Estimator	\$110	\$113	\$117	\$120	\$124	\$128	\$131	\$135
ASC Estimator	\$95	\$98	\$101	\$104	\$107	\$110	\$113	\$117
Safety	\$85	\$88	\$90	\$93	\$96	\$99	\$101	\$105
Clerical Support	\$55	\$57	\$58	\$60	\$62	\$64	\$66	\$68
Accounting	\$70	\$72	\$74	\$76	\$79	\$81	\$84	\$86
Schedule Manager	\$90	\$93	\$95	\$98	\$101	\$104	\$107	\$111
BIM Support	\$90	\$93	\$95	\$98	\$101	\$104	\$107	\$111
General Labor	\$85	\$88	\$90	\$93	\$96	\$99	\$101	\$105

Note: Rates are escalated 3% per year starting in 2026

I understand that the initial engagement is for preconstruction services only. The GC/CM agrees to hold its fee firm through the establishment of the GMP. Owner reserves the right to negotiate with the selected GC/CM at the end of the preconstruction phase for subsequent construction services or terminate the GC/CM service and solicit proposals from other construction management firms for construction services. I have read and I understand the responsibilities required of the GC/CM under the *Agreement between the Owner and Construction Manager and General Conditions of the Contract for Construction*, which are provided with the RFP. If selected, our firm will be able to fulfill the requirements.

SIGNATURE

Dated this 22 day of October 2024 .

FIRM NAME: The Christman Company

BY: 
Signature

Senior Vice President and General Manager
Position/Title

Joe Luther, being duly sworn, deposes and says that the information provided herein is complete so as not to be misleading.

Subscribed and sworn before me this 22nd day of October, 2024.

NOTARY PUBLIC: 

MY COMMISSION EXPIRES: December 30, 2029

Sandra J Jasinski
NOTARY PUBLIC - STATE OF MICHIGAN
COUNTY OF EATON
My Commission Expires December 30, 2029
Acting in the County of Ingham



Proposal Checklist

- Bid Proposal Form (this document)
- Familial Disclosure Statements
- Iran Disclosure Statement
- Non-Collusive Affidavit
- Equal Opportunity Form
- Criminal Background Disclosure Affidavit



Familial Disclosure Affidavit

The undersigned, the owner or authorized officer of the below named firm (the "Firm"), pursuant to the familial disclosure requirement provided in the Novi Community School District (the "School District") request for proposals for Construction Management service, hereby represents and warrants that, except as provided below, no familial relationships exist between the owner or any employee of the Firm, and any member of the Board of Education of the School District or the Superintendent of the School District. A list of the School District's Board of Education Members and its Superintendent may be found at <https://www.novi.k12.mi.us>.

LIST OF ANY FAMILIAL RELATIONSHIPS

N/A

SIGNATURE

Dated this 22 day of October 2024 .

FIRM NAME: The Christman Company

BY: 
Signature

Senior Vice President and General Manager
Position/Title

Joe Luther, being duly sworn, deposes and says that the information provided herein is complete so as not to be misleading.



Subscribed and sworn before me this 22nd day of October 2024 in the county
of Ingham and the state of Michigan.

NOTARY PUBLIC:

Sandra J. Jasinski

MY COMMISSION EXPIRES:

December 30, 2029

Sandra J. Jasinski
NOTARY PUBLIC - STATE OF MICHIGAN
COUNTY OF EATON
My Commission Expires December 30, 2029
Acting in the County of Ingham



Iran Disclosure Affidavit

AFFIDAVIT OF COMPLIANCE - IRAN ECONOMIC SANCTIONS ACT

MICHIGAN PUBLIC ACT NO. 517 OF 2012

The undersigned, the owner or authorized officer of the below named firm (the "Firm"), pursuant to the compliance certification requirement provided in the Novi Community School District (the "School District") request for proposals for Construction Management services (the "RFP"), hereby certifies, represents, and warrants that the Firm (including its officers, directors, and employees) is not an "Iran linked business" within the meaning of the Iran Economic Sanctions Act, Michigan Public Act No. 517 of 2012 (the "Act"), and that in the event Firm is awarded a contract as a result of the aforementioned RFP, the Firm will not become an "Iran linked business" at any time during the course of performing the scope of work or any services under the contract.

The Firm further acknowledges that any person who is found to have submitted a false certification is responsible for a civil penalty of not more than two hundred fifty thousand dollars (\$250,000.00) or two (2) times the amount of the contract or proposed contract for which the false certification was made, whichever is greater, the cost of the School District's investigation, and reasonable attorney fees, in addition to the fine. Moreover, any person who submitted a false certification shall be ineligible to bid on a request for proposal for three (3) years from the date it is determined that the person has submitted the false certification.

SIGNATURE

Dated this 22 day of October, 2024 .

FIRM NAME: The Christman Company

BY: 
Signature



Senior Vice President and General Manager

Position/Title

Joe Luther, being duly sworn, deposes and says that the information provided herein is complete so as not to be misleading.

Subscribed and sworn before me this 22nd day of October, 2024, in the county of Ingham and the state of Michigan.

NOTARY PUBLIC:

Sandra J. Jasinski

MY COMMISSION EXPIRES:

December 30, 2029



Sandra J Jasinski
NOTARY PUBLIC - STATE OF MICHIGAN
COUNTY OF EATON
My Commission Expires December 30, 2029
Acting in the County of Ingham



Non-Collusive Affidavit

Joe Luther, being duly sworn, deposes and says that:

1. The proposal has been arrived at by the firm independently and has been submitted without collusion with, and without any agreement, understanding, or planned common course of action with, any other vendor of materials, supplies, equipment, or services described in the request for proposals, designed to limit independent bidding or competition; and,

2. The contents of the proposal have not been communicated by the firm or its employees or agents to any person not an employee or agent of the firm or its surety on any bond furnished with the proposal and will not be communicated to any such person prior to the official opening of the proposal.



Signature of

Firm

STATE OF Michigan)

)ss.

COUNTY OF Ingham

This instrument was acknowledged before me on the 22nd day of Oct. ²⁰²⁴ ~~2023~~, by

_____.





Sandra J. Jasinski

Sandra J. Jasinski Notary Public

EATON County, Michigan

My Commission Expires: December 30, 2029

Acting in the County of: Ingham

Sandra J Jasinski
NOTARY PUBLIC - STATE OF MICHIGAN
COUNTY OF EATON
My Commission Expires December 30, 2029
Acting in the County of Ingham

Equal Opportunity Form

It is the publicly stated policy of The Christman Company not to discriminate against any employee, applicant for employment, contractor, or material supplier, because of race, religion, national origin, ancestry, or sex. With regard to employment, such non-discrimination includes, but is not limited to, our (my) policies of recruitment, recruitment advertising, selection for apprenticeships or other training, rates of pay, promotion, transfer, lay-off, or termination.

In all advertising for employment, subcontractors, or suppliers we (I) shall state all applicants or respondents will receive consideration without regard to race, religion, color, national origin, ancestry, or sex.

We (I) understand that any contract for Novi Community School District shall be in consideration of our maintaining the above-mentioned non-discrimination policy.

We (I) understand that we (I) may be required to submit further information covering the race, color, and work classification for our employees and those of subcontractors to be employed on this project.

SIGNATURE

Dated this 22 day of October 2024 .

FIRM NAME: The Christman Company



BY:

Joe Luther

Name (printed)

Joe Luther

Signature

Senior Vice President and General Manager

Position/Title



Criminal Background Affidavit

The undersigned, the owner or authorized officer of the below-named firm (the "Firm"), pursuant to the criminal background compliance certification requirements of Novi Community School District (the "School District") hereby represents and warrants that the Firm has performed and/or will perform sufficient criminal background checks, including at a minimum, an Internet Criminal History Tool ("ICHAT") (or equivalent for non-Michigan residents) for all of its owners, employees, agents, representatives, contractors, and/or other personnel who will be on any School District premises to carry out the services contemplated by the contract documents. The Firm further hereby certifies that no owner, employee, agent, representative, contractor, and/or other personnel of the Firm will be on any School District premises if they are a registered criminal sexual offender under the Sex Offenders Registration Act, Public Act 295 of 1994, or have been convicted of "Listed Offense" as defined under Section 722 of the Sex Offenders Registration Act, MCL 28.722.

The Firm further acknowledges that if it is found to have submitted a false certification or otherwise fails to comply with the requirements of this certification, the School District may immediately terminate the contract.

SIGNATURE

Dated this 22 day of October, 2024 .

FIRM NAME: The Christman Company

BY: 
Signature

Senior Vice President and General Manager
Position/Title



Joe Luther, being duly sworn, deposes and says that the information provided herein is complete so as not to be misleading.

Subscribed and sworn before me this 22nd day of Oct., 2024, in the county of Ingham and the state of Michigan.

NOTARY PUBLIC:

Sandra J. Jasinski


MY COMMISSION EXPIRES:

December 30, 2029



Sandra J Jasinski
NOTARY PUBLIC - STATE OF MICHIGAN
COUNTY OF EATON
My Commission Expires December 30, 2029
Acting in the County of Ingham



An aerial photograph of a football stadium at dusk. The stadium features a green field with white yard lines and a blue end zone with the word "EASTERN" written in yellow. A red running track surrounds the field. In the background, there are bleachers and stadium lights. The sky is a mix of purple, orange, and blue. A semi-transparent white box is overlaid on the right side of the image, containing the text "SECTION 5: PROJECT IMPLEMENTATION SCHEDULE".

SECTION 5: PROJECT IMPLEMENTATION SCHEDULE

SECTION 5 - PROJECT IMPLEMENTATION SCHEDULE

IMPLEMENTING EFFECTIVE SCHEDULES

The schedule will be a powerful driving force behind the Novi Community School District's projects, and Christman will proactively manage its many dimensions from planning through execution to ensure we achieve our time commitment to the district. Christman is committed to creating and managing a project schedule that keeps the district's milestones as top priority, ensuring work is completed in a timely and effective manner so that students and staff can not only maintain normal operations during construction but also safely return to their learning environments upon completion. This will take place through a series of well-defined steps. Prior to the development of the final construction schedule, our operations staff ensures the schedule is based on information that is factual, realistic, relevant, and complete. Christman does this by collecting and analyzing a variety of data, including:

- Identification of special district requirements
- Identification of site conditions and constraints
- Identification of major project activities, milestones and other considerations
- Development of basic construction logic
- Evaluation of constructability details
- Determination of schedule format/requirements

The next step will be to integrate the planning data with project team input to create a master schedule that meets project timeline goals and stimulates buy-in and ownership by team members who have had direct impact on its development. This consensus-type management technique solidifies the intentions and commitments of team members and builds a spirit of cooperation and open communications.

SCHEDULE MANAGEMENT

Christman will develop a series of detailed, short-term look-ahead schedules in conjunction with the master schedule. These will help plan the work in shorter time periods as required, such as week-by-week, day-by-day or even hour-by-hour when sensitivity of work, such as critical system tie-ins, requires it. We will also use a comprehensive system of expediting critical path items to ensure materials are fabricated and shipped on time, long-lead orders are placed when necessary, and all process-related documentation and decision-making is completed within the scheduled time frames. Schedule data will be updated continuously in the field by our project team, working closely with the trades. We will publish progress updates weekly and issue a full update at least monthly. The schedule is a comprehensive tool for planning and management of the construction phase. We will:

- Implement and strictly enforce the schedule during the weekly foreman's meeting, where the project manager and the project superintendent work out the short-term look-ahead schedules with each of the trade contractors.
- Develop breakout schedules when required for specialty work.
- Require trade contractors to come prepared with labor projections and finish dates for interim completion items so that, if necessary, minor re-sequencing of the work can be accomplished without delaying the major milestone dates.
- Be responsible for developing courses of action to mitigate or correct any problems, with emphasis on developing an alternate plan to avoid potential delays. In addition, prior to beginning a particular phase of work, Christman will coordinate a pre-installation meeting for an even more detailed review of critical timelines and requirements.

Christman's strength and resources in the construction industry provide us with a keen awareness of the market conditions, and we will work closely with the entire team to leverage marketing conditions for the benefit of Novi Community School District. For instance, adjusting the time frame of the design and bidding process to align with trade contractor workloads and resources can provide a tremendous financial benefit to NCS D. Christman will coordinate with the district, Plante Moran Realpoint, and the design team to align design and bid schedules accordingly.

We fully understand that constraints may exist that are driving the milestone dates in the Request for Proposal and we look forward to discussing these with Novi Community School District and Plante Moran Realpoint.

HIGH SCHOOL PHASE ONE ACTIVITY CENTER

Using the dates provided in the RFP, our team was able to conceptualize a schedule for the new Novi High School Activity Center. It is our understanding that this will be the first project undertaken as part of the 2025 Bond Program.

As with all construction projects on an occupied school campus, our number one priority is the safety of the students and staff. Our team will develop a site plan with input from Ms. Carter and the administration at the High School, identifying the extents of our construction fence, contractor parking areas, portable restroom and dumpster locations, and delivery routes. Each facet of our plan will be considered to minimize the impact of our operations on the learning environment.

Our approach to building your facility will be to construct as much of the shell as possible prior to the interior features. This will allow our trade contractors to work out of the weather, which will maximize production and minimize the effects of mother nature on our schedule. Our analysis assumes construction of the building shell will consist of continuous footings with structural bearing masonry, and a joist/deck system for the roof.

We will begin by establishing a site fence and signage around the perimeter of the site, followed by installation of soil erosion measures. Grading will commence around the first of June, 2026 and will run simultaneously with installation of underground utilities. Foundations will follow in August of 2026, and the building will be “enclosed” before spring of 2027. In order to maximize production of the features inside the addition, all overhead work (lighting, mechanical and plumbing lines, and paint) would be completed while the building is still empty and the trades have a nice flat working surface free of obstacles for their lifts and other equipment.

Our analysis assumes that the interior features of the new activity center will include a natatorium, turf field, locker and weight rooms, and an indoor track. Assuming that the Natatorium will be at the North end of the complex, the locker and weight rooms in the center, and the track/turf field in the south, we would build an access point for materials and equipment on both ends of the building. Construction on the Natatorium, turf field, and locker/weight rooms would commence simultaneously and would be underway from the summer through fall of 2027. Work on the track would not be started until after the rough MEP work has been completed in the central locker and weight rooms, and the turf field carpet would not be placed until after the subgrade is completed on the track to minimize the dust settling in the new carpet.

Only after all features have been completed in the building, the last activity to occur will be the final connection and portal to the existing High School. To this point, there will be no access from the interior of the existing school to the construction zone, keeping students and staff out of harms way. This work will be coordinated with Ms. Carter to ensure that there is minimal disruption to the learning environment.



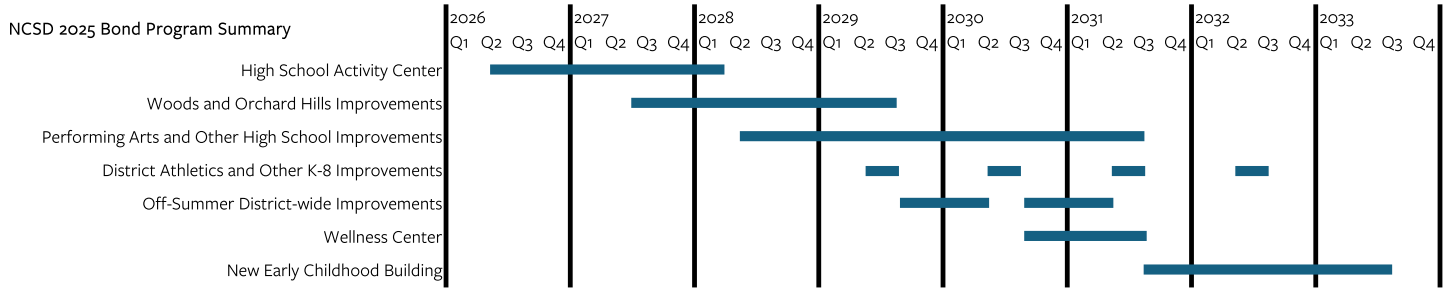
We quickly establish the “heart” of the schedule by gathering the project team for an interactive scheduling meeting where we map out critical activities and durations together.

**Novi Community School District 2025 Bond Program
Conceptual Project Implementation Schedule
Bond Campaign through High School Phase 1**

ID	Task Name	Start	Finish	Duration	2021				2022				2023				2024				2025				2026				2027				2028			
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
79	Committees Start Forming	Tue 4/1/25	Tue 4/1/25	0 d																	◆ 4/1															
80	Begin Creating Informational Deliverables	Mon 6/2/25	Mon 6/2/25	0 d																	◆ 6/2															
81	Informational Campaign Begins	Fri 8/1/25	Fri 8/1/25	0 d																	◆ 8/1															
82	District Obtain Absentee Voter List	Mon 8/4/25	Mon 8/4/25	0 d																	◆ 8/4															
83	District and Legal to Approve Brochure	Fri 8/8/25	Fri 8/8/25	0 d																	◆ 8/8															
84	District and Legal to Approve Social Media Strategy	Mon 8/11/25	Mon 8/11/25	0 d																	◆ 8/11															
85	District and Legal to Approve Media Scripts	Wed 8/13/25	Wed 8/13/25	0 d																	◆ 8/13															
86	District and Legal to Approve FAQ, Ballot Breakdown and Press	Fri 8/15/25	Fri 8/15/25	0 d																	◆ 8/15															
87	District and PMR to Shoot Video Footage	Wed 8/20/25	Wed 8/20/25	0 d																	◆ 8/20															
88	District and Legal to Approve Posters	Fri 8/22/25	Fri 8/22/25	0 d																	◆ 8/22															
89	Campaign Begins: FAQ Posters on District, Press Release	Mon 8/25/25	Mon 8/25/25	0 d																	◆ 8/25															
90	Posters Distributed to Each School	Thu 8/28/25	Thu 8/28/25	0 d																	◆ 8/28															
91	Social Media Post #01	Mon 9/8/25	Mon 9/8/25	0 d																	◆ 9/8															
92	Brochures Distributed to Students in Backpacks	Tue 9/9/25	Tue 9/9/25	0 d																	◆ 9/9															
93	Committee Forums / Presentations Begin	Wed 9/10/25	Wed 9/10/25	0 d																	◆ 9/10															
94	Breakdown and Letter for Superintendent to Absentee Voters	Fri 9/12/25	Fri 9/12/25	0 d																	◆ 9/12															
95	Social Media Post #02	Mon 9/15/25	Mon 9/15/25	0 d																	◆ 9/15															
96	Social Media Post #03	Mon 9/22/25	Mon 9/22/25	0 d																	◆ 9/22															
97	(40) Days Before Election - Absentee Ballots Available	Thu 9/25/25	Thu 9/25/25	0 d																	◆ 9/25															
98	Social Media Post #04	Mon 9/29/25	Mon 9/29/25	0 d																	◆ 9/29															
99	Registration Notice Must be Posted by Election Coordinator	Sun 10/5/25	Sun 10/5/25	0 d																	◆ 10/5															
100	Social Media Post #05	Mon 10/6/25	Mon 10/6/25	0 d																	◆ 10/6															
101	Social Media Post #06	Mon 10/13/25	Mon 10/13/25	0 d																	◆ 10/13															
102	Social Media Post #07	Mon 10/20/25	Mon 10/20/25	0 d																	◆ 10/20															
103	Last Day for Voters to Register by Mail	Mon 10/20/25	Mon 10/20/25	0 d																	◆ 10/20															
104	Campaign Blitz	Mon 10/27/25	Mon 11/3/25	6 d																	11/3															
105	Election Day	Tue 11/4/25	Tue 11/4/25	0 d																	◆ 11/4															
106	2025 Bond Program CMP RFP Schedule	Tue 10/1/24	Fri 12/27/24	61 d																	0%															
107	Issue RFP	Tue 10/1/24	Tue 10/1/24	0 d																	◆ 10/1															
108	Mandatory Pre-bid Meeting	Tue 10/8/24	Tue 10/8/24	0 d																	◆ 10/8															
109	Pre-Proposal Questions Due	Tue 10/15/24	Tue 10/15/24	0 d																	◆ 10/15															
110	Proposals Due	Tue 10/22/24	Tue 10/22/24	0 d																	◆ 10/22															
111	CM Interviews (Week of)	Mon 11/4/24	Fri 11/8/24	5 d																	11/8															
112	Develop CM Recommendations (Week of)	Mon 11/11/24	Fri 11/15/24	5 d																	11/15															
113	Submit Recommendation for Board Package	Fri 11/22/24	Fri 11/22/24	0 d																	◆ 11/22															
114	Board Meeting - Update and Information	Sat 12/14/24	Sat 12/14/24	0 d																	◆ 12/14															
115	Board Meeting for Approval	Thu 12/19/24	Thu 12/19/24	0 d																	◆ 12/19															
116	Award of CM Services	Mon 12/23/24	Fri 12/27/24	4 d																	12/27															

CONCEPTUAL OVERALL PROGRAM SCHEDULE

Using the information provided in the RFP along with what was discussed during the mandatory pre-bid conference, Christman has conceptualized what we believe the overall 2025 bond program construction schedule may look like.



It is our understanding of the information provided that approximately half of the community bond dollars will be spent at the High School campus, with 50% of those funds allocated to the new Activity Center. The other 50% will be used to improve the interior and exterior features of the campus. In an effort to minimize the impact of construction on Novi High School students, we understand the district wishes to complete the new Activity Center as a pre-cursor to heavy interior improvements to the existing building. Christman is excited to provide a dedicated team of construction professionals who will complete the new Activity Center and then immediately transition to the balance of work planned for the high school.

With design commencing following the passing of the 2025 bond, we have assumed that construction of the District’s K-8 program will not begin until the summer of 2027. It is our understanding that work at Woods and Orchard Hills will be more invasive in scope than the other five K-8 schools, and have assumed these will be the first schools addressed. We have assumed that the balance of other K-8 improvements in the District’s five other schools will take place over the summer months, with a portion of work (athletic upgrades, ROAR Center work, etc...) available during the school year. Understanding the concurrency of work between the High School and other District assets, Christman will provide a second dedicated team to support construction of assets outside of the High School.


We are excited to sit down with the District, Plante Moran Realpoint, the Design Teams, and other Community Stakeholders to fully understand and develop the 2025 Bond Program schedule.



SECTION 6: CLARIFICATIONS & EXCEPTIONS

SECTION 6 - CLARIFICATIONS AND EXCEPTIONS

Contract Reference	Description
C132 8.1.2 Waiver of Subrogation	Christman requests the AIA standard mutual waiver of subrogation be added back to this contract.
C132 8.1.4 Waiver of Consequential Damages	Christman requests the AIA standard mutual waiver of consequential damages be added back to this contract.
C132 10.8 Confidentiality	Christman requests the AIA standard mutual confidentiality clause be added back to this contract.
C132 11.8.2.2 Withholding	It does not appear liquidated damages apply to this project, Christman requests the words "or liquidated damages" be added back to the clause.
A232 11.3.1 Waiver of Subrogation	Christman would suggest the addition of a one sided waiver of subrogation in favor of Owner, Architect, and Construction Manager as Advisor.
A232 15.1.7 Waiver Of Consequential Damages	Christman would suggest the addition of a one sided waiver of consequential in favor of Owner, Architect, and Construction Manager as Advisor.

A photograph of a gymnasium with a basketball court, bleachers, and a scoreboard. The court has a green logo and the name 'HURN JAMES' written on it. The bleachers are in the foreground, and the scoreboard is visible in the background.

SECTION 7: ADDITIONAL INFORMATION

SECTION 7 - ADDITIONAL INFORMATION

BOND SUPPORT SERVICES

Christman’s approach to pre-bond services embraces the unique characteristics of every community we work in, and our team of experts readily shares best practices and lessons learned with our partners. Our goal is to come alongside Novi Community School District to support your vision for the students and community. Our project team is able to participate in pre-bond services beginning immediately following the award of the project. We aim to complement the existing project team by adding our expertise in the best way possible.

The most successful bond programs are those that have been envisioned by leaders, students and the community as a whole. Our comprehensive pre-bond services begin with a thorough understanding of your goals as a district, your current facilities and your vision for the future. Our best-in-class planners and estimators can balance the community vision with budget and ensure we make decisions in the planning stage that will come to fruition in design and construction. The promises we make to the community are the promises we will deliver on. During this initial scope development phase Christman can support tactics to thoughtfully garner stakeholder input, narrow in on scope prioritization and organize, schedule and lead a steering committee to help secure consensus on your next school project.

As you solidify your vision and program our team is available to complement your Plante Moran Realpoint and your Architect partners to help implement comprehensive public relations strategies and achieve positive recognition for the bond program.

Campaign strategies include:

- Stakeholder identification
- Organizational tools to maximize media, get-out-the-vote activities, and events to engage the larger community.
- Voter tracking tools
- General election awareness
- Voter registration campaigns
- Community forums and rallies
- Media coverage tools
- Community outreach tactics



ADDITIONAL RELEVANT EXPERIENCE

The Christman Company offers Novi Community School District a deep bench of K12 builders with a broad range of project expertise. And while the educational market accounts for 30% of our annual revenues, we have extensive experience in other related market sectors to Novi Community School District’s program such as sports and athletics, performing arts, wellness centers and maintenance/ transportation facilities. Why is this important to Novi Community School District? Because we are able to cast a large net of quality trade contractors to bid on your projects to ensure ample bid coverage and competitive pricing. We also have benchmark data and best practices on a wide variety of specialty construction.



Detroit Pistons/Henry Ford Pistons Performance Center



University of North Carolina - Greensboro Kaplan Center for Wellness



Great Lakes Center for the Arts



Calvin University Spoelhof Fieldhouse Complex



Tarleton State University Fieldhouse Addition



Coastal Carolina University Adkins Field House

181920
Children Safety



THE CHRISTMAN COMPANY
3011 W. Grand Blvd
Suite 2600
Detroit, MI 48202
Phone: 313-908-6060
www.christmanco.com

November 13, 2025

Mr. Ben Mainka
Superintendent of Schools
Novi Community School District
25345 Taft Rd.
Novi, MI 48374

RE: NCS D 2025 Bond Program
Architectural and Engineering Services Award Recommendation

Dear Mr. Mainka:

This letter transmits an update from Plante Moran Realpoint (PMR) as it relates to the assignment to assist and advise the Novi Community School District (NCS D) in the procurement of Architectural and Engineering Services. This update represents the mutual efforts of PMR, NCS D Administration, and the Capital Projects Committee, (The Project Team) to present a framework to identify, evaluate and recommend a firm for these services.

SELECTION PROCESS

On April 08, 2024 RFP documents were formally issued and made available. Four (4) firms were solicited and invited to provide proposals. All four firms attended the mandatory pre-proposal meeting on April 15, 2024 and proposals were received on May 10, 2024. All four firms were then interviewed and a process followed to determine recommendations.

On June 13, 2024 the Project Team brought forth recommendations to award Architectural and Engineering Services to two firms: Kingscott Associates for high school scope, and Fanning Howey for the K-8 scope of services. Since that time, the Project Team, including both Architectural and Engineering firms, have been working on pre-bond planning services.

Concluding per-bond planning services, the District decided it would be in the best interest of the program that all Architectural and Engineering Services are awarded to one firm, Kingscott Associates. The District has requested an updated proposal letter from Kingscott Associates which outlines their fees for 2025 Bond Program and is attached.

RECOMMENDATION

The Project Team recommends the Board of Education approves to enter into a standard Form of Agreement Between Owner and Architect as Constructor (AIA Document B133 – 2019, as amended) with Kingscott

Associates per the fees set forth in their proposal letter dated October 08, 2025 . Terms and conditions negotiated by the Project Team, NCSD Administration, PMR, and the Districts legal counsel.

Should you have any questions regarding this recommendation, or the selection process described above, please do not hesitate to contact me at 586-703-1044 or kevin.donnelly@plantemoran.com.

Sincerely,

Plante Moran Realpoint



Kevin Donnelly
Senior Vice President

Enclosures: Kingscott Associates proposal letter Dated: October 08, 2025

Cc: Rebecca Scicluna, NCSD
Sandra Brasil, NCSD
Michael Dragoo, NCSD
Greg VanKirk, PMR
Shannon Momot, PMR
Micah Swansey, PMR

October 8, 2025

Novi Community School District

Subject: Kingscott Professional Services Fee – PK-8 Bond Projects

Superintendent Mainka,

On behalf of the entire Kingscott team, I want to express our sincere appreciation for the continued consideration of Kingscott Associates to serve as the Architect and Engineer for the PK-8 portion of the upcoming bond program. We truly value this opportunity, as it would allow Kingscott to partner with Novi Community School District across the entire bond program—helping to realize a unified vision for all district facilities from early learning through graduation.

As the District prepares for the November 4, 2025 bond vote, we have taken additional time to study and better understand the scope, scale, and timing of the PK-8 projects. With this greater insight, and in the spirit of partnership and appreciation for the opportunity to serve Novi on this transformative program, Kingscott is pleased to extend a further discount to our professional services fee.

For the PK-8 portion of the bond program, Kingscott will provide architectural and engineering services at a **6.25% professional services fee percentage**. This discounted rate is being offered in conjunction with our already established **6.5% fee percentage for the High School project**, which remains the central focus of the overall bond effort to re-imagine Novi High School as the preeminent high school in Michigan and beyond.

This combined approach ensures continuity, efficiency, and a cohesive design vision for the entire bond program—while also providing the District and community with outstanding value. We deeply appreciate the District’s consideration and the opportunity to be your trusted partner in shaping the future of Novi Community Schools.

Sincerely,



Robert L. Atkins, P.E.

President

Kingscott Associates, Inc.

Cc: Greg VanKirk – Plante Moran Realpoint

PORTAGE

950 Trade Centre Way, Suite 130
Portage, MI 49002
T: 800.632.7815

GRAND RAPIDS

801 Broadway NW, Suite 306
Grand Rapids, MI 49504
T: 800.632.7815

CHELSEA

300 N. Main Street, Suite 204
Chelsea, MI 48118
T: 800.632.7815

ROYAL OAK

818 W. Eleven Mile Road
Royal Oak, MI 48067
T: 800.632.7815

Novi Community School District

2025 BOND PROGRAM HIGH SCHOOL NEW CONSTRUCTION AND RENOVATIONS

Submitted: May 10, 2024



Fielding
International

IN COLLABORATION



IN COLLABORATION

818 W. Eleven Mile Road
Royal Oak, MI 48067
kingscott.com
fieldingintl.com

May 10, 2024

Novi Community School District
Attn: Devin Kling
25345 Taft Rd.
Novi, MI 48374

Dear Mr. Kling and Members of the Selection Committee,

We are thrilled to present our proposal for the Novi High School project, a collaboration between Kingscott and Fielding International. This partnership is led by John Davids of Kingscott and James Seaman of Fielding, who have shared decades of friendship and professional collaboration since John served as James' professor in architecture school over 25 years ago.

We are more than excited about this opportunity! As outlined in the RFP, the holistic approach to addressing every aspect of Novi High School aligns perfectly with our passion for designing educational spaces where learners thrive. This project presents a unique and technically challenging opportunity to create a world-class high school in Michigan. We are highly motivated to do our best work and have assembled an exceptional team for this project.

Kingscott and Fielding represent a powerful synergy, leveraging our collective strengths in architectural and educational design. Our partnership is more than just a combination of two firms; it's a collaboration with a multiplying effect, where the total impact is greater than the sum of its parts. Kingscott, one of the most experienced and respected architecture firms in Michigan, with nearly a century of experience, consistently transforms client visions into safe, functional, and aesthetically pleasing projects that exceed expectations and endure over time. Fielding International, a global leader in innovative educational design, brings over two decades of expertise in planning and designing student-centered, flexible learning environments around the world.

While some firms may tout the convenience of offering all necessary architectural and engineering services under one roof as a benefit, this approach is not optimal in today's world where specialized expertise and collaboration are essential for achieving the best results. Each project is unique; therefore, we have assembled—what we believe to be—the best engineering and specialty consultants to meet this project's specific challenges. These are professionals with whom we have developed strong, lasting working relationships over many years. From your perspective, we will function seamlessly as one cohesive team, yet you will benefit from having specialists who are the best in their respective disciplines.

Our collaboration is further enriched by the participation of Professor Yong Zhao, a renowned thought leader in personalized learning and Foundation Distinguished Professor in the School of Education at the University of Kansas. Professor Zhao, author of influential works like *World Class Learners* and *Reach for Greatness: Personalizable Education for All Children*, will serve as a provocateur and key design adviser. His expertise ensures that our design approach is both innovative and firmly rooted in the latest educational research.

For the design competition, we are excited to unveil our "Connected Campus" concept. This was a collaborative effort from our entire team, and we had an absolute blast doing it! This transformative approach integrates the principles of spatial organization and educational philosophy to completely reimagine Novi High School into a learning environment that adapts to the needs of each student while promoting a strong sense of community.

We are eager to leverage our combined resources, extensive experience, and innovative perspectives to ensure the Novi High School project not only meets the functional demands of a world-class educational facility but also sets a new standard for excellence in education, preparing Novi students for future challenges. We are genuinely excited about the opportunity to help shape the future of education at Novi High School and look forward to discussing how our team can contribute to its enduring success.

Sincerely,

John Davids, AIA, REFP, LEED AP BD+C
Senior Planner, Kingscott
JDavids@kingscott.com
248.534.9211

James Seaman, PhD, AIA, ALEP
Managing Partner, Fielding International
james@fieldingintl.com
248.703.3681

Novi High School | The Connected Campus

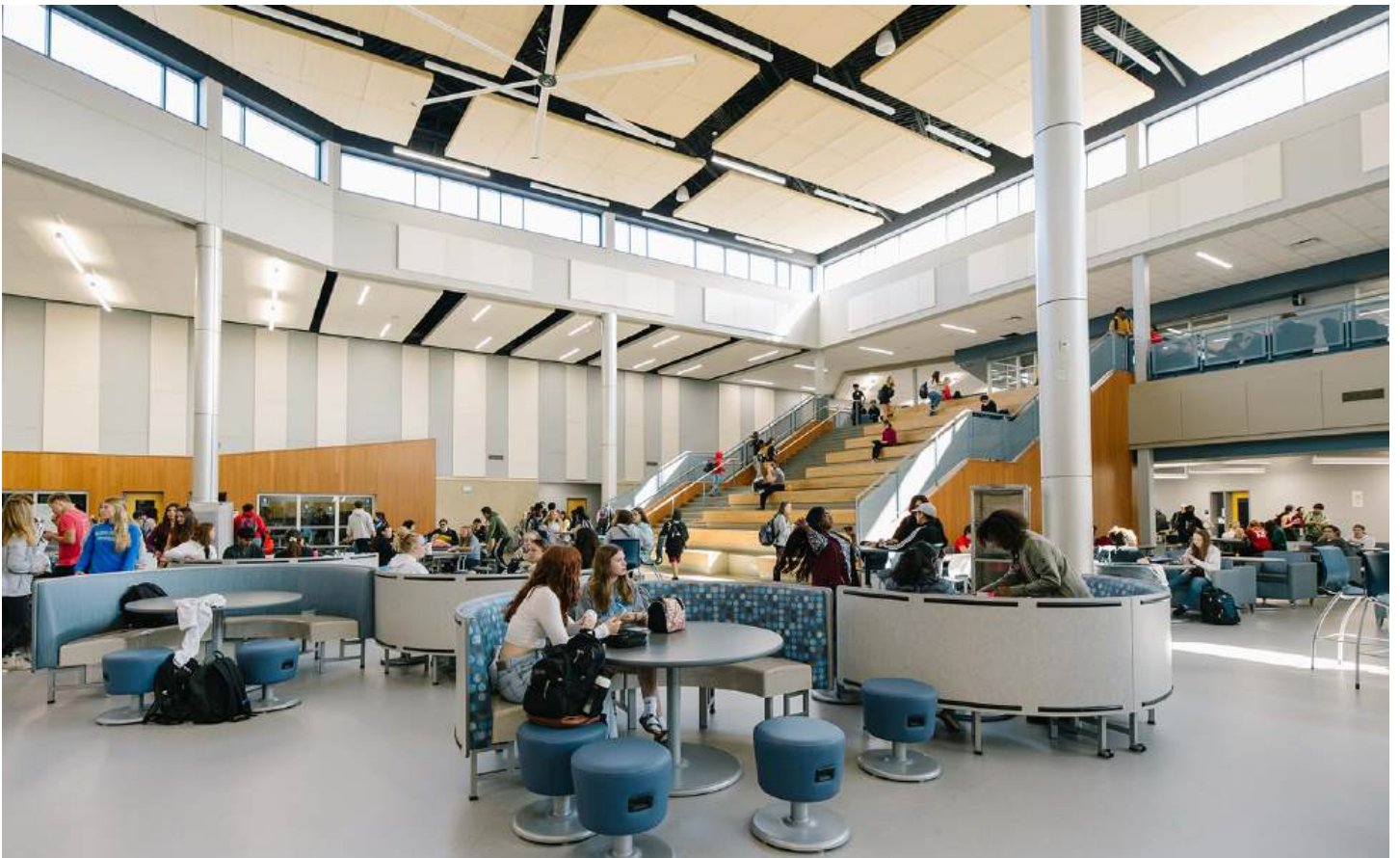


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Section 1



Project Approach Narrative

Project Approach Narrative

This section outlines our approach, philosophy, unique expertise, and other details pertinent to how we plan to meet the needs of this project.

We understand this project’s unique and critical importance to the Novi community—it’s foundational work that will serve the community for decades.

We also understand you’re reviewing multiple proposals, all most likely outlining the typical architecture process from Pre-Design through Construction Administration and Project Close-out. Instead of providing boilerplate details, we want to highlight what makes our team uniquely qualified for this project. We are happy to discuss how we approach the typical project phases in more detail during our interview or at another time. However, to spare you the time, here are **the things that make Kingscott x Fielding unique**:

- **We have assembled a team of experts** who are the best in the industry for designing athletic spaces, performing arts spaces, and world-class high school learning environments. The addition of the Activity Center is a significant part of the project. John Davids, who will lead this design, is an expert in designing Athletic and Recreation facilities. John knows the building well, having designed the additions 20 years ago, including the Commons, west classroom block, and Media Center.
- **Our first responsibility is to LISTEN and UNDERSTAND.** We will spend a great deal of time with your students, faculty, administrators, and community to establish what is really important in this re-imagining of Novi High School.
- **We are known for our unmatched ability to engage various stakeholders** to gather input and build consensus around a vision for the future.
- **We will (politely) challenge you to push boundaries** by integrating thought leadership that inspires innovation and redefines possibilities. To facilitate this, Yong Zhao—a distinguished professor, author, and keynote presenter renowned for his TED Talks—has been brought on board as a provocateur. We envision hosting a town hall-style presentation where Zhao will engage parents and the Novi community, sparking dialogue and offering fresh perspectives on the future of education. His expertise will guide the transformation of Novi High School, ensuring it supports a curriculum that is both current and forward-thinking, thereby enriching the educational experience for all students.
- **We have designed some of the most innovative schools** worldwide and can share what other world-class schools do.
- **We are not flashy architects** who only focus on aesthetics and creating monuments to win architectural awards. We deeply care about education and exist to help make a difference in the world. We will design you a school that actually works.
- **Our team includes educators** who are deeply familiar with the actual demands and practicalities of high schools. They are not consultants but are our full-time employees who will be involved throughout the entire design process. Simply put, we design schools that work.



While some firms may tout the convenience of offering all necessary architectural and engineering services under one roof as a benefit, **this approach is not optimal in today’s world** where specialized expertise and collaboration are essential for achieving the best results.

Your project is unique; therefore, we have assembled what we believe to be the best engineering and specialty consultants to meet this project’s specific challenges. These are professionals with whom we have developed strong, lasting working relationships over many years.

From your perspective, we will function seamlessly as one cohesive team, yet you will benefit from having specialists who are the best in their respective disciplines.

- **Adapting to new learning environments can be hard.** Aligning the physical environment with a future-focused vision necessitates a change in practice. Many schools hold aspirational visions, yet their teaching and learning practices often fail to align due to environmental barriers. By removing these barriers to ensure that learning matches the vision, change of practice still can be difficult. Fielding has a team of educators—learning designers—who assist administrators and teachers through this transformation process. We have extensive experience working with various districts, including recent local engagements with Troy Public Schools, Holly Area Schools, and Portage Public Schools.
- **We are known for designing exceptional schools and delivering them on time and within budget.** Kingscott’s project management, technical expertise, and quality control procedures are rigorous and thorough. We understand exactly what needs to be delivered and excel in collaborating with our clients and construction managers. We are true team players.

- **We're passionate about our work and committed to making a positive impact.** Choosing to collaborate with us means you're not just selecting a partner; you're gaining a team that's enjoyable to work with. We excel at what we do and ensure it's a fun experience. Together, we'll push boundaries and challenge you to elevate Novi High School even further—after all, you're already the best in the state.

You are about to make a very important decision about selecting the right team to partner with to completely transform Novi High School. It's not as simple as comparing apples to apples, and we cannot emphasize enough how different our team is. Based on your challenges, we sincerely believe that we can help you. The claims we make are not merely to boast. We urge you to follow up on our references and candidly ask them about how we are different.

UNDERSTANDING OF NOVI HIGH SCHOOL'S VISION AND NEEDS

Based on the RFP and our understanding, Novi High School is poised for a significant transformation, funded by the anticipated 2025 Bond Program. This initiative will involve constructing a new Activity Center and natatorium, extensive renovations to performing arts facilities, athletic improvements, and a comprehensive overhaul of interior spaces to enhance the educational environment and support future growth.

KEY CHALLENGES AND OBJECTIVES

- **Navigation and Flow:** The current layout of the high school, especially in older sections, is often described as maze-like. Simplified internal pathways and enhanced flow, along with the introduction of natural light, are needed to create more inviting and functional spaces.
- **Expansion of Teaching and Learning Spaces:** Between 5 and 15 new teaching spaces are required to support growth and modern teaching methodologies, emphasizing collaboration and personalized learning. The challenge is to create versatile educational spaces, from traditional classrooms to open areas suitable for group work and interactive learning.
- **Performing Arts Enhancements:** The existing facilities need complete reimagining to accommodate the entire band for rehearsals, as well as improved acoustics and updated theatrical technology. The challenge also includes transforming the existing pool area into a new performing arts space that meets the program's specific needs.
- **Activity Center and Athletic Facilities:** The project includes constructing a new Activity Center featuring elements such as a track, field, support spaces, potentially an E-Sports area, and a new natatorium. The design challenge is to ensure ease of access and integration with the existing infrastructure.

- **Upgrading Existing Athletics:** The project demands significant updates, including improving public access during events and modernizing locker rooms. It also includes enhancements to the baseball/softball facilities with new turf for the football and practice fields.
- **Educational Vision for Novi High School:** Although Novi High School is already high-performing, there is a challenge to go beyond traditional measures to create an environment that holistically focuses on students—enhancing their well-being, personalizing learning, and preparing them for future challenges in an evolving world.

MOVING FORWARD

First, we need to talk. It's impossible to fully outline our project approach in a vacuum. We provide custom school designs tailored specifically to meet your needs. Many conversations are essential to truly understand the key challenges and collaborate effectively. Here are some initial thoughts on how we could move forward:

1. **Accelerating the Activity Center Addition.** Should we proceed, we must move quickly with the addition of the Activity Center. Your goal is to break ground before a potential bond vote in Fall 2025. We would prioritize this work and dedicate a team to the design of the Activity Center addition. We hope our design submission demonstrates our ability to swiftly and effectively develop ideas for this crucial component.
2. **Deep Stakeholder Engagement.** In-depth engagement with all school stakeholders—administrators, teachers, staff, students, visitors—and the broader community is essential. This interaction is key to securing bond approval and successfully advancing the comprehensive project. We plan to initiate preliminary engagement activities immediately, with a comprehensive rollout scheduled for the 2024-25 school year.
3. **Re-evaluating Classroom Needs and Utilization.** Before adding more classrooms, our approach will first be to assess whether they are truly needed. By transitioning to modern learning environments that support personalized learning, we can also redefine how both time and space are utilized. Often, the perceived need for more space can be a matter of scheduling inefficiencies. Thinking outside the box can lead to more effective use of existing spaces. With educators as integral members of our team, we will conduct a thorough analysis of your current master schedule. This analysis will work in tandem with our spatial design strategies, aiming to reimagine how classroom spaces at Novi High School can be optimized and tailored to foster an innovative educational environment.
4. **Phasing the work presents challenges** requiring careful planning and close collaboration with the Construction Manager to develop a comprehensive phasing plan. While some renovations can be completed during the summer, other more intensive work will likely extend into the school year. We already have preliminary ideas about this, which we look forward to discussing in detail during our interview. The new

Project Approach Narrative

Activity Center could serve as temporary classroom space while other renovations are underway. Additionally, being in a controlled environment allows us to design and pilot innovative spaces that could inform the layout and functionality of the permanent facilities.

- 5. Understanding of the current building's systems.** We would immediately begin evaluating the existing building's Mechanical and Electrical systems to determine the best solutions for upgrading these systems and integrating the new systems. Our engineering team understands the importance of providing highly efficient and easily maintained systems in public school facilities. They are also adept at presenting the different options in ways that allow our clients to make the best decisions for their districts.

STAKEHOLDER ENGAGEMENT PHILOSOPHY AT NOVI HIGH SCHOOL

Our approach to engagement is rooted in the principles of human-centered design, which prioritizes the needs of end users through iterative thinking and conceptual and physical prototyping. This method is complemented by robust stakeholder engagement, ensuring that various perspectives and insights are integrated from the outset. This allows us to address both critical and unexpected needs specific to Novi High School.

Our team includes education specialists who will lead this engagement process. We will utilize a common language of learning and design to facilitate clarity and coherence around Novi High School's vision for teaching and learning. Engaging with the Novi Community School District, we aim to align these discussions with the district's broader educational goals while ensuring that Novi High School's unique character and needs are reflected.



During engagement, our team's focus is to help the community understand and visualize new learning environments, allowing stakeholders to immerse themselves in the proposed spaces and providing valuable insights into the potential impact and functionality of the designs (shown above is a community engagement event hosted by Fielding International for Hopkins Public Schools).

At the school level, we plan to work closely with administrators, staff, students, and parents to gather insights into the existing educational experience and aspirations for the future. This will be accomplished through focus groups, workshops, and direct conversations, each offering valuable perspectives that contribute to a holistic view. These insights will be distilled into a set of Guiding Principles that will act as the foundational DNA for subsequent design efforts, ensuring that all developments are aligned with the community's aspirations.

The broader Novi community will also play a crucial role in this process. Understanding the local context and challenges is essential, as this may uncover unexpected opportunities for future collaboration. Community engagement will be conducted through large-scale events, like town hall meetings, and more intimate gatherings, such as fireside chats, to ensure comprehensive community input and support.

A SCHOOL OF THE FUTURE

We have had the privilege of collaborating with many innovative educators and thought leaders in schools across the globe. Through these collaborations, we have identified several **recurring themes in education and their implications for designing physical learning environments**. These insights are shaped by the evolving demands of the fourth industrial revolution, as characterized by Professor Klaus Schwab of the World Economic Forum, where the physical and digital worlds increasingly merge. As a result, schools must adapt to continuous learning cycles and an environment filled with uncertainties. While not all themes may apply directly to Novi High School, our experience and connections allow us to share valuable insights from other schools.

- **Students will have individual learning pathways.** Powerful learning occurs when it is personalized, allowing students to progress at their own pace and the depth necessary to thoroughly understand and master tasks before moving forward. AI tools can identify when a student struggles, offering personalized resources and alternative approaches to enhance understanding. This multi-literate approach not only validates the inherent abilities and skills of each student but also broadens their exposure to new knowledge and methods. Teachers will focus on key competencies, using AI to help navigate core content areas like language literacy, numeracy, and computation and to cultivate skills that allow students to apply their learning in new contexts. Spaces for learning must support various activities, with AI enriching the personalization of each student's educational experience.
- **Students learn experientially.** Students are continually allowed to practice authoring their own futures. The range of choices students make becomes more broad as they grow. Growth in skill will lead to embedded experiences in the community, providing situated learning experiences, systems-thinking perspectives, and entrepreneurial skills. Students will need scaffolding and support from teachers and other adults as they navigate through these experiences. Spaces for learning

must provide rich experiences and hands-on opportunities for students, such as makerspaces and curiosity centers.

- **Learning is focused on pleasantly frustrating problems without obvious solutions.** Solutions must be “discovered” through investigation, inquiry, and maybe even invention. The teacher is not the “purveyor of knowledge” but rather a guide through inquiry, language, knowledge, and questioning to guide understanding and create clarity around the problem. Students may move from one learning marker to another based on the need of their inquiry. Students check in throughout the day, displaying new understandings they’ve gained through reading, interacting with various media, and with peers and teachers. Spaces for learning are focused on significant personal intellectual identity development and frequent, rich interactions with peers.
- **Learning is not constrained to one location: physically or virtually.** Learning transcends physical space, whether from school to a mentor/apprentice experience within the community or virtually, from the comfort of a learning space that is conducive to connecting through VR or AR with peers and teachers from around the region and world. Teaching is a blend of monitoring the mastery of content (displayed through content and learning management software) and challenging learners to extend and grow through scaffolded tasks. The frequency and purpose of teacher connection with their students are based on student needs—ensuring mastery of difficult content may lead to more lengthy face-to-face interaction. In contrast, progress check-ins may require less frequent in-person interaction. Student choice will play a prominent role in determining the scope of learning projects and experiences. Spaces for learning must provide students with choices for where to work and learn that can be supervised and provide both formal and informal opportunities for students to interact individually with teachers and other adults.
- **Teachers are professional learners.** Professionals in the 21st century are always improving their craft and do so by collaborating with peers. Teaching will look more like a relational/mentorship experience between groups of adults and peers and groups of students. The relationship between learner and teacher is a social contract. It expresses that the teacher cares deeply and passionately about the learner’s well-being and becoming the best personal self who exhibits personal joy in the work they are doing through guidance and mentorship. Spaces are needed that support teacher collaboration and co-teaching. Traditional “siloes” classrooms make it difficult for teachers to practice alongside one another. Flexible classrooms with permeable boundaries allow teachers to work together and regroup students based on their needs or the specific learning task. Spaces such as Teacher Collaboration Rooms can support the professional needs of teachers when planning, assessing, and even socializing.



Learning environments should support the development of meaningful relationships and social interaction, with dedicated spaces for collaborative activities playing a crucial role. These activity spaces, whether they be classrooms, common areas, or black box performance, provide opportunities for students to engage in shared experiences, work together on projects, and build connections through hands-on learning and play.

- **Teachers co-work with technology.** As learning becomes more personalized, teachers will use educational technologies based on artificial intelligence/machine learning to direct groups of students to their learning experience for the day. Teachers may work with different groups of students on different days or different tasks. Content will be on-demand through technology, freeing time and opportunity for using content as needed to learn on the fly as students explore and test solutions to problems they are working on. Technology will provide both just-in-time and on-demand information for learners to receive information as needed. Spaces for learning must seamlessly integrate with technology. This includes how screens and interfaces are distributed, as well as simple and often forgotten things during design, such as locations for outlets for charging individual devices.
- **Cultural awareness and citizenship.** Even though the world is connected more than ever, recent events have shown that we are still very polarized. To thrive harmoniously in the world, students need to learn and respect cultural differences and know what it means to be a citizen. Schools can prepare students for the real world through simulation. Schools can be organized and physically designed into Learning Communities that instill a sense of citizenship. Students in a Learning Community learn to respect their fellow classmates by actively participating in decision-making for the community as a whole under the guidance of teachers. Spaces can also be designed to embody elements of the representative cultures of the school—much like that of a cultural center—giving students a sense of belonging and curiosity.

Section 2



Relevant Firm Experience





Owner
Novi Community School District

Location
Novi, MI

Completion
2001

Project Type
Major Additions

John Davids, our Senior Planner, was the lead designer on additions completed at Novi High School as part of the 2001 Bond Program. The district was experiencing rapid student growth at the High School and in need of major additions to accommodate the expanding programs.

The design concept was to create a new two-story classroom wing surrounding a Media Commons. The Media Commons, a two-story space with a full skylight above, provides natural light throughout and to all the classrooms surrounding it.

Other additions include: an expansion of the cafeteria, designed as a Dining Commons, became the central space at the front of the building.

A Performing Arts addition containing a new Dance Studio, Choral Music Studio and a space intended for students to rehearse and perform for each other

A Technical Education addition offering Auto Tech, Small Engines, Wood, and Metal Shop.

As well as a small addition to the pool to create additional deck space, storage, and office space.



**project completed by John Davids prior to joining Kingscott*

Davison High School Performing Arts Center



Exterior Entrance Design Rendering



Construction Progress - November 2023



Owner

Davison Community Schools

Location

Davison, MI

Size

1,000 Seat

Aprox. 73,000 sqft

Completion

Construction in Progress

(Estimated Date of Completion June 2024)

Project Type

New Addition

Contact

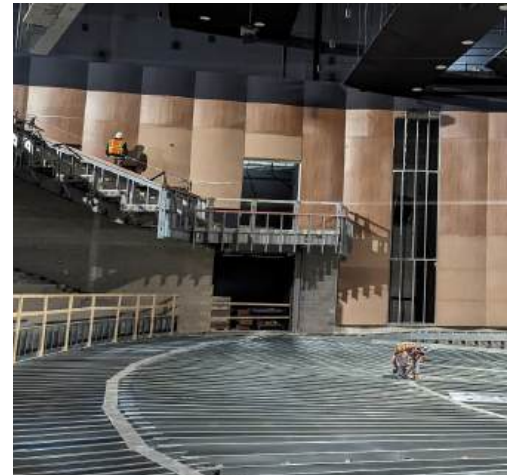
Matthew Lobban
Superintendent
810-591-0801

Currently under construction, Davison High School's new Performing Arts Center will be one of the finest in the state of Michigan.

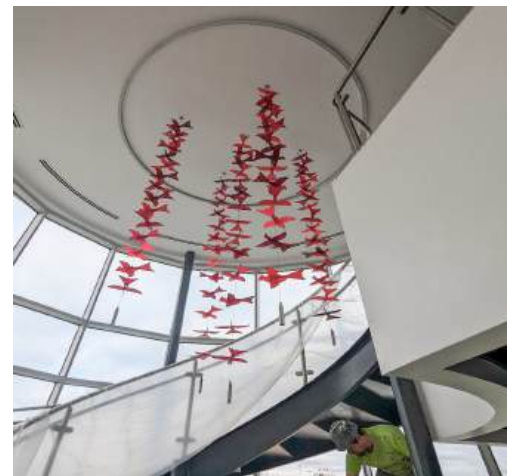
Featuring a 1,000-seat performance hall with a balcony to provide more intimate sight lines, an orchestra pit and fly loft. This will be a premium teaching facility and performance venue.

Many other areas of the building are being remodeled for academic and athletic improvements. The new Performing Arts Center will greatly expand the learning opportunities for Davison's students.

- 1,000-seat performance hall
- Balcony, orchestra pit, and fly loft
- Dressing rooms, make-up room, green room
- Band rehearsal studio, vocal studio, and support spaces

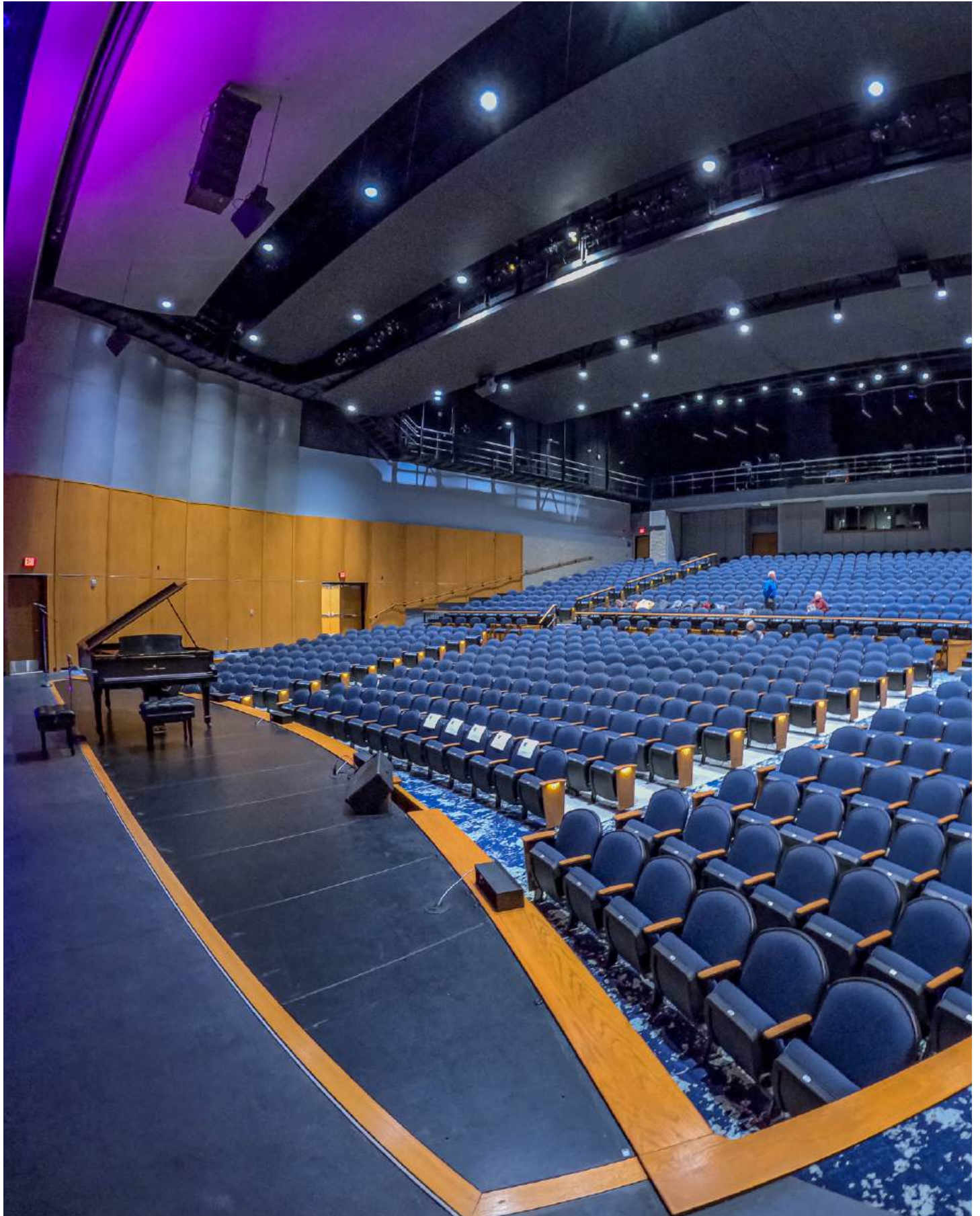


Construction Progress - March 2024



Construction Progress - April 2024

Gull Lake Community Schools Center for the Fine Arts





Owner

Gull Lake
Community Schools

Location

Richland, MI

Size

880 Seats

Completion

August 2022

Project Type

New Addition

Contact

Lisa Anderson
Assistant
Superintendent
269-548-3421

After opening in April of 2022 students throughout the district showcase their many artistic talents. The GLCFA includes a full art gallery space alongside an 880 seat auditorium built with industry standard technologies. This space is a physical manifestation of the district's commitment to arts education and performance, providing a comprehensive pre-k through 12 experience in the arts.

- Industry standard lighting, acoustics, sound and technology
- Orchestra pit
- Performance stage area
- Green room
- Dressing rooms with hair/makeup stations
- Costume/staging area
- Scene shop
- Control/effects room
- Full art gallery space
- Lobby/concessions area
- Entrance facade featuring GLCFA logo sculpture and lighting



Bloomfield Hills High School



Campus Features:

- 372,000 Square Feet of Space
- Capacity of Approximately 1,800
- Current Enrollment of 1,650
- 9 Learning Communities
- 800 Seat Auditorium
- 12 Lane Pool with Seating for 400
- 1,700 Bleacher Seats in the Gym
- 3 Large Music Rooms
- High Efficiency Condensing Boilers
- 97% Efficient Water Heaters
- Maker Spaces & Labs
- Radio Station
- Professional-level art studio



The “Knowledge Market,” located at the intersection of Main Commons and Main Street, is utilized for collaboration and networking. This is a more relaxed learning environment with an inviting seating arrangement that mimics a coffee shop atmosphere. Extracurricular groups often meet in the Knowledge Market. Four small traditional style classrooms with folding partitions are also located off this space.



Owner
Bloomfield Hills School District

Location
Bloomfield Hills, MI

Date Completed
2015

Cost
\$82 Million

Size
350,000 SF

Project Role(s)

- Discovery
- Visioning
- Community Engagement and Consensus Building
- Master Planning
- Architectural Design
- New Build

Reference

Rob Glass
Former Superintendent
Bloomfield Hills School District
248-404-0664
rglass@eufsd.k12.org

Learning Communities and Combined Amenities in a Consolidated High School.

The district wanted to consolidate two rival schools and needed help. BHSD commissioned Fielding to develop a Master Plan for combining two existing two high schools on one campus (1600 students).

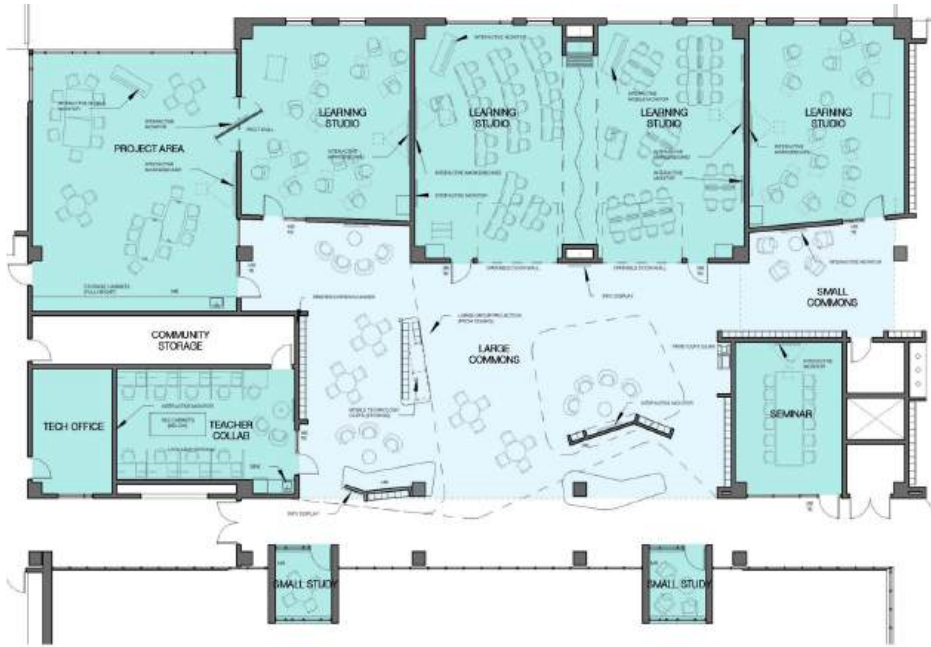
The process began with extensive community engagement to build consensus. In response to the communities desire for smaller schools, we developed a plan with small-scale learning communities. Each student belongs to a community of no more than 150 students.

Nine learning communities give the school a small-scale feel but combine amenities giving students opportunities to world-class co-curricular programs. Each community has a commons space for small group collaboration, student presentations and assembly, and a “hive,” for active brainstorming with writeable walls and great transparency.

A gathering stair visually and physically connects and forms the heart of the school. The stair is used daily for casual meetings and group study in addition to providing seating for larger, all-school assemblies. It is the social center and links the learning communities together to provide a sense of belonging within the greater school.



Bloomfield Hills High School



Bloomfield Hills High School features 9 Distinct Learning Communities (**Typical Academic Cluster shown above**). Each learning community includes a wide variety of learning spaces – from small group rooms to larger break out spaces, to rooms for individual work – all of which are designed to meet the needs of different kinds of learners and different kinds of activities.

Fewer corridors, transparency and mobility are physical components that make BHHS a secure environment. Belonging to a smaller learning community group within a large school gives students a sense of safety and belonging.



10 Guiding Design Principles:

The **curriculum** clears space for depth with a 'less is more' approach.

Content knowledge shifts from the 'end game' to a vehicle of support for higher levels of thinking (application, analysis, synthesis, evaluation, creation.)

Deep **student ownership** and control of learning. Teaching shifts to facilitation.

Strong, caring **relationships** and very high levels of collaboration among and between staff and students.

A culture that embraces **risk-taking in the learning process** believing that sometimes more is learned from failure than success.

Project-based/Inquiry-based learning boosts critical thinking by allowing students to frame problems and construct their own solutions.

Learners are **connected** to the world outside the school.

Engagement in meaningful work that increases **learner passion** and motivation.

Technology tools are ubiquitous and support personalization.

Staff share a commitment to a small set of clearly understood annually identified, non-negotiable instructional goals.





The “Incubator” Small Group Room: Small Group Reflection, Ideation, Discussion





Owner
Sun Prairie Area School District

Location
Sun Prairie, Wisconsin

Date Completed
2022

Cost
\$120 Million

Size
450,000 SF

Project Role(s)

- Discovery
- Visioning
- Community Engagement and Consensus Building
- Architectural Design
- Furniture Selections
- Educational Program Alignment

Reference

Stephanie Leonard-Witte
Assistant Superintendent for Teaching, Learning, and Equity
608.834.6516
smleona@sunprairieschools.org

What needs to be different about this building to support the complex social, emotional, intellectual, and wellness needs of all learners in our district now and in the future?

Fielding moved from a responsive pedagogy to sustaining pedagogy and designed and built around students in that space. The new high school is designed for authentic learning experiences.

In the process, Fielding gave students a voice and a choice. Our team communicated what matters within a space: mobile seating, choice, connectivity, options, design based on expectations of students that will use the space, and the sharing of ideas that were relevant.

Fielding developed an education visioning engagement with district leadership to engage faculty, administrators, students, and parents in exploring the demands of schools in the future. During this process, the Sun Prairie School Design Team established guiding principles and learning objectives they considered critical for their community to prepare students for their futures. Using these core documents, Fielding helped Sun Prairie imagine and build a flexible, modern, and adaptive learning environment that would create the conditions and learning spaces to help educators and students achieve their future-oriented outcomes including agency, collaborative work, critical problem solving, and service to others. The result is a High School that is authentic for learning experiences.



Sun Prairie West High School

There was a need to humanize the pedagogy and the student learning experience. The team asked “What needs to be different about this building?”



The building creates the “practice field” for future generations to learn, explore, and build the competencies and mindsets needed to thrive.



Natatorium with a 25 yard, 8 lane pool.



Collaborative work.



Flexible learning environments can support teaching and learning needs that will shift over time as new disciplines and methods emerge.



The Performing Arts Center with a 2400 SF stage features a 24-line fly system with a full fly loft, and orchestra pit with cover. The Center seats 822 patrons.



Learning commons.



Life skills.



Flexible, modern, and adaptive.

Singapore American School (SAS Reimagined)





Owner
Singapore American School (SAS)

Location
Singapore

Date Completed
Full Build Out: 2028

Costa
\$400 Million

Size
1,400,000 SF

Project Role(s)

- Discovery
- Visioning
- Community Engagement and Consensus Building
- Master Planning
- Architectural Design
- Educational Program Alignment

Reference

Tom Boasberg
Superintendent
+65 6360 6326
tomboasberg@sas.edu.sg

New Elementary School, Middle School, and Renovated High School, Activities, Dining and Sports Facilities

Fielding International was commissioned by Singapore's largest independent American school, a global leader in progressive education, to develop a long range facilities Master Plan that aligns with the SAS' 2020 Strategic Plan - an educational vision to ensure excellence, extraordinary care, and value for every child and family. The Master Plan charts a sustainable path forward for the renewal of the entire campus in support of SAS 2020 and beyond. Every school division from Early Learning Center to the High School has been re-imagined to create the qualities of space, and connections between spaces that support student centered, project-based learning. Great care was given to locating all school division buildings, competition athletic space, and parking on this dense site, without requiring any students to move to temporary space.

The project re-imagines a campus that connects students to the outdoors and nature, starting with stronger connections to the catchment forest, a beautiful living laboratory, and extending to outdoor learning spaces big and small accessible from every building on every floor.

Furthermore, SAS has made the commitment to ensure all new buildings meet **Greenmark 2021 Platinum**, Singapore's most stringent sustainability standards, and will be the first school in Singapore to meet the International Well Building Institute's WELL v2.0 Gold standard.



Part of Phase 1: "The Perch" Dining

Singapore American School (SAS Reimagined)

Phase 1 - Project Sequence



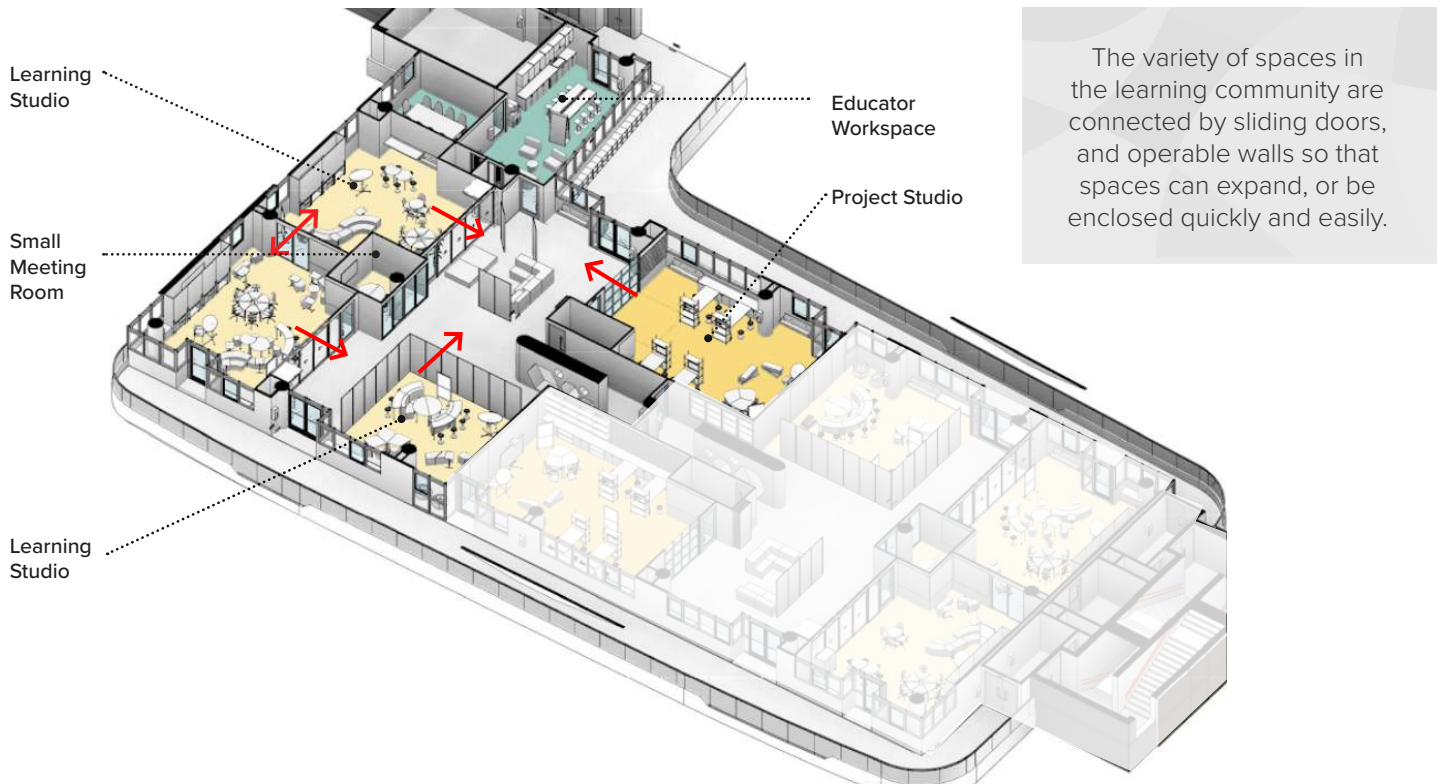
Phase 1A, 1B, and 1C Completion August 2023



Reimagining Learning Environments



Learning communities provide flexibility through a wide variety of spaces, and learning settings. A gallery wall suspended from the ceiling allows students and teachers to define enclosed space on the fly, and display the work of the community.



Singapore American School (SAS Reimagined)



With 35% more learning space and stronger connections to nature, the Middle School will offer students more opportunities to create, connect, and explore.



Through our Discovery Process, a Design Advisory Group of parents, students and teachers provided valuable feedback on how spaces, like the Lobby (shown above) and the Learning Communities (shown below) impact their well-being, learning, and social interactions, leading us to a more holistic design approach.



Nestled alongside a lush rain forest, the new Middle School at SAS is the second phase of the three-part Master Plan. Considering both short-term and long-term needs, it's designed to serve 990 students but possesses the flexibility to accommodate up to 1,056 in the future. This includes a dining pavilion, inspired by tropical Malay architecture, with a modern hybrid ventilation system. This new facility also boasts a new gymnasium, and a "Creative Core" that integrates together a library, Design Tech workshop, Maker Space, Art, and Digital Media. Prioritizing holistic wellbeing, spaces are carved out for socializing, reflection, and spontaneous learning throughout the new school.

The design of the Middle School is meant to break down the scale of a large building to create smaller more intimate Learning Communities of 82-83 students. Each community has a variety of shared spaces to support multiple activities and modes of learning, including Learning Studios, flexible break out spaces, small meeting rooms, seminar rooms, project studios, and an educator workroom.



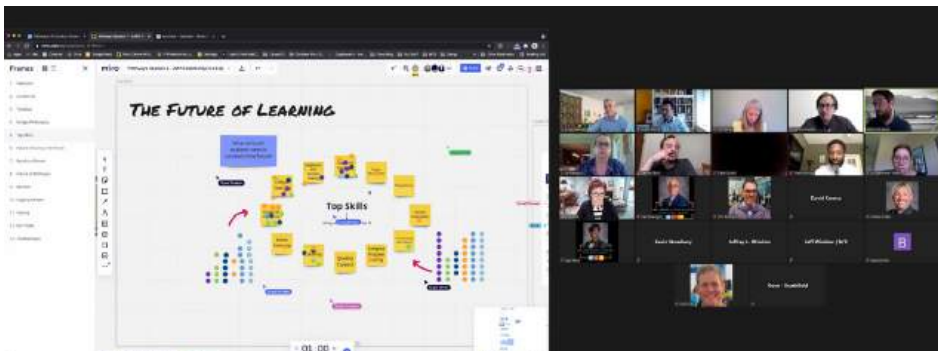
The building harmoniously flanks nature, bordered by the rain forest on one side and verdant landscapes on the other. Its "Green Core" atrium, penetrating through the top three levels, infuses natural light and greenery into the Learning Communities, and the middle of the building. Generous outdoor spaces around the building are activated through strong indoor-outdoor connections. The rain forest and nature shapes the school's design aesthetic, which also marries both sophistication and whimsy for students at this age.



Part of the "Creative Core," the library (shown left) is an inclusive space, promoting collaboration and interdisciplinary learning, essential for holistic educational growth.



Increased dining space (shown left) allows students to eat and play in one seating, after-hours, the cafe transforms into a community area to ensure optimal space utilization.



Fielding International excels in conducting virtual planning and design sessions, skillfully utilizing tools such as MIRO boards. The image to the left exemplifies our team's ability to adapt and lead: it depicts us in the midst of a Pathways planning session, collaborating seamlessly with School Leaders during the challenges presented by the COVID pandemic. Our competence in maintaining operations under any circumstances is a testament to our commitment to serving our clients.



Owner

Ann Arbor Public Schools

Location

Ann Arbor, Michigan

Date Completed

Current

Cost

\$17 Million

Size

59,000 SF

Project Role(s)

- Discovery
- Visioning
- Community Engagement and Consensus Building
- Architectural Design
- Educational Program Alignment

Reference

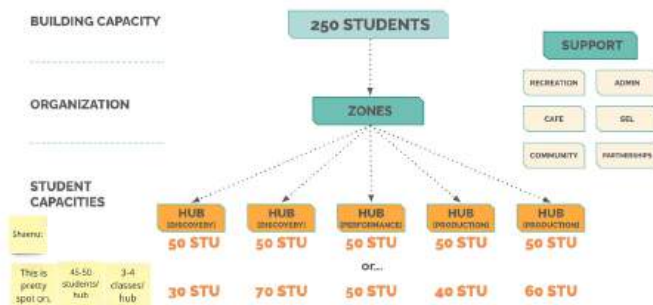
Bernerd Rice
 Assistant Superintendent, Physical Properties & Capital Programs
 734-994-8118
riceb@a2schools.org

Fielding is currently involved in a transformative project for Ann Arbor Public Schools, focused on the development of a new Alternative High School within the district. Our role encompasses a wide range of services, including Programming and Visioning, Schematic Design, and Design Development.

Our design philosophy for this project is rooted in the concept of humanizing growth and learning, with a central focus on student and user group well-being and success. We aim to create an environment that not only supports learners in recognizing their potential but also mirrors their interests and talents through suitable practice and performance spaces.

Furthermore, the design strategy promotes the formation of critical connections, fostering a sense of community and belonging among students. A strong emphasis is placed on personal wellness, ensuring that the new Alternative High School becomes a place where students feel comfortable, engaged, and motivated to explore their educational journeys.

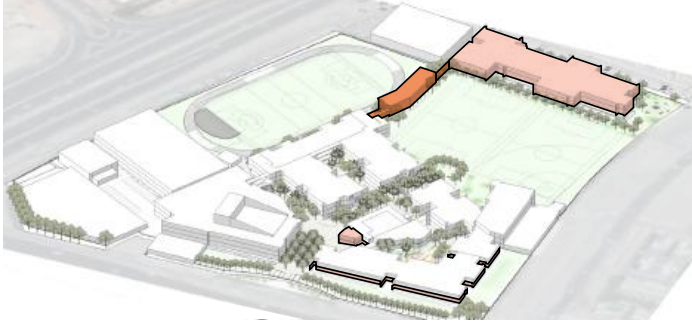
Through this project, Fielding International continues its commitment to creating educational spaces that truly resonate with the needs of modern learners, empowering them to thrive both academically and personally.





The Bridge.

Phase I - ELC Opens in Annex Building



Phase II - High School moves into Levels 1 & 2 of Annex and Bridge



Phase III - ELC moves back to Elementary School Building



Phase Independent - Projects that can be completed anytime



Legend

- Phase I
- Phase II
- Phase III
- Independent Phases
(Projects that can be completed anytime)



The Discovery Process

Owner

American School of Dubai

Location

Dubai, United Arab Emirates

Date Completed

Current Work

Cost

Confidential

Size

Multiple Projects

Project Role(s)

- Discovery
- Visioning
- Community Engagement and Consensus Building
- Master Planning
- Architectural Design

Reference

Steve Jones
 Director of Facilities and Operations
 sjones@asdubai.org

Gifted with new land, ASD wanted to add a new building to the north end of their campus. When Fielding was invited to lead a Master Planning effort in 2018, this new building was planned to house an Early Learning Center on the ground floor and an Adult Learning Center above, with the remaining one and a half floors left as unoccupied space.

While the catalyst for the Master Plan was the empty space in the new building, ASD leadership saw this as a larger opportunity to evaluate the campus as a whole and create a road map for what they wanted learning to look like in the future.

Through the seven-month Discovery and Master Planning process, Fielding and the ASD community worked together through a series of in country workshops and online meetings to develop a campus master plan that identifies opportunities to create greater alignment of the school's educational vision and its physical space.

The master plan developed charts a path forward for the inclusion of the new building and future renovation projects.

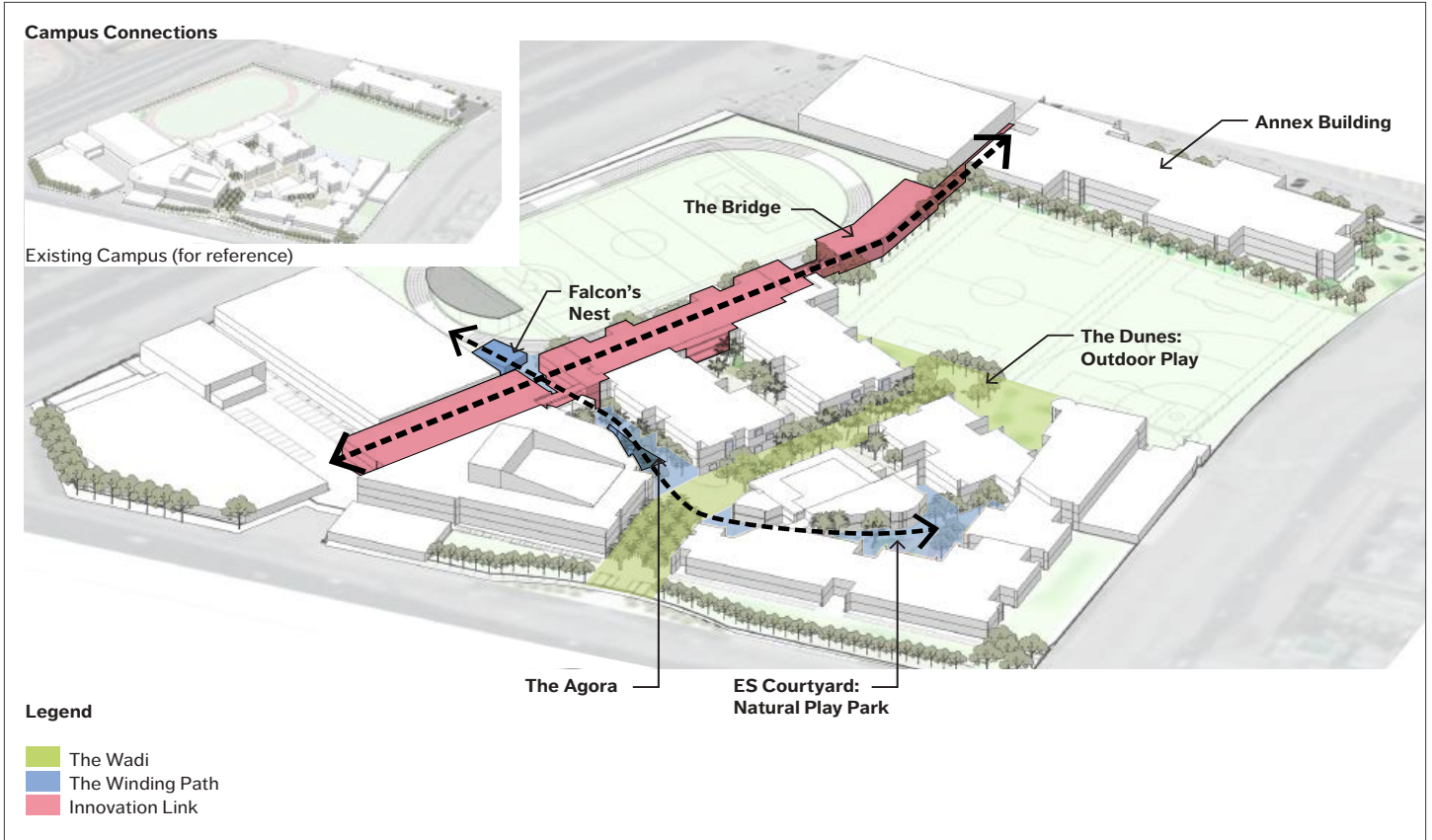
Master Plan Guiding Principles:

1. Inspire Curiosity
2. Enhance Community
3. Develop Agency
4. Ensure Flexibility
5. Promote Well-being, Joy and Fun!

50+
Participants

35+
Workshops & Meetings

7
Month Study



The Innovation Link

The Innovation Link physically connects the existing school to the new building with a series of indoor and outdoor spaces that inspire and support creativity, discovery and positive wellbeing to create one cohesive and connected campus.

Specialized resources such as maker spaces, art studios, music rooms, and an innovation center are examples of the types of spaces that support 21st century skills and are imagined along the Innovation Link, in which all other parts of the school are connected and easily accessible.

Each project listed to the right plays an integral role in the complete Master Plan and is outlined in greater detail in the following pages, both in scope and sequence in how it fits into the overall concept of the Innovation Link Master Plan concept.



Innovation Link & Bridge Building



Renovated & Expanded Middle School



Adult Learning Center (ALC)



Next Generation High School



Renovated & Expanded Elementary School and The Early Learning Center



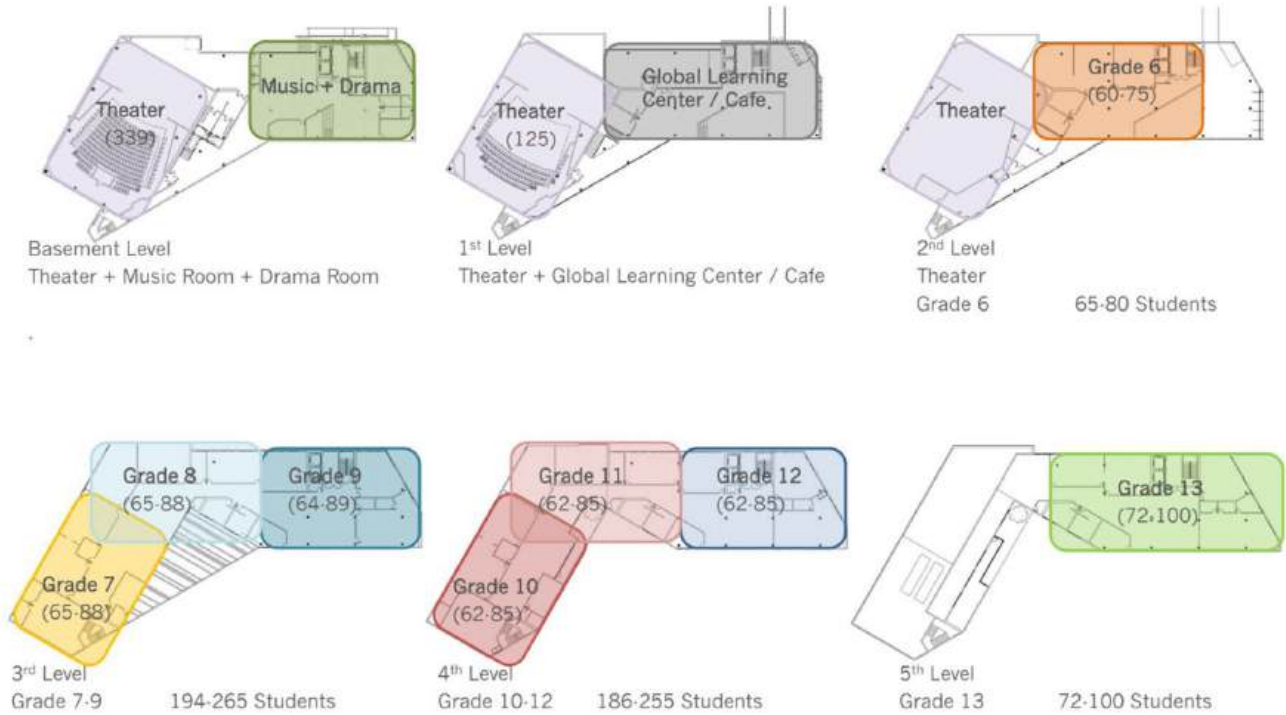
The Wadi



The Agora, is a place for reading a book, gathering, collaborating and performing at all scales, formally and informally, throughout the day. Centrally located, the Agora is a buzz of activity and is designed as a dynamic space with a variety of levels and furniture to activate the energy and people that bring it to life.



The Wadi, the central spine that leads from the visitor's main entrance to The Dunes, is a place of joy, whimsy and exploration that is meant to serve as a place to be, rather than one to simply circulate through.



Six floors of learning.



Owner

Yew Chung International Schools (YCIS) and Yew Chung Education Foundation

Location

Chongqing, China

Date Completed

2022

Cost

Confidential

Size

73,093 SF

Project Role(s)

- Discovery
- Visioning
- Community Engagement and Consensus Building
- Master Planning
- Architectural Design (New Build)

Reference

Dr. Betty Chan
Director
+852 9036 3777
bettyc@ycef.com

In collaboration with YCIS Chongqing, Fielding International has brought to life a visionary school design. The initiative started with a comprehensive master plan, aiming to expand the secondary school within a compact urban site, artfully fusing local ethos with contemporary design principles.

Adopting a participatory process, we engaged students, teachers, and leaders in walk-about, visioning, and design pattern sessions, fostering a shared understanding and clear objectives. This process featured iterative phases of design ideas, prototyping, and test fits, enriched by extensive discussions with leadership, local architects, and engineers, which fostered a truly collaborative design approach.

To meet the unique structural challenges of the site, we innovatively employed concrete to minimize floor heights, thereby adhering to local height regulations. Our adoption of the Learning Community model revolutionized teaching and learning at YCIS, aligning perfectly with their vision to cultivate globally-minded leaders.

Through the use of advanced parametric modeling, we created an exterior that sympathetically responds to its surroundings, and a varied array of apertures facilitates a dynamic interplay of light and space. The project was realized through our comprehensive service offerings, including Master Planning and Secondary School Design. With this holistic and innovative approach, we have crafted an inspiring, environmentally responsive learning environment at YCIS Chongqing.



Yew Chung International School (YCIS) Chongqing Secondary School

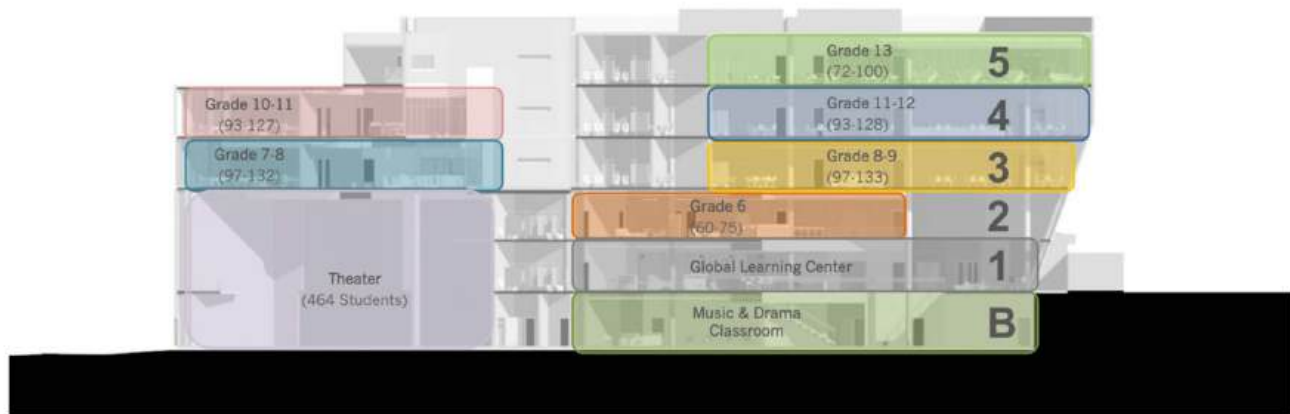


The unique environment was designed to represent the topography of Chongqing, celebrating a wonderful mountainous city. As the building itself is designed to accommodate over 700 students, there are ample spaces both inside and out.



Six Floors of Learning

YCIS Chongqing



Interior

YCIS Chongqing



Exterior

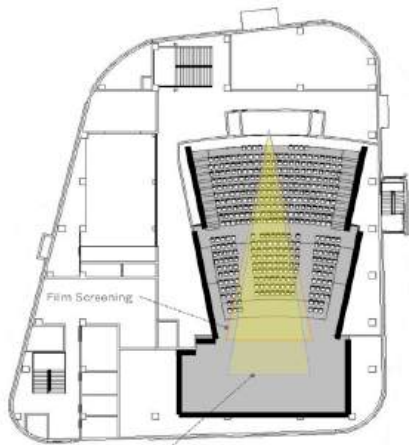
YCIS Chongqing

The building has been designed to house play spaces on various levels of the building, including the roof, allowing our older secondary students zones to be active, to relax or study.





Yizhuang theater was designed as an agile space that supports performing, sports, assembly, professional development events, and other learning activities to meet the various needs of students and teachers.



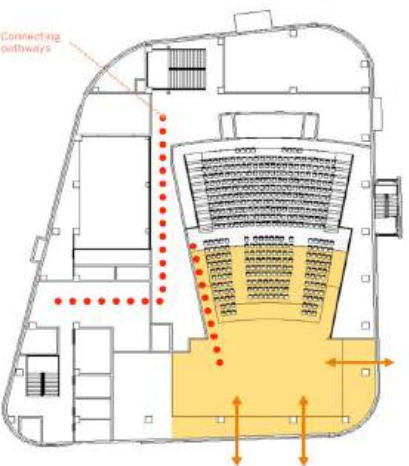
Video as background during performances

Main Theater Use Group A

Focused, Controlled Light and Acoustics

1. Orchestra Performance
2. Choir Performance
3. Band Performance
4. Dramatic Performance
5. Drama Rehearsal
6. Dance Performance
7. Lecture
8. Film
9. Film Recording
10. Music Recording

Acoustical panels similar to those in a theater designed by Shuler Shook will be added in the Yizhuang theater during the next phase of design.



Main Theater Use Group B

Natural Light and Open Network Connections

1. Dance rehearsals
2. Instrumental Music rehearsal
3. Choir Practice
4. Collaborative and less traditional presentations
5. Interdisciplinary Workshops
6. Tai Chi and Yoga
7. Professional Development
8. Student Group Projects
9. Tai Chi and Yoga
10. Meditation





Owner
Yew Chung International Schools (YCIS) and Yew Chung Education Foundation

Location
Beijing, China

Date Completed
2000

Cost
\$21 Million

Size
141,330 SF

Project Role(s)
• Master Planning
• Architectural Design

Reference
Dr. Betty Chan
Director
+852 9036 3777
bettyc@ycef.com

An International Education Park with an Agile Performing Arts Center

YWIES Beijing provides international education to expatriate children aged 2 to 18 years old. Recognized as one of the top international schools in Beijing, the school's international curriculum for Kindergarten, Primary school, and Secondary school (IGCSE & IB) prepares students to become competent in English and Chinese, as well as internationally minded for a competitive future. The new BP International Education Park (IEP) includes Learning Communities supporting education, music, culture, arts, sports, entertainment, and leisure facilities.

The vision behind this multi discipline eco-campus is to bring the realms of science and technology together within an inspiring natural landscape. With both primary and secondary students on the same campus, an innovative opportunity existed to align programs to bring together students in an innovative STEM environment.

The Yizhuang Performing Arts Center serves as the “artistic heart” of the campus. Whereas many theaters, used only for rehearsals and specialized performances, have an extremely low utilization rate, this center will be alive with learners of all ages throughout the day. The agility of the facility to serve multiple learning modalities and the subsequent high utilization makes this center an exemplar for sustainable, efficient use of resources.



Music Performance, Practice and Recording

Spoken Word Presentations, Conferences and Workshops

Drama and Dance Performance and Rehearsal

Gallery & Media Library

Video Screening and Recording





Owner
Yew Chung International
Schools (YCIS) and
Yew Chung Education
Foundation

Location
Hong Kong, China

Date Completed
2019

Cost
Confidential

Size
28,212 SF

Project Role(s)
• Master Planning
• Architectural Design

Reference
Dr. Betty Chan
Director
+852 9036 3777
bettyc@ycef.com

Phasing of Learning Community Development

The vision behind this multi discipline eco-campus is to bring the realms of science and technology together within an inspiring natural landscape. With both high school and higher education students on the same campus, an innovative opportunity exists to align programs from both schools, to bring together high school students and graduate researchers in collaboration in an innovative STEM environment.

The science and technology based high school has a curriculum that aligns with the architecture in order to provide opportunities for learning anywhere and everywhere within the building. Everything in this school is aimed at teaching the “collective brain” and follows the cutting-edge concepts and design principles that support 21st century learning.



Section 3



Project Organizational Chart and Team Resumes

Kingscott	Fielding International
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Role Architect of Record	Education Planning and Design Architect
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Years in Business (previous names) 95 Years in Business	21 Years in Business (<i>formerly Fielding Nair International, name change in 2019</i>)
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Staff Size 51 Total Professional Staff	31 Total Professional Staff
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Location 818 W. Eleven Mile Road Royal Oak, MI 48067 Studios: Grand Rapids, MI; Kalamazoo, MI; Chelsea, MI	460 Hilton Road Ferndale, MI 48220 Design Studios: Minneapolis, MN; Washington D.C.; Warren, RI; Singapore
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Overview



Kingscott creates inspiring experiences. A local specialist in the design and planning of K-12 schools, Kingscott has a profound understanding of the unique challenges and opportunities within educational environments, paving the way for innovative solutions tailored to the specific needs of high school settings.

At the core of Kingscott’s approach lies a commitment to listening—a principle that has guided the firm’s success for nearly a century. Beyond delivering functional designs, **Kingscott prioritizes cultivating collaborative partnerships with clients.** By truly understanding and embracing their visions, Kingscott ensures that each project reflects not only innovative solutions but also the aspirations and values of the communities it serves.

Furthermore, Kingscott’s exceptional capabilities extend beyond its client relationships. **With a team boasting unparalleled technical expertise and long-standing relationships with trusted consultants, Kingscott is equipped to navigate the complexities inherent in high school renovation and addition projects.**

This collaborative spirit, combined with a commitment to excellence, positions Kingscott as a reliable and innovative leader in the field, capable of delivering transformative experiences that leave a lasting impact on the communities it serves.



Fielding is a global leader for the planning and design of educational facilities. For over 20 years, we have provided consulting services to many international and private schools; public school districts; local, regional and national governments and other educational clients in **over 50 countries on six continents.**

In four US studios, plus a presence in Singapore, we are a highly integrated team of Architects, Educators, Designers and Planners. We are unified in our passion and mission to move school design out of the mid-1950’s and into the rapidly changing world of the 21st century. Our landmark book, “*The Language of School Design*,” attempts to identify a strategy for repairing the apparent disconnect that has grown between traditional schooling and the emerging best practices and learning research that supports our common goals in creating learning environments for tomorrow’s children.

Fielding melds facility design with education design, creating an optimum learning experience for the students of every school community we partner with. This “sweet spot” in the middle is possible because **the educators on our teams are just as important as the architects and designers. Their participation at every stage of the process is the differential we provide to you.**

Fielding team members bring value with their specializations, global perspectives, and understanding of complex problems.

NOVI COMMUNITY SCHOOL DISTRICT

PLANNING & DESIGN TEAM Kingscott + Fielding International



John Davids, AIA,
LEED AP BD&C, REFP
Senior Planner/Athletics Specialist



Brendon Pollard, AIA, ALEP, LEED AP
Principal, Director of Planning &
Design/Project Director



James Seaman, PhD, AIA, ALEP
Design Principal



Pamela Hartsell, CPD, PMP
Senior Project Manager



Yong Zhao
Future of Learning Visioning



Michael Posthumus
Education Design Principal /
Engagement Leader



Sami Szeszulski, AIA, NCARB,
LEED Green Associate Design
Architect & Project Manager



Jessica Rousseau, RA
Project Architect



Travis Pennock
Senior Designer



Ryan Alm, AIA, NCARB
Project Architect



Danielle Bohannon, NCARB,
NCIDQ, IIDA
Interior Designer



Justen Dippel
Senior Designer



Josie Neff, IIDA
Interior Designer



Trevor Garland
Project Coordinator



Alex Floyd
Architectural Graduate

SPECIALTY CONSULTANTS TEAM

IGNYTE

MEP Engineering



Lentz Becraft, PE, LEED AP
Principal / Senior Project Manager /
Electrical Engineer



Lloyd Herrera, PE
Principal, Civil Engineer



Ujjiji Davis Williams, PLA
Principal, Landscape Architect



Gregory Adamczyk, PE, HFDP
Principal / Mechanical Engineer



D.C. Hazen, PE
Civil Engineer

ABD ENGINEERING & DESIGN

Acoustics, A/V



Jon Rumohr, PE, HBDP, LEED AP
BD+C
Principal / Mechanical Engineer



Terry Lindow
Senior Designer



Melinda Miller, PE, LEED AP BD+C
Principal Engineer



Ryan Idema, PE, LEED AP
Principal / Mechanical Engineer

BAKER GROUP

Food Service



Erik Geiger, CTS-D
Director of Audiovisual



Matt Brown, PE, LEED AP
Principal / Electrical Engineer



Jim Sukenik, FCSI
President, Senior Design Principal

APEIRO DESIGN

Theater and Performance Design

ROBERT DARVAS ASSOCIATES

Structural Engineering



Stephanie Occhipinti
Vice President, Production Principal



Grace Gavin Rhodes, ASTC
Associate Principal



Stephen Rudner, PE, RA
Vice President



Eric Cartwright, CEC
Culinary



Pete O'Neil, CTS-D (AVIXA)
Principal / AV Technology



Nadir Makhoul
Principal & Project Manager

BILL ROBERTSON POOL DESIGN BUILD, INC.

Pool Design



Kenneth Fause
Principal / Broadcasting Consulting



Brad Cutter, PE
Structural Engineer



Bill Robertson
Principal



Tom Neville, ASTC
Project Manager



Kevin Auses, ETCP
Project Manager



John Davids AIA, LEED AP BD&C, REFP

SENIOR PLANNER

John has had a diverse career that spans over 39 years of professional practice as a Design Studio Leader, Design Architect, Project Director, Project Manager and Senior Planner. He has focused on challenging high school design during much of his career, and his understanding of how curriculum should shape space has led to many successful re-plannings of existing high schools. John brings his diverse experience and passion for design to help his clients create a vision that meets their needs and addresses their issues.

EDUCATION

Bachelor of Science in Architecture
University of Michigan

Master of Architecture with High Distinction
University of Michigan

LICENSED ARCHITECT

Michigan - #1301033289

AFFILIATIONS

American Institute of Architects (AIA)
Michigan & Detroit

Association for Learning Environments,
Accredited Learning Environment Planner, ALEP

PUBLICATIONS/PRESENTATIONS

“Building Community through Bond Projects”
2021 and 2022 MSBO Annual Conference

“What’s Cool in Pools,” School Planning &
Management, Oct. 2014

“Children Dive in With Ideas,” School Planning &
Management, Dec. 2006

“Going Full Blast Into the Next Century,” CAM
Magazine, Jan. 2000

“Recreation Theory,” Hour Detroit Magazine,
Nov. 1999

Relevant Experience

NOVI COMMUNITY SCHOOLS*

Novi High School addition and renovations - 2001 Bond

HOWELL PUBLIC SCHOOLS

2018 bond planning
Additions and remodeling of all buildings

GULL LAKE COMMUNITY SCHOOLS

Facility assessment
2018 District-wide bond projects

HAZEL PARK SCHOOLS

New Marta Jardon Facility study
Remodel of high school

CARBON COUNTY SCHOOL DISTRICT NO.1, RAWLINS, WY*

Rawlins High School

VAN BUREN PUBLIC SCHOOLS*

Belleville High School expansion and remodeling*
Facilities assessment
McBride Middle School
Owen Intermediate media center

MADISON DISTRICT NO. 321, REXBURG, ID*

Madison High School
Burton Elementary School
South Fork Elementary School

**Projects at a previous firm*





Brendon Pollard AIA, ALEP, LEED AP

PRINCIPAL & DIRECTOR OF PLANNING & DEVELOPMENT

Brendon has dedicated his career to improving educational environments for students. Brendon works hard to keep our staff on the cutting-edge of educational design trends to ensure the environments Kingscott creates provide the best learning environment we can for each District's students and staff.

Brendon is a dynamic leader at Kingscott, spearheading the Center for Design Excellence. In this role, he cultivates a culture of creativity and encourages team collaboration to achieve optimal results. His dedication to improving educational environments, combined with his innovative approach, has earned him numerous awards and accolades throughout his distinguished career.

EDUCATION

Bachelor of Architecture
Ball State University

Bachelor of Science Environmental Design
Ball State University

LICENSED ARCHITECT

Michigan - #1301041254

Illinois - #001.022792

AFFILIATIONS

A4LE, Michigan Board

AIA Southwest Michigan

American Institute of Architects

ALEP (Accredited Learning Environment Planner)

Leadership Kalamazoo - Education Affinity Group
working with The Learning Network

Greater Kalamazoo United Way Community
Investment Team

PUBLICATIONS/PRESENTATIONS

Effective Facility Planning through Community
Engagement, MASA/MASB Joint Conference,
Feb. 2019

Considerations in School Site Planning, Presented
to Healthy Kids Healthy Michigan, Community
Policy Action Team, May 2013

Engaged Learning - 21st Century Learning, Not Just
Buzzwords, Presented to Michigan Association of
School Boards, Nov. 2012

Your First Project, Presented to Michigan
Leadership Institute - New Superintendent's
Academy, Aug. 2012

"Some Call it STEM, Some Call it STEAM - It's
About the Future," Insights, 2011

Relevant Experience

ADRIAN PUBLIC SCHOOLS

Educational planning and bond support for all district facilities

High school remodeling for Project Lead The Way labs

Robotics suite renovations

CHELSEA SCHOOL DISTRICT

High school remodeling

EAST LANSING PUBLIC SCHOOLS

High school additions and remodeling

FREMONT PUBLIC SCHOOLS

New high school

GULL LAKE COMMUNITY SCHOOLS

New 1,100-student high school

HARTLAND CONSOLIDATED SCHOOLS

New 1,800-student high school

LAKESHORE PUBLIC SCHOOLS

Auditorium remodeling—electrical system replacement, auditorium seating
refurbishment, and carpet replacement

OWOSSO PUBLIC SCHOOLS

Bryant Elementary addition & remodeling

Central Elementary addition & remodeling

Emerson Elementary addition & remodeling

Educational planning and bond support for all district facilities

High school additions & remodeling

Middle school additions & remodeling





James Seaman, PhD, AIA, ALEP

Design Principal

Registration Registered Architect / **Education** PhD, Educational Psychology and Educational Technology (EPET) Michigan State University; Masters degree in Architecture, Lawrence Technological University; Graduate Level Certificate, Educational Facility Planning, San Diego State University / **Certifications** Accredited Learning Environments Planner (ALEP) / **Professional Affiliations** American Institute of Architects; Association for Learning Environments

Dr. James Seaman is an architect and educational researcher. His career of over twenty years has been focused entirely on designing and improving places for learning. He has managed, planned, and designed numerous innovative schools around the world.

James truly straddles between the worlds of architecture and education. His approach to designing schools starts by deeply understanding and imagining a vision for learning. He believes that the physical environment is a technology that can be designed to shape and support teaching and learning activities. Based on these ideas, James has authored articles about architecture and educational innovation and regularly presents at conferences. He is also an experienced teacher and has taught university courses in education and design.

Committed to serving the profession of educational facility planning, James has served as the President of the Association for Learning Environments Midwest Great Lakes Region, an organization committed to best practice in K-12 and Higher Education. He holds the organization's top distinction of Accredited Learning Environment Planner (ALEP) and received a Regional Service Citation Award in 2010.

Project Experience

- Bloomfield Hills High School, Bloomfield Hills, Michigan
- Sun Prairie West High School, Sun Prairie, Wisconsin
- Ann Arbor Public Schools, Pathways To Success Academic Campus, Ann Arbor, Michigan
- Ann Arbor Public Schools, Mitchell Elementary (IB), Ann Arbor, Michigan
- Dearborn Public Schools, 30-Year Master Plan (31 Buildings / 20,000 Students), Dearborn, Michigan
- Portage Public Schools, Central Elementary, Portage, Michigan
- Portage Public Schools, Haverhill Elementary, Portage, Michigan
- Genesee Intermediate School District, Special Education Center, Flint, MI
- Singapore American School, Master Plan and Campus Upgrade Project (1,400,000 SF / \$400M), Singapore
- AMIT Kfar Batya Campus Master Planning, Ra'anana, Israel
- Cleveland Heights-University Heights School District, Cleveland Heights, Ohio
- Yew Chung International Schools (YCIS), Campus Master Planning and school design for AMIT and comprehensive Master Planning for multiple campuses throughout China
- Hillel Day School, Farmington Hills, Michigan
- Frankfurt International School, Campus Master Plan, Wiesbaden, Germany
- Saint Martin de Porres High School, Master Plan and Replacement School, Cleveland, Ohio
- Delmar International School, Master Plan, New Middle and High Schools, Cabo San Lucas, Mexico
- John C. Schiffer Alternative High School, Sheridan, Wyoming
- Davis School District, South Clearfield Elementary School, Clearfield, Utah
- Lower Merion School District, Black Rock Middle School, Villanova, Pennsylvania
- University of Northern Iowa, Schindler Education Center Feasibility Study, Cedar Falls, Iowa



Novi High School, Team Design Charette



Bloomfield Hills High School



Yew Chung International Schools



Sun Prairie West High School



Yong Zhao

Future of Learning Visioning / A Fielding International Collaborator



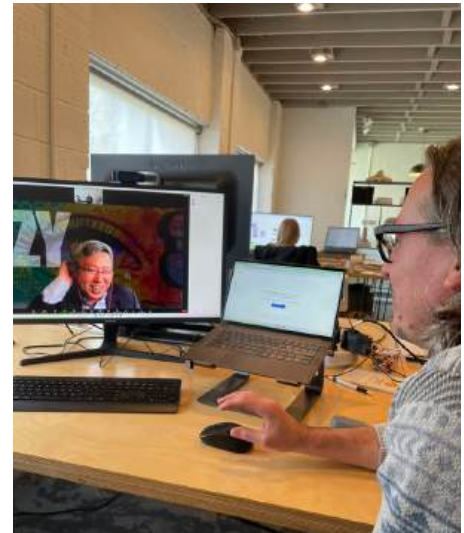
Education Yong earned a bachelor's degree in English language education from Sichuan International Studies University and a master's in education and a doctorate in educational psychology both from the University of Illinois at Urbana-Champaign

Dr. Yong Zhao is a Foundation Distinguished Professor in the School of Education at the University of Kansas and a professor in Educational Leadership at the Faculty of Education, University of Melbourne in Australia. He previously served as the Presidential Chair, Associate Dean, and Director of the Institute for Global and Online Education in the College of Education, University of Oregon, where he was also a Professor in the Department of Educational Measurement, Policy, and Leadership. Prior to Oregon, Yong was University Distinguished Professor at the College of Education, Michigan State University, where he also served as the founding director of the Center for Teaching and Technology, executive director of the Confucius Institute, as well as the US-China Center for Research on Educational Excellence. He is an elected member of the National Academy of Education and a fellow of the International Academy of Education.

Yong has received numerous awards including the Early Career Award from the American Educational Research Association, Outstanding Public Educator from Horace Mann League of USA, Distinguished Achievement Award in Professional Development from the Association of Education Publishers, ACEL Nganakarrawa Award, and AECT 2022 Outstanding Digital Learning Artifact Award and AECT Distinguished Development Award. He has been recognized as one of the most influential education scholars.

His works focus on personalization, creativity, and entrepreneurial education within the context of globalization and technology. He has published over 100 articles and nearly 40 books, including *Duck and Cover: Confronting and Correcting Dubious Practices in Education* (w R. Ginsberg) (2023), *Improbable Probabilities: The Unlikely Journey of Yong Zhao* (w G. W. McDiarmid) (2023), *Learning for Uncertainty: Teaching Students in a Rapidly Evolving World* (w G. W. McDiarmid) (2022), *Learners without Borders* (2021), *Teaching Students to Become Self-Determined Learners* (w M. Wehmeyer) (2021), *An Education Crisis Is a Terrible Thing to Waste: How Radical Changes Can Spark Student Excitement and Success* (2019) *What Works May Hurt: Side Effects in Education* (2018), *Reach for Greatness: Personalizable Education for All Children* (2018), *Counting What Counts: Reframing Education Outcomes* (2016), *Never Send a Human to Do a Machine's Job: Correcting Top 5 Ed Tech Mistakes* (2015), *Who's Afraid of the Big Bad Dragon: Why China has the Best (and Worst) Education System in the World* (2014), *Catching Up or Leading the Way: American Education in the Age of Globalization* (2009) and *World Class Learners: Educating Creative and Entrepreneurial Students* (2012). He has also worked with numerous schools to design new models of education within the existing school.

Yong Zhao has led or inspired the development of new schools such as the 3e International School in Beijing, China, which took a very innovative in space design to enable the teaching of two cultures and two languages and The Street School (TSS) within All Saints College in Perth, Australia, a school within a traditional high performing school that enables personalized learning. He has also consulted for a number of schools in their designing and development of new school programs.



(above) Yong and Fielding's James Seaman start a conversation about observations and opportunities at Novi High School.

Yong's role as a Fielding International advisor and thought leader participant has been quite impactful. When the visions for learning between individuals or organizations align, it often leads to synergistic outcomes, where the combined efforts achieve more than what each could accomplish alone. This multiplying effect leads to innovative approaches and a process for significant advancements in the field of learning.



(above) Yong participated in Fielding's "From Gathering to Transformation," a weekly virtual symposium in response to the pandemic with global partners in education to move towards learner-centered transformation. Learn more [here](#).



Pamela Hartsell CPD, PMP

SENIOR PROJECT MANAGER

Pam has over 30 years of experience in the construction industry as a project manager and engineering designer. She has successfully managed over 300 projects through the design and construction process in a variety of business markets including Healthcare, Food Service, Multi-tenant Residential, Senior Living and K-12 Education.

With a personal passion for employee engagement and workplace satisfaction, Pam brings the type of leadership to a project that inspires people to do their best work, and to deliver it on time, on schedule and on budget. The title of Senior Project Manager is one that she wears with pride.

EDUCATION

Associate Degree in Business Administration
Oakland Community College

CERTIFICATIONS

Project Management Professional (PMP)
Certified in Plumbing Design (CPD)

AFFILIATIONS

Project Management Institute, Great Lakes Chapter
Committee Member

CREW Detroit

ASPE Eastern Michigan Chapter

Women in Healthcare, Michigan Chapter

Sparrow Freedom Project

AWARDS

John E. Matthews Award for Professionalism

ASPE Region 2 Director's Award for Quality
Programming

ASPE Chapter Humanitarian Award for
Commitment, Service and Outstanding
Contributions

PRESENTATIONS

"Project Management for Goodwill - The Passion
and Peril of Pro Bono" PMI Great Lakes Chapter -
March 2020 Dinner Meeting

"Quality Management through Honest and Timely
Feedback" PMI Great Lakes Chapter - March 2021
Breakfast Meeting

"Managing Challenge and Change through Honest
and Direct Feedback" PMI Great Lakes Chapter -
2022 Spring Symposium

"What were you expecting? A Project Manager's
guide to Stakeholder Management" PMI
Great Lakes Chapter - 2023 Spring Symposium

"Data Driven Defense - AI's Impact on Project Risk
Management" PMI Great Lakes Chapter - 2024
Spring Symposium

Relevant Experience

HARTFORD PUBLIC SCHOOLS

High school, middle school, and elementary school renovations and mechanical upgrades

LANSING PUBLIC SCHOOLS

Elementary school renovations and upgrades, two new elementary schools

FENTON AREA PUBLIC SCHOOLS

Elementary school renovations and upgrades, two new elementary schools

SOUTHFIELD PUBLIC SCHOOLS*

Elementary school renovations and upgrades

CLARENCEVILLE SCHOOL DISTRICT*

High school, middle school, and elementary school renovations and mechanical upgrades

CHESANING UNION SCHOOL DISTRICT*

High school, middle school, and elementary school renovations and mechanical upgrades

CLAWSON PUBLIC SCHOOLS*

Elementary school renovations and upgrades

**Projects at a previous firm*





Sami Szeszulski

AIA, NCARB,
LEED Green Associate

DESIGN ARCHITECT & PROJECT MANAGER

As a Design Architect at Kingscott, Sami solves our clients' challenges through architecture, creating spaces that reflect their communities and improve their daily lives. Sami maintains the philosophy that architecture must follow the lead of its users and accommodate their needs—from the day-to-day, to the special occasion—and adapt over time to meet those needs.

As a design architect at Kingscott, Sami adeptly addresses clients' challenges through architectural solutions, crafting spaces that resonate with their communities and enhance their everyday experiences. Sami adheres to the principle that architecture should be user-centric, seamlessly accommodating both daily routines and special occasions, while also evolving over time to meet evolving needs.

EDUCATION

Master of Architecture
University of Detroit Mercy

Bachelor of Science in Architecture
Lawrence Technological University

LICENSED ARCHITECT

Michigan - #1301068101

AFFILIATIONS

Association for Learning Environments

AIA National Associates Committee -
Regional Associate Director

AIA Detroit - Emerging Professional Committee
Chair Christopher Kelley Leadership Development
Program Scholar

Association for Community Design

Lawrence Tech College of Architecture and Design
Alumni Cabinet - Chairperson

PUBLICATIONS/PRESENTATIONS

Social Impact Design is Good for your Career and
the Profession, AIA.org, Jan. 2019

Democratic Design vs Designing Democratically,
CAM Magazine, Jan. 2019

Who Are We Designing For?,
CAM Magazine, Nov. 2017

From Motor City to Walkable City,
Detroit News: DVoice, Jan. 2015

Community Design Round Up,
CD Emergence, June 2014

AWARDS

AIA Detroit Associate Member,
Honor Award, 2018

AIA Michigan Young Architect,
Honor Award, 2023

Relevant Experience

DETROIT PUBLIC SCHOOLS

Northwestern High School renovation
New Carsten's Elementary
New Paul Robeson Malcolm X Elementary

LANSING SCHOOL DISTRICT

New Willow Elementary School
New Pattengill 10 Classroom Modular expansion
Lansing Newcomer Center renovation

GENESEE INTERMEDIATE SCHOOL DISTRICT

Special Education Services building addition
GCI Fire Training Center
Early Childhood Programs and Services Special Education addition & renovation

HARTFORD PUBLIC SCHOOLS

Alternative Education Center
2023 Facility assessments

FLINT CULTURAL CENTER

Facility assessments

HILLMAN SCHOOL DISTRICT

District-wide bond planning

CENTRAL MICHIGAN UNIVERSITY*

Campus programming master plan
New College of Integrated Health Studies expansion

UNIVERSITY OF MICHIGAN*

Shapiro Library third floor renovation
Library repository study

OAKLAND UNIVERSITY*

South Foundation Hall addition and renovation

ST. JOHN FISHER COLLEGE*

Lavery Library master plan

**Projects at a previous firm*





Ryan Alm AIA, NCARB

PROJECT ARCHITECT & PROJECT MANAGER

Ryan, a Project Architect at Kingscott, is dedicated to delivering exceptional results for clients, leveraging his extensive experience and expertise to tackle unique design challenges with finesse and creativity. Committed to collaboration, he thrives on working closely with clients and teams to achieve results.

Ryan is a vital member of the Kingscott Leadership team, where he contributes strategic insights and innovative ideas to drive the company's vision forward. He also leads Kingscott's drone team and visuals group, utilizing cutting-edge technology to capture breathtaking aerial visuals and provide valuable insights across various industries. Ryan ensures that Kingscott remains at the forefront of technological advancement and visual storytelling, continually elevating both the Kingscott brand and the experiences of its clients.

EDUCATION

Master of Architecture
Lawrence Technological University 2017

Bachelor of Science in Architecture
Lawrence Technological University 2015

FAA Part 107 Commercial Drone Pilot

Relevant Experience

ALPENA - MONTMORENCY - ALCONA ESD

Pied Piper School remodeling

AIRPORT COMMUNITY SCHOOLS

Sterling Elementary classroom addition and office remodel

CHIPPEWA HILLS SCHOOL DISTRICT

Weidman toilet room remodel

GENESEE ISD

Fire Training Facility

Special Education Services Building addition

Early Childhood Programs and Services Building addition and remodel

HOWELL PUBLIC SCHOOLS

High School toilet room remodel

SALINE AREA SCHOOLS

2022 Bond projects

Elementary school playground renovations

High school STEAM addition

High school weight room addition

Middle school gym renovation

Middle school STEAM remodeling





Jessica Rousseau

PROJECT ARCHITECT

Jessica is a seasoned architect with over a decade of experience, honing her craft at Kingscott for the past five years. Specializing in Performing Art Centers and Building Remodels, she thrives on tackling intricate details, infusing creativity into every project. Her typical tasks include putting together building models and drawing sets, crafting project specifications, coordinating with other disciplines for project cohesion, as well as adeptly handling RFIs and submittals. From concept to construction, Jessica's meticulous approach ensures each project exceeds expectations.

EDUCATION

Bachelor of Science in Architecture
University of Detroit Mercy

Master of Architecture
University of Detroit Mercy

Relevant Experience

DAVISON PUBLIC SCHOOLS

2020 District-wide bond projects
Performing Arts Center
Abatement projects
High school remodel

GULL LAKE COMMUNITY SCHOOLS

Performing Arts Center

HOWELL PUBLIC SCHOOLS

2019 District-wide bond projects

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

Northern High School remodel
FMP 1 – (2) New Pre-K – 8 Buildings

OWOSSO MIDDLE SCHOOL

2017 District-wide bond projects

GENESEE INTERMEDIATE SCHOOL DISTRICT

Special Education Services Building addition

EATON RAPIDS PUBLIC SCHOOLS

District-wide remodeling projects





Josie Neff

INTERIOR DESIGNER

Josie’s favorite aspect of designing educational settings is collaborating with staff, students, and the local community. She does this through personal and meaningful interactions with the end users. This allows her to not only understand the overall intended goal of each program but also the significant key features that are important to each of the end users. Her personal goal as a designer is to provide inclusive learning environments where students feel safe and inspired to learn.

Josie intentionally incorporates natural landscape, colors, textures and lighting to provide a healthy built environment. This is especially important in urban settings where a building that integrates nature can provide relief and enhance creativity for students.

EDUCATION

Bachelor of Science, Interior Design
Western Michigan University

Relevant Experience

LANSING SCHOOL DISTRICT

Newcomer Center renovation
Pettengill Classroom Modular Building

MARSHALL COMMUNITY SCHOOLS

District wide furniture – \$5 Million

ALPENA - MONTMORENCY - ALCONA ESD

Pied Piper renovation

LAKESHORE PUBLIC SCHOOLS

LGI Room and Servedy renovation
Furniture

BENZIE COUNTY CENTRAL SCHOOLS

2020 bond planning
New elementary school
High school/middle school remodel
District wide furniture

DAVISON COMMUNITY SCHOOLS

Auxiliary gym
Performing Arts Center
Thomson Elementary classroom addition
High school furniture

HOWELL PUBLIC SCHOOLS

2019-21 District wide bond projects:
Elementary
Field House
High school
Middle school

TRI COUNTY AREA SCHOOLS

2019 District-wide bond projects
Cafetorium remodel
New elementary school





Danielle Bohannon

NCARB, NCIDQ,
IIDA

INTERIOR DESIGNER

Danielle has 14 years of experience in interior design and architecture. She has worked for numerous national brands in the restaurant and hospitality industry. As the Interior Designer on your project, Danielle will document client needs and expectations and coordinate all disciplines and consultants. She will assist in drawing plans with details including color choices, interior elevations, casework and equipment as well as make site visits to verify construction compliance with plans and specifications. Danielle will also help oversee the procurement of furniture, fixtures and equipment.

EDUCATION

Masters of Architecture
Lawrence Technological University

Bachelor of Interior Design
Lawrence Technological University

Relevant Experience

LANSING SCHOOL DISTRICT

New Willow K-8 School FFE
Lewton Elementary FFE
Mt. Hope Elementary FFE

DETROIT PUBLIC SCHOOLS

New Paul Robeson Malcolm X Elementary

GENESEE INTERMEDIATE SCHOOL DISTRICT

Early Childhood Services and Programs building remodel and addition

EATON RAPIDS PUBLIC SCHOOLS

Middle School FFE
Lockwood Elementary FFE
Eaton Rapids Teen Center

IEC (FOWLerville, MI)*

Office space interior build out with new mezzanine space for conference room

SEDONA TAP HOUSE (NOVI, MI)*

Conversion in twelve Oaks Mall for a new restaurant and bar
New exterior facade with new enclosed seating area, outdoor seating, landscape, and fire pits

UPTOWN MARKET/MOBIL GAS STATION*

Two-story mixed-use building with café with enclosed drive through office spaces
C-store

MEADOWS ASSISTED LIVING FACILITY (MT. CLEMENS, MI)*

New construction of a 29-bed assisted living and adult daycare facility

**Projects at a previous firm*





Trevor Garland

PROJECT COORDINATOR

Trevor provides project team support and coordination for design development and document production. Trevor stays up to date with current design requirements and trends. His collaboration skills and attention to detail are valuable contributions to the project. Trevor obtained his commercial drone pilot license and has been contributing to a more comprehensive level of aerial field documentation and monitoring of construction progress.

EDUCATION

Masters of Architecture
Lawrence Technological University

Bachelors of Science in Architecture
Lawrence Technological University

FA Part 107 Commercial Drone Pilot

Relevant Experience

AIRPORT COMMUNITY SCHOOLS

Sterling Elementary classroom addition & renovation

BENZIE COUNTY CENTRAL SCHOOLS

Lake Ann classroom addition & remodel

BIG RAPIDS PUBLIC SCHOOLS

2018 District-wide bond projects

FLUSHING COMMUNITY SCHOOLS

Renovations & additions

GULL LAKE COMMUNITY SCHOOLS

New Administration building

District-wide renovations

LAWRENCE PUBLIC SCHOOLS

2016 District-wide bond projects

TRI COUNTY AREA SCHOOLS

Athletics & Concessions (2023-2024)

New elementary school

High school cafeteria addition & renovation

GENESEE INTERMEDIATE SCHOOL DISTRICT

Early Childhood Programs and Services Special Education addition & renovation

SALINE PUBLIC SCHOOLS

2023 District-wide bond projects

ST. JOSEPH ISD

Bus Garage (2023)

FIRST BAPTIST FELLOWSHIP CENTER

Classroom addition (2023)





Alexandra Floyd

ARCHITECTURAL GRADUATE

Alexandra is an architectural graduate on the Kingscott team. Her attention to detail and organization skills are an asset to her projects and team members. She also has a knack for collaboration and communication and understands how vital these skills are for any successful project. Alex especially enjoys designing spaces for the disabled community to improve their interaction within a space.

EDUCATION

Master of Architecture
University of Detroit Mercy, 2016

Bachelors of Architecture
University of Detroit Mercy, 2015

Relevant Experience

ALCONA COMMUNITY SCHOOLS

Kitchen renovation

DETROIT PUBLIC SCHOOLS

Detroit Northern high school interior renovation

EATON RAPIDS PUBLIC SCHOOLS

Middle school interior renovation

GRAND RAPIDS PUBLIC SCHOOLS

Innovation Central High School interior remodeling

MT. PLEASANT PUBLIC SCHOOLS

High school weight room addition

NORTHWEST PUBLIC SCHOOLS

High school window replacement
Education Center window replacement
New elementary addition & renovation

PORTLAND PUBLIC SCHOOLS

2018 District-wide bond projects

TRI-COUNTY AREA SCHOOLS

Middle school interior renovation





Michael Posthumus

Education Design Principal / Engagement Leader

Education Master of Arts, Education Administration; Supervision of Instruction, Northern Michigan University; Graduate Level Certificate, Place-Based Education, Teton Science Schools; Bachelor of Science, Biology Major; Biomedical Sciences Major, Grand Valley State University; Mike’s graduate thesis project explored the impact of place-based education programs on student achievement measured by standardized testing / **Leadership** Culturally Responsive Environments, XQ Super Schools Professional Development Series; Diversity, Equity, and Inclusivity for Leaders, Grand Valley State University; Executive Leadership, Grand Rapids Community College, School of Business; Donor Development and Cultivation, Kennari Consulting - FundKit

Mike has worked in education innovation and 21st century learning environments since beginning his career in 2009. His expertise in formal and informal learning settings has helped him succeed in roles connecting community organizations and K-12 schools through experiential project and place-based education pedagogy. One of his strengths as a leader is synthesizing large and often complex challenges into strategies and tactics that can be executed with success. Mike believes that learners and organizations who fully contextualize their environments are those who are best equipped to change those environments to achieve their goals and missions. Mike uses human-centered design thinking strategies to inform his process and as a result helps create youth-centered learning environments designed to transform the way students experience learning.

Prior to his role as an Education Planner, he worked in K-12 school, university, and museum environments. Most recently, as the Vice President of Learning and Engagement at the Grand Rapids Public Museum, Mike co-lead a team to establish the Grand Rapids Public Museum School, a recent \$10 million XQ Super School awardee. Prior to this, Mike was the Assistant Director of the Center for Educational Partnerships at Grand Valley State University where he built relationships between community partners, the university, and local school districts to train educators and districts in academic service learning and place-based education strategies with environmental themes.

Project Experience

- Sun Prairie West High School, Sun Prairie, Wisconsin
- Ann Arbor Public Schools, Pathways To Success Academic Campus, Ann Arbor, Michigan
- Grand Rapids Public Museum School XQ Super School
- Dearborn Public Schools, 30-Year Master Plan (31 Buildings / 20,000 Students), Dearborn, Michigan
- Holly Area Schools, Learning Design Services, Holly, Michigan
- Troy Public Schools, Learning Design Services, Troy, Michigan
- Portage Public Schools, Central Elementary, Portage, Michigan
- Portage Public Schools, Haverhill Elementary, Portage, Michigan
- Ann Arbor Public Schools, Mitchell Elementary (IB), Ann Arbor, Michigan
- International School of Prague, Prague, Czechia
- American International School of Budapest, Budapest, Hungary
- King Abdullah University of Science and Technology (KAUST) Master Planning, Kingdom of Saudi Arabia
- South Clearfield Elementary School, Clearfield, Utah
- Lower Merion School District, Black Rock Middle School, Villanova, Pennsylvania
- Singapore American School, Master Plan & Campus Upgrade Project (SAS Reimagined), Singapore
- John C. Schiffer Alternative High School, Sheridan, Wyoming
- Frankfurt International School, Campus Master Plan, Wiesbaden, Germany
- Genesee Intermediate School District, Special Education Center, Flint, MI



Dearborn Public Schools



Sun Prairie West High School



Portage Public Schools



Travis Pennock

Senior Designer



Education Bachelor of Science in Architecture Lawrence Technological University, Master of Architecture Lawrence Technological University, Study Abroad Fellowship Shanghai University of Engineering Science

Travis is a senior designer who joined the Fielding International team in 2013 after graduating with his bachelor degree. Right away he was introduced to projects around the world gaining experience from master planning and conceptualization, to construction documentation and administration. His skill-based undergraduate studies helped him contribute immediately on projects; and has since gained a plethora of knowledge in education design, client interaction, and project management.

In 2015 Travis started working toward his master degree, and graduated valedictorian in 2018. His graduate pursuits were heavy in research and speculative design; focusing on its ethological and ecological impacts. Travis infers that it's when our natural and synthetic environments are in balance that we can truly appreciate our profession. In his view this won't always be the easiest path, and may require pushing boundaries or testing new methods to achieve more desirable results.

Travis has been an instrumental team member for the re-imagined Singapore American School where in the first of three phases he has provided design for a new Green Mark Platinum 540,000 SF / 2,040 student Elementary School Green Mark Platinum being built on open play fields while the existing Elementary remains in operation.

Growing up the son of a woodshop teacher and carpenter—Travis learned at a young age to be curious and make things with his hands. This interest led him to the profession of architecture, and sparks his passion to continue to create and prototype at all scales. One day he hopes to make an impact in the classroom like his father did as well.

Project Experience

- Sun Prairie West High School, Sun Prairie, Wisconsin
- International School of Prague, Prague, Czechia
- Hillel Day School K-8, Farmington Hills, Michigan
- Temple Israel, West Bloomfield, Michigan
- Singapore American School, Master Planning, Programming and Visioning, and Design for PreK-12 Campus with a new Early Learning Center, Elementary School, Middle and High Schools, Singapore
- Magnificat High School, Cleveland, Ohio
- St. Martin de Porres Cristo Rey High School, Cleveland, Ohio
- Summit Middle School, Boulder, Colorado
- St. George's School, Vancouver, Canada
- AMIT Gogya Teacher Academy, Ra'anana, Israel
- AMIT Kfar Batya Educational Campus, Primary, Secondary, and Ed Leadership facilities, Ra'anana, Israel
- Yew Chung International Schools (YCIS), Beijing / Shanghai / Chongqing / Hong Kong, China
- Yew Wah International Education Schools (YWIES), Beijing, China
- Lower Merion Middle School, Villanova, Pennsylvania
- Princeton High School, Concept Design, New Jersey



Travis and James Seaman in a Novi High School Design Charette



Singapore American School



Yew Chung International Schools



Lower Merion School District



Justen Dippel, AIA, NCARB

Senior Designer

Education Masters of Architecture, Lawrence Technological University, with honors, Bachelors of Applied Science, Lawrence Technological University, with honors / **Professional Affiliations** American Institute of Architects / **Advanced Skills** Virtual Reality and 3D visualization, 3D printing and prototyping, extensive experience in design and technical production, background in education design, industrial, retail & healthcare

Justen is a senior designer and design lead for the Michigan studio. With over sixteen years of experience, he relies on his diverse skill sets and hands-on approach to transpose concepts into dynamic architectural space. He has an ambition to create learning environments with the daily user in mind and believes that successful projects leverage both theoretical and practical concepts centered on one ideology; architecture and design should focus on generating high-functioning and inviting spaces. Every project is unique and requires a specialized design workflow.

Justen continually seeks new methods of design expression and embraces the latest tools; BIM, parametric design/scripting, 3D visualization and prototyping. He also has adamant interests in graphic design and photography. His fundamental design ethos; design is a form of expression and communication about how concepts unify with perception.

From early on in his career, Justen has been exposed to all facets and phases of architectural projects working as a designer and project manager. He embraces change and applies that innovative approach to his work. Prior to joining us, Justen worked on various educational projects within the city of Detroit including; The Argonaut Building redevelopment, a \$145-million renovation to the existing GM headquarters; University Prep High School; University Prep Middle School, attached to the Detroit Science Center; University Prep Elementary II School; and University YES Academy. In addition to educational projects, he also has professional experience in the markets of healthcare, retail, automotive & industrial, civic and arena projects.

Project Experience

- Ann Arbor Public Schools, Pathways To Success Academic Campus, Ann Arbor, Michigan
- Portage Public Schools, Haverhill Elementary, Portage, Michigan
- Cedar Falls Community School District, Aldrich Elementary School, conceptual planning and design for a new 550 student K-6 school, Cedar Falls, Iowa
- Summit Middle School, renovation and addition, Boulder, Colorado
- Hillel Day School, new Learning Communities, Farmington Hills, Michigan
- Boulder Valley Public Schools, Douglass Elementary School, Boulder, Colorado
- Boulder Valley Public Schools, Creekside Elementary School, Boulder, Colorado
- Lower Merion Middle School, Ardmore, Pennsylvania
- Washakie County School District, New K-12 School, Ten Sleep, Wyoming
- Frankfurt International School, Oberursel, Germany
- Schiffer Alternative High School, Sheridan College, Wyoming
- South Clearfield Elementary School, Clearfield, Utah
- Pinnacles Prep Charter School, Wenatchee, Washington
- Cathedral Preparatory School, New Salata Technology & Innovation Center, Erie, Pennsylvania



Ann Arbor Public Schools,
Pathways Academic Campus



Lower Merion Middle School



Justen presents at the 2022 MASA (Michigan Association of Superintendents & Administrators) Fall Conference, the importance of student voice and community engagement in designing the future of learning.



Lentz Becraft

PE, LEED AP

SR. PROJECT MANAGER/ELECTRICAL ENGINEER



ABOUT LENTZ

Lentz is a registered Professional Engineer with over 24 years of experience in Architecture and Engineering, specializing in Electrical Engineering and Sustainability. Lentz specializes in healthcare, higher education, K-12 and commercial clients.

RELEVANT EXPERIENCE

GRAND RAPIDS PUBLIC SCHOOLS*
Grand Rapids, MI

KALAMAZOO PUBLIC SCHOOLS*
Kalamazoo, MI

MONA SHORES PUBLIC SCHOOLS*
Norton Shores, MI

OTSEGO PUBLIC SCHOOLS*
Otsego, MI

PORTAGE PUBLIC SCHOOLS*
Portage, MI

VICKSBURG COMMUNITY SCHOOLS*
Vicksburg, MI

** work completed before IGNYTE*



Gregory Adamczyk

PE, HFDP

PRINCIPAL/MECHANICAL ENGINEER



ABOUT GREGORY

Greg is a registered Professional Engineer. He specializes in HVAC systems, medical gas systems, utility master planning and boiler system design for healthcare, education, industrial, and large commercial clients. He has extensive experience working with facilities management teams on capital project planning, capital spend planning and construction. He is passionate about understanding his clients and building a strong and lasting relationship.

RELEVANT EXPERIENCE

KALAMAZOO PUBLIC SCHOOLS*
Kalamazoo, MI

ST. JOSEPH PUBLIC SCHOOLS
St. Joseph, MI

DECATUR PUBLIC SCHOOLS
Decatur, MI

HARTFORD PUBLIC SCHOOLS
Hartford, MI

WESTERN MICHIGAN UNIVERSITY
Kalamazoo, MI

NORTHWOOD UNIVERSITY*
Midland, MI

** work completed before IGNYTE*



John Rumohr

PE, HBDP, LEED AP BD+C

PRINCIPAL/MECHANICAL ENGINEER



ABOUT JOHN

Jonathan is a registered Professional Engineer, licensed in multiple states. He specializes in campus infrastructure and central utilities for healthcare, higher education, government, and large commercial clients. He has extensive experience working with facilities management teams on large central utility plants, helping them to assess existing systems, plan for future capital projects, and maximize the return on their investments.

RELEVANT EXPERIENCE

COLOMA COMMUNITY SCHOOLS*

Coloma, MI

KALAMAZOO PUBLIC SCHOOLS*

Kalamazoo, MI

MATTAWAN CONSOLIDATED SCHOOLS*

Mattawan, MI

OTSEGO PUBLIC SCHOOLS

Otsego, MI

ST. JOSEPH PUBLIC SCHOOLS

St. Joseph, MI

VICKSBURG COMMUNITY SCHOOLS*

Vicksburg, MI

** work completed before IGNYTE*



Matt Brown

PE, LEED AP

PRINCIPAL/ELECTRICAL ENGINEER



ABOUT MATT

Matt is a registered Professional Engineer with over 20 years of experience in Architecture and Engineering, specializing in Electrical Engineering and Sustainability. Matt has extensive experience in project management and program management and prides himself on thinking outside of the box to help clients achieve their goals. His depth in project expertise ranges from education to healthcare, commercial, and industrial facilities. He works with owners and facility managers to ensure their functionality and efficiency requirements are exceeded.

RELEVANT EXPERIENCE

GRAND RAPIDS PUBLIC SCHOOLS*

Grand Rapids, MI

KENT INTERMEDIATE SCHOOL DISTRICT*

Grand Rapids, MI

MONA SHORES PUBLIC SCHOOLS*

Norton Shores, MI

NORTHVIEW PUBLIC SCHOOLS*

Grand Rapids, MI

GRAND VALLEY STATE UNIVERSITY*

Allendale & Grand Rapids, MI

MICHIGAN STATE UNIVERSITY*

East Lansing, MI

** work completed before IGNYTE*



Ryan Idema

PE, LEED AP

PRINCIPAL/MECHANICAL ENGINEER



ABOUT RYAN

Ryan is a registered Professional Engineer with 20 years of mechanical engineering experience and over 15 years of experience in Architecture and Engineering, specializing in Mechanical Engineering and Sustainability. Ryan has extensive experience in capital improvement studies, project management, and a broad vision to help the team achieve goals.

Project expertise ranges from education to healthcare, commercial, and industrial facilities. He works with owners and facility managers to ensure their functionality, efficiency requirements, and sustainability measures are exceeded.

RELEVANT EXPERIENCE

EAST GRAND RAPIDS PUBLIC SCHOOLS

Grand Rapids, MI

MONA SHORES PUBLIC SCHOOLS*

Norton Shores, MI

GRAND RAPIDS PUBLIC SCHOOLS*

Grand Rapids, MI

NORTHVIEW PUBLIC SCHOOLS*

Grand Rapids, MI

FOREST HILLS PUBLIC SCHOOLS*

Grand Rapids, MI

JENISON PUBLIC SCHOOLS*

Jenison, MI

** work completed before IGNYTE*



Stephen Rudner

P.E., R.A.

VICE PRESIDENT



ABOUT STEPHEN

Stephen M. Rudner, P.E., R.A., joined Robert Darvas Associates in 1972. During his career, he has become an expert at evaluating existing structures and designing structural renovations that reflect the historical nature of the building and its surroundings.

A walking encyclopedia of information with regard to building materials and methods, Steve is an invaluable resource for evaluating existing conditions, resolving building issues, and designing complicated structures.

RELEVANT EXPERIENCE

Stephen has served as the principal-in-charge of varied projects, from the renovation of **State Capitol Building** in Lansing to structural design of large and small office buildings in the range of \$4 to \$40 million in construction cost.

His skills have contributed to numerous successful and notable historic renovation projects in Michigan including the Governor's Mansion and the **Grand Hotel on Mackinac Island**, the **Orchestra Hall restoration in Detroit**, and the restorations of the **Michigan Theater in Ann Arbor** and **Eastern Michigan University's Pease Auditorium**.

Additionally, he oversees many projects statewide at our universities and community colleges including the **Mark Jefferson Science Building at Eastern Michigan**; the **Science Center and College Student Services Administrative Building**, at Albion College; and the **Bay de Noc Community College Business & Higher Education Building**.



Nadir Makhoulf

PRINCIPAL & PROJECT MANAGER



ABOUT NADIR

Mr. Makhoulf manages projects, produces CD's and coordinates with architects and consultants.

Nadir rejoined Robert Darvas Associates in 1992. Originating from Algeria, he completed his undergraduate studies at the Polytechnic School of Architecture in Algiers, Algeria. Based on his performance, he was awarded a full scholarship to study at any university in the United States; he chose the University of Michigan in Ann Arbor. After completion of his master's degree in Building Sciences at the University of Michigan in 1984, he began as a drafter at Robert Darvas Associates. In 2006, he became a principal at the firm.

RELEVANT EXPERIENCE

Nadir is involved with the design and detailing of numerous projects, including Dearborn's Henry Ford Community College Library, the Ashley Mews office building in Ann Arbor, the Block 89 mixed-use complex in Madison Wisconsin, the Albion Science Complex at Albion College, and Resurrection Life Church in Grand Rapids Michigan.

Recent projects include the EnV and 1401 South State Street towers in downtown Chicago.



Brad Cutter

P.E.
STRUCTURAL ENGINEER



ABOUT BRAD

Brad has extensive experience supporting a wide variety of different types of industries (commercial, residential, forensic, legal) and building types (industrial, manufacturing, chemical, municipal, educational, healthcare/medical, parking, religious, residential) through the use of multiple different construction techniques and material types.

RELEVANT EXPERIENCE

Brad's diverse background has equipped him with a wide range of skills necessary to solve complex problems from multiple different viewpoints. As engineering has become more interdisciplinary, his knowledge and experience with different types of structures and construction techniques has provided him with a unique perspective toward modern problem solving.

With his in-depth understanding of the fundamental principles of structural engineering and material behavior, Brad is able to develop creative and efficient designs required to accommodate each client's particular needs. It is this attitude and passion that Brad carries through each and every design.



Tom Sovel

PE
PROJECT DIRECTOR



ABOUT TOM

Thomas J. Sovel, PE has 35 years of experience in the industry and with Spalding DeDecker. Tom's expertise lies in site design for educational facilities. School zones are very specialized sites that require attention to detail in areas that are not seen in retail or office developments.

RELEVANT EXPERIENCE

NOVI COMMUNITY SCHOOL DISTRICT

Providing civil engineering services

FARMINGTON PUBLIC SCHOOLS

Provided civil engineering services

NORTHVILLE PUBLIC SCHOOLS

Providing civil engineering services

WALLED LAKE CONSOLIDATED SCHOOL DISTRICT

Providing civil engineering services

PLYMOUTH-CANTON COMMUNITY SCHOOLS

Providing civil engineering services

LIVONIA PUBLIC SCHOOLS

Providing civil engineering services



Jake Ensley

PE
PROJECT MANAGER



ABOUT JAKE

Jacob has been part of the Land Development and Pavement Management Teams and has represented SD on many projects for commercial, institutional, residential, and industrial sites.

Jacob has performed initial field investigations to collect data to develop improvement plans; designed plans and specifications for land development and pavement management projects; performed pavement inspection using PASER rating system for many facilities/ programs; performed soil borings and analysis; implemented and customized CartêGraph Pavement Management software; prepared current and forecasted pavement repair budgets, and more.

RELEVANT EXPERIENCE

DEARBORN PUBLIC SCHOOLS

Design of site utilities, new parking lot configurations, and site grading for multiple school additions. Pavement repair projects including the inspection of existing conditions at each school, and designing the pavement repair plans and specifications.

WEST BLOOMFIELD SCHOOL DISTRICT

Design projects include reconstructing parking lots, re-grading portions of sites to improve drainage, designing exterior stairways and an accessible ramp down a steep hill for an athletic field, and repairing a damaged section of storm sewer culvert.

EAST CHINA SCHOOL DISTRICT

Building addition, repaving, drainage, and traffic flow modifications throughout the district at the following buildings: Administration Building which includes the Early Childhood Center and new Innovation Center, District Stadium, St. Clair High School and Marine City High School.



Terry Lindow

SENIOR DESIGNER



ABOUT TERRY

Terry has more than 35 years of experience in civil, mechanical, and structural CAD design. His responsibilities include lead designer for a variety of civil projects as well as CAD data management for system evaluation studies and large construction projects. His responsibilities also include revising and implementing CAD data and drafting standards. His design experience includes water-main, sanitary sewer, storm sewer, forcemain, pump stations, stormwater management, including detention design, road design, pavement design, site layout, and site grading.

RELEVANT EXPERIENCE

NOVI COMMUNITY SCHOOL DISTRICT

Provided layout, site design, and construction documentation

PLYMOUTH-CANTON COMMUNITY SCHOOLS

Provided layout, site design, and construction documentation

NORTHVILLE PUBLIC SCHOOLS

Provided layout, site design, and construction documentation

ROCHESTER COMMUNITY SCHOOLS

Provided layout, site design, and construction documentation

GIBRALTAR SCHOOL DISTRICT

Provided layout, site design, and construction documentation

ROMEO COMMUNITY SCHOOLS

Provided layout, site design, and construction documentation



Ujiji Davis Williams

PLA
PRINCIPAL, LANDSCAPE ARCHITECT



ABOUT UJIJI

Ujiji Davis Williams is a practicing landscape architect, urban planner and researcher based in Detroit. She is the Founding Principal of JIMA Studio. Prior to JIMA, Ujiji was a design leader at SmithGroup for over six years, leading critical landscape and urban design work, including neighborhood planning, greenways and streetscapes in Detroit and other post-industrial cities across the country.

RELEVANT EXPERIENCE

MILIKEN STATE PARK & HARBOR / DETROIT, MI*

Project manager and project lead for the Milliken State Park & Harbor master plan update to support Detroit riverfront parks system

JOE LOUIS GREENWAY / DETROIT, MI*

Design and engagement support for 27.5 mile long greenway system in Detroit

CANFIELD CONNECT / DETROIT, MI

Working with a neighborhood serving organization to activate a vacant lot into a community greenway connector

NYCHA RED HOOK INITIATIVE FARMS / BROOKLYN, NY

Worked with urban agricultural organization partnered with NYC public housing to redesign the main growing area and provide food security to residents

** work completed before JIMA Studio*



Melinda Miller

PE, LEED AP BD+C, EDAC, INCE BD. CERT.
PRINCIPAL ENGINEER



ABOUT MELINDA

Melinda brings her passion for all things sound and 20 years of experience to her role as Principal Engineer of ABD Engineering & Design. Her expertise includes diagnosing and preventing noise problems, designing acoustically optimized environments, and using evidence-based design practices. Melinda has consulted on projects involving architectural acoustics, noise isolation, mechanical noise control, and occupational noise exposure. Her experience includes higher education, K-12 schools, performance and worship spaces, healthcare facilities, industrial facilities, hotel and multi-family residential buildings.

RELEVANT EXPERIENCE

ARTS & COMMUNICATIONS MAGNET ACADEMY
Portland, OR

BLOOMFIELD HILLS HIGH SCHOOL
Bloomfield Hills, MI

DETROIT INSTITUTE OF MUSIC EDUCATION (DIME)
Detroit, MI

ROCKFORD HIGH SCHOOL PERFORMING ARTS CENTER
Rockford, MI

SAM BARLOW HIGH SCHOOL
Gresham, OR

TRAVERSE CITY CENTRAL HIGH SCHOOL
Traverse City, MI



Erik Geiger

CTS-D
DIRECTOR OF AUDIOVISUAL



ABOUT ERIK

Erik has designed and consulted on audio, video, and technical systems for over 20 years. He has served as an Audiovisual discipline leader and project manager, and carries a wealth of technical system consulting and design experience. Erik brings the heart of a teacher to every project, helping clients and end-users to understand a rapidly changing environment — having held a position at Columbia College, Chicago for many years.

Erik specializes in planning, budgeting and needs analysis studies for audiovisual and media technology-based systems, with a focus on facilities and infrastructure planning.

RELEVANT EXPERIENCE

BENITO JUAREZ HIGH SCHOOL PAC
Chicago, IL

FARMINGTON NORTH HIGH SCHOOL
Farmington Hills, MI

HOOD RIVER VALLEY HIGH SCHOOL
Hood River, OR

SAM BARLOW HIGH SCHOOL
Gresham, OR

WESTINGHOUSE MAGNET HIGH SCHOOL
Chicago, IL

NORTH EUGENE HIGH SCHOOL
Eugene, OR



Tom Neville

ASTC
PROJECT MANAGER



ABOUT TOM

Tom brings a diverse background in theatre technology and production management to his work for the firm. Tom's perspective and understanding of facility user operations and of their need for high quality theatre specialty equipment is of critical importance to the firm's projects. Tom has played a lead design role on some of the largest, most complex permanent theatrical productions in the world; working on seven permanent show venues for Cirque du Soleil, Sunac's Taihu Theatre for Splendor by Franco Dragone in Wuxi China and a new permanent live show for Universal Studios.

He finds his greatest satisfaction in helping create modern performance facilities for middle school and high school students.

RELEVANT EXPERIENCE

MARSHALL HIGH SCHOOL
Marshall, MI

HASTINGS HIGH SCHOOL
Hastings, MI

MANDALAY BAY, MICHAEL JACKSON ONE™ FOR CIRQUE DU SOLEIL
Las Vegas, NV

EDISON HIGH SCHOOL
Minneapolis, MN

COLORADO COLLEGE, EDITH KINNEY GAYLORD CORNERSTONE ARTS CENTER
Colorado Springs, CO

CHILDREN'S THEATRE OF CINCINNATI
Cincinnati, OH



Kevin Auses

ETCP
PROJECT MANAGER



ABOUT KEVIN

Kevin joined APF in 2003 for a 10-year period and returned in 2017 to continue his consulting career. His background in theatrical production and a thorough knowledge of structural design for the theatre inform his work as a project manager and the design and implementation of automated rigging, machinery and scenery handling systems.

Kevin's live theatre experience has given him a deep understanding of the requirements of a functional theatre.

RELEVANT EXPERIENCE

CHELSEA SCHOOL DISTRICT
High school auditorium renovation

DAVISON COMMUNITY SCHOOLS
Davison Performing Arts Center

GULL LAKE COMMUNITY SCHOOLS
Gull Lake Performing Arts Center

TRI COUNTY AREA SCHOOLS
High school cafetorium

UNIVERSITY OF CALIFORNIA SAN DIEGO
Conrad Prebys Music Center

VICTORIA GARDENS CULTURAL CENTER
Rancho Cucamonga, Ca.



Grace Gavin Rhodes

ASTC
ASSOCIATE PRINCIPAL



ABOUT GRACE

Grace brings varied experience to her consulting. She holds degrees in theatrical design and has worked as a professional lighting designer. Grace has taught stage lighting at the Hong Kong Academy of Performing Arts and Indiana University. She has worked and traveled the world as a consultant, designer and educator and draws on her international experience in her work.

With nearly 20 years at Apeiro Design, Grace has contributed significantly as a designer and project manager on some of the firm's largest, most prestigious projects. She is an active member of the American Society of Theatre Consultant and serves on its Board as Vice President.

RELEVANT EXPERIENCE

COLUMBUS STATE UNIVERSITY, CORN CENTER FOR THE VISUAL ARTS
Columbus, OH

JOSEPH MEYERHOFF SYMPHONY HALL
Baltimore, MD

LAGRANGE PERFORMING ARTS CENTER
LaGrange, GA

PITTSBURGH CENTER FOR THE CREATIVE AND PERFORMING ARTS SCHOOL
Pittsburgh, PA

THE JUILLIARD SCHOOL, DRAMA DIVISION STUDIO
New York, NY

WUXI TAIHU SHOW THEATRE
Wuxi City, Jiangsu Province, China



Pete O'Neil

CTS-D (AVIXA)
PRINCIPAL/AV TECHNOLOGY



ABOUT PETE

Pete is the Principal of technology systems and leads the performance audio and video group. He is focused on collaborating with the firm's team of experts at the intersection of technology and architecture to give clients the flexible, scalable building systems that allow a facility to evolve, while staying relevant and in demand.

Pete's portfolio includes new build and renovation projects for higher education and corporate campuses, offices, theaters, stadiums, and arenas, including scopes for sound, AV and broadcast infrastructure and systems.

RELEVANT EXPERIENCE

TUNIS EVENT CENTER
Tech Talk renovation
Mountain View, CA

UNIVERSITY OF SAN FRANCISCO
Sobrato Center (ongoing)
San Francisco, CA

HARD ROCK STADIUM*
Miami, FL

STANFORD STADIUM*
Palo Alto, CA

STEVE JOBS THEATER*
Cupertino, CA

MICHIGAN STADIUM*
Ann Arbor, MI

** work completed before Apeiro*



Kenneth Fause

**BROADCASTING CONSULTING
PRINCIPAL**



ABOUT KENNETH

Ken’s deep knowledge of broadcast, audio, video and information systems supports many of Apeiro Design’s performance environments and media facilities projects.

His work includes educational and professional broadcast, sports, theatre and corporate venues including cinema screening rooms and training facilities. His recent project experience includes Young University’s BYU-Idaho Center Auditorium and HDTV Broadcast Center, on-call consulting, master planning and capital improvements for the SAP Center at San Jose and multiple corporate auditoriums for Qualcomm Corporation.

RELEVANT EXPERIENCE

BRIGHAM YOUNG UNIVERSITY

BYU-Idaho Center Auditorium and HDTV Broadcast Center, Rexburg, ID

MGM CITY CENTER

Convention Center
Las Vegas, NV

NAPA VALLEY COLLEGE

Performing Arts Center
Napa, CA

RANCHO CAMPANA HIGH SCHOOL

Oxnard, CA

SANTA BARBARA CITY COLLEGE

School of Media Arts
Santa Barbara, CA



Stephanie Occhipinti

VICE-PRESIDENT, PRODUCTION PRINCIPAL



ABOUT STEPHANIE

Stephanie is a leading member of the design and production team. Her focus is largely on design, coordination of Bakergroup’s internal production schedule with those doing the work, and client-facing support. Originally graduating university as an interior designer, her 16-years as a food service consultant has led to many client fans who appreciate her skillful planning, thorough and organized process, and willingness to step up to evolving client needs. Her clients include hotels, restaurants, higher ed facilities, healthcare facilities, corporate clients, and clubs.

RELEVANT EXPERIENCE

ANN ARBOR SCHOOL DISTRICT

Slauson Middle School
Mitchell Elementary
Pathways to Success

LANSING PUBLIC SCHOOLS

Willow Elementary

KENTWOOD PUBLIC SCHOOLS

Early Childhood Center
Townline Elementary
Hamilton Elementary
Bowen Elementary



Eric Cartwright

CEC
CULINARY



ABOUT ERIC

Chef Eric is a seasoned culinary professional with extensive operations and hospitality expertise, ranging from five-diamond restaurants and catering to award-winning collegiate dining. During his professional career, Chef Eric has been involved in a wide variety of dining projects across the country, earning many awards and accolades. As executive chef at the University of Missouri for over 17 years, Chef Eric developed 17 self-branded dining concepts, orchestrated a comprehensive overhaul of the dining program and assisted in the design and implementation of seven dining renovation projects. With an intense passion for finding creative and efficient guest-focused solutions, Eric brings a real-world perspective to Bakergroup's design outcomes.

RELEVANT EXPERIENCE

ANN ARBOR SCHOOL DISTRICT

Slauson Middle School
Mitchell Elementary
Pathways to Success

LANSING PUBLIC SCHOOLS

Willow Elementary

KENTWOOD PUBLIC SCHOOLS

Early Childhood Center
Townline Elementary
Hamilton Elementary
Bowen Elementary



Jim Sukenik

FCSI
PRESIDENT, SR. DESIGN PRINCIPAL



ABOUT JIM

Over the past three decades, Jim has built a reputation of outstanding food service planning and design. He has won numerous awards and top honors for excellent project results. It is Jim's food service operations background, formal education, innate artistic capabilities, and devotion to client input that are the bellwether for the firm's creative and well-received dining solutions.

Jim approaches every client project with the expertise, creativity, and confidence necessary to address a broad scope of client needs. His passion for the industry and for those with whom he works drives the client-centered design outcomes that characterize the firm.

RELEVANT EXPERIENCE

ANN ARBOR SCHOOL DISTRICT

Slauson Middle School
Mitchell Elementary
Pathways to Success

LANSING PUBLIC SCHOOLS

Willow Elementary

KENTWOOD PUBLIC SCHOOLS

Early Childhood Center
Townline Elementary
Hamilton Elementary
Bowen Elementary



Bill Robertson

BILL ROBERTSON POOL DESIGN BUILD, INC.

ABOUT BILL

Bill has over 50 years of experience in the Swimming Pool Industry in Construction, Education, Design, and Engineering. In 1994 he founded Bill Robertson Pool Design Build with the goal to achieve independence in design. He remains dedicated to serving owners by offering the best possible options, prioritizing their needs, and continuing to make lasting contributions to the Swimming Pool Industry.

RELEVANT EXPERIENCE

NOVI HIGH SCHOOL

Turned “L” shaped pool into a 25 yard pool with new deck equipment, filtration, heating, chemical feed and timing systems
2014: Updated pool filter system

MICHIGAN STATE UNIVERSITY CLUB

Removed and replaced existing pool at a new elevation with new family/lap pool, spa, slide, water features equipment, deck and fence

LINCOLN HIGH SCHOOL

Removed existing 5 lane pool and equipment and replaced with a deeper 6 lane pool and new filtration equipment

ROCHESTER HIGH SCHOOL

Removed pool floor, equipment and mechanical systems
Deepened pool and replaced all mechanical systems



Section 4



Proposal Forms

REVISED - Architectural and Engineering Services Proposal Form

DESIGN RFP PROPOSAL FORM

BIDDER: Kingscott/Fielding International
818 W. Eleven Mile Road, Royal Oak, MI

BIDDER'S ADDRESS: 48067

BIDDER'S MAIN CONTACT FOR PROPOSAL: John Davids, AIA LEED AP BD&C REFP

MAIN CONTACT'S PHONE NUMBER: 248.534.9211

MAIN CONTACT'S EMAIL ADDRESS: jdavids@kingscott.com

All Proposal Costs must be submitted in e-Builder. All Proposals submitted may not be withdrawn and shall be irrevocable for a minimum period as defined in this RFP.

A. COST PROPOSAL

- 1) For Scope of Services as described and required in the RFP and AIA B132-2019 as modified:

High School New Construction and Renovations - % Fee 6.5%

(Above assume \$75-100M renovation and \$75-100M new)

Separate Fee for Basic Activity Center Design \$12M - % Fee 6.7%

- 2) Reimbursables:

Provide a list of items for which you would require reimbursement. In addition, please provide a not-to-exceed allowance for reimbursable expenses on this Project. Please refer to AIA B132-2019 as amended, Article 11, for clarifications on allowable reimbursable expenses.

- High School New Construction and Renovations
Not-to-exceed reimbursable allowance \$260,000

B. ESTIMATED TOTAL PROJECT HOURS

1. Estimated total project hours: 130,000

C. STANDARD OF CARE

1. Percentage of care for architect errors and omissions for criteria purposes: 2.0%

D. SUB-CONSULTANTS

- a. List all anticipated sub-consultants in e-Builder:

CIVIL	Spalding DeDecker
LANDSCAPING	Jima Studio
ATHLETICS	TBD
ELECTRICAL	Ignyte
MECHANICAL	Ignyte
PLUMBING	Ignyte
AV	Wright & Hunter
FOOD SERVICE	Baker Group
POOL	Bill Robertson Pool Design
THEATER /ACOUSTIC	Apeiro Studio and Acoustics By Design
OTHER	Fielding International
OTHER	Robert Darvas Associates-Structural
OTHER	_____
OTHER	_____

In the event additional consultants are required to complete this Project, please state your percentage markup, if any, for including the services of additional consultants under your primary contract: 10%

E. ADDENDA

- a. This Proposal includes information for the following addenda:

ADDENDA NO.	1	DATED	4/22/2024
ADDENDA NO.	_____	DATED	_____
ADDENDA NO.	_____	DATED	_____

F. CONTRACTUAL TERMS

a. If selected as architect/engineer, I agree to the contractual terms as provided in the RFP as noted below:

- AIA B132-2019 Edition, as modified
- AIA A232-2019 General Conditions, as modified (via Addendum)
- Exceptions to modified B132-2019 and A232 -2019*

*Attach SPECIFIC proposed alternate contract language in Section 7

- Owner owns all rights (including copyrights) to the conceptual design ideas, drawings, and other information being provided as referenced within RFP

Any exceptions to the terms and conditions in this RFP or the form of Contract attached to this RFP, or any other special considerations or conditions requested or required by the firm MUST be expressly and specifically enumerated by the firm and be submitted as part of its Proposal, together with an explanation as to the reason such terms and conditions cannot be met by, or, in the firm's opinion are not applicable to, the firm. The firm shall be required and expected to meet the specifications and requirements as set forth in this RFP and the form of Contract in their entirety, except to the extent exceptions or special consideration or conditions are expressly set forth in the firm's Proposal and those exceptions or special considerations or conditions are expressly accepted by the Owner. All Pricing Factors must be clearly indicated in the manner required on the Proposal Forms provided as part of this RFP.

I have read and I understand the responsibilities required of the architect/engineer under the terms of this RFP and the proposed Agreement. If selected, our firm will be able to fulfill the requirements.

SIGNATURE

Dated this 2nd day of May, 2024.

FIRM NAME: Kingscott Associates

BY:



Signature

Principal

Position/Title

Brendan Pollard, being duly sworn, deposes and says that the information provided herein is complete so as not to be misleading.

Subscribed and sworn before me this 2nd day of May, 2024.

NOTARY PUBLIC:

Gabrielle Norkus

MY COMMISSION EXPIRES:

03/05/2030

Proposal Checklist

- Bid Proposal Form (signed and notarized)
- Staff Hourly Rate Schedule
- Familial Disclosure Affidavit
- Iran Disclosure Affidavit
- Criminal Background Disclosure Affidavit

Gabrielle Norkus
NOTARY PUBLIC - STATE OF MICHIGAN
COUNTY OF KENT
My Commission Expires March 5, 2030
Acting in the County of Kent

Familial Disclosure Affidavit

The undersigned, the owner or authorized officer of the below named firm (the "Firm"), pursuant to the familial disclosure requirement provided in the Novi Community School District (the "School District") Request For Proposals for Architecture and Engineering Services, hereby represents and warrants that, except as provided below, no familial relationships exist between the owner or any employee of the Firm, and any member of the Board of Education of the School District or the Superintendent of the School District. A list of the School District's Board of Education Members and its Superintendent may be found at <https://www.novi.k12.mi.us/district/board-of-education>.

LIST OF ANY FAMILIAL RELATIONSHIPS

None

SIGNATURE

Dated this 2nd day of May, 2024.

FIRM NAME: Kingscott Associates

BY: 
Signature

Principal
Position/Title

Brendan Pollard, being duly sworn, deposes and says that the information provided herein is complete so as not to be misleading.

Subscribed and sworn before me this 2nd day of May, 2024, in the county of Kent and the state of Michigan.

NOTARY PUBLIC:

Gabrielle Norkus

MY COMMISSION EXPIRES:

03/05/2030

Gabrielle Norkus
NOTARY PUBLIC - STATE OF MICHIGAN
COUNTY OF KENT
My Commission Expires March 5, 2030
Acting in the County of Kent

Iran Disclosure Affidavit

AFFIDAVIT OF COMPLIANCE – IRAN ECONOMIC SANCTIONS ACT

MICHIGAN PUBLIC ACT NO. 517 OF 2012

The undersigned, the owner or authorized officer of the below named firm (the “Firm”), pursuant to the compliance certification requirement provided in the Novi Community School District (the “School District”) Request For Proposals for Architecture and Engineering Services (the “RFP”), hereby certifies, represents, and warrants that the Firm (including its officers, directors, and employees) is not an “Iran linked business” within the meaning of the Iran Economic Sanctions Act, Michigan Public Act No. 517 of 2012 (the “Act”), and that in the event Firm is awarded a contract as a result of the aforementioned RFP, the Firm will not become an “Iran linked business” at any time during the course of performing the scope of work or any services under the contract.

The Firm further acknowledges that any person who is found to have submitted a false certification is responsible for a civil penalty of not more than two hundred fifty thousand dollars (\$250,000.00) or two (2) times the amount of the contract or proposed contract for which the false certification was made, whichever is greater, the cost of the School District’s investigation, and reasonable attorney fees, in addition to the fine. Moreover, any person who submitted a false certification shall be ineligible to bid on a request for Proposal for three (3) years from the date it is determined that the person has submitted the false certification.

SIGNATURE

Dated this 2nd day of May, 2024.

FIRM NAME:

Kingscott Associates

BY:



Signature

Principal

Position/Title

Brendan Pollard, being duly sworn, deposes and says that the information provided herein is complete so as not to be misleading.

Subscribed and sworn before me this 2nd day of May, 2024, in the county of Kent and the state of Michigan.

NOTARY PUBLIC:

Gabrielle Norkus

MY COMMISSION EXPIRES:

03/05/2030

Gabrielle Norkus
NOTARY PUBLIC - STATE OF MICHIGAN
COUNTY OF KENT
My Commission Expires March 5, 2030
Acting in the County of _____

Criminal Background Affidavit

The undersigned, the owner or authorized officer of the below-named firm (the “Firm”), pursuant to the criminal background compliance certification requirements of the Novi Community School District (the “School District”) hereby represents and warrants that the Firm has performed and/or will perform sufficient criminal background checks, including at a minimum, an Internet Criminal History Tool (“ICHAT”) (or equivalent for non-Michigan residents) for all of its owners, employees, agents, representatives, contractors, and/or other personnel who will be on any School District premises to carry out the services contemplated by the contract documents. The Firm further hereby certifies that no owner, employee, agent, representative, contractor, and/or other personnel of the Firm will be on any School District premises if they are a registered criminal sexual offender under the Sex Offenders Registration Act, Public Act 295 of 1994, or have been convicted of “Listed Offense” as defined under Section 722 of the Sex Offenders Registration Act, MCL 28.722.

The Firm further acknowledges that if it is found to have submitted a false certification or otherwise fails to comply with the requirements of this certification, the School District may immediately terminate the contract.

SIGNATURE

Dated this 2nd day of May, 2024.

FIRM NAME: Kingscott Associates _____

BY:  _____
Signature

Principal

Position/Title

Brendon Pollard, being duly sworn, deposes and says that the information provided herein is complete so as not to be misleading.

Subscribed and sworn before me this 2nd day of May, 2024, in the county of Kent and the state of Michigan.

NOTARY PUBLIC: Gabrielle Norkus

MY COMMISSION EXPIRES: 03/05/2030

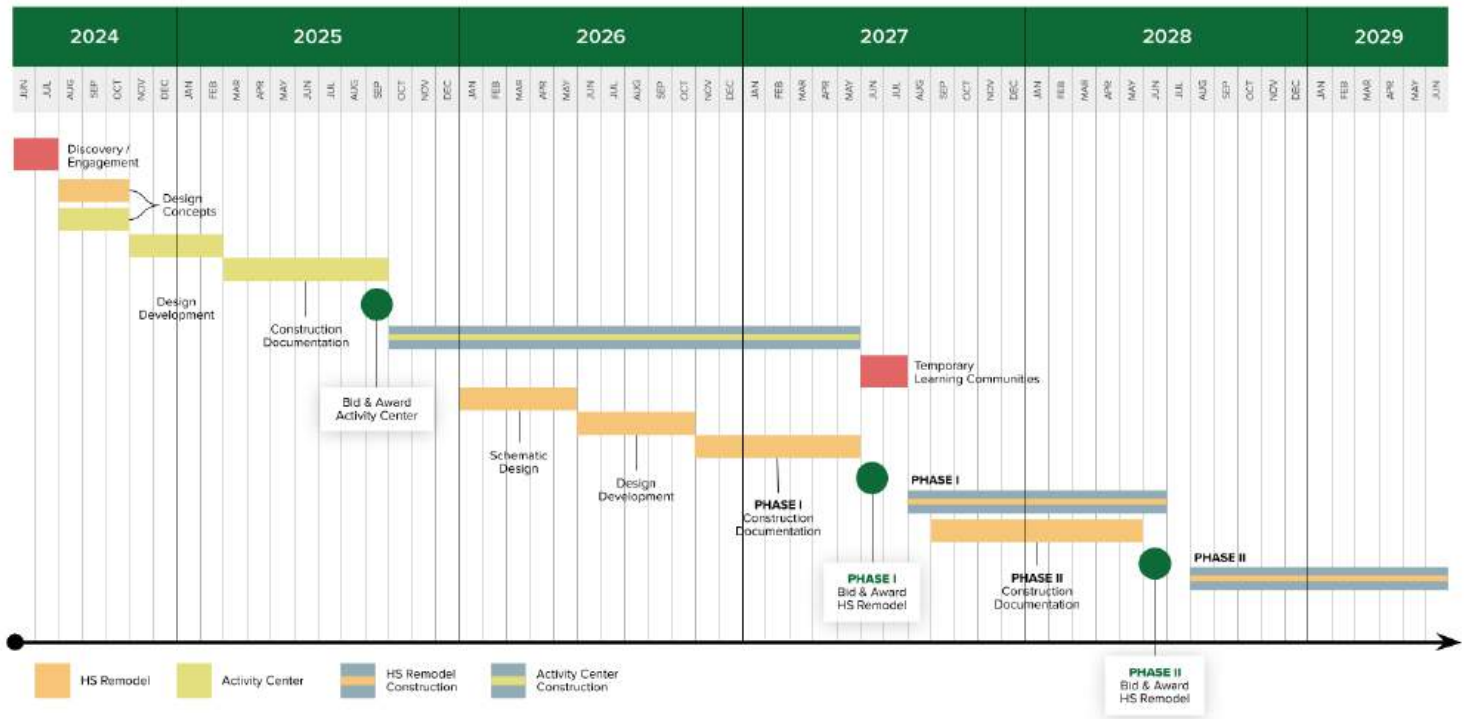
Gabrielle Norkus
NOTARY PUBLIC - STATE OF MICHIGAN
COUNTY OF KENT
My Commission Expires March 5, 2030
Acting in the County of KENT

Section 5



Conceptual Design Schedule

Conceptual Design Schedule



This proposed Conceptual Implementation Schedule is intended to be the start of a conversation with the District, its Owners’ Representative, and the eventual Construction Manager. Decisions on when to bid and build each part of the new Novi High School will be made after careful consideration of many factors including:

- Development of a Phasing Plan that ensures a safe site for students and staff throughout the entire construction process.
- Appropriate swing space to be used by students and staff while major remodeling is being completed. The swing space may include temporary facilities on site, potentially by creating temporary Learning Communities on the large floor plate of the new Field House, and deferring installation of the turf and track surfacing until the High School remodeling is complete. This first draft of an Implementation Plan includes this approach.
- Bond sales timing and availability of funds.
- A design schedule that includes appropriate time to deeply engage the school community before design begins, and to maintain their involvement through the design process.

This preliminary look at the schedule includes two separate one year periods of remodeling of the existing High School. It appears to us that the remodeling will be significant enough that it would not be possible to complete over the short summer break period. By creating the temporary Learning Communities in the new Activity Center we can minimize the impact on the student’s and staff’s experience during construction.

The critical path of the schedule is centered on the educational spaces in the building, both existing and proposed new spaces. The new Concessions, Toilet Room and Batting Cage facilities at the South Athletic Campus, as well as the indoor Tennis Center, can be slotted into this schedule at any point as these projects will not impact the required phasing of the High School construction.

Conceptual Design Schedule

ACTIVITY CENTER DESIGN AND IMPLEMENTATION

June - July 2024

- Intensive Discovery Period
- Initial Community Forum - Yong Zhao as keynote speaker
- Engagement of Admin, staff and students with Yong Zhao and the design team

August - October 2024

- Development of Design Concepts for all aspects of the High School re-imagining
- Development of Conceptual Design for the Activity Center

November 2024 - February 2025

- Design Development of the Activity Center

March - August 2025

- CD Phase of the Activity Center

September 2025

- Bid and Award the Activity Center (Phase 1 of Construction)

October 2025 - May 2027

- Construction of Activity Center, including temporary learning communities

June 2027

- Occupy Activity Center including temporary learning communities

August 2027- June 2028

- First phase remodel of High School (Activity Center as swing space / Phase 2 of Construction)

June 2028

Occupy first phase remodel of High School

- Phase 3 areas move to Activity Center swing space

August 2028 - June 2029

- Second phase remodel of High School (Activity Center as swing space / Phase 3 of Construction)

June 2029

- Occupy second phase remodel of High School
- Install turf and track surface at Field House

REMODELING DESIGN

January - May 2026

- Engagement of Admin, staff and students with Yong Zhao and the design team - focusing on the remodeling of the existing building
- Finalize Concepts for remodeling of the High School (both Phases)

June - October 2026

- Design Development for remodeling of the existing High School (both Phases)

November 2026 - May 2027

- CD Phase of the first phase of Remodeling Scope (Phase 2 of Construction)

June 2027

- Bid and Award first Phase of Remodeling Scope (Phase 2 of Construction)

September 2027 - May 2028

- CD Phase of the second Phase of Remodeling Scope (Phase 3 of Construction)

June 2028

- Bid and Award second Phase of the Remodeling Scope (Phase 3 of Construction)

Section 6



High School Conceptual Design Package

Design Concept

Our team’s High School Conceptual Design Package has been **submitted as a separate booklet** for your review and consideration. We look forward to conversation with you to further refine and shape your vision for the future of Novi High School.

THE CHALLENGE

Novi High School ranks among the top one percent of high schools statewide and nationwide, renowned for its academic excellence and commitment to college preparedness. This remarkable standing signifies past achievements and serves as a foundation for going from “Good to Great,”¹ as Novi has the opportunity to be a global leader in personalized learning. By leveraging its existing strengths and emphasizing forward-thinking strategies, the school is poised to embrace an educational model that equips students with vital future-ready skills and promotes a holistic approach to student and educator well-being. A fundamental catalyst of this transformative journey lies in reimagining the physical environment—reshaping how learning is organized amidst a rapidly shifting learning landscape.

Novi High School’s physical structure reflects decades of piecemeal additions, resulting in disjointed architecture that fails to provide a unified sense of place. Navigating the maze-like corridors can be daunting for students and visitors alike, underscoring the need for a comprehensive redesign. The current spaces fall short of meeting basic human needs such as access to natural light, comfort, a sense of identity, or aesthetic appeal.

Furthermore, the architecture does not support the movement towards increasingly student-centered and personalized education, a trend largely driven by Artificial Intelligence (AI). This undeniable evolution necessitates flexible and diverse environments catering to various activities and learning experiences. AI holds the potential to revolutionize personalized learning through adaptive systems that tailor educational content to each student’s individual needs and pace. Incorporating AI tools can also assist in creating a more cohesive and interactive learning environment, transcending mere spatial enhancements to reinvent the educational experience itself.² By proactively designing and preparing for such innovations, Novi High School can establish itself as a globally recognized thought leader for future-ready education.

1 Collins, J. (2001). *Good to Great: Why Some Companies Make the Leap.. and Others Don't*. Harper Business. Collins’ principles, originally aimed at transforming companies from proficient to extraordinary, are applicable to educational institutions as well.

2 Zhao, Y. (2018). *Reach for Greatness: Personalizable Education for All Children*. Thousand Oaks, CA: Corwin. In this work, Zhao advocates for personalized education, emphasizing the critical role of AI in adapting learning experiences to meet individual student needs.

ENGAGEMENT AND PROCESS

What sets **Kingscott x Fielding** apart is our unique blend of architectural expertise and a profound understanding of innovative educational trends and methodologies—**our team includes architects and educators**. This specialized expertise not only distinguishes our approach from that of traditional architectural firms but also enriches our design process. It is our specialization that enables us to integrate Novi High School’s unique vision and aspirations more effectively.

Our proposal is a response to a design competition; thus, certain assumptions have been made about our design. Through this exercise, we demonstrate our capacity for creative thinking and our ability to develop visionary yet achievable concepts.

However, if selected, we are fully committed to deeply engaging with the district, the school community, and the broader public. Throughout the process, we will focus on articulating and refining a vision that authentically embodies the activities and experiences the school desires to embrace. This commitment ensures that our architectural solutions are innovative and aligned with the needs and objectives of the school, thereby creating spaces that facilitate and inspire the Novi High School experience.

DESIGN CONCEPT: THE “CONNECTED CAMPUS”

Drawing from our global experience in school design, we proudly introduce the “Connected Campus” as our solution to Novi High School’s challenges. Our concept seamlessly integrates the principles of spatial organization by Kevin Lynch, an influential urban planner, with the educational philosophy of Connectivism by George Siemens, an education theorist renowned for his work on digital-age learning.

Our holistic approach is twofold: first, to physically unite the campus through thoughtful architectural design, and second, to cultivate an environment that enhances learning through robust networks and connections among students, educators, and the broader educational ecosystem.

Siemens’ theory of Connectivism asserts that learning thrives within networks where individuals actively connect and exchange information. He eloquently encapsulates this idea by asserting, “The pipe is more important than the content within the pipe. Our ability to learn what we need for tomorrow is more important than what we know today.”³ This perspective emphasizes the value of designing a school that harnesses connectivity to adapt to modern educational needs, promoting a learning environment characterized by fluidity, agility, personalization, and seamless integration with technology. By prioritizing the connections that facilitate learning over static content, Novi High School can evolve into a dynamic institution that effectively prepares students to thrive in an ever-changing world.

3 Siemens, G. (2005). Connectivism: A learning theory for the digital age. *International Journal of Instructional Technology and Distance Learning*, 2(1).

Inspired by Lynch's urban planning theories, the "Connected Campus" integrates various elements such as paths, edges, districts, nodes, and landmarks to create a navigable, intuitive, and stimulating educational space:⁴

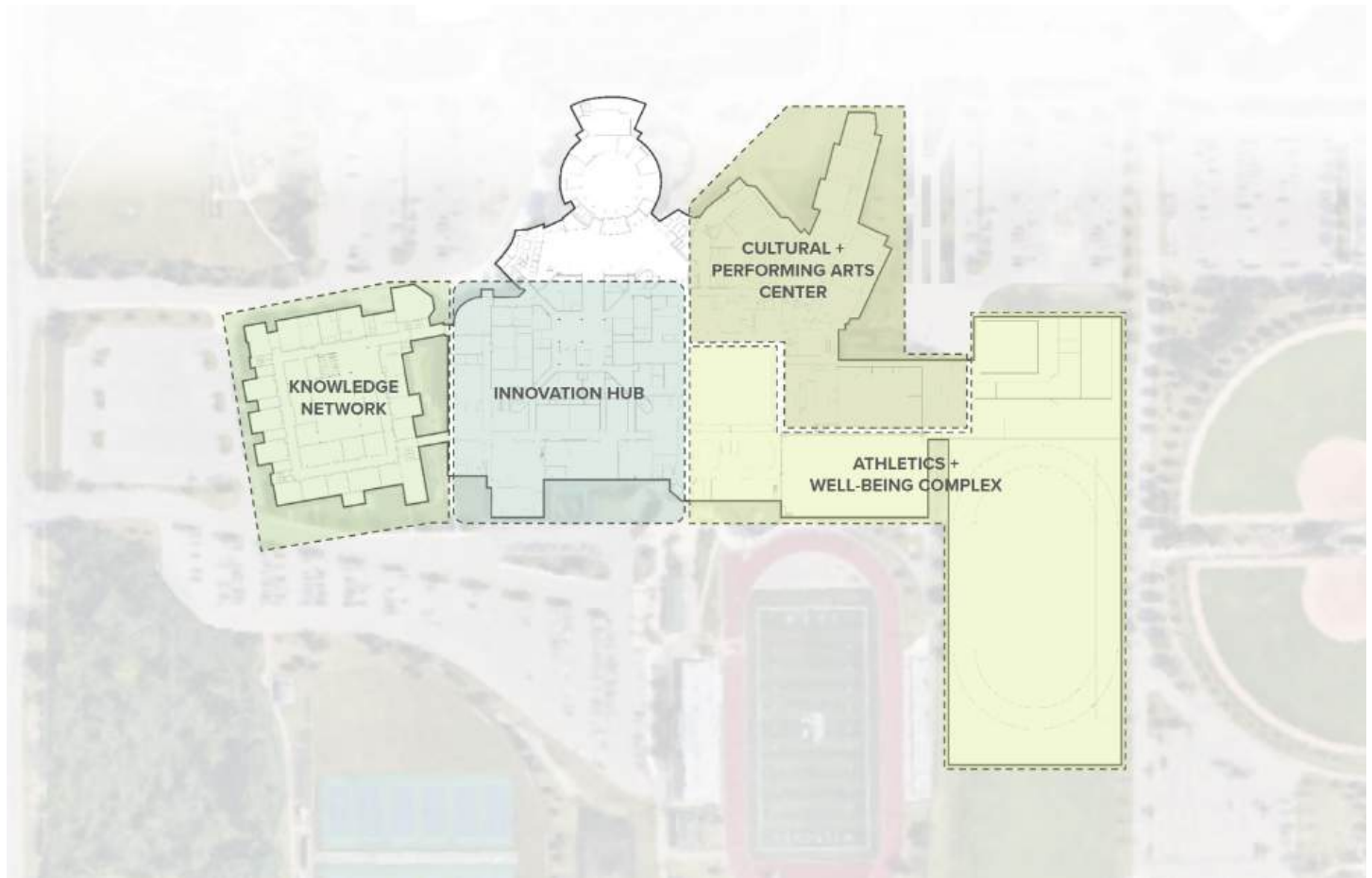
- **Paths** facilitate effortless movement across the campus, linking different learning districts and encouraging an open flow of ideas and interactions.
- **Edges** clearly define the transitions between different learning zones, preserving their unique identities while promoting interdisciplinary learning opportunities.
- **Districts** function as specialized zones for learning, each configured to enhance specific areas of education and personal development.
- **Nodes** are dynamic communal spaces that foster social and intellectual exchanges, crucial for collaborative and networked learning.
- **Landmarks** provide orientation and inspiration, symbolizing Novi High School's unwavering commitment to excellence and innovation in education.

The "Connected Campus" is a learning ecosystem where technology and architecture synergistically elevate collaborative learning and information sharing, extending beyond classrooms to encompass the entire school. While many areas feature state-of-the-art technology, deliberately designated tech-free zones foster human connections and student well-being. This balanced approach underpins a flexible curriculum, empowering students to chart personalized learning pathways that resonate with their interests and aspirations for the future.

FOUR DISTRICTS

The "Connected Campus" concept strategically organizes the school into four distinct districts: the **Knowledge Network**, the **Innovation Hub**, the **Cultural and Performing Arts Center**, and the **Well-being and Athletics Complex**. Each district is designed to serve unique educational functions and cater to diverse student interests. This intentional organization improves navigability within the school environment and fosters a profound sense of place and community ownership.

⁴ Lynch, K. (1960). *The Image of the City*. Cambridge, MA: MIT Press.



Design Concept



THE KNOWLEDGE NETWORK

The Knowledge Network serves as Novi High School's academic heart, anchored by a reimagined media center that redefines traditional learning spaces. Serving as a hub for building expertise, this district is not limited to core academic subjects such as math, science, English, and social studies; it promotes a culture of collaboration and personalized learning. Flexible classrooms and communal areas accommodate a variety of educational activities, from structured lessons to informal collaborative sessions, encouraging students to connect, exchange ideas, and expand their learning networks.

In this space, the curriculum is enriched by modular, stackable courses, allowing students to delve deeply into specialized topics. For instance, they may participate in two-week seminars on global issues, engage in intensive creative writing workshops, or take crash courses in practical skills like Python coding using ChatGPT. This approach empowers students to customize their educational experience based on their interests and career aspirations, adding valuable layers of knowledge and expertise.

Additionally, the Knowledge Network serves as a platform for peer-led learning, where students organize and lead workshops and seminars in a format inspired by professional conferences. This initiative diversifies the school's academic offerings and cultivates leadership and public speaking skills. By integrating access to Massive Open Online Courses (MOOCs) from leading global

universities, students gain exposure to worldwide perspectives and cutting-edge knowledge, ensuring a comprehensive education.

To create the Knowledge Network, we envision the following:

- Open the existing library media center to the corridor and second floor with a large gathering stair, transforming it into a distinctive landmark.
- Introduce various-sized spaces, such as small group rooms, conference rooms, and a common area furnished like a coffee shop, to support both informal and scheduled classes.
- Enhance access to natural light by opening up some second-floor classrooms around the two-story high library media center, allowing natural light from the existing skylight to penetrate deeper into the building.

THE INNOVATION HUB

The Innovation Hub at Novi High School nurtures a dynamic learning environment centered on real-world challenges and professional development. Emphasizing hands-on and problem-based learning, this center embraces a broad spectrum of innovative learning and career pathways, preparing students for the industries of the future. Its flexible classrooms and lab spaces are designed to meet current industry standards while remaining agile enough to accommodate emerging fields of interest to students and society.

At the core of the Hub is a commitment to experiential learning, where students engage in projects that bridge theory with practice. Through collaboration with professionals from various industries, students gain invaluable mentorship and real-world insights. These partnerships are facilitated by incubator spaces located throughout the Hub, where students can work on long-term projects that are visible to their peers, inspiring a culture of innovation and continuous improvement.

Moreover, the Hub is structured to be highly adaptable, supporting a variety of career paths from med-tech to emerging industries. As careers evolve, so too can the curriculum and physical spaces within the Innovation Hub, ensuring that education remains relevant and responsive to the technological and economic shifts shaping our world.

To create the Innovation Hub, we envision the following:

- Create a large opening between the first and second floors to enhance clear circulation and improve the spatial flow.
- Install a new skylight to bring natural light into the heart of the Innovation Hub, energizing the area and fostering a conducive environment for creativity.
- Establish designated workspaces and ‘incubators’ for students to engage in long-term projects, equipped with essential resources for innovation.
- Provide strategic access to common areas that facilitate collaborative work and peer interaction, reinforcing the Hub’s role as a nexus of student innovation.

CULTURAL AND PERFORMING ARTS CENTER

At the Cultural and Performing Arts Center, learning transcends conventional boundaries, intertwining the performing arts with culture and a broader educational agenda. The Center extends beyond typical activities like band or drama to include digital storytelling, rhetoric, and cultural entrepreneurship. Equipped with state-of-the-art facilities, students explore the science and craft behind the performing arts, engaging in interdisciplinary learning that enriches their educational journey.

The design promotes collaboration and informal performances, creating a vibrant learning environment where students can hone essential 21st-century skills such as communication and creativity. By deeply integrating performing arts into the curriculum, the Center nurtures creative talents and prepares students to thrive in professional settings where self-expression and clear communication are indispensable. For instance, a student passionate about music and video production could develop skills here that later empower them as a school superintendent to create engaging, viral YouTube videos of them singing for snow day announcements, showcasing the real-world application and impact of their artistic and communicative abilities.⁵

To create the Cultural and Performing Arts Center, here are some renovations to the existing Performing Arts spaces that we envision:



- Create a prominent north-end lobby with a gallery space to display student artwork, fostering a cultural hub and providing a proper arrival point for performances.
- Upgrade the orchestra pit and acoustics to improve performance quality and audience engagement.
- Integrate new technology to support diverse performance types, including digital storytelling and multimedia presentations.
- Improve main floor seating with new aisles to enhance accessibility and audience connection to the stage, making cultural events more inclusive.
- Enhance the layout to improve the relationship between the back sections, main seating, and the stage, ensuring that every performance is an immersive experience.

Additionally, we propose a new landmark feature that we call the “SuperSpace” by repurposing the natatorium, which will serve as a multi-functional area that supports cultural activities alongside traditional performing arts programs:

- Positioned near other arts spaces and connected to the new Activities Lobby, this space acts as a cultural artery, linking athletic and arts performance areas.
- Transforms the existing natatorium into a multi-functional “SuperSpace” suitable for large-scale music program requirements.
- Incorporate tech decks, lighting bridges, a control booth with optimal views, and the potential for stage lifts or a trap room utilizing the existing pool cavity.
- Multi-form space with portable seating decks to support various stage-audience configurations, enabling flexible arrangements for performances.
- New practice rooms accessible from both the space and new corridor connections, providing dedicated areas for artistic expression and cultural learning.

⁵ <https://www.youtube.com/watch?v=YOZCIXkL1Hc>

Design Concept



WELL-BEING AND ATHLETICS COMPLEX

The Well-being and Athletics Complex revolutionizes the concept of sports facilities by placing equal emphasis on holistic health and well-being alongside traditional physical education. This district offers a range of activities, spanning competitive sports, individual fitness pursuits, and wellness classes such as yoga, mindfulness, and personal fitness, all facilitated by cutting-edge equipment and versatile training areas.

This inclusive approach goes beyond physical training, integrating essential life lessons in competition, determination, and teamwork—values that transcend athletic arenas. By fostering a culture of health that addresses mental and emotional dimensions, the complex cultivates a community of resilient, well-rounded individuals equipped to tackle life’s challenges with vigor and maintain a balanced, active lifestyle.

Central to the Athletic and Well-being District is the addition of the Activity Center, which holds immense promise for both the Novi Community School District and the broader community. While the specific program of spaces is yet to be defined, for this design exercise, we envision the following features:

- A 300-meter indoor track with eight lanes, accommodating numerous athletes
- Areas for field events
- A full-width turf field inside the track, configurable as a 60, 80, or 100-yard field

- Baseball and softball infields on the turf field
- Support facilities, including team rooms, restrooms, and storage
- A 25-yard by 25-meter pool with support facilities and elevated spectator seating
- An Events Lobby providing direct access to key facilities, including the Natatorium, Field House, Competition Gym (remodeled existing Field House), and Performance Suite (remodeled existing Natatorium)
- A Sports Forum dedicated to E-Sports and other activities, with views overlooking the new Field House

The new Activity Center will enhance the north-facing (public) side of Novi High School and introduce a bold and distinctive entrance, elevating the school’s visibility. Positioning the Natatorium at the Center’s north end showcases the vibrant activities of students, providing a fitting representation of the school to the community.

The entrance, nestled beneath the expansive lamella arch that spans the facility, will lead into a welcoming lobby with clear, direct access to performance venues, athletic facilities, and the performing arts spaces. This redesign of the school’s circulation system aims to simplify navigation, making it more straightforward and enjoyable. Positioned adjacent to the entrance, the Lobby will overlook the new Field House one level below, accommodating the site’s 16-foot slope from north to south. This layout not only creates a unified and visually striking architectural expression but also strategically restricts access to public facilities after hours, enhancing security and utility.



A singular, dominant roof form over the entire addition establishes a powerful formal identity for the school, serving as a prominent counterpoint to the existing fragmented architecture. Carefully crafted to meet the height requirements of the activities within, the roof design ensures a cohesive and aesthetically pleasing environment in all public spaces. Additionally, strategically placed operable skylights further optimize natural light and ventilation, while a concrete retaining wall on the east side accommodates the slope of the existing access drive adjacent to the site.

SUMMARY

Our proposal for the renovation and expansion of Novi High School presents a comprehensive vision aimed at addressing the challenges posed by its fragmented architecture. We envision a campus reorganized into distinct districts, prioritizing

elements such as natural light, memorable landmarks, and a cohesive system of edges, paths, and nodes. These changes are meticulously crafted to improve navigability and promote dynamic academic and social interactions, ultimately revitalizing the physical space to overcome existing architectural limitations.

However, our ambition extends far beyond architecture. We see this project as a unique opportunity for Novi High School to emerge as a global leader in education. This physical transformation serves as a catalyst, inspiring the school to refine its educational program to better serve its students, made possible by eliminating previous environmental constraints and encouraging a culture of personalized learning.

Our team, comprising experts in both education and architecture, eagerly anticipates close collaboration with Novi High School stakeholders. We are committed to delivering a final design that not only meets current educational demands but also remains adaptable to future trends. This endeavor underscores our dedication to an interdisciplinary approach that seamlessly integrates educational objectives with architectural solutions.

Our team's High School Conceptual Design Package has been **submitted as a separate booklet** for your review and consideration. We look forward to conversation with you to further refine and shape your vision for the future of Novi High School.



Section 7



Clarifications and Exceptions

Clarifications and Exceptions

**KINGSCOTT ASSOCIATES, INC.
EXCEPTIONS/MODIFICATIONS
NOVI COMMUNITY SCHOOLS
PROPOSED B132 – 2019**

1.1.12.1.4

As drafted, this provision imposes liability on the Architect for errors in delegated designs. Delegation of design is common in the construction industry, and recognizes that specialty contractors have expertise in the design of specialty components that architects do not.

We request that this provision be deleted.

3.1.5

The Architect should not be responsible for the Construction Manager's directive or substitution made or given without the Architect's review or approval.

We request that "or Construction Manager's" be added back into this section.

11.10.2.2

We object to the retainage clause as it relates to payments to the Architect, as it is not customary to do so, and we see no reason for it. We propose the following language for 11.10.2.2:

The Owner may withhold, without the Architect stopping or in any other way disrupting its services or the Project, any disputed sums or sums subject to a Claim under Article 8 of this Agreement.



Section 8



Additional Information



ARCHITECTURE | ENGINEERING | DESIGN

OUR FIRM

As the second oldest architecture firm in Michigan, Kingscott has been creating facilities that support communities since 1929, giving our firm nearly a CENTURY long legacy of experience to build on. We thrive on using our knowledge to support and guide projects and take pride in designing community-centered facilities. With four office locations across the state and current projects in your area, our team is ready to support your project.

OUR STAFF

Our staff is comprised of highly talented, innovative, game-changers who are excited to go to work for you. Our firm is 52 members deep, with the best and the brightest architects, designers, construction administrators, engineers, and support staff, many as licensed professionals in their respective fields. Our veteran team members have seen it all in their decades of experience, while our more recent influx of talented team members bring to the table the latest in industry innovations and technology to add to our arsenal of design tools.

Our highly collaborative approach means we're communicating with each other often to coordinate the ins and outs of your project. Our individual roles on the project may vary, but we all, first and foremost, come to the project as listeners & learners, with an approach that prioritizes first understanding the vision and needs of our clients. Our design solutions are tailored uniquely to each client we serve, with the intention of exceeding expectations for safety, quality, functionality, and aesthetics; and delivering finished products that stand the test of time.



95+

Founded in 1929, Kingscott has 95-plus years of experience in architecture, planning, and design

100+

Kingscott has worked with over 100 Michigan public school districts

\$900M

Kingscott has designed more than \$900 million in remodeling construction in the past 10 years

KINGSCOTT SERVICES

- Architectural Design
- Engineering
- Interior Design
- Landscape Design
- Civil Site Engineering
- Facility Assessment & Master Planning
- Bond Planning & Campaign Strategy
- Furniture, Fixtures & Equipment (FF&E)
- Educational Assessment
- Drone Video Services
- Marketing Services

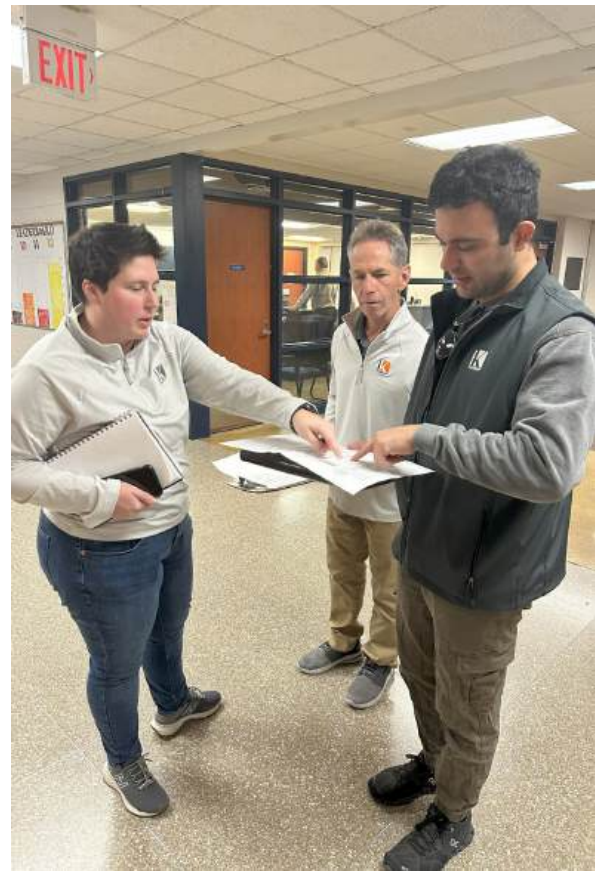
Creating Places You'll Love!

At Kingscott, we understand that the success of your project hinges on more than just technical expertise; it requires a collaborative partnership built on trust, effective communication, and a shared commitment to excellence. With over 95 years of experience in educational architecture, we have honed our approach to project management to ensure optimal outcomes for every client we serve.

Not only do we meticulously select our Kingscott team members for your project based on their unique skill set and expertise, but we also strategically partner with outside consultants with whom we have a proven record of success. This ensures that your project benefits from the collective knowledge and experience of the best in the field.

We firmly believe that effective communication is the cornerstone of successful project delivery. That is why we prioritize an unprecedented amount of regular team meetings and transparent communication throughout every phase of the process. By holding ourselves and our partners accountable at every step, we mitigate the risk of errors, change orders, and unnecessary delays, ultimately saving you time, money, and frustration.

Our unique approach to collaboration extends beyond traditional industry practices. We treat our consultants as integral members of the Kingscott team, inviting them to participate in client page turns—an inclusive practice that fosters trust, accountability, and a shared commitment to project success.



While no project is without its challenges, we believe in minimizing risk by aligning ourselves with firms that share our values of excellence and integrity. As an added layer of protection, we deploy our own MEP engineering experts that have an active role in overseeing and attending all redi-check meetings and project inspections, ensuring quality assurance and quality control are upheld at every phase.

OUR LOCAL PRESENCE

With four offices throughout Michigan, including our largest office in Royal Oak, Kingscott maintains a strong local presence, positioning us as your neighbor and readily available to serve the needs of your district. We don't just seek projects; we cultivate long-term partnerships where relationships are forged, friendships are made, and trust is earned. Partner with Kingscott and experience the difference of a true collaborative approach to educational architecture.





Sun Prairie Area School District, Wisconsin

Studios

3453 Hennepin Avenue South
Minneapolis, Minnesota 55408 USA

700 K Street NW, Suite 300
Washington, DC 20001 USA

460 Hilton Road
Ferndale, Michigan 48220 USA

The Tourister Mill, 91 Main Street, Suite 119
Warren, Rhode Island 02885 USA



Visit us at fieldingintl.com

Read More issuu.com/fielding-international



Fielding International is a global leader in education consulting, planning and architectural design.

Headquartered in Minneapolis, Minnesota — and with locations in Michigan, Maryland, Rhode Island, and Singapore — we have provided consulting, planning and design services to local, regional and national governments, school districts, international schools, and other educational clients since 2003.

We have worked on over \$10 billion worth of schools and have won 16 international planning and design awards for excellence. Our work has attracted the attention of media outlets including CNN.com, NY Times, BBC Radio, Forbes, The Atlantic, Australian Broadcasting Corporation, The Washington Post, National Educational Association, School Planning and Management, Edutopia, and Education Week.

We create tailored education design using a thoughtful interdisciplinary engagement process — our architects, designers, and educators impact every phase of the project. We help our clients to envision and design innovative schools that support student-centered learning. The environments we design form both a continuum in our exploration of learning, and also a unique expression of our school partners and their missions.

Services

Visioning, Master Planning & Campus Design, District Planning, Architectural Design, Facilities Planning, Professional Development, Curriculum Development, and Change Management services to schools and school districts in the United States and across the world.

Educators and Architects Working Together

Our staff of 34 includes dedicated Educators and Designers who actively work together for exceptional results. This fully collaborative experience combines the strengths of each. Partners throughout the process, Fielding team members bring value with their specializations, global perspectives, and understanding of complex problems.



Methodology & Process

Fielding melds facility design with education design, creating an optimum learning experience for the students of every school community we partner with. This “sweet spot” in the middle is possible because the educators on our teams are just as important as the architects and designers. Their participation at every stage of the process is the differential we provide to you. The environments that result from our process form both a continuum in our exploration of learning, and also a unique expression of our school partners and their missions



Expertise to Expand What’s Possible



We understand that **an aligned learning ecosystem is one where vision, environment, and human capacity work** together as interdependent parts to strengthen and support one another. We help clients define a new vision and re-imagine what school can be. Together, we will explore:

- New core skills and mindsets
- New demands on staff and learners
- Environments to practice skills for the future
- Ideal learning community design
- Learning community concepts

Our team will walk you through a spectrum of experiences to help you best identify various models of teaching and learning that will allow the right connections for an agile use of space and opportunity for shared resources. Together, we bring these ideas to reality creating dynamic student-centered environments.

Videos that Will Inspire You

[Strathcona-Tweedsmuir School Design Animation](#)



▶ Watch video [here](#).

[Designing for Student-Centered Learning](#)



▶ Watch video [here](#).

[Spaces for Work-Study Programs](#)



▶ Watch video [here](#).

[What is a Learning Community?](#)



▶ Watch video [here](#).

Inclusiveness is vital from a design perspective, so our team uses Discovery Workshops to understand the points of view of teachers, administrators, students, parents and the community-at-large.

Engagement options include student site walks; teacher, student and parent focus groups; design patterns workshops; educational readiness workshops; site and sustainability workshops; community gathering and best practices; and, student and teacher surveys.



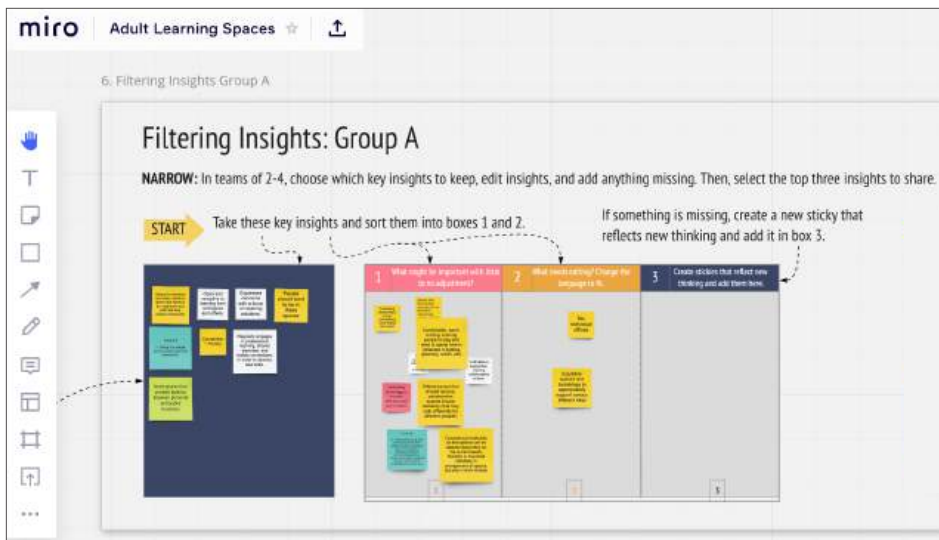
Above: Education Design Principal / Community Engagement Leader, Mike Posthumus, at Pinnacles Prep School

Our Community Engagement Experience

Pinnacles Prep School, Wenatchee, WA (nearly 100% English as a second-language, English language learners, or simply Spanish speaking only). Fielding has prepared a master plan and schematic design for its new learning center. Team members visited the community and worked alongside community members, school leaders, and project stakeholders to envision the ideal conditions for learning (the outcome is shown below: “Our Space”). Following these visits, we developed a facility program and renovation plan to accommodate the vision that the community shared.

The KAUST School (TKS), Saudi Arabia (a truly international community spanning at least 5 religions, countless ethnicities, and dozens of countries of origin). During a 5-day discovery visit, our Architects and Educators conducted workshops, presented case studies, and facilitated countless conversations with teachers, staff, parents, and students about their hopes and dreams for TKS’s future.

Our Space...



Singapore American School (SAS) is one of the most desirable international schools in the world, and attracts families from countless ethnicities, religions, and regions around the globe. We understood its diverse community as an asset, an opportunity to incorporate many voices into the master plan and ultimately the design of future SAS facilities. Over the course of our engagement with SAS, our team facilitated over 100 community engagement and stakeholder feedback sessions, compiling insights related to food preferences, routines, aesthetics, concepts of well-being, and teaching or learning philosophies.

Recent strategies engaging large groups also include the use of online collaboration tools like Miro (shown to the right) is Singapore American School) and Zoom to facilitate presentations to large groups of people who are broadly distributed, and allow them to co-create and collaborate in real-time in a single web space. We often break large groups into smaller focus groups for specific activities, and then collect all responses and process through them as a large group. This pattern isn't dissimilar to the practices we might use in a face-to-face setting - creating the conditions for all voices to be heard means creating many smaller group settings so individuals are valued and recognized despite being part of a larger pool of voices.



A specific method used for the community in Wenatchee, WA, for Pinnacles Prep School was hosting outdoor picnics for the community (or open-house style sessions) that engaged visitors in a series of micro-workshops that were staged around a park. Community members came for the food, and were encouraged to visit each station and participate by sharing their opinions, crafting or designing elements of school they hope to have in the community, respond or reflect on images that they perceived as positively or negatively associated with school experiences, and getting input on their aspirations for young people in their community.



For **Bloomfield Hills High School** (shown left) we achieved consensus through multiple approaches: fireside chats, focus groups, community meetings and surveys. Ultimately, 5 options were presented. To make the decision of how to move forward, the team developed a matrix for scoring the 5 options presented against criteria that rose to the top from the many conversations had during engagement with the community. Members of the community and District Leadership team were assembled into a committee to vet the priorities and apply appropriate “weights” or priority levels to the criteria.



International School of Prague
Frankfurt International School
International School of Dusseldorf, Germany
International School of Brussels, Belgium
International School of Al Khobar, Saudi Arabia
International School of Kazan, Russia
International School of Tanganyika
Leysin American School, Switzerland
Pechersk School International, Ukraine
Al Batinah International School, Oman
Halcyon London International School
American School of Bombay, India
British School of Caracas, Venezuela
Global Indian International School
Hanoi International School, Vietnam
Hillel School of Metro Detroit, Michigan
Horizons Learning Center, Phuket, Thailand
Inspire Academies, San Antonio, Texas
Singapore American School, Singapore
Magnificat High School, Cleveland
Ministry of Education, Cayman Islands
Ministry of Education, Qatar
Ministry of Education, New Zealand
National School of Business Management, Sri Lanka
Obersee Bilingual School
Pathways World School, India

Scotch Oakburn College, Tasmania, Australia
American School in London
Nün Academy, Saudi Arabia
Col•legi Montserrat, Spain
Anglo-American School of Moscow, Russia
Canadian Academy, Japan
Sinarmas World Academy, Indonesia
Regina Public Schools, Saskatchewan, Canada
Rockefeller Foundation
Sarasota Public Schools, Florida
United States Department of Education
United States Agency for International Development
University of Wisconsin, Madison, Wisconsin
Vancouver School Board, Canada
Washington DC Public Schools
Abu Dhabi Education Council, UAE
Greenville County Schools, South Carolina
Billings Public Schools, Montana
Bloomfield Hills Schools, Michigan
Department of Education & Skills, United Kingdom
Department of Education, Tasmania, Australia
Department of Education, Victoria, Australia
Department of Education, Perth, Western Australia
District of Columbia Public Schools, Washington, DC

Fairfax County Public Schools, Virginia
Learning Gate Education Foundation, Florida
Microsoft Innovative Schools Program
Middletown Public Schools, Rhode Island
Medford School District, Oregon
Yew Chung International Schools (YCIS), China
AMIT, Ra'anana, Israel
Delmar International School, Cabo San Lucas, Mexico
Lower Merion Middle School, Villanova, Pennsylvania
Schiffer Alternative High School, Sheridan, Wyoming
South Clearfield Elementary School, Farmington, Utah
Temple Israel, West Bloomfield Township, Michigan
The Welsh Academy at Saint Ignatius High School, Cleveland, Ohio
Wasatch Elementary School, Utah
Boulder Valley Public Schools, Boulder, Colorado
Cedar Falls Community School District, Cedar Falls, Iowa
St. Martin de Porres, Cleveland, Ohio
Academy of the Holy Names, Tampa, Florida
Cranston Public Schools, Cranston, Rhode Island, USA
Rye City Schools, Rye, New York

Design Principles for Student-Centered Learning

The following is a fairly universal list of education design principles for tomorrow's schools, though it would be tailored to the needs of particular communities:

(1) personalized; (2) safe and secure; (3) inquiry-based; (4) student-directed; (5) collaborative; (6) interdisciplinary; (7) rigorous and hands-on; (8) embodying a culture of excellence and high expectations; (9) environmentally conscious; (10) offering strong connections to the local community and business; (11) globally networked; and (12) setting the stage for lifelong learning.

In designing a school for student-centric learning, such underlying principles should drive the discussion. They allow a school community to address questions around how students should learn, where they should learn, and with whom should they learn. We may discover that we need teachers to work in teams, that parents and community volunteers are available to help, that businesses will offer off-site training, that community organizations will permit the use of their recreational, cultural, and sporting facilities. They may conclude that it makes less sense to break down the school day into fixed "periods," and that state standards can be better met via interdisciplinary and real-world projects.



Four Categories of "Hardware" to Consider

Design elements can be categorized under four overarching categories as follows:

- 1 Spatial Organization:** This includes elements dealing with the way in which physical space in a school is organized. For schools to work well it is not only important that they have adequate space, but also that it is organized properly to benefit learning. Spatial Organization includes: 1a) Scale; 1b) Variety and Flexibility of Space; and 1c) Informal Learning Areas.
- 2 The Learning Environment:** Several key environmental factors have a direct impact on learning – thermal comfort, air quality, lighting and acoustics. For the layperson, visual cues relating to thermal comfort and air quality will be less apparent although thermal comfort is something most building occupants directly experience as being either good or bad. Fixes in this area mostly relate to the engineering of the building. However, from the perspective of improved air quality, it is a safe generalization that operable windows that bring in fresh air are almost always preferable to sealed windows. As a visual literacy cue, look for closed windows on days when the weather outside is good – which happens a lot – and suggest to teachers that they keep windows open so kids can breathe fresh air.
- 3 Personalization:** Students spend most of their waking day in schools and yet there is very little in school they can call their own and few places where they can be on their own. Just as adults need their own workspace and privacy, children also need places they can personalize and areas where they can be alone. Given the history of schools as places to mass-produce learning, technology offers an opportunity to provide each student with opportunities for a more personal learning experience.
- 4 Interior Design:** Interior Design includes all the things that most adults care deeply about in all aspects of their daily lives. Whether it is the homes in which they live, the places they work, the restaurants they eat and socialize, the stores they shop and the hotels where they stay, design represents all the things that make these places livable and usable. Of course, beyond basic functionality, interior design also make these experiences more pleasant and enjoyable. A little known fact about good interior design is that it can improve people's health and well-being and also make them more productive. Unfortunately, schools rarely benefit from good design and that may be because of the mistaken impression that this is a "luxury" students do not need. In fact, that is far from the case. A comfortable chair and a pleasant environment to learn in are not luxuries in school any more than they would be in the workplace, or your favorite coffee shop.



We are a Certified B Corporation™



Learn more about the Movement [here](#).



We are now a Certified B Corporation!
We are part of a community
using business as a force for good.

Fielding International is the first school design company to receive B Corp certification, joining a global movement of companies committed to using business as a force for good. Together, we are a community of businesses using our collective power to solve some of the world's most pressing challenges, such as climate change, inequality, and—in our position—education.

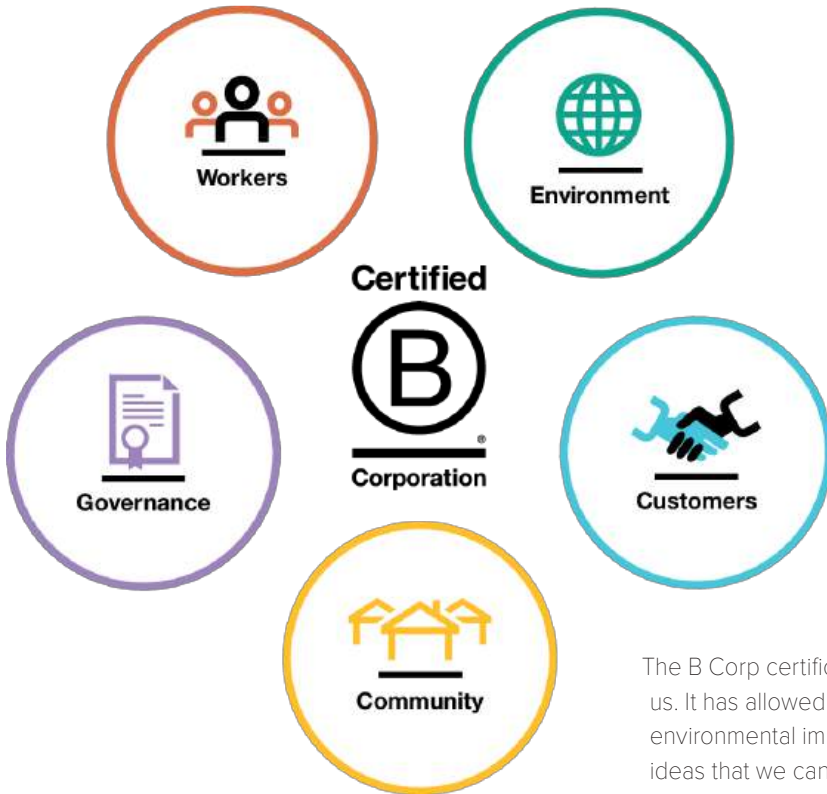


Visit our Fielding International
B Corp Profile [here](#).

Our designs do **good**. Our designs have **impact**.

B Corp certification is a rigorous process that evaluates a company's social and environmental impact, accountability, and transparency. By becoming a B Corp, we are committing to a higher standard of social and environmental performance, along with ethical practice.

As a global design and education company, we believe our work should be more than just creating architecture. We have always been committed to creating nurturing places for learning where students thrive. Becoming a B Corp is a natural extension of this commitment. We will strive to improve our social and environmental practices by setting and achieving ambitious goals and implementing sustainable business practices across all aspects of our company. We will continue to engage our clients, employees, and partners to drive positive change in our communities and the world at large.



The B Corp certification process has been a valuable learning experience for us. It has allowed us to identify areas where we can improve our social and environmental impact. We have gained insights into best practices and new ideas that we can implement in our business—making us better every day.

We have always been transparent about our design process and practice by sharing our knowledge in articles, blog posts, books, and our online resource for school design patterns, SchoolPatterns.com. Becoming a B Corp reinforces our commitment to transparency and is essential to building trust with our clients and employees. Our B Impact Score is available publicly on our [B Corp Profile Page](#). Going forward, we will publish our annual impact report, which will provide a detailed overview of our social and environmental performance and our efforts toward making the world a better place through school design.



Read our 2023 Impact Report [here](#).

What does this certification mean for you?

Working with Fielding means that together, we are purpose-driven.

When partnering with Fielding International, you can be assured that you are working with a company that is dedicated to making a difference in the world. Together, we will set an example of how good business, meaningful relationships, and thoughtful school design can improve education around the world.

Moving forward, we are committed to using our position as a B Corp to drive positive change in our industry and beyond. We will continue to innovate and push the boundaries of school design. We believe that business has the power to be a force for good, and we are excited to be part of a movement that is redefining success in business. By becoming a B Corp, we are making a public commitment to using our business as a platform for positive change, and we hope to inspire others to do the same.

We are in the company of impactful and socially responsible businesses creating good around the world such as Patagonia, Warby Parker, Toms, Thrive Market, and Ben & Jerry's.



What Is A Design Pattern?

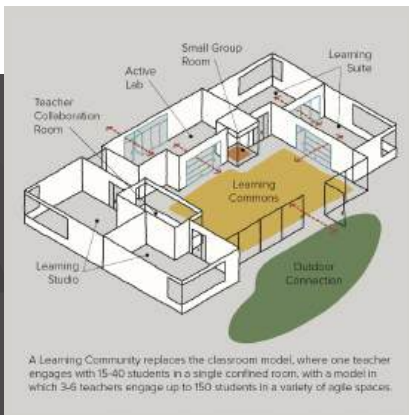
Design Patterns for creative learning environments are simple sketches and annotations that get down to the essence of how a space works. These key ideas break down the complexity of school design as part of a system. Through the use of Patterns we can design and connect successful educational environments and experiences.

At Fielding International, Design Patterns have been foundational to the way we think about school design. In 2005, we published the book *The Language of School Design* to share our ideas. Since then, we've learned from and evolved our Patterns, along with creating many new ones. As Fielding's commitment to making a positive social impact and designing schools where learners thrive continues, the next iteration of Design Patterns and how we share them reflects our collaborative efforts - how we use them, how our clients use them, and how we offer them as a resource to the world.



What are the Benefits of Design Patterns?

- They release passion, create excitement, and stimulate people's curiosity.
- They bring together teams of students, parents, teachers, administrators and leaders to vision and dream.
- They save time. You can succeed without having to spend years traveling the world looking at great schools or hundreds of hours of research looking through books or architectural plans. You can visually take in information and ideas more quickly.
- They give you access to 30+ years of Fielding International's experience in designing innovative schools around the world (award-winning education projects across 50+ countries on 6 continents).
- They deepen an understanding of what learning is. As you begin to understand the spatial component you will understand the relationship between space, place, time and goals.
- They deepen your understanding of holistic learning.
- They link to pictures and case studies where you will be able to see images and examples of more detailed spaces of successful schools.
- They allow you to quickly share and include all potential stakeholders.
- They help as you have dialogue with interior designers, architects and engineers to be able to communicate more effectively. The ability to "bookmark" certain Patterns helps to establish what your priorities are.
- They help save money and keep budgets in line by jump starting the architectural phases of Programming, Predesign and Visioning.



Search, learn, and share Design Patterns at SchoolPatterns.com

Learning Community: students have access to additional peers and adults and are able to have greater autonomy over their learning.

How do you begin to use Design Patterns?

You must first bring together a group of people who are interested in creating schools where learners thrive. Leaders must recognize that space and the environment are key components of schools that thrive. It means not only recognizing the goals for the school, but how the spaces and places can connect to achieve those goals.

Design Patterns are not “templates,” they are a collection of ideas that unlock the imagination.

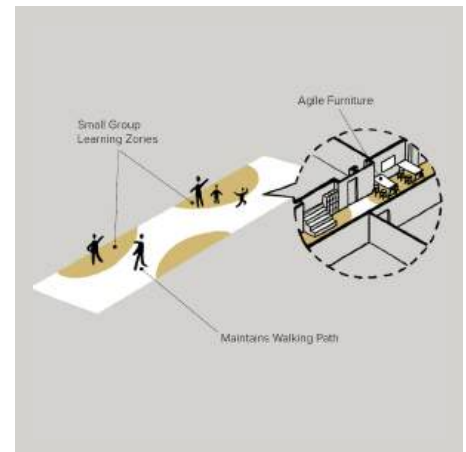
Because there is a simplicity to these sketches, Design Patterns can be interpreted in hundreds of different ways. This simplicity allows us to develop a shared language - shared between kids as young as 4 years old to those who are 100. No one pattern is a complete school design. Design Patterns take an idea and make it visual so that we can more easily “see” what is important.

By building a shared vision they will help you and your design group (your community) come together and build an excitement about what could be! Because space and place are so integral to learning, you can not do all of that with just words. A graphic language is critical.

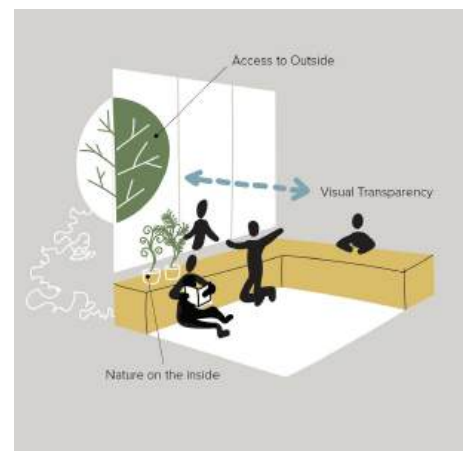
Design Patterns Help Solve Problems

Understanding which Design Patterns are most appealing anchors conversation. The cycle of design thinking starts with listening and then goes to problem definition. Each one of Fielding International’s Design Patterns solves a problem or addresses an issue commonly found in schools.

By using Design Patterns and visualizing, we can identify problems and in turn, a “language” for solving them. And, by sharing Design Patterns, we can create a positive social impact and educational change.



Active Hallway: using agile furnishings, interactive surfaces, and small group zones, the hallway becomes a place of gathering and learning.



Indoor-Outdoor Connections: form a natural link to extend indoor learning spaces beyond the walls of a school.



High School for Recording Arts | St. Paul, MN

High School for Recording Arts in St. Paul, MN, was experiencing a problem: School needed to help students feel more secure; it needed to feel more like a home. Many of the students are housing insecure. So creating a “heart” or common area that was also like a living room was important. It would be a place to learn, but also a place to interact, play music and share, and feeling safe was a critical part of the design. The School could not have gotten that with classrooms, corridors and separated spaces.

The Design Pattern solution was a combination of a Learning Commons, Learning Studios and Transparency (pictured left). Having a series of Learning Studios that were connected to a common area in a way mirrors what you have in a home. The shared space is not one you simply move through, but one where you come together and connect. It also addressed a problem of visibility and adult supervision. And, so there are glass overhead doors in front of each Learning Studio that students can move themselves as needed. These create a sense of agency and a sense of belonging and power in the kids’ own lives - something that was often lacking.

References and Testimonials

You are about to make a very important decision in selecting the right team to partner with for completely transforming Novi High School. It's not as simple as comparing apples-to-apples, and we cannot emphasize enough how different our team is. **Based on your challenges, we sincerely believe that we can help you. The claims we make are not merely to boast. We urge you to follow up on our references and candidly ask them about how we are different.**



Harper Creek Community Schools



Michigan Association of Intermediate School Administrators (MAISA)

Dr. John Severson

Executive Director

p +1 517.327.9263 / e jseverson@gomaisa.org

Project Harper Creek Community Schools

Firm Kingscott

"I am writing to offer **my highest recommendation for Kingscott** based on their exceptional performance and dedication during their tenure as the architectural firm for Harper Creek Community Schools.

In 2004, faced with the daunting challenge of a major fire at our new high school building and the abrupt departure of a different architect, we found ourselves in a precarious situation. With the new high school scheduled to open that fall and significant budgetary concerns, the stakes were undeniably high. However, through the recommendation of trusted colleagues and after careful consideration, we chose to engage Kingscott to take on the project, which also included the remaining projects by the former company.

From our initial interactions, it was evident that Kingscott was not only a top-tier company but also possessed a team of professionals who were committed to excellence and collaboration.

Through meticulous negotiation and swift action, Kingscott seamlessly transitioned into the role of architect of record and navigated the project to successful completion, despite inheriting several challenges and an over-budget scenario.

Their expertise extended beyond the original new high school project as they undertook remodeling endeavors at the middle school and initiated transformative renovations across three elementary buildings, which was the completion of the total contract. **The results were nothing short of remarkable, showcasing Kingscott's proficiency in delivering outstanding outcomes across a diverse range of educational settings.**

Moreover, Kingscott played a pivotal role in our bond initiatives, **demonstrating a profound understanding of our community's needs and aspirations.** Their contributions were instrumental in securing another \$15 million bond in 2008, which facilitated a comprehensive array of improvements spanning remodeling, playground enhancements, technological advancements, athletic facilities (new stadium, field, track, and tennis courts), upgrades, and essential infrastructure enhancements.

Throughout our partnership, **Kingscott consistently exhibited a deep commitment to fostering meaningful relationships with our stakeholders,** including staff, students, and the wider community. Their proactive approach and unwavering dedication to excellence significantly contributed to the overall success of our endeavors and earned them the respect and admiration of all involved.

In summation, **I wholeheartedly endorse Kingscott for any future architectural endeavors, confident in their ability to deliver exceptional results while upholding the highest standards of professionalism and integrity.** Their remarkable contributions to Harper Creek Community Schools have left an indelible mark on our district, and I am immensely grateful for the opportunity to have collaborated with such an exemplary team.

Thank you for considering my recommendation of Kingscott. Please do not hesitate to contact me if you require further information or assistance."



Howell Public Schools



Howell Public Schools

Erin J. MacGregor, Ed.S.

Superintendent

p +1 517.540.8000 / e macgrege@howellschools.com

Project Howell Public Schools

Firms Kingscott x Fielding International

"The collaborative efforts between Kingscott and Fielding International on the NW and SW Elementary Schools and Highlander Way Middle School for Howell Public Schools have exceeded our expectations. Fielding's visioning expertise significantly broadened our conceptual understanding of educational spaces, fostering an innovative, student-centered design that aligns with our district's educational goals. Kingscott's architectural expertise and creativity were instrumental in seamlessly transforming these groundbreaking ideas into functional and inspiring educational environments."



Lansing School District



Lansing School District

Kristina Tokar

Chief Operating Officer

p +1 517.755.1000 / e kristina.tokar@lansingschools.net

Project Lansing School District

Firm Kingscott

"I am writing to express my highest recommendation for Kingscott Associates Inc. and their exceptional ability to bring our unique school designs to fruition. Throughout our collaboration, they have consistently demonstrated unparalleled expertise, dedication, and creativity in translating our vision into reality. Kingscott Associates Inc. possesses and innate understanding of the intricacies involved in educational architecture."



Davison Community Schools



Davison Community Schools

Matt Lobban

Superintendent

p +1 810.591.0801 / e mlobban@davisonschools.org

Project Davison Community Schools

Firm Kingscott

"Kingscott Associates has been a valued partner for us at Davison Community Schools delivering our 2020 Bond that features our new 1000 seat Performing Arts Center, set to complete this summer 2024. Their commitment to realizing our vision with excellent service has led to the creation of an outstanding facility that will enrich our students and our community."

References and Testimonials



Sun Prairie West High School



Sun Prairie Area School District

Stephanie Leonard-Witte

Assistant Superintendent for Teaching, Learning, and Equity

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Project Sun Prairie West High School

Firm Fielding International

"As the Assistant Superintendent for Teaching, Learning and Equity for the Sun Prairie Area School District, I recommend Fielding International to you without reservation. **In my 29 years as an educator, I have been afforded the opportunity to design and build six new schools and my experience with the Fielding International team was second-to-none.** Fielding staff were adept at creating engagement and feedback opportunities that were well received by staff, School Board members, students and the community alike. **Their willingness to truly listen and understand our instructional vision prior to beginning the architectural drawings led to a design concept that exceeded my expectations.** I could not be happier with the results of our partnership and am excited to welcome our diverse group of high school scholars into the learning environment we designed."



Bloomfield Hills High School



Bloomfield Hills School District

Dr. Robert Glass

Former Superintendent

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Project Bloomfield Hills High School

Firm Fielding International

"I give Fielding International **my highest recommendation.** They are **expert facilitators**, highly educated about educational facility planning, how teaching and learning have changed and what elements are necessary in a 21st century school to provide the maximum benefit to students and prepare them for the future. They reviewed data and shared current research; they engaged the community and staff to hear their concerns, educated them about good school design. They were **responsive** to administration, Board Members, and community members any time of day or night to discuss, explain or tweak. Fielding was charged with developing the most cost effective and educationally appropriate solution for our high schools. They did that, and brought back 4 possible options based on 14 criteria they heard throughout the Discovery Process. The design they produced - a hybrid of new construction and renovation - is unlike **anything we've seen before** and yet is perfect for this community.

We have been extremely pleased with the work and expertise they brought to our project. We have not been an easy group to work with, but their patience, talent, professionalism, creativity, teamwork and spirit were just what we needed for this project. When I look back, I couldn't be more thrilled with the design, but more importantly the community support."



Cleveland Heights District-wide Master Plan



Cleveland Heights-University Heights City School District

Stephen Shergalis

Director of Administrative Services

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Project Cleveland Heights-University Heights City Schools District

Firm Fielding International

"I am extremely pleased to have the opportunity to provide this reference for Fielding International.

I had the occasion to work extensively with the firm while I was the Director of Business Services for the Cleveland Heights-University Heights City Schools District. At that time, Fielding International was engaged to assist with the development of a \$200 million master plan to address all the district's aging and outmoded facilities.

Cleveland Heights and University Heights are diverse and incredibly demanding communities, with high expectations. **Through their skillful process of engagement Fielding International was able to blend the various dreams and desires of each community's various stakeholder groups, as well as the district's educational leadership, into a comprehensive and unified vision for the future. They have the unique ability to remain sensitive to the input of the community while also offering their extensive depth of knowledge and experience to spark new and creative ways of solving problems.**

Through the outstanding efforts of Fielding International, the Cleveland Heights-University Heights school community was able to create a master facilities plan that reflects the very best of how educational facilities can support the highest levels of teaching and learning.

It is an honor to offer my highest recommendation for Fielding International.

Please feel free to contact me should like to know more about my experience with Fielding International."



Ann Arbor Public Schools



Ann Arbor Public Schools

Bernerd K. Rice, MED, CFD, CHR

Assistant Superintendent, Capital Programs & Physical Properties

p +1 734.994.8118 / e riceb@aaps.k12.mi.us

Project Ann Arbor Public Schools

Firm Fielding International

"I highly recommend Fielding International and their ability to engage various stakeholders for designing student-centered schools. **Fielding excelled in their work with Ann Arbor Public Schools by nudging us to see that schools must evolve beyond traditional methods to truly provide what is needed for children.**"

**Novi Community School District
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Version Dated: 11.05.2025 (DRAFT)

SECTION A: FUNDING SOURCES, BUDGET RESPONSIBILITY & LIMITS OF AUTHORITY

1. Funding for the 2025 Bond Program to be provided through the sale of bonds from the November 2025 Ballot Proposal.
2. The 2025 Bond Program is funded through non-qualified bond sales and State of Michigan prevailing wage requirements do not apply.
3. Funding Source – NCSD shall make PMR aware of any and all funding sources for the Program and shall work with their Legal Counsel to determine any and all restrictions on/or requirements of those funds and shall make PMR aware of those determinations. NCSD shall make PMR immediately aware of any potential changes to the planned funding sources.
4. Roles and approval shall follow the limits established in Exhibit A.
5. NCSD Board of Education (BOE)/District Policy – NCSD requirements shall be followed which are available for reference at:
<https://meetings.boardbook.org/Public/Book/2699?docTypeId=225884&file=31c7137a-6c34-4501-bd3e-30f4acbf631c>
6. NCSD will be responsible for the following budgets, costs, and bidding requirements:
 - a. Legal fees and bond issuance expenses
 - b. Maintenance / Custodial Equipment (District direct purchases)
 - c. Instructional Equipment (District direct purchases)
 - d. Buses (District direct purchases)
 - f. Computer /Technology Devices (District direct purchases)
7. PMR will be responsible for the following budgets, costs, and assisting with bidding requirements.
 - a. Construction and related contingencies, site work, A/E fees and costs, CM fees and costs, other professional services, furniture, playground structures, and any miscellaneous bond expenses.
8. Budget reconciliation will occur between NCSD and PMR quarterly to ensure all expenditures have been captured and tracked against the master bond program budget.

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SECTION B: PROCUREMENT

During Procurement, NCSD and Legal Counsel, with support of PMR, will determine which procurement method is appropriate based on market conditions and legal requirements. Methodology will be selected based on the type of goods or services being provided to NCSD. The following procedures will be used throughout the Program.

Professional Services

Professional Services Firms are procured via one of two methods as outlined in the table below:

Professional Services Procurement Methods (Includes Architect/Engineer, Construction Manager, Owners Representative, Technology Designer et. al)	
Method 1: Negotiated Proposals	Method 2: RFQ/RFP
1. Develop Form of Agreement / Contract (NCSD/Legal/PMR)	1. Develop Form of Agreement / Contract: (NCSD/Legal/PMR)
2. Develop Scope / Schedule / Budget: (PMR w/ NCSD Input)	2. Develop RFQ/RFP (Scope/Schedule/Budget: (PMR w/ Legal/NCSD Input)
3. Develop Bid List, Contact Firm(s) / Solicit 3 – 5 Proposals: (PMR)	3. Public Advertising (if desired): NCSD w/ PMR Assist
4. Evaluate Proposals: NCSD w/ PMR Advise	4. Issue RFQ/RFP: PMR
5. Prepare Award Recommendation Letter(s) if applicable: PMR	5. Pre-Proposal meeting: PMR
6. Present to Board for Award (if applicable): NCSD w/ PMR Advise	6. Issue Addendum(s): PMR
7. NCSD Board Approval (if applicable)	7. Receive bids & publicly open: NCSD w/ PMR Assist
8. Negotiate contract as required: (NCSD w/ Legal & PMR Assist)	8. Evaluate Proposals: NCSD w/ PMR Advise
9. Issue PO(s) and/or executes contracts as required: NCSD	9. Prepare Award Recommendation Letter(s) if applicable: PMR
10. Enter Commitment(s) into PMIS: PMR	10. Provides Board documents to Board for approval (if applicable): NCSD
	11. Present to Board for Award (if applicable). NCSD w/ PMR Advise.
	12. Board Approval (if applicable)
	13. Negotiate contract as required: (NCSD w/ Legal & PMR Assist)
	14. Issue PO(s) and/or executes contracts as required: NCSD
	15. Enter Commitment(s) into PMIS: PMR
End of Process	

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Furniture, Fixture, & Equipment

Furniture Fixtures & Equipment (FF&E) / Technology Equipment are procured via one of three methods as outlined in the table below:

FF&E / Technology Equipment Procurement Methods		
<p>Method 1: Purchase Directly (if below District's Policy Limits) Procurement of supplies, materials, and equipment which is LESS than the annually published State of Michigan (MCL 380.1274) competitive bid limit will follow NCSD Board Policy Limits.</p>	<p>Method 2: Via a Consortium Procurement of supplies, materials, and equipment which EXCEEDS the annually published State of Michigan competitive bid limit must proceed as competitive bids following the stricter of the State of Michigan (MCL 380.1274) and the NCSD Board Policy Requirements.</p>	<p>Method 3: RFQ/RFP Procurement of supplies, materials, and equipment which EXCEEDS the annually published State of Michigan competitive bid limit must proceed as competitive bids following the stricter of the State of Michigan (MCL 380.1274) and the NCSD Board Policy Requirements.</p>
<ol style="list-style-type: none"> 1. Develop Scope/Schedule/Budget: (NCSD w/ PMR Assist) 2. Develop Bid List: WLSCD w/ PMR Assist 3. Contact Firm(s) / Solicit 3 – 5 Proposals: NCSD w/ PMR Assist 4. Evaluate Proposals: NCSD w/ PMR Advise 5. Issues PO(s) and/or executes contracts as required: NCSD 6. Enter Commitment(s) into PMIS: PMR 	<ol style="list-style-type: none"> 1. Develop Scope/Schedule/Budget: (NCSD w/ Consultant/vendor & PMR Assist) 2. Contact Firm(s) / Solicit Proposals: Consultant/Vendor 3. Evaluate Proposals: Consultant/Vendor w/ NCSD & PMR Advise 4. Prepare Award Recommendation Letter(s): PMR 5. Provides Board documents to Board for approval (if applicable): NCSD 6. Present to Board for Award (if Applicable): NCSD w/ PMR Advise 7. NCSD Board Approval (if applicable) 8. Issue PO(s): NCSD 9. Enter Commitment(s) into PMIS: PMR 	<ol style="list-style-type: none"> 1. Develop Form of Agreement / Contract: (NCSD/ Legal/PMR) 2. Develop Bid List: WLSCD w/ PMR Assist 3. Develop RFQ/RFP (Scope/Schedule/Budget: (PMR w/ Legal/NCSD Input) 4. Public Advertising (See Section B6 below) (if desired): NCSD w/ PMR Assist 5. Issue RFQ/RFP: PMR 6. Conduct Pre-Proposal meeting: PMR 7. Issue Addendum(s): PMR 8. Receive bids & publicly open (if required by policy): NCSD w/ PMR Assist 9. Evaluate Proposals: NCSD w/ PMR Advise 10. Prepare Award Recommendation Letter(s) if applicable: PMR

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		<ol style="list-style-type: none">11. Provides Board documents to Board for approval (if applicable): NCSD12. Present to Board for Award (if applicable): NCSD w/ PMR Advise13. NCSD Board Approval (if applicable)14. Negotiate contract as required: NCSD w/ Legal & PMR Assist15. Issue PO(s) and/or executes contracts as required: NCSD16. Enter Commitment(s) into PMIS: PMR
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End of Process

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Hard Construction

Hard Construction (via CM, GC, or Design Prime) shall be procured via one of two methods as outlined in the table below:

Hard Construction Procurement Methods (Includes Abatement and Technology Construction)	
Method 1: Quoted / Negotiated Construction which is LESS than the annually published State of Michigan (MCL 380.1267) competitive bid limit will follow NCSD Board Policy Limits.	Method 2: Formal RFP/Bid Construction which EXCEEDS the annually published State of Michigan competitive bid limit must proceed as competitive bids following the stricter of the State of Michigan (MCL 380.1267) and the NCSD Board Policy Requirements.
<ol style="list-style-type: none"> 1. Develop Form of Agreement/Contract (NCSD/PMR) 2. Develop Scope/Schedule/Budget: AE/CM & PMR w/ NCSD Assist 3. Develop Bid List: AE/CM & PMR w/ NCSD Assist 4. Contact Firm(s) / Solicit Proposals: AE/CM & PMR 5. Evaluate Proposals: AE/CM & PMR w/ NCSD Input 6. Negotiate contract as required: (NCSD w/ Legal & PMR Assist) 7. Issue PO(s) and/or executes contracts as required: NCSD 8. Enter Commitment(s) into PMIS: PMR 	<ol style="list-style-type: none"> 1. Develop Form of Agreement / Contract: (NCSD/ Legal/PMR) 2. Develop RFQ/RFP: AE/CM w/ NCSD & PMR Input 3. Public Advertising (See Section B6 below) (if desired): CM Prepare & PMR Assist, NCSD Publish 4. Issue RFQ/RFP: AE/CM w/ PMR Assist 5. Conduct Pre-Proposal meeting: AE/CM w/PMR Assist 6. Issue Addendum(s): AE/CM 7. Receive bids & publicly open (if required by policy): NCSD w/ AE/CM & PMR Assist 8. Evaluate Proposals: AE/CM w/ NCSD & PMR Advise 9. Prepare Award Recommendation Letter(s) if applicable: AE/CM & PMR 10. Provides Board documents to Board for approval (if applicable): NCSD 11. Present to Board for Award (if applicable): NCSD w/ PMR Advise 12. NCSD Board Approval (if applicable) 13. Negotiate contract as required: NCSD w/ CM, Legal & PMR Assist 14. Issue PO(s) and/or executes contracts as required: NCSD 15. Enter Commitment(s) into PMIS: PMR
End of Process	

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Bid Advertising, Delivery and Selection (When Applicable):

1. For Professional Services and FF&E, NCSD with the assistance of PMR will develop bid advertisement for NCSD review, approval, and posting.
2. For Hard Construction, the CM with the assistance of PMR will develop bid advertisement for NCSD review, approval, and posting.
3. NCSD will be responsible for all bid advertisement requirements including as follows:
 - a. Advertise one time in a newspaper of general circulation in the area where the construction work is to take place.
 - b. Advertise for at least two-weeks on the Department of Michigan Management and Budget website, on a website maintained for this purpose or post on a website maintained by a school organization and designated by the Department of Michigan Management and Budget for this purpose (such as Sigma <https://sigma.michigan.gov/webapp/PRDVSS2X1/AltSelfService>)
 - c. Public Advertisement must state the following information and must be reviewed by the Assistant Superintendent of Business and Operations.
 - a. Time, date, and place at which proposals/bids are due. For construction bids the time, date, and place of the public meeting which all bids will be opened and read aloud by NCSD Board or its designee.
 - b. The RFP shall contain, and bid must be accompanied by, the following documents:
 - i. Familial Disclosure Affidavit a sworn and notarized statement disclosing any familial relations that exists between NCSD Board of Education or the Superintendent of NCSD.
 - ii. Iran Disclosure Affidavit: a sworn and notarized statement certifying the bidder is not an Iran-linked business.
 - iii. Criminal Background Disclosure Affidavit: a sworn and notarized statement certifying that the bidder has performed and/or will perform criminal background checks, and no employees, that will be on any Owner's premises in response to the services contemplated by the contract documents, are registered criminal sexual offenders.
 - iv. Non-Collusive Affidavit: a sworn and notarized statement certifying that bidder's bid or proposal is genuine and not provided in the interest or on behalf of any unnamed persons or party.
 - v. Equal Opportunity Form: a sworn and notarized statement certifying that bidder will not discriminate against any persons including, but not limited to, race, religion, national origin, ancestry, or sex.
 - vi. Bid, Performance, and Payment Bond Requirements: upon award each bidder is required to have a 5% Bid Bond, 100% Performance, 100% Labor and Material

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(Payment) Bonds (for bids over \$50,000). The Performance and Payment Bond may be provided by the Construction Manager (under a CMc) or Prime Contractor.

- vii. Insurance Requirements / Certificate
- viii. Additional Documents as otherwise required by law, or NCSD Procurement Policy
- c. All bids are to be received at the NCSD Administration Building to the attention of the Asst. Superintendent of Business and Operations. All construction bids will be public bid openings held at NCSD Administration Building or building designated by NCSD, or through virtual meeting, following the State of Michigan and the NCSD Board Policy Requirements. A member of NCSD staff and PMR must be present.
- d. NCSD will not consider or accept a late bid received after the date and time specified for bid submission, following the State of Michigan and the NCSD Board Policy Requirements.
- e. Alternately, bidders may be directed to submit bids electronically, for which specific directions will be provided in the RFP for electronic only submissions.
- f. NCSD reserves the right, in its sole and absolute discretion, to accept or reject, in whole or in part, any or all proposals with or without cause. NCSD further reserves the right to waive any irregularity or informality in this RFP/Bid process, and the right to award the contract to a firm other than the firm submitting the lowest financial proposal (lowest bidder).
- g. PMR will assist in review, evaluation, and recommendation of all awards to NCSD via a written award recommendation letter.
- h. For any / all vendors that bid services out on behalf of NCSD (e.g., construction managers, consultants, etc.) the above procedures shall apply. Coordinate with NCSD, as shall conformance with all applicable state laws and Board policies.

SECTION C: PURCHASE ORDERS / CONTRACTS / AGREEMENTS

Throughout the performance of the program, contracts and agreements will be required to be developed, reviewed and executed with multiple parties. A collaborative effort between the District, District's Legal Counsel, PMR and Vendors will be required to efficiently and effectively deliver the program. The following templates, roles and responsibilities and processes will be utilized to ensure successful completion of the program.

Templates

Exhibit B contains listing of contract templates which will be used (as modified and current year) throughout the program.

Roles

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Contracts will be drafted, reviewed, and approved as outlined below:

An initial draft agreements will be completed and delivered to the District review. PMR will review the draft agreement regarding business terms and conditions but not legality of the draft agreement. Recommended markups from PMR will be distributed to NCSD and their Legal Counsel for legal review and business terms. Once a template has been approved by the District, and their legal counsel, it will be utilized in the procurement process for establishing the basis of the delivery of goods and services. After RFPs have been issued and bids/proposals have been received by the District, and a proposer has been deemed the apparent awardee, final contract term negotiations will be conducted. Negotiations will be facilitated by PMR, but term acceptance will be at the discretion of District and their legal counsel. Once terms have been accepted by the awardee and the District the vendor will partially execute the agreement. The partially executed agreement shall be finally executed by the appropriate party in accordance to the limits of authority established in Exhibit A.

Roles in contract draft, review and approval process:

- a. Initial Draft: District Legal Counsel
- b. Review Business Terms: PMR and/or Consultant
- c. Review (Legal & Business Terms): NCSD and Legal Counsel
- d. Contract Negotiations: NCSD Legal Counsel and PMR
- e. Vendor partially executes contract
- f. Approval: NCSD Superintendent or Board of Education (if applicable)
- g. District fully executes contract

Purchase Orders (POs) / Contracts:

Prior to Board Approval, District's Legal Counsel will lead the contract template development process detailed above.

Prior to being issued, all POs will be reviewed by NCSD Asst. Superintendent of Business and Operations to ensure that all bidding procedures are followed, appropriate back-up is included and completed, and there are adequate unencumbered funds remaining. Verify Payee, amount, vendor, and other pertinent details.

- a. Contract awards and POs will contain appropriate contingency amounts when going to Board of Education for approval (to avoid additional approval requests).
- b. NCSD will create a separate PO for the CM equal to the amount of the approved BOE resolution. The PO will have two (2) line items to delineate the construction and construction contingency amounts. The CM fees and General Conditions approved within the resolution will be added to the CM's Staffing/Fee PO. These PO's will not

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be distributed to the CM and will only be used to distribute contingency funds internally when updating the vendor POs within that resolution.

Upon Board approval, a copy of the Project Team resolution with all back-up documentation will be provided to the Operations Secretary, who will be responsible for creating the PO.

- a. A copy of the Board resolution, Project Number and PO will be sent to PMR.
- b. If a contract or agreement is also being issued for the awarded project, the following language should be added to the PO: “For internal accounting purposes only – see contract for terms and conditions”.

Upon receipt of the PO, the vendor, contractor and/or construction manager is now approved to issue subcontracts, if any.

PMR will ensure that the PO number and project number is referenced on all payment applications / invoices submitted to the NCS and review(s) of payment applications are completed with appropriate recommendations / signatures provided in accordance with Limits of Authority (see [Exhibit A](#)).

The total Board approved limit (base contract plus Board approved contingency) shall not be exceeded without additional Board approval.

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SECTION D: CHANGES TO THE SCOPE OF SERVICES

All change orders will utilize an AIA-G701 form or similar. See sample below.

DRAFT AIA® Document G701™ – 2017

Change Order

PROJECT: <i>(Name and address)</i>	CONTRACT INFORMATION: Contract For: Date:	CHANGE ORDER INFORMATION: Change Order Number: Date:
OWNER: <i>(Name and address)</i>	ARCHITECT: <i>(Name and address)</i>	CONTRACTOR: <i>(Name and address)</i>

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

The original Contract Sum was	\$	_____ 0.00
The net change by previously authorized Change Orders	\$	_____ 0.00
The Contract Sum prior to this Change Order was	\$	_____ 0.00
The Contract Sum will be increased by this Change Order in the amount of	\$	_____ 0.00
The new Contract Sum including this Change Order will be	\$	_____ 0.00
The Contract Time will be increased by Zero (0) days.		
The new date of Substantial Completion will be		

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

ARCHITECT <i>(Firm name)</i>	CONTRACTOR <i>(Firm name)</i>	OWNER <i>(Firm name)</i>
SIGNATURE	SIGNATURE	SIGNATURE
PRINTED NAME AND TITLE	PRINTED NAME AND TITLE	PRINTED NAME AND TITLE
DATE	DATE	DATE

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 User Notes: (3B9ADA52)

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Sections A, B and C are required to follow the Limits of Authority listed in Exhibit A. All vendors are to comply with the terms and conditions of their Agreements regarding changes to the services of work.

Professional Services (AE / Tech Designer / Environmental / et al.)

Changes in Scope of Services Resulting in an Additional Service Request (ASR) or Potential Change Order (PCO) for Construction:

1. Definition: Changes in the Scope of Services or Terms and Conditions related to modification of Professional Services Agreement (e.g. terms, scope, schedule, and/or budget)
2. Process:
 - a. Need for Construction Documents change or added Services from by AE, Technology Designer, AHJ, or NCSD in writing.
 - b. Professional Services Firm provides NCSD a proposal for professional fee(s) for the additional design scope/change and sends to PMR in writing.
 - c. PMR reviews and provides recommended course of action to NCSD in writing (see Exhibit C).
 - d. NCSD directs course of action (approve, reject, or other) in writing (see Exhibit C).
 - e. If approved:
 - i. NCSD Administration will determine on a case-by-case basis the method of BOE involvement as outlined in Exhibit A.
 - ii. PMR drafts Amendment for NCSD approval and starts the Capital Project Requisition Request process – see (see Exhibit F).
 - iii. Professional Services Firm moves forward with Additional Services

Vendors (FFE Vendor or Technology Equipment) - See Exhibit D Workflow

Changes in scope resulting in a Change Order (CO), see Exhibit A

1. Definition: A formal Change Order document that modifies the Terms and Conditions of the Agreement (e.g. terms, scope, schedule and / or budget).
2. Process:
 - a. Vendor creates a proposal and routes to the Designer for review, if applicable.
 - i. Routing to be in accordance with Flowchart (see Exhibit D).
 - b. Designer reviews and drafts Change Order and routes to PMR
 - c. PMR reviews CO and recommends or rejects and sends to NCSD Project Team/Superintendent.
 - d. NCSD reviews and approves Change Order and issues PO modification
 - i. Any CO over the previously BOE approved contingency must be approved by the BOE

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- e. PMR enters executed CO into PMIS

Construction Manager / Contractors (Construction) - See Exhibit E Workflow

Potential Change Order (PCO): Changes in Scope of Services, See [Exhibit A](#)

1. Definition: Changes in the Work due to: Field Issues; Design Changes or Issues; Requests for Information (RFI); Submittals; and/or Regulatory requirements. (Reason codes et.al, to be provided on NCSD approved PCO form)
2. Process:
 - a. Need for Change in Work may be identified by CM/Contractor in writing by way of a Potential Change Order (PCO)
 - i. AE / Consultant reviews PCO and either rejects or recommends and submits to PMR for review.
 - ii. PMR reviews, and either rejects or recommends to NCSD for approval.
 - iii. NCSD either approves PCO or rejects PCO.
 - iv. AE / CM / Contractor/Consultant to process accepted PCO for inclusion into a Change Order (see process below).
 - v. CM / Contractor to prepare PCO log and present at each OAC meeting.

Change Order (CO) - see Exhibit F

1. Definition: A single or multiple approved PCOs assembled into a formal Change Order document that modifies the Terms and Conditions of the Agreement (e.g. terms, scope, schedule and / or budget).
2. Process:
 - a. AE / Consultant / CM creates the Change Order (CO) and routes for review/ signatures in DocuSign.
 - i. Any CO that raises the PO value above the previously BOE approved contingency must be approved by the BOE before the PO is adjusted.
 1. Routing to be in accordance with Flowchart, see Exhibit F
 - ii. PMR reviews and routes CO to NCSD
 - iii. NCSD reviews and approves Change Order and modifies or issues a new PO
 - iv. PMR enters executed CO into PMIS
3. A Change Order Approval Flowchart is attached as Exhibit F

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SECTION E: INVOICING

The Vendor Payment Approval (VPA) Process Flowchart - ([Exhibit G](#)) provides a visual representation of the payment approval process for Vendor Payments. The VPA Process for invoices and payments are Outlined below:

1. Invoices and payments:
 - a. Invoices which require certification:
 - i. (Construction Manager, Design Prime Contractor, etc.) will submit invoices broken down by scope of work per project to the AE to certify
 - ii. Environmental Contractors will submit invoice to the Environmental Consultant to certify
 - iii. Technology Contractors will submit invoice to the appropriate Technology Designer / NCSD Technology Department to certify
 - b. The invoice, once certified, will be sent to PMR for review via PMIS.
 - c. Other Professional Service providers and/or vendors not required to be certified will submit invoices directly to PMR for review via PMIS.
 - d. Reviewing the Invoice:
 - i. The PMR Cost Accountant will review invoices for accuracy, completeness, and compliance; including waivers of lien, sworn statements, and PO balance and submit to the PMR Project Manager for review through the PMIS System.
 - ii. The PMR Project Manager will review the invoice for completeness and approved change orders and PO balance and provide a recommendation to NCSD through the PMIS System.
 - e. NCSD will make a single payment to the CM who in turn will be responsible for paying their subcontractors.
 - f. NCSD will make payments to vendors per their internal procedures and will be responsible for the means and methods of payment to its vendors.
 - i. In the event that NCSD enters into any ACH arrangement related to the program, NCSD shall be responsible for the development, approval, implementation, and administration of the required ACH policies including the controls, verifications, and procedures related to the establishment of the ACH arrangement or execution of an ACH transaction.
 - ii. ***PMR WILL NOT validate any ACH related information or recommendations regarding applications for payment (or any other actions related to vendor payment) should not be relied upon by NCSD as an assumption of responsibility for its ACH policies.***

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- g. NCSD will submit monthly transaction reports which includes payments made to vendors.
 - i. PMR will review transactions and complete a cost reconciliation only.
 - 1. PMR will review transactions and reconcile any differences between the two systems.
 - h. Other Services or materials procured directly by NCSD will be processed according to their internal policies and procedures
 - i. Check Disbursement for Prime Contractors through the CMC.
- 2. Final Payment (Project Closeout)
 - a. Definition: Construction Manager, Design Prime, Environmental and Technology Contractor or other vendors invoices which complete the remaining payments owed for the work complete including retention.
 - b. Procedures; follow the procedures above with the following additions:
 - i. The vendor(s) or construction manager(s) will collect, compile, and turn over all closeout documents as defined in their Agreement and the Construction Documents (such as O&M manuals, as-built drawings, warranties, punch-list items, etc.) to NCSD.
 - ii. PMR and NCSD will review for completeness.
 - iii. PMR will provide recommendation for payment and reference the PO number and indicate as Final Payment. This will include a review of all final waivers of lien, sworn statements, general releases, and consent of surety. A review of the final balance on the PO/contract will be addressed at this time
 - iv. PMR will review with NCSD the final payment to ensure the amount does not exceed the balance on the PO/contract and to confirm NCSD is satisfied with the completion of the work performed and final documentation.

SECTION F: REPORTING & COMMUNICATION

Reporting

- 1. PMR Board Bond Updates
 - a. Audience: NCSD Administration & Board of Education
 - b. Frequency: Bi-Annually
 - c. Submission Dates: Spring and Fall
 - d. Submission Type: Board Presentation (PDF via email)
- 2. Project Dashboards:

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- a. Audience: NCSD Administration & Board of Education
 - b. Frequency: Quarterly
 - c. Submission Date: 7th of the Month.
 - d. Submission Type: PDF via email
3. Cost to Complete - Purpose is to update on current and forecasted commitments vs. current budget:
- a. Audience: NCSD Assistant Superintendent Business Services
 - b. Frequency: Monthly
 - c. Submission Date: Varies
 - d. Submission Type: PDF via email
4. Reconciliation Report:
- a. Purpose: Confirm that NCSD accounting system and the Owner's Rep PMIS system match
 - b. Audience: NCSD Assistant Superintendent Business Services and NCSD Executive Manager, Finance and Purchasing
 - c. Frequency: Quarterly
 - d. Submission Date: 30 days after the end of the quarter
 - e. Submission Type: Excel via email
5. Fiscal Year End Reporting
- a. Purpose: Support NCSD with fiscal year-end reporting
 - b. Audience: NCSD Assistant Superintendent Business Services and NCSD Executive Manager, Finance and Purchasing
 - c. Frequency: Annually
 - d. Submission Date: No later than July 31st
 - e. Submission Type: via email

Meetings and Attendees:

1. Internal Team (Bond Update) Meeting:
 - a. Purpose: Provide a progress update to NCSD
 - b. Frequency: Bi-Weekly (or as required)
 - c. Attendees:
 - i. PMR Project Manager / Project Director (Lead by PMR – PM)
 - ii. NCSD Bond Team / Administration
2. Program Check-In Meeting:
 - a. Purpose: Discuss On-Going Bond Progress (goals and expectations)
 - b. Frequency: Two / Three times a year
 - c. Attendees:
 - i. NCSD Superintendent

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- ii. PMR Partner(s) in Charge (Lead by PMR)
- 3. Owner Architect & Contractor (OAC) Meeting:
 - a. Purpose: Coordination meeting between NCSD, PMR, and Professional services.
 - b. Frequency: Bi-Weekly
 - c. Attendees:
 - i. CM (Facilitator)
 - ii. NCSD Staff
 - iii. PMR Team
 - iv. AE
 - v. Technology Designer
- 4. Bond Sub-Committee Meeting:
 - a. Purpose: Provide high level update of on-going and upcoming Bond Projects
 - b. Frequency: Quarterly (Scheduled as needed)
 - c. Attendees:
 - i. NCSD Superintendent
 - ii. NCSD Capital Projects Committee
 - iii. PMR Team (Lead by PMR – PM)
 - iv. Other Stakeholder as Needed (CM, A/E, etc.)
- 5. Budget Reconciliation Meeting: Facilitated by NCSD Assistant Superintendent Business and Operations
 - a. Purpose: Overview of PO / VPA / Invoice Status / Budget / Committed
 - b. Frequency: Quarterly
 - c. Agenda: NCSD Assistant Superintendent Business Services
 - i. Outstanding Payment Applications / Invoices
 - ii. Outstanding Requisitions and POs
 - iii. Reconciliation
 - iv. CTC/Forecast
 - v. Cash Flow-confirm spending is on schedule and bond fund sale schedule is appropriate
 - vi. Earned Interest / Investment Projections
 - vii. Upcoming BOE Agenda Items
 - d. Attendees:
 - i. NCSD Assistant Superintendent Business Services
 - ii. NCSD Executive Manager, Finance and Purchasing
 - iii. PMR-PCA & PM

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Section G: Conflicts or Omission

Anything not covered in the above governance document will follow the Board Policy and administrative procedures.

Exhibits

Exhibit A: Limits of Authority Matrix

Exhibit B: Procurement Matrix / General Schedule of Document Production

Exhibit C: Professional Services Change Order Flowchart

Exhibit D: Vendor (FFE / Technology Equipment) Change Order Flowchart

Exhibit E: Construction Manager / Contractor Proposed Change Order (PCO) Flowchart

Exhibit F: Change Order (CO) Approval Flowchart

Exhibit G: Vendor Payment Approval (VPA) Flowchart

Exhibit H: Master Program Contact List

Exhibit I: FY2024 State of Michigan Bid Threshold Memo

Key

PMR	Plante Moran REALPOINT
CMc	Construction Manager as Constructor
CM	Construction Manager
GC	General Contractor
AE	Architect / Engineer
RFQ/RFP	Request for Qualifications/Request for Proposal
PO	Purchase Order
FF&E	Furniture, Fixtures & Equipment
CO	Change Order
PCO	Potential Change Order
OAM	Owner Architect Construction Manager (Meetings)
PMIS	Project Management Information System
VPA	Vendor Payment Approval

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Exhibit A: Limits of Authority

Authorized Designee

NCSD attests that District Superintendent Mr. Ben Mainka is designated as NCSD’s representative and has the necessary skill, knowledge, experience, and authority to act on NCSD's behalf to be the contact person for purposes of the communications between NCSD and PMR and to provide direction to PMR regarding the Project and PMR's Services.

Budget Adjustments

All transfers between budget line items must be approved by the NCSD Assistant Superintendent Business and Operations, and follow the process below:

1. PMR will provide recommended budget transfers to NCSD Superintendent, Assistant Superintendent Business and Operations via a written budget transfer recommendation letter.
2. Upon NCSD approval, PMR will make budget transfers within PMIS and document budget transfers within program budgets.

All Procurement shall comply with State Law, Board Policy and with Section B: Procurement.

Professional Services

Any Professional service award request recommended by PMR will be submitted to the Assistant Superintendent of Business and Operations for approval and will contain the following detailed supporting documents:

1. PMR Recommendation letter and appropriate analysis
2. The professional services vendors proposal letter and support documentation.

The following approval limits will apply to Professional Services Agreements:

New Contracts:

Limitations	Approvals
\$0 – \$49,999	Approved by Asst. Superintendent of Business and Operations Reported to Superintendent
\$50,000 – \$149,999	Approved by Superintendent & Asst. Superintendent of Business and Operations Reported to Board of Education
\$150,000 and Greater	Approved by Board of Education

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Contract Amendments and/or Change Orders within BOE Approved Contingency:

Limitations	Approvals
\$0 - \$49,999	Approved by Asst. Superintendent of Business and Operations
\$50,000 - \$149,999	Approved by Superintendent Reported to Board of Education
\$150,000 and Greater	Approved by Board of Education

Any Contract Amendments and / or Change Order (CO) that will result in an increase to the original BOE approved project budget (Lump Sum Fee or Not-to-Exceed Cost) **MUST** be presented to and approved by the BOE.

FF&E / Technology Equipment:

NCSD Administration will determine based on the following limit what action will be taken.

Furniture, Fixtures, Equipment, Technology Equipment, and all other FF&E:

New Contracts:

Limitations	Approvals
\$0 – State Bid Threshold	Approved by Asst. Superintendent of Business and operations Notification to Superintendent
State Bid Threshold +	Superintendent Approval & BOE Approval

Contract Amendments and/or Change Orders within BOE Approved Contingency:

Limitations	Approvals
\$0 - \$49,999	Approved by Assistant Superintendent of Business and Operations
\$50,000 - \$149,999	Approved by Superintendent Reported to Board of Education
\$150,000 and Greater	Approved by Board of Education

Any Contract Amendments and / or Change Order (CO) that will result in an increase to the original BOE approved project budget (Lump Sum Fee or Not-to-Exceed Cost + Contingency) **MUST** be presented to and approved by the BOE.

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Hard Construction:

NCSD Administration will determine on a case-by-case basis which will take place: an Administration Approval with BOE Notification or BOE Approval, which will be required for new contracts and / or contract amendments based on the following minimum criteria:

New Contracts:

Limitations	Approvals
\$0 – State Bid Threshold	Administration Approval &/or Superintendent Approval / Notification
State Bid Threshold +	Superintendent Approval & BOE Approval

Contract Amendments, Potential Change Orders (PCO's) & Change Orders (CO's) within BOE

Approved Contingency:

Limitations	Approvals
\$0 - \$49,999	Approved by Assistant Superintendent of Business and Operations
\$50,000 - \$149,999	Approved by Superintendent Reported to Board of Education
\$150,000 and Greater	Approved by Board of Education

Any Contract Amendments, Potential Change Order (PCO), Change Order (CO) that will result in an increase to the original BOE approved project budget (Lump Sum Fee or Not-to-Exceed Cost + Contingency) **MUST** be presented to and approved by the BOE.

**Novi Community School District
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Exhibit B: Procurement Matrix / General Schedule of Document Production

A. NCS D BOE Meeting Sequence:

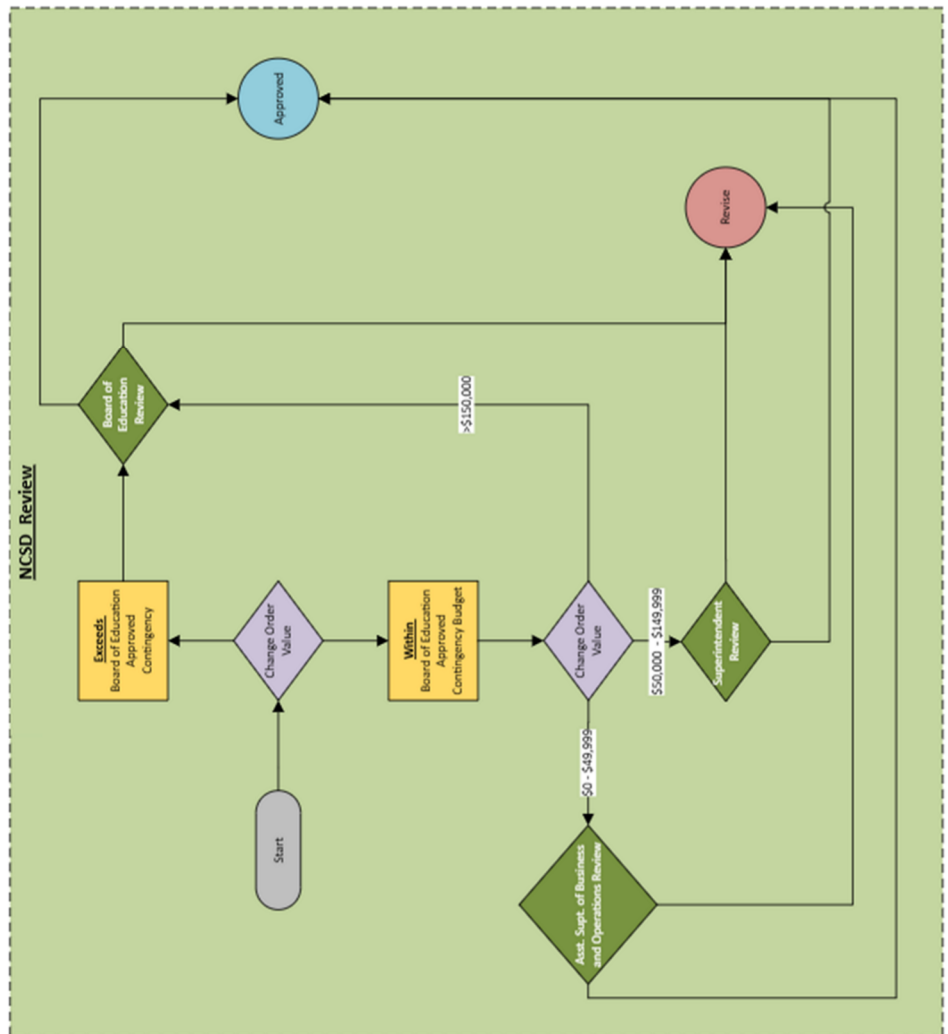
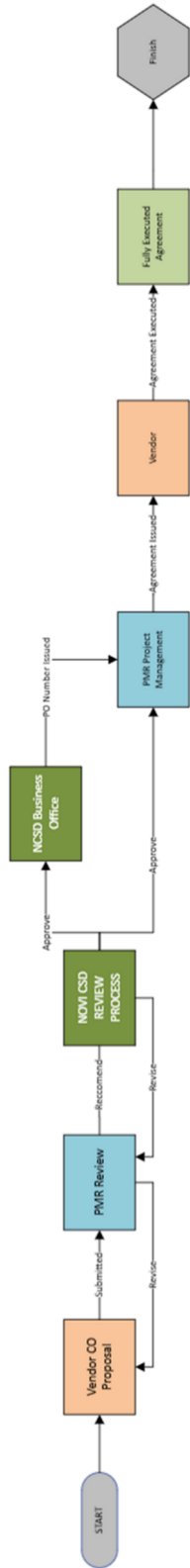
1. Capital Projects Committee (if scheduled)
 - a. BOE Notifications
2. Regular BOE Meeting (Informational and Approval Meetings)
 - a. Presentation of Recommendation Packages
 - i. Recommendation Packages are to be received by the Assistant Superintendent of Business and Operations no later than the Thursday prior to the regular Board meeting.
 - ii. Information will be uploaded to the Board packet for BOE reference.
 - b. BOE Resolution / Approval

B. Forms of Agreement

Professional	Contract Type
Architect/Engineer - CMc	AIA B133-2019/A201-2017
Construction Manager (as Advisor) - CMc	AIA C133-2019/A201-2017
Prime Contractors	AIA A104 / A105
Designer/Architect/Engineer - Design Prime	AIA B104 / B105
Architect - Fluid Contract (misc. non-CM projects)	AIA B133-2019/A201-2017
Technology Designer	Custom Agreement - Thrun
Surveying Services	AIA C103-2015 / C201-2015
Commissioning Agent	AIA C103-2015 / C203-2015
Geotechnical Consultant	AIA C103-2015 / C202-2015
Environmental Consultant	AIA C103-2015
Material Testing Consultant	AIA C103-2015 w/ Modified Scope of Services
Abatement	AIA A104 / A105 or Other TBD
FFE	AIA PO or consortium
Move Management	Custom Thrun Doc w/ Owner

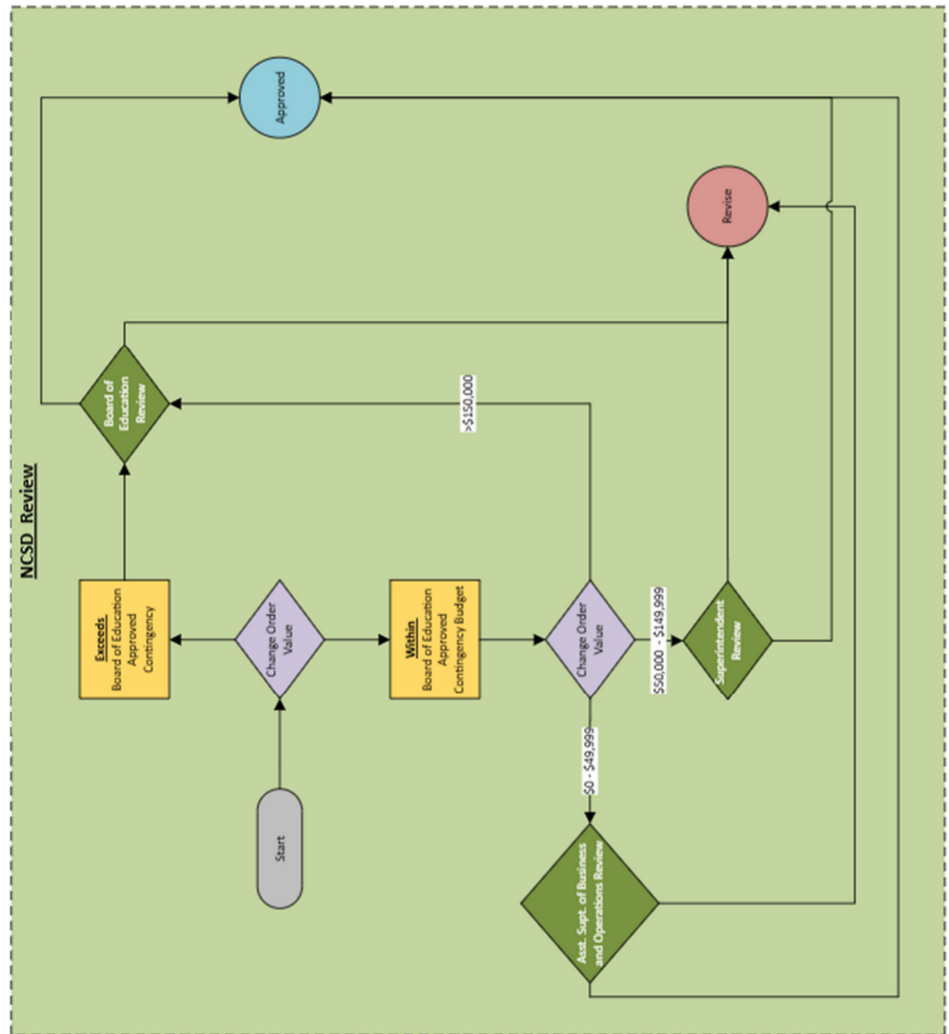
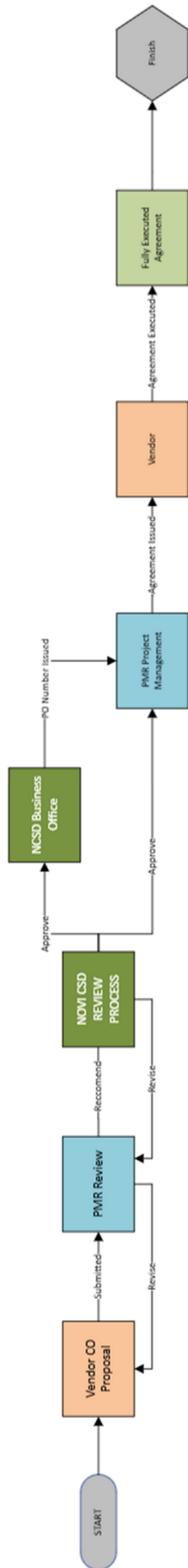
**Novi Community School District
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Exhibit C: Professional Services Change Order Flowchart



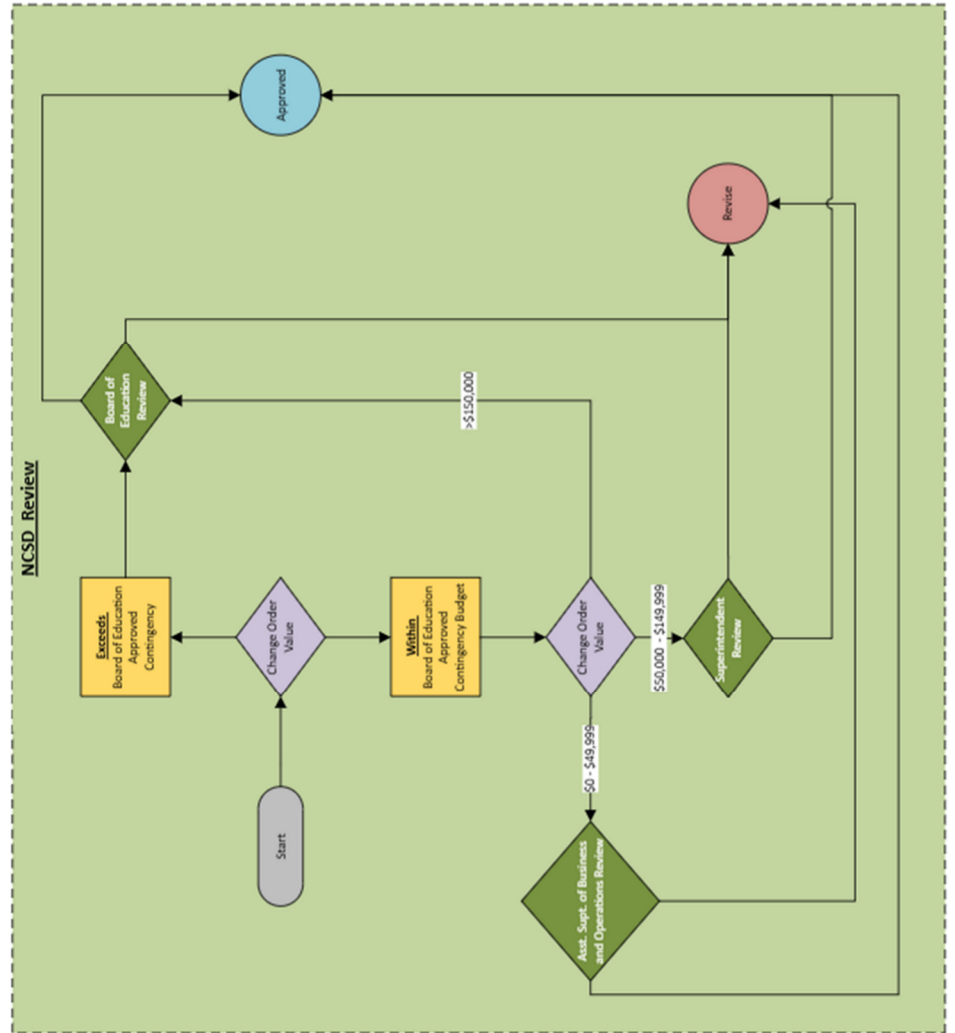
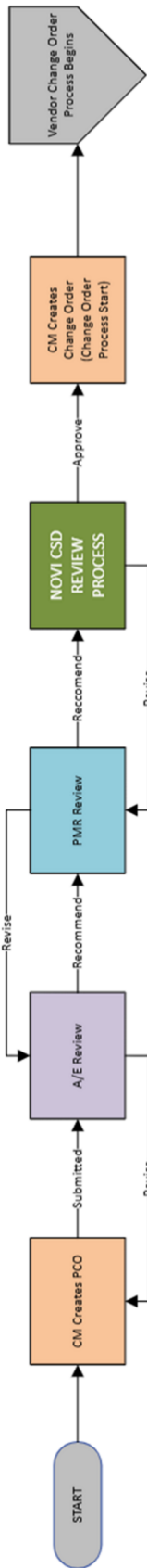
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Exhibit D: FF&E Vendor Change Order Flowchart



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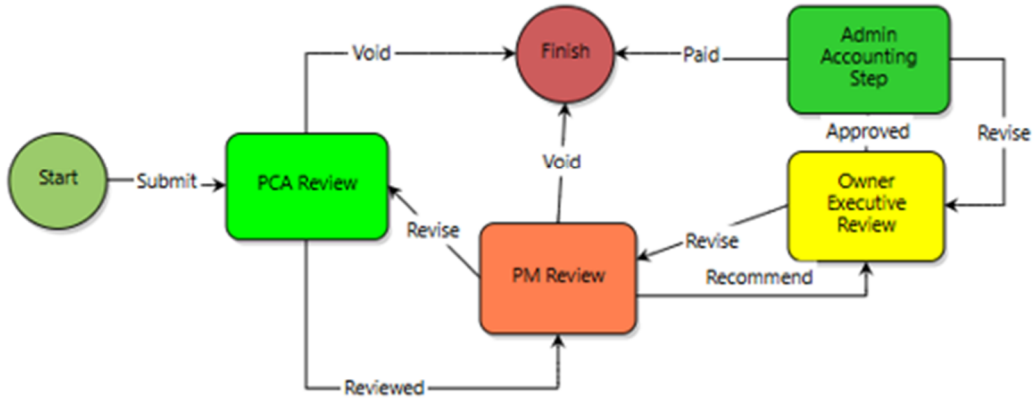
Exhibit E: CM / Contractor Proposed Change Order (PCO) Flowchart



Novi Community School District
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Exhibit G: Vendor Payment Approval (VPA) Flowchart

Current 2019 Bond Flowchart



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Exhibit I: FY2026 State of Michigan Bid Threshold Memo



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING


GRETCHEN WHITMER
GOVERNOR

MICHAEL F. RICE, Ph.D.
STATE SUPERINTENDENT

MEMORANDUM

DATE: October 2, 2025

TO: Local and Intermediate School District Superintendents
Public School Academy Directors

FROM: Dr. Diane Golzynski, RDN, SNS Deputy Superintendent 
Division of Business, Health, and Library Services

SUBJECT: FY 2026 Thresholds for Competitive Bids, Posting Travel Expenses, and Value of Awards

The Michigan Department of Education (MDE) is providing updated information on statutory requirements that determine thresholds for competitive bids, travel expenses, and the value of awards.

Sections 623a, 1267, and 1274 (MCLs [380.623a](#), [380.1267](#), and [380.1274](#)) of Michigan's Revised School Code establish a base above which competitive bids must be obtained for school construction projects (including renovation, repair, or remodeling) and procurement of supplies, materials, and equipment. The state laws also provide for an increase in the base amount corresponding to increases in the Consumer Price Index (CPI). For fiscal year 2026, which began this week on Wednesday, October 1, the base amount for Section 1267 (pertaining to construction, renovation, repair, or remodeling) and the new base for Sections 623a and 1274 (pertaining to procurement of supplies, materials, and equipment) are each \$31,321.

Section 620(1) of the Revised School Code (MCL [380.620\(1\)](#)) establishes a base above which travel expenses paid with intermediate school district (ISD) funds must be posted to the ISD website. Section 620(1) provides for an increase in the base that corresponds with increases in the CPI. For fiscal year 2026, the base amount of \$4,995 for travel increases to \$5,128.

There are changes to the limits on the value of awards given by an ISD to an employee, volunteer, or pupil, as well as the value above which an ISD administrator may not accept a gift from a vendor or potential vendor. Section 634 of the Revised School Code (MCL [380.634](#)) places an upper limit on the

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October 2, 2025

value of awards given by an ISD to an employee, volunteer, or pupil, as well as the value above which an ISD administrator may not accept a gift from a vendor or potential vendor. The fiscal year 2024-25 cap of \$175 for awards increases to \$180 for fiscal year 2026, and the cap of \$76 for gifts increases to \$79 due to the increase in the average CPI.

Please note that all the thresholds and caps mentioned in this communication are effective as of October 2, 2025, and are in effect until the next communication revises them. A chart below summarizes the new amounts, requirements, and sections of the Revised School Code to which they pertain.

If you have any questions, please contact Phil Boone, MDE Office of State Aid and School Finance, at 517-899-0796 or BooneP2@Michigan.gov.

	Section	Requirement	Base Amount	FY 2026 Base	FY 2025 Thresholds	FY 2026 Thresholds
ISD travel expenditures	620	Posting	\$ 3,000	\$ 3,093	\$ 4,995	\$ 5,128
ISD procurement of supplies, materials, and equipment	623a	Competitive Bid	\$ 17,932	\$ 18,489	\$ 30,512	\$ 31,321
ISD award value limit	634, 1814	Award Cap	\$ 100	\$ 105	\$ 175	\$ 180
ISD gift value limit (monthly)	634	Gift Cap	\$ 44	\$ 46	\$ 76	\$ 79
School building construction, addition, renovation, or repair	1267	Competitive Bid	\$ 17,932	\$ 18,915	\$ 30,512	\$ 31,321
School district or PSA procurement of supplies, materials, and equipment	1274	Competitive Bid	\$ 17,932	\$ 18,489	\$ 30,512	\$ 31,321

cc: Michigan Education Alliance
Confederation of Michigan Tribal Education Departments



Quote



11/05/2025




To:
 Novi Community School District
 Kimberly Sinclair
 25345 Taft Road
 Novi, MI 48374



Project:
 Novi Middle School - Misc
 Equipment x2
 49000 W 11 Mile Rd
 Novi, MI 48374

From:
 Great Lakes Hotel Supply Co.
 Carole Wendling
 24101 W 9 Mile Road
 Southfield, MI 48033
 313-962-9176

Customer ID: 014097

Item	Qty	Description	Sell	Sell Total
1	1 ea	CONVECTION OVEN, GAS  Vulcan Model No. VC44GD Convection Oven, gas, double-deck, standard depth, solid state controls, electronic spark igniters, 60 minute timer, (5) nickel plated racks per oven, stainless steel front, top, sides & 8"H legs, stainless steel doors with windows, (2) 50,000 BTU, NSF, CSA Star, CSA Flame, ENERGY STAR®	\$11,450.26	\$11,450.26
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	Gas type to be specified		
	1 ea	(2) 120v/60/1-ph, 15.4 amps total, (2) cords with plugs, standard		
	1 ea	Gas manifold piping included with stacking kit to provide single point gas connection		
	1 st	Casters, set of (4) in lieu of standard legs	\$152.82	\$152.82
	1 ea	INSTALLATION Delivery and Installation of new Convection Oven, stacked. Hobart will make all final connections to existing utilities within five feet. H	\$1,751.79	\$1,751.79
			ITEM TOTAL:	\$13,354.87
1.1	1 kt	GAS CONNECTOR HOSE KIT / ASSEMBLY  T&S Brass Model No. HG-4D-48SK Packed 1 kt Safe-T-Link Gas Connector Kit, 3/4" connection, 48" hose, stainless steel braiding with extruded coating, (1) Quick-Disconnect, (2) Swivelink fittings, (1) 90° elbow, ball valve, restraining cable adjustable for 3' to 5', 180,000 BTU / hr minium flow capacity	\$206.12	\$206.12
			ITEM TOTAL:	\$206.12
2	1 ea	CONVECTION STEAMER, GAS	\$29,189.93	\$29,189.93

Item	Qty	Description	Sell	Sell Total
		Vulcan Model No. C24GA10-PS Convection Steamer, Gas, PowerSteam™ Series with Superheated Steam, 2 compartments on 24" cabinet base, (10)12" x 20" x 2-1/2" deep total pan capacity, staged water fill high output stainless steel steam generator with Timed Smart Drain & PowerFlush, auto blowdown, professional controls with 60 minute timer, buzzer for each compartment, & constant steam feature, split water line, stainless steel interior, exterior, frame & flanged feet, electric ignition, 125,000 BTU, CSA Flame, CSA Star, UL EPH Classified		
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	K-12 School Nutrition extended warranty extends the warranty for 12 months beyond the 12 month Original Equipment Warranty, not to exceed 24 months from date of installation		
	1 ea	PSUE Performance Start-Up: Performance start-up included at no cost after equipment is installed		
	1 ea	Natural gas (specify elevation if over 2,000 ft.)		
	1 ea	120v/60/1-ph with ground, 300w, 2.0 amps, cord & plug, standard		
	1 ea	SMF620 SYSTEM SCALEBLOCKER™ Water Treatment, field installed by others at job site	\$1,616.83	\$1,616.83
	1 ea	2nd year limited water related parts only & labor warranty, standard		
	3 ea	HOSEWTR 3/4BBV Flex stainless steel water hose 72", 3/4" female GHT (2 per unit required for gas & electric, 3 with filter system, 1 per unit for direct steam)	\$226.56	\$679.68
	1 ea	INSTALLATION Unpackage new unit and set into place. Install a new drain line. Connect water and electrical. Install the new water filtration system. Test operation of unit.	\$2,674.87	\$2,674.87
			ITEM TOTAL:	\$34,161.31
2.1	1 kt	GAS CONNECTOR HOSE KIT / ASSEMBLY T&S Brass Model No. HG-4D-48SK Packed 1 kt Safe-T-Link Gas Connector Kit, 3/4" connection, 48" hose, stainless steel braiding with extruded coating, (1) Quick-Disconnect, (2) Swivelink fittings, (1) 90° elbow, ball valve, restraining cable adjustable for 3' to 5', 180,000 BTU / hr minium flow capacity	\$206.12	\$206.12
				
			ITEM TOTAL:	\$206.12
3	1 ea	REACH-IN REFRIGERATOR Traulsen Model No. G20010 Dealer's Choice Refrigerator, Reach-in, two-section, 46.0 cu. ft., self-contained refrigeration, (2) full height doors (hinged left/right), (3) epoxy coated shelves per section (factory installed), microprocessor control with LED display, LED interior lights, stainless steel front, anodized aluminum sides & interior, 6" high casters, R290 Hydrocarbon refrigerant, 1/4 HP, 115v/60/1, 4.3 amps, NEMA 5-15P, cETLus, ETL-Sanitation, ENERGY STAR®	\$6,968.38	\$6,968.38
				

Item	Qty	Description	Sell	Sell Total
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	1 ea	Casters, 6"H, locking (set of 4), standard		
			ITEM TOTAL:	\$6,968.38
4	1 ea	REACH-IN REFRIGERATOR Traulsen Model No. G10000 Dealer's Choice Refrigerator, Reach-in, one-section, 23.4 cu. ft., self-contained refrigeration, (2) half height solid doors (hinged right), (3) epoxy coated shelves (factory installed), microprocessor control with LED display, LED interior lights, stainless steel front, anodized aluminum sides & interior, 6" high casters, R290 Hydrocarbon refrigerant, 1/4 HP, 115v/60/1, 3.8 amps, NEMA 5-15P, cETLus, ETL-Sanitation, ENERGY STAR®	\$5,938.96	\$5,938.96
				
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	1 ea	Casters, 6"H, locking (set of 4), standard		
			ITEM TOTAL:	\$5,938.96
5	1 ea	PASS-THRU REFRIGERATOR Traulsen Model No. G16003P Dealer's Choice Refrigerator Pass-thru, one-section, 25.9 cu. ft., self-contained refrigeration, control side: (2) half-height solid doors (hinged right), other side: (2) half-height glass doors (hinged left), (3) epoxy coated shelves (factory installed), microprocessor control with LED display, LED interior lights, stainless steel front, anodized aluminum sides & interior, 6" high casters, R290 Hydrocarbon refrigerant, 1/4 HP, 115v/60/1, 4.3 amps, NEMA 5-15P, cETLus, ETL-Sanitation, ENERGY STAR®	\$9,157.66	\$9,157.66
				
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	2 ea	G13ACC-1EZ EZ-Change #1 trayslides, (4) pairs per half section, includes pilaster (fits top or bottom)	\$277.77	\$555.54
	1 ea	Casters, 6"H, locking (set of 4), standard		
			ITEM TOTAL:	\$9,713.20
0900	1 ea	LABOR GLHS EQUIPINSTALL Model No. EQUIPINSTALL INCLUDES FOLLOWING: ---RECEIVE AND WAREHOUSE OF EQUIPMENT ---DELIVER, UNCRATE, REMOVAL OF SHIPPING MATERIALS ---SET IN PLACE, MAKE READY FOR FINAL HOOK-UP BY OTHERS *PLEASE NOTE-ALL FINAL CONNECTIONS ARE BY OTHERS AND NOT	\$435.00	\$435.00

Item	Qty	Description	Sell	Sell Total
		INCLUDED*		
			ITEM TOTAL:	\$435.00
			Total	\$70,983.96

Successful Bidder must verify door hinging, type of door and trayslides/shelves on all Traulsen units with the district prior to ordering

Please note that our pricing is subject to potential adjustments due to fluctuations in tariffs and import duties; we will communicate any changes promptly to ensure transparency and alignment with project budgets

CONDITIONS OF SALE:

By signing this order, you are indicating that you are an authorized signatory and able to execute this agreement.

W-9 form as well as a Sales Tax Exemption or Resale Certificate must be provided with sale if not already on file with Great Lakes Ventures.

Credit can be established with Great Lakes Ventures upon receipt of completed credit application. Terms are established by Great Lakes Ventures' Accounting Team only and will be communicated upon completed review.

Warehousing includes receiving equipment and storing product until job site is ready. Warehousing exceeding 30 days beyond initial delivery date will be subject to storage charges.

Changes or cancellations made to this quotation by the Equipment Owner after equipment is ordered from the manufacturer will result in change, cancellation, crating, restocking, credit card fees/bank fees, and/or freight charges. These charges are the responsibility of the Equipment Owner.

Returns of new, unused equipment is contingent upon manufacturer's approval and their returns/restocking policy. Returns will result in factory restocking fee, 5% handling fee, freight charges, and cleaning charges, if necessary. Requests for return must be made within three days of delivery of equipment to site and prior to equipment being hooked to utilities or used. Credit will be given only after manufacturer's credit is received by Great Lakes Ventures.

Special or custom-ordered equipment is non-returnable and includes, but is not limited to, ventilation & rooftop equipment, walk-ins, counters, cooking suites, etc. Equipment hooked up to utilities or used is not returnable. Custom equipment requires 50% down payment regardless of terms established with Great Lakes Ventures.

Great Lakes Ventures reserves a purchase-money security interest in each unit of equipment or item of property listed herein in the amount of its purchase price. These interests will be satisfied by payment in full. A copy of this agreement may be filed with the appropriate State authorities at any time after signature of the Equipment Owner as a financing statement to protect Great Lakes Ventures' security interest.

When receiving drop-shipped equipment, inspect product and packaging prior to signing for it. Once accepted, Equipment Owner accepts responsibility and conditions of the product. Great Lakes Ventures assumes no responsibility for drop-shipped equipment with visible or concealed damage once product is accepted. Great Lakes Ventures may assist with your freight claim as a courtesy if notified within 48 hours of receipt of damaged product. Such assistance does not imply successful resolution of claim.

All new equipment shall have standard manufacturer's warranties unless otherwise specified.

No salesperson or agent of Great Lakes Ventures is permitted to make any verbal contract or promise that

in any way conflicts with the verbiage in these Terms & Conditions. Any modifications of these Terms & Conditions must be approved in writing by either the Sales Manager or Vice President of Great Lakes Ventures.

Pricing contained in this document is confidential. You agree that pricing provided shall not be disclosed to unauthorized or competitive parties.

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$70,983.96

GOLD STAR PRODUCTS



DESIGN - EQUIPMENT - SUPPLIES - DISPOSABLES
 21680 COOLIDGE HWY, OAK PARK, MI 48237 - 800.800.0205




10/31/2025

Quote

To: Novi Middle School Equipment Quote

From: Gold Star Products
 Luke Rygh
 21680 Coolidge Hwy
 Oak Park, MI 48237-3109
 (630)723-8315 (Contact)

Item	Qty	Description	Sell	Sell Total
1	1 ea	CONVECTION OVEN, GAS  Vulcan VC44GD Convection Oven, gas, double-deck, standard depth, solid state controls, electronic spark igniters, 60 minute timer, (5) nickel plated racks per oven, stainless steel front, top, sides & 8"H legs, stainless steel doors with windows, (2) 50,000 BTU, NSF, CSA Star, CSA Flame, ENERGY STAR®	\$11,987.04	\$11,987.04
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	Gas type to be specified		
	1 ea	(2) 120v/60/1-ph, 15.4 amps total, (2) cords with plugs, standard		
	1 ea	Gas manifold piping included with stacking kit to provide single point gas connection		
	1 st	Casters, set of (4) in lieu of standard legs	\$151.98	\$151.98
	1 ea	INSTALLATION Delivery and Installation of new Convection Oven, stacked. Hobart will make all final connections to existing utilities within five feet. H	\$1,750.00	\$1,750.00
	-1 ea	CE INSTANT REBATE UNIT QUALIFIES FOR INSTANT REBATE MUST CONFIRM CUSTOMER QUALIFIES	\$475.00	\$-475.00
			Extended Total:	\$13,414.02
1.1	1 kt	GAS CONNECTOR HOSE KIT / ASSEMBLY  T&S Brass HG-4D-48SK Packed 1 kt Safe-T-Link Gas Connector Kit, 3/4" connection, 48" hose, stainless steel braiding with extruded coating, (1) Quick-Disconnect, (2) Swivelink fittings, (1) 90° elbow, ball valve, restraining cable adjustable for 3' to 5', 180,000 BTU / hr minium flow capacity	\$211.02	\$211.02
			Extended Total:	\$211.02
2	1 ea	CONVECTION STEAMER, GAS	\$28,948.98	\$28,948.98

Item	Qty	Description	Sell	Sell Total
		Vulcan C24GA10-PS Convection Steamer, Gas, PowerSteam™ Series with Superheated Steam, 2 compartments on 24" cabinet base, (10)12" x 20" x 2-1/2" deep total pan capacity, staged water fill high output stainless steel steam generator with Timed Smart Drain & PowerFlush, auto blowdown, professional controls with 60 minute timer, buzzer for each compartment, & constant steam feature, split water line, stainless steel interior, exterior, frame & flanged feet, electric ignition, 125,000 BTU, CSA Flame, CSA Star, UL EPH Classified		
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	K-12 School Nutrition extended warranty extends the warranty for 12 months beyond the 12 month Original Equipment Warranty, not to exceed 24 months from date of installation		
	1 ea	PSUE Performance Start-Up: Performance start-up included at no cost after equipment is installed		
	1 ea	Natural gas (specify elevation if over 2,000 ft.)		
	1 ea	120v/60/1-ph with ground, 300w, 2.0 amps, cord & plug, standard		
	1 ea	SMF620 SYSTEM SCALEBLOCKER™ Water Treatment, field installed by others at job site	\$1,603.48	\$1,603.48
	1 ea	2nd year limited water related parts only & labor warranty, standard		
	3 ea	HOSEWTR 3/4BBV Flex stainless steel water hose 72", 3/4" female GHT (2 per unit required for gas & electric, 3 with filter system, 1 per unit for direct steam)	\$224.69	\$674.07
	1 ea	INSTALLATION Unpackage new unit and set into place. Install a new drain line. Connect water and electrical. Install the new water filtration system. Test operation of unit.	\$2,700.00	\$2,700.00
			Extended Total:	\$33,926.53
2.1	1 kt	GAS CONNECTOR HOSE KIT / ASSEMBLY T&S Brass HG-4D-48SK Packed 1 kt Safe-T-Link Gas Connector Kit, 3/4" connection, 48" hose, stainless steel braiding with extruded coating, (1) Quick-Disconnect, (2) Swivelink fittings, (1) 90° elbow, ball valve, restraining cable adjustable for 3' to 5', 180,000 BTU / hr minium flow capacity	\$211.02	\$211.02
				
			Extended Total:	\$211.02
3	1 ea	REACH-IN REFRIGERATOR Traulsen G20010 Dealer's Choice Refrigerator, Reach-in, two-section, 46.0 cu. ft., self-contained refrigeration, (2) full height doors (hinged left/right), (3) epoxy coated shelves per section (factory installed), microprocessor control with LED display, LED interior lights, stainless steel front, anodized aluminum sides & interior, 6" high casters, R290 Hydrocarbon refrigerant, 1/4 HP, 115v/60/1, 4.3 amps, NEMA 5-15P, cETLus, ETL-Sanitation, ENERGY STAR®	\$6,862.11	\$6,862.11
				
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit		

Item	Qty	Description	Sell	Sell Total
		www.traulsen.com for details		
	1 ea	Casters, 6"H, locking (set of 4), standard		
	-1 ea	DTE INSTANT REBATE UNIT QUALIFIES FOR INSTANT REBATE MUST CONFIRM CUSTOMER QUALIFIES	\$100.00	\$-100.00
			Extended Total:	\$6,762.11
4	1 ea	REACH-IN REFRIGERATOR	\$5,848.39	\$5,848.39
		 Traulsen G10000 Dealer's Choice Refrigerator, Reach-in, one-section, 23.4 cu. ft., self-contained refrigeration, (2) half height solid doors (hinged right), (3) epoxy coated shelves (factory installed), microprocessor control with LED display, LED interior lights, stainless steel front, anodized aluminum sides & interior, 6" high casters, R290 Hydrocarbon refrigerant, 1/4 HP, 115v/60/1, 3.8 amps, NEMA 5-15P, cETLus, ETL-Sanitation, ENERGY STAR®		
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	1 ea	Casters, 6"H, locking (set of 4), standard		
	-1 ea	DTE INSTANT REBATE UNIT QUALIFIES FOR INSTANT REBATE MUST CONFIRM CUSTOMER QUALIFIES	\$100.00	\$-100.00
			Extended Total:	\$5,748.39
5	1 ea	PASS-THRU REFRIGERATOR	\$9,018.01	\$9,018.01
		 Traulsen G16003P Dealer's Choice Refrigerator Pass-thru, one-section, 25.9 cu. ft., self-contained refrigeration, control side: (2) half-height solid doors (hinged right), other side: (2) half-height glass doors (hinged left), (3) epoxy coated shelves (factory installed), microprocessor control with LED display, LED interior lights, stainless steel front, anodized aluminum sides & interior, 6" high casters, R290 Hydrocarbon refrigerant, 1/4 HP, 115v/60/1, 4.3 amps, NEMA 5-15P, cETLus, ETL-Sanitation, ENERGY STAR®		
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	2 ea	G13ACC-1EZ EZ-Change #1 trayslides, (4) pairs per half section, includes pilaster (fits top or bottom)	\$273.53	\$547.06
	1 ea	Casters, 6"H, locking (set of 4), standard		
	-1 ea	DTE INSTANT REBATE UNIT QUALIFIES FOR INSTANT REBATE MUST CONFIRM CUSTOMER QUALIFIES	\$100.00	\$-100.00
			Extended Total:	\$9,465.07
6	1 ea	DELIVER-SET	\$275.00	\$275.00
		Gold Star Products DELIVER-SET Deliver, Uncrate, Set in Place. All plumbing and/or electrical are by others		
			Extended Total:	\$275.00

Item	Qty	Description	Sell	Sell Total
7	1 ea	TERMS Gold Star Products TERMS TERMS A. School purchase order required in lieu of deposit B. NET 30 day terms C. An Administrative fee of 4% will be added to all Credit Card payments D. After orders have been placed with the manufacturers, any changes made, or the cancellation of any item, at the direction of the Owner, will result in change/cancellation charges and Owner will be responsible for such charges.		
Total				\$70,013.16

Acceptance: _____ Date: _____

Printed Name: _____

To:
Novi Community School District
Kimberly Sinclair




Project:
Novi Community School District



From:
Stafford Smith, Inc.
Mike Trombley
25311 Dequindre Road
Madison Heights, MI 48071
2693431240 1111
248-744-4414 3605 (Contact)

Job Reference Number: 109661

Due to global supply chain issues, freight surcharges and changing tariff rates, Stafford Smith shall not be responsible for any unforeseen surcharges, price increases, tariffs or any other increases in cost after the order is placed. These costs will be passed along to the customer.

Item	Qty	Description	Sell	Sell Total
1	1 ea	CONVECTION OVEN, GAS Vulcan Model No. VC44GD Convection Oven, gas, double-deck, standard depth, solid state controls, electronic spark igniters, 60 minute timer, (5) nickel plated racks per oven, stainless steel front, top, sides & 8"H legs, stainless steel doors with windows, (2) 50,000 BTU, NSF, CSA Star, CSA Flame, ENERGY STAR®	\$11,272.80	\$11,272.80
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	Gas type to be specified		
	1 ea	(2) 120v/60/1-ph, 15.4 amps total, (2) cords with plugs, standard		
	1 ea	Gas manifold piping included with stacking kit to provide single point gas connection		
	1 st	Casters, set of (4) in lieu of standard legs	\$150.12	\$150.12
	1 ea	INSTALLATION Delivery and Installation of new Convection Oven, stacked. Hobart will make all final connections to existing utilities within five feet. H	\$1,793.40	\$1,793.40
			ITEM TOTAL:	\$13,216.32
1.1	1 kt	GAS CONNECTOR HOSE KIT / ASSEMBLY T&S Brass Model No. HG-4D-48SK Packed 1 kt Safe-T-Link Gas Connector Kit, 3/4" connection, 48" hose, stainless steel braiding with extruded coating, (1) Quick-Disconnect, (2) Swivelink fittings, (1) 90° elbow, ball valve, restraining cable adjustable for 3' to 5', 180,000 BTU / hr minium flow capacity	\$211.02	\$211.02
			ITEM TOTAL:	\$211.02
2	1 ea	CONVECTION STEAMER, GAS	\$29,012.94	\$29,012.94

Item	Qty	Description	Sell	Sell Total
		Vulcan Model No. C24GA10-PS Convection Steamer, Gas, PowerSteam™ Series with Superheated Steam, 2 compartments on 24" cabinet base, (10)12" x 20" x 2-1/2" deep total pan capacity, staged water fill high output stainless steel steam generator with Timed Smart Drain & PowerFlush, auto blowdown, professional controls with 60 minute timer, buzzer for each compartment, & constant steam feature, split water line, stainless steel interior, exterior, frame & flanged feet, electric ignition, 125,000 BTU, CSA Flame, CSA Star, UL EPH Classified		
	1 ea	1 year limited parts & labor warranty, standard		
	1 ea	K-12 School Nutrition extended warranty extends the warranty for 12 months beyond the 12 month Original Equipment Warranty, not to exceed 24 months from date of installation		
	1 ea	PSUE Performance Start-Up: Performance start-up included at no cost after equipment is installed		
	1 ea	Natural gas (specify elevation if over 2,000 ft.)		
	1 ea	120v/60/1-ph with ground, 300w, 2.0 amps, cord & plug, standard		
	1 ea	SMF620 SYSTEM SCALEBLOCKER™ Water Treatment, field installed by others at job site	\$1,606.98	\$1,606.98
	1 ea	2nd year limited water related parts only & labor warranty, standard		
	3 ea	HOSEWTR 3/4BBV Flex stainless steel water hose 72", 3/4" female GHT (2 per unit required for gas & electric, 3 with filter system, 1 per unit for direct steam)	\$220.75	\$662.25
	1 ea	INSTALLATION Unpackage new unit and set into place. Install a new drain line. Connect water and electrical. Install the new water filtration system. Test operation of unit.	\$2,738.40	\$2,738.40
			ITEM TOTAL:	\$34,020.57
2.1	1 kt	GAS CONNECTOR HOSE KIT / ASSEMBLY T&S Brass Model No. HG-4D-48SK Packed 1 kt Safe-T-Link Gas Connector Kit, 3/4" connection, 48" hose, stainless steel braiding with extruded coating, (1) Quick-Disconnect, (2) Swivelink fittings, (1) 90° elbow, ball valve, restraining cable adjustable for 3' to 5', 180,000 BTU / hr minium flow capacity	\$211.02	\$211.02
				
			ITEM TOTAL:	\$211.02
3	1 ea	REACH-IN REFRIGERATOR Traulsen Model No. G20010 Dealer's Choice Refrigerator, Reach-in, two-section, 46.0 cu. ft., self-contained refrigeration, (2) full height doors (hinged left/right), (3) epoxy coated shelves per section (factory installed), microprocessor control with LED display, LED interior lights, stainless steel front, anodized aluminum sides & interior, 6" high casters, R290 Hydrocarbon refrigerant, 1/4 HP, 115v/60/1, 4.3 amps, NEMA 5-15P, cETLus, ETL-Sanitation, ENERGY STAR®	\$6,794.22	\$6,794.22
				

Item	Qty	Description	Sell	Sell Total
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	1 ea	Casters, 6"H, locking (set of 4), standard		
			ITEM TOTAL:	\$6,794.22
4	1 ea	REACH-IN REFRIGERATOR Traulsen Model No. G10000 Dealer's Choice Refrigerator, Reach-in, one-section, 23.4 cu. ft., self-contained refrigeration, (2) half height solid doors (hinged right), (3) epoxy coated shelves (factory installed), microprocessor control with LED display, LED interior lights, stainless steel front, anodized aluminum sides & interior, 6" high casters, R290 Hydrocarbon refrigerant, 1/4 HP, 115v/60/1, 3.8 amps, NEMA 5-15P, cETLus, ETL-Sanitation, ENERGY STAR®	\$5,790.62	\$5,790.62
				
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	1 ea	Casters, 6"H, locking (set of 4), standard		
			ITEM TOTAL:	\$5,790.62
5	1 ea	PASS-THRU REFRIGERATOR Traulsen Model No. G16003P Dealer's Choice Refrigerator Pass-thru, one-section, 25.9 cu. ft., self-contained refrigeration, control side: (2) half-height solid doors (hinged right), other side: (2) half-height glass doors (hinged left), (3) epoxy coated shelves (factory installed), microprocessor control with LED display, LED interior lights, stainless steel front, anodized aluminum sides & interior, 6" high casters, R290 Hydrocarbon refrigerant, 1/4 HP, 115v/60/1, 4.3 amps, NEMA 5-15P, cETLus, ETL-Sanitation, ENERGY STAR®	\$8,928.66	\$8,928.66
				
	1 ea	6-year parts & labor and 7 year compressor, standard. Visit www.traulsen.com for details		
	2 ea	G13ACC-1EZ EZ-Change #1 trayslides, (4) pairs per half section, includes pilaster (fits top or bottom)	\$270.85	\$541.70
	1 ea	Casters, 6"H, locking (set of 4), standard		
			ITEM TOTAL:	\$9,470.36

Merchandise	\$69,714.13
Installation	\$780.97
Total	\$70,495.10



For more information, visit
[LEAF HRFG Credit Application](#)
 or contact:

ERIC CHESSER
 Office: 410-933-8138
 Mobile: 410-830-9497
echesser@leafnow.com

JOE BURNS
 Office: 410-933-8138
 Mobile: 410-977-2608
jburns@leafnow.com

ROB WASSON
 Office: 410-933-8135
 Mobile: 410-977-2607
rwasson@leafnow.com

Lease-to-Own

- 12-month term: \$6,214.14*
- 18-month term: \$4,250.15*
- 24-month term: \$3,269.56*
- 30-month term: \$2,681.63*
- 36-month term: \$2,291.09*
- 42-month term: \$2,012.64*
- 48-month term: \$1,804.67*
- 60-month term: \$1,514.94*

* Payments are subject to change based on credit approval.

TERMS: Upon receipt of application for business account, signed quote/purchase order and review by the credit department, the down payment and terms will be established and shared with the customer and account executive. Stafford-Smith reserves the right to progress bill for equipment as needed. This includes items shipped by the manufacturer to Stafford-Smith for storage and is not conditional upon being installed, mechanically connected or operational. You are welcome to inspect all stored materials.

Stafford-Smith, Inc. shall retain security interest in all equipment, parts, small wares, accessories, attachments, additions, and any replacements of the above that have been installed, affixed to or used in connection with the items specified in this proposal until all amounts have been paid.

Should the Buyer sell or otherwise dispose of such collateral in violation of the terms of this agreement, Stafford-Smith, Inc. retains an interest in the proceeds from such transactions. Buyer authorizes Stafford-Smith, Inc. to file a financing statement describing the collateral and a copy of this agreement and/or the credit application may be filed as a security agreement for granting a secured interest in Buyer's inventory and sales proceeds thereof.

Past due amounts constitute a default and are subject to service charges of 1 ½% per month, collection costs, and attorney fees. Warranties are conditioned on your paying the full purchase price for the equipment.

In addition to non-payment, an act of default by the buyer will have occurred if the buyer fails to accept the order of goods or fails to perform any other covenants under this agreement. In the event of default, Stafford-Smith, Inc. may enter any business property and without breach of the peace take possession of any or all collateral and exercise our rights in the event of default of a secured party as specified under the Uniform Commercial Code. Should any disputes arise, Buyer also acknowledges and submits to jurisdiction in the State of Michigan and County of Kalamazoo.

Except as otherwise provided herein, this proposal does not include any applicable State or Federal taxes, any charge for electrical wiring or plumbing and is subject to acceptance by buyer and seller within fifteen (15) days from the date of this quote and only in accordance with the terms stated.

When ordering drop-ship equipment, please be aware to inspect your order immediately upon receipt. You may request the driver wait, for a reasonable amount of time, while you inspect and they must comply to your request. If the driver refuses to wait, please mark the receipt "driver not willing to wait" and contact Stafford-Smith within (48) hours in order for a claim to be filed. If there is damage, you may refuse or you can accept and note the damage. Please take photos, if possible, to assist in filing the claim. You must keep all original cartons, even if you accept the damage, so Stafford-Smith can pursue a freight claim on your behalf. Please send the bill of lading and any additional documentation to your Stafford-Smith representative.

If you don't have time to inspect when delivered, you have up to (48) hours to inspect and notify us immediately if there is an issue so we can address the best way to handle the claim. If not notified within (48) hours, your claim may not be valid.

We have implemented a 3.0% convenience fee on credit card transactions. As an alternative we also accept ACH, ECheck and wire transactions and you can pay directly from our website.

I agree to the terms set forth in the application, this quote hereof and offer to purchase described goods and services as proposed hereby.

Acceptance: _____ Date: _____

Printed Name: _____

Project Grand Total: \$70,495.10