



School Board Facilities Review Kit

A preparation tool for board members and district leadership

Look beyond the opening price.

Organize the questions behind a facilities proposal: the documented need, alternatives, cost assumptions, disruption, and reporting. Use the district's established process to request clarification.

BRING THE DECISION INTO FOCUS

What is being requested at this meeting: further study, a budget allocation, project approval, or another action? Identify the specific request and the information needed to understand it.

1 | Establish the need

Which assessment supports the proposal? Who prepared it, when, and what remains unverified? How does the work support the district's goals?

2 | Compare complete options

Ask about repair, replacement, phased work, or deferral where appropriate. Compare the same scope and period, including ongoing responsibilities.

3 | Define the follow-through

Ask how progress, spending, changes, and results will be reported. Record unanswered questions and the next review rather than treating silence as confirmation.

Use with local policy and professional advice. This is a preparation aid, not a technical assessment, approval form, or statement of a board's legal authority.



Worked example: library flooring

Fictional training example. No actual site assessment, product specification, or price quote is represented.

THE NEED AND THE DECISION

Staff report recurring wear and maintenance interruptions in one library. Administration is comparing targeted repair with full replacement. Board preparation starts by asking for the assessment, scope, urgency, and exact decision requested.

Question	Option A: targeted repair	Option B: replacement
Scope	Repair selected areas; retain most existing flooring.	Replace flooring within the same defined library area.
Potential benefit	Lower initial planning amount; less material replaced.	Renew the whole area; fewer retained interfaces.
Uncertainty	Can retained areas remain serviceable through the comparison period?	What preparation or underlying conditions could change the scope?
Continuing responsibility	Maintenance plan and monitoring of retained areas.	Maintenance plan and verification of warranty conditions.

KEEP THE OTHER OPTIONS VISIBLE

Ask whether phased work or deferral was evaluated, and why it was included or ruled out. The district's qualified professionals should establish whether any option is suitable; the example does not establish safety or feasibility.

Bring questions through the established board process; coordinate requests through the appropriate district contact.



Worked example: compare the costs

Invented planning amounts. Same library area and five years after completion; not a full lifecycle analysis.

Cost element	Repair A	Replace B
Work / material allowance	\$12,000	\$24,000
Preparation / disposal allowance	\$2,000	\$3,000
Temporary relocation allowance	\$1,000	\$1,000
Initial subtotal	\$15,000	\$28,000
Annual maintenance assumption	\$1,500	\$500
Five years of maintenance	\$7,500	\$2,500
Five-year partial planning total	\$22,500	\$30,500

Initial cost + (annual maintenance x 5). Difference in these partial totals: \$8,000.

TEST ONE ASSUMPTION

If Option A needs an additional \$6,000 repair in year 3, its partial total becomes \$28,500. The difference falls to \$2,000. This scenario is not a forecast; ask for evidence about likely service life and repeat work.

What is missing from the arithmetic?

Professional fees, applicable taxes, financing, inflation, discounting, staff time, contingency, unexpected conditions, and end-of-period residual value are excluded. Confirm whether these apply before treating either total as a project budget. No price or lifespan is guaranteed.

Ask: which assumptions would change the comparison most, and who will verify them?



Prepare the questions for the meeting

Proposal / version: _____ Meeting date: _____

1. Decision requested and supporting evidence

What action is requested now? Assessment author/date, scope, urgency, district goal, and missing evidence.

2. Alternatives and tradeoffs

What was compared? What was ruled out, why, and by whom? What would deferral or phased work mean?

3. Costs, funding, and continuing responsibility

Initial / ongoing costs, funding source, cash timing, restrictions to verify, exclusions, and uncertain assumptions.

4. Disruption and implementation

Proposed timeline, effect on learning or services, access arrangements, and who verifies technical suitability.

5. Questions submitted and response route

Question / requested evidence / district contact / response date. Use the established board process.



Ask about warranty and ownership

Use these questions to clarify responsibility before comparing or approving a proposed approach.

EXISTING COVERAGE

Is any affected work or equipment still under warranty or a service agreement? Who has checked the documents, coverage dates, exclusions, and claim process?

PROPOSED COVERAGE

What written coverage comes with each option? Who provides it, for how long, and for which parts, labor, or work? Which exclusions or maintenance conditions apply?

TOTAL RESPONSIBILITY

Who handles routine maintenance, inspections, service calls, and documentation? Are staffing, training, supplies, and recurring costs included in the proposal?

CHANGES AND HANDOFF

Who receives the closeout records, care instructions, warranties, and training? How are scope changes and additional costs routed for review under district policy?

Unanswered question / evidence needed / owner / date

Record a reference to the documents; keep contracts and detailed records in district systems.

COVERAGE IS A QUESTION TO VERIFY

Do not assume repair costs are covered because a warranty exists. Ask the administration to confirm the relevant terms with the district's professionals and the responsible provider.



Plan the report-back

Record expectations through the district's established review and approval process.

Checkpoint	What should be reported?	Owner / date
Before work starts	Approved scope, schedule, budget, remaining assumptions.	
During work	Progress, actual and committed costs, disruption, changes needing review.	
At handoff	Completion checks, unresolved items, final costs, warranty and maintenance records.	
After use	Whether the intended result was achieved; recurring issues and follow-up.	

What would bring this proposal back for further review?

Record applicable district thresholds / triggers, who monitors them, and how the board receives the information.

Questions still open: _____

Next report / owner / date: _____

Background and scope

MASB describes board responsibilities for policy, resources, and facilities, with policy implementation delegated to the superintendent. This original kit uses that preparation perspective; authority and procedures vary by district and state.

[Michigan Association of School Boards: Roles and Responsibilities](#) | Accessed October 14, 2026.