

HICKMAN COUNTY BOARD OF EDUCATION
Work Session---September 9, 2021

The Hickman county Board of Education met on September 9, 2021, at 6:00 PM in Room 203 of the Central Office Building.

Call To Order

Communications to the Board

Construction Management Services

2020-2021 Academic Report

2021-2022 Strategic Plan

2021-2022 Director of Schools Evaluation Tool

Future Board of Education Work Session Dates

Announcements

Adjourn

The Hickman County Board of Education will meet in special session on Thursday, September 9, 2021, in Room 203 of the Central Office Building.

- I. Construction Management Services
- II. 2020-2021 Academic Report
- III. 2021-2022 Strategic Plan and Goals
- IV. 2021-2022 Director of Schools Evaluation Tool
- V. Future work session dates

Request for Qualifications (RFQ)
Construction Management Services

The Hickman County School System, serving over 3,100 students across eight school campus sites, is requesting qualifications from qualified construction management consultants who are experienced in the construction, rehabilitation, modernization, and upgrade of K-12 public school facilities in Tennessee, and are experienced working with architects, inspectors, contractors, and other facility related consultants as the representative of the school system in establishing project scope, project budgets, and bidding procedures under the local, state, and federal guidelines.

The school system is seeking different scopes of work in relation to specific projects, and these projects will be principally funded with federal funding from the Elementary and Secondary School Emergency Relief (ESSER). Hickman County Schools is interested in building, upgrading, and maintaining a high quality, 21st century learning environment that will support various modalities of instruction and learning.

Each Statement of Qualifications should be presented in a bound 8½-inch by 11-inch vertical format. Each responding firm should submit one (1) original statement of qualifications with signatures and two (2) copies of each statement of qualifications along with a copy in electronic format. All Statements of Qualifications should be submitted to Hickman County Schools by no later than 2:00 p.m. on Wednesday, June 16, 2021, at the following address:

Hickman County Finance Office
ATTN: Hickman County Schools Construction Management RFQ
114 North Central Avenue, Suite 203
Centerville, TN 37033

This Request for Qualifications does not commit the school system to award a contract or pay any costs incurred in the preparation of a statement responsive to this request. Hickman County Schools reserves the right to accept all or part of any statement or to cancel in part or in its entirety this Request for Qualifications. The school system further reserves the right to negotiate changes in and to accept the statement(s) that it considers to be in the best interest of Hickman County Schools.

General Instructions

Submittal Requirements

Candidates should provide professional and comprehensive Construction management services in cooperation with the school system and its architect. The intent of Hickman County Schools is to award a contract or contracts for construction management services for the capital projects funded through the Elementary and Secondary School Emergency Relief (ESSER) funds, including but not limited to the following:

- Upgrading and replacing HVAC units
- Replacement of exterior doors and windows
- Plumbing repairs, upgrades, and replacement projects
- Energy Distribution and Generation projects within the schools

Questions pertaining to this RFQ must be received by 4:00 p.m. on June 2, 2021. Address questions to the attention of Mike Plunkett, mike.plunkett@hickmank12.org, (931) 729-3391.

Each candidate's Statement of Qualifications should respond according to the attached guidelines. Additionally, each candidate should be prepared to address the level of service and the management techniques and approach for executing the proposed services. Hickman County Schools will evaluate each Statement of Qualifications based on the information provided.

Submittal of Statements of Qualifications should be reviewed for accuracy before submission to the school system since they may not be adjusted after submission to the school system. Hickman County Schools will not be responsible for errors or omissions in any Statements of Qualifications. Failure to include all specified sections in the response to this RFQ may result in the disqualification of the candidate. Hickman County Schools reserves the right to reject any and all Statements of Qualifications, or to waive any irregularities, or informalities in the Statements of Qualifications.

Submittals should address the following:

I. Cover Letter/Letter of Interest

Provide a cover letter/letter of interest of not more than one page that includes the name, title, address, phone and email address for the contact individual. The cover letter should also provide a general understanding of the needs of Hickman County Schools and how the candidate intends to fulfill them.

II. Qualification Guidelines

Statements of Qualifications from each responding candidate must address all the elements in the following sections:

- A. Legal Entity: Describe the legal entity under which your organization operates.
- B. Business Experience and Licensing: Describe the business experience of your organization and address the following:
 - a. The year your organization was founded under the present name.
 - b. List any other or former names under which the organization has operated.
 - c. Indicate the number of years your organization has practiced construction management.
 - d. Describe your organization's annual revenues over the last five (5) years.
 - e. Describe your organization's current work backlog.
 - f. Provide a line item list of prior educational K-12 projects and clients that have been completed by your firm in the last seven (7) years.
- C. Locations: If your organization operates from more than one location, indicate the office from which the proposed project will be served.
- D. License: Provide your qualifying's state contractor's license number and professional registration number as applicable and place it on the
- E. Construction Experience and References: Describe the construction experience of your organization.
 - a. Provide a list of modernization and new school projects currently in progress or under contract and specify the delivery method.
 - b. Provide a list of school projects completed in the last seven (7) years and specify the delivery method.
- F. Insurance Certificate: Provide a copy of your current certificate of insurance listing all coverage. Candidates must have the ability to secure insurance coverage and provide Proof of Certificate of Insurance, as described below:
 - a. Comprehensive general and auto liability insurance with limits of not less than one million dollars (\$1,000,000) combined single limit, bodily injury and property damage liability per occurrence, including:
 - i. Owned, non-owned and hired vehicles;
 - ii. Blanket contractual;
 - iii. Broad form property damage
 - iv. Products/completed operations; and

- v. Personal injury
 - b. Professional liability insurance, including contractual liability, with limits of \$2,000,000 per claim.
 - c. Workers' compensation insurance shall be maintained, in accordance with provisions of the Tennessee codes, adequate to protect any person, firm, or corporation employed directly or indirectly in connection with the work of the Consultant from claims under Workers' Compensation Acts which may arise for operations, whether such operation be by any person, firm, or corporation, employed directly or indirectly by the Consultant upon or in connection with the work.
- G. Team Members: Identify the construction management team members that would be assigned to Hickman County Schools for its projects and describe each person's role.
- H. State and Local Agencies: Describe your organization's familiarity with the procedures and requirements of the following state and local agencies and their approval process:
 - a. State and Federal Department of Labor regulations for labor including but not limited to the Davis Bacon Act
 - b. Tennessee Department of Education
 - c. Tennessee Construction Codes and Regulations
- I. Labor Compliance Program: Describe your organization's experience and procedures for ensuring compliance with public works labor laws, codes, and regulations.
- J. Claims/Litigation/Arbitration/Termination: Provide a summary and history of any and all claims, suits, arbitration or other proceedings filed by your firm against a public school district/community college district or against your firm by a public school district/community college district related to the provision of construction management services in the last seven (7) years. Provide a description of each claim/suit/proceeding, the amount of damages at issue in the claim/suit/arbitration/proceeding, the public entity that was involved and how the claim/suit/arbitration/proceeding was resolved. The candidate shall also identify any projects or programs in which the firm was terminated from within the last seven (7) years, whether by cause or convenience, and the circumstances surrounding such terminations.
- K. Project Controls: Demonstrate your abilities in 1) estimating, 2) cost control, and 3) document management/control, quality control review.

- L. Financial strength: Indicate the dollar value of the three largest projects within the past seven (7) years that your firm has served in a construction management capacity, regardless of project type.
- M. Prequalification: Describe the methods and controls your firm will use if requested to prequalify contractors and subcontractors as public by public code.
- N. Fees: Please provide a proposed fee schedule, general conditions costs and/or reimbursable expenses that your firm intends on proposing for the completion of the school system's projects.

Hickman County Schools has the right, and sole discretion, to reject any or all qualification packages without indicating the reason for such rejection and to waive any informality on any Statement of Qualifications received. The school system reserves the right, and sole discretion, to hire more than one candidate, delay the selection process, withdraw the RFQ, cancel the project(s), or proceed with the project(s) without the firm/individual. Hickman County Schools does not guarantee any work on all or any specific project(s). The school system is not committed to negotiate a contract with any candidate. Hickman County Schools may select an alternative construction management firm through any other means determined to be in the school system's best interest.

This RFQ shall not obligate Hickman County Schools to pay any costs or incur any liability for the preparation or presentation of a Statement of Qualifications submission. All costs associated with the preparation or submission of a Statement of Qualifications in response to this RFQ is solely the responsibility of the responding candidate.

In the event the school system elects to hold interviews and a candidate is asked to attend an interview, it is mandatory that the proposed primary project contact and a principal of the firm with the authority to enter into a binding contract with Hickman County Schools attend the interview along with the proposed project team members.

Hickman County Schools shall review and assess all Statements of Qualifications to develop a list of top candidates and shall negotiate fees with the top candidate(s) to perform construction management services on a given project or projects. If fee negotiations with that candidate are not successful, and/or the fees discussed are outside the budgetary constraints for the project, the District reserves the right to suspend negotiations with that firm, and proceed to negotiate with another firm on the list.

BOARD RELATIONSHIPS	All	
1. Keeps all board members informed on issues, needs and operation of the school system, including employment, promotion and dismissal of personnel.		
2. Has a harmonious relationship with the board.		
3. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.		
4. Maintains a high degree of understanding and respect between staff and the board.		
5. Recommends policies to the board that comply with state law and State Board of Education and Tennessee Department of Education rules and regulations; that protect the security and integrity of the district infrastructure and the data it contains; and that protect the rights and confidentiality of staff and students.		
6. Interprets and executes the intent of board policy through the development of administrative procedures.		
7. Seeks and accepts constructive criticism of work from the board.		
8. Supports board policy and actions to the public and staff.		
9. Refrains from criticism of members of the board.		
10. Uses legal counsel in governance and procedures to avoid civil and criminal liabilities.		
11. Goes immediately and directly to the board when he/she feels an honest, objective difference of opinion exists between him/her and any or all members of the board, in an earnest effort to resolve such difference immediately.		
12. Bases position with regard to matters discussed by the board upon principle, and is willing to maintain that position without regard for its popularity until an official position has been reached, after which time the superintendent supports the decision of the board, as long as he/she remains in its employ.		
COMMUNITY RELATIONSHIPS	Community engagement	
1. Is an effective spokesperson for the school system.		
2. Models the highest professional standards to the community.		
3. Builds public support for the school district.		
4. Develops cooperative relationships with the news media.		
5. Uses information about family and community concerns, expectations, and needs regularly.		
6. Secures available community resources to help the school district solve problems and achieve goals.		

7. Establish partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school district goals.		
8. Treats community stakeholders equitably.		
9. Recognizes and values diversity.		
10. Uses public resources and funds appropriately and wisely.		
11. Encourages parental involvement.		
STAFF AND PERSONNEL RELATIONSHIPS		Culture, Effective personnel
1. Develops good staff morale and loyalty to the system.		
2. Treats all personnel fairly.		
3. Delegates authority to staff members appropriately.		
4. Demonstrates use of system and staff evaluation data for personnel policies, decision-making, promotion of career growth and professional development.		
5. Offers professional development that is focused on student learning consistent with the school districts vision and goals.		
6. Considers diversity in developing learning experiences.		
7. Uses technologies in teaching and learning.		
8. Recognizes staff for their professional achievements.		
9. Models learning for staff.		
10. Provides shared leadership and decision-making opportunities for staff that promotes a climate of collaboration and collegiality.		
FACILITIES, FINANCE and HUMAN RESOURCES		Administration
1. Demonstrates knowledge of school facilities and develops a process that builds internal and public support for facility needs, including bond issues and capital improvement plans.		
2. Ensures the maintenance of school property and the safety of personnel and property.		
3. Meets and works collaboratively with the Board and appropriate staff to determine priorities for budgeting and the effective allocation of space and human resources.		
4. Provides accurate and timely reports to the board on the financial condition of the school system.		
5. Ensures that the school plant, equipment and support systems operate safely, efficiently, and effectively.		
6. Develops and monitors long-range plans for school and district technology and information systems and makes informed district decisions about computer hardware and software and staff developing needs while allocating resources consistent with district plan.		
7. Creates and maintains a safe, clean, and aesthetically pleasing environment at all schools.		
8. Demonstrates budget management including financial forecasting, planning, cash flow management, account auditing and monitoring and oversees the district's fiduciary responsibilities.		

<p>9. Establishes and sustains partnerships with community agencies to provide additional resources to support the social and emotional growth and development of at-risk students.</p>	
<p>VISION</p>	All
<p>1. Works effectively with board, staff, and community to develop long-range strategic plans.</p>	
<p>2. Initiates communication and facilitates cooperation and collaboration among staff regarding the district's mission, curriculum and program initiatives.</p>	
<p>3. Keeps board and community informed of progress towards long-range goals.</p>	
<p>4. Clearly articulates system's vision, mission and priorities to community and media.</p>	
<p>5. Ensures that the vision shapes the educational programs, plans, and activities.</p>	
<p>6. Uses assessment data related to student learning to develop the school district vision and goals.</p>	
<p>7. Seeks and obtains needed resources to support the implementation of the school district mission and goals.</p>	
<p>8. Monitors, evaluates and advises the vision, mission, and implementation plans regularly.</p>	
<p>STUDENT ACHIEVEMENT</p>	Instruction and effective personnel
<p>1. Develops, implements, promotes and monitors continuous improvement in student achievement by using a variety of appropriate techniques.</p>	
<p>2. Applies effective methods of providing, monitoring, evaluating and reporting student achievement.</p>	
<p>3. Establishes curriculum planning to anticipate occupational trends and school-to-career needs.</p>	
<p>4. Provides equitable access for students and staff to technologies that facilitate productivity and enhance learning.</p>	
<p>5. Involves faculty and stakeholders in enhancement and renewal of curriculum to ensure alignment of curriculum, instruction and assessment.</p>	
<p>6. Reviews analyses of student academic achievement through standardized test results and other academic sources.</p>	
<p>7. Applies and communicates qualitative and quantitative findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement.</p>	
<p>8. Develops, monitors and assesses district and school improvement plans, including the regular review and analysis of district's test scores by school and sub-groups.</p>	
<p>9. Formulates plan to assess appropriate teaching methods and classroom management strategies for all learners.</p>	
<p>10. Works collaboratively with members of the staff in using student achievement data to determine relevant professional development opportunities.</p>	
<p>11. Meets with principals regularly to provide feedback on goal achievement and to assess ongoing school improvement efforts.</p>	
<p>12. Reviews, reports and reacts appropriately to state accountability measures.</p>	
<p>13. Identifies, clarifies and addresses barriers to student learning.</p>	

14. Recognizes and celebrates student accomplishments.		
15. Models learning for students.		
MANAGEMENT AND OPERATIONS		Administrative functions
1. Ensures that operational plans and procedures to achieve the vision and goals of the school district are in place.		
2. Manages time to maximize attainment of organizational goals.		
3. Identifies potential problems and opportunities.		
4. Confronts and resolves problems in a timely manner.		
5. Aligns financial, human, and material resources to the goals of school district.		
6. Identifies multiple points of view for problem solving situation and involves stakeholders in decisions affecting schools.		
7. Solicits staff input to discuss issues and to promote effective problem-framing and problem-solving skills.		
8. Demonstrates professional and effective conflict resolution skills.		
9. Uses effective group-process and consensus building skills.		
10. Participates in professional learning that is aligned with strategic plan and enhances leadership skills.		
11. Implements and enforces school district code of conduct and appropriate and effective disciplinary policies, procedures and programs in a timely and consistent manner.		
12. Promotes a climate of trust and teamwork within the district.		
13. Clearly communicates expectations regarding behavior and procedures for handling disciplinary problems to students, staff, parents and other members of the community.		
14. Establishes procedures and practices for dealing with emergencies such as weather, threats to the school, student violence and trauma.		
INTEGRITY, FAIRNESS AND ETHICS		Culture
1. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.		
2. Serves as a role model.		
3. Accepts responsibility for school operations.		
4. Uses the influence of the office to enhance the educational program rather than for personal gain.		

<p>Performance Objective 2: Develop a school district strategic plan.</p>	<p>Administrative functions</p>
<p>Performance Indicators - The performance objective is complete when the Director of Schools reports: 1. Annual and long-range goals, along with measurable objectives and strategies, have been established with input from Board, staff and community members. 2. A district-wide vision has been created with input from Board and staff.</p>	
<p>Performance Objective 3: Evaluate the organizational structure of the district and reorganize as necessary to achieve maximum effectiveness.</p>	<p>Effective personnel</p>
<p>Performance Indicators - The performance objective is complete when the Director of Schools reports: 1. The reorganization of personnel and a revised organizational chart has been developed. 2. If necessary, a fiscal review with budgetary recommendations.</p>	
<p>Performance Objective 4: Develop a comprehensive plan to promote school system and increase parent and community involvement.</p>	<p>Community engagement</p>
<p>Performance Indicators - The performance objective is complete when the Director of Schools reports: 1. Promotional tools for the school system have been developed. 2. Development of tools to increase parent and community involvement in reopening of school system during pandemic. 3. Created new approaches to engage with parents and community partners throughout school year due to pandemic.</p>	
<p>Performance Objective 5: Work with the school board to develop and implement an annual plan for promoting school system and increasing communication and support with the county commission/city council.</p>	<p>Community engagement</p>
<p>Performance Indicator - The performance objective is complete when the Director of Schools reports: 1. The board adopts an annual agenda for promotion, which includes activities, which the board and/or the Director will complete during the year. The plan must include activities to build support from the County Commission/City Council.</p>	
<p>Performance Objective 6: Develop a budget for the school board as outlined in school policies, activities in the school board annual agenda, and guidelines established by the State Department of Education.</p>	<p>Instruction & Effective personnel</p>
<p>Performance Indicator - The performance objective is complete when the Director of Schools reports:</p>	

<p>1. A budget document has been formulated using procedures required by school board policies, activities in the school board annual agenda, and guidelines established by the State Department of Education.</p>	
<p>2. Budget documents were developed to serve the school system's needs for additional funding from government bodies due to pandemic.</p>	
<p>Performance Objective 7: Ensure the Board's annual agenda is developed and implemented.</p>	Administrative functions
<p>Performance Indicator - The performance objective is complete when the Director of Schools reports:</p>	
<p>1. Evidence that annual agenda items referencing the Director of Schools have been completed or are ongoing and nearing completion.</p>	
<p>Performance Objective 8: Provide and promote activities that give the school board an opportunity to review its effectiveness and improve the relationship between individual school board members, and the school board as a whole with the Director of Schools.</p>	Administrative functions
<p>Performance Indicators - The performance objective is complete when the Director of Schools reports:</p>	
<p>1. Information regarding improvement activities such as workshops, clinics, conventions, board retreats, etc.</p>	
<p>2. A self-evaluation instrument that reviews school board effectiveness and allows for each school board member to make recommendations and suggestions for improvement has been distributed to the Board for their review.</p>	

