NOTICE OF REGULAR MEETING OF THE SCHOOL BOARD
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
Monday, December 9, 2019 – 6:00 p.m.
Mark Sanford Education Center, 2400 47th Avenue South, Grand Forks, ND

AGENDA

I. CALL TO ORDER AND PLEDGE OF ALLEGIANCE

II. APPROVAL OF AGENDA

III. APPROVAL OF MINUTES
   A. November 18, 2019
   B. November 25, 2019

IV. CITIZEN COMMENTS (non-agenda items)
   (Citizens wishing to address the school board are asked to complete a Citizen Comment Card and submit it to the school board secretary prior to the start of the meeting. Citizens wishing to comment on non-agenda items will be invited by the chairperson to speak during the Citizen Comments item. Citizens wishing to comment on a specific agenda item will be invited by the chairperson to speak when that specific agenda item is reached. Each person may speak for up to three (3) minutes and will not be recognized a second time until all citizens wishing to speak have been heard. The chairperson reserves the right to limit the discussion and the number of speakers. School Board members shall not engage in a response or enter into a debate about any issue(s) brought before the board during this portion of the meeting. Citizens’ comments and concerns will be directed to the Superintendent of Schools, who will deal with the according to policies adopted by the Board.)

V. SUPERINTENDENT’S RECOMMENDATIONS FOR DISCUSSION
   A. Review School Board Norms
   B. Future of West Elementary School

VI. SUPERINTENDENT’S RECOMMENDATIONS FOR ACTION
   A. Consent Agenda – Open Enrollment Applications
   B. Committee Report – Early Retirement Policy 4300 & Opportunities for Alternatives
   C. Selection of A&E Firm for Pre-Referendum Planning Services
   D. Approval of Curriculum Proposal
   E. Principals Negotiated Agreement for 2019-2021
   F. Director Negotiated Agreement for 2019-2021
   G. Business Manager Contract for 2019-2021
   H. Associate Superintendent Contract for 2019-2021
   I. Assistant Superintendent Contract for 2019-2021

VII. OTHER
   A. Announcements
   B. Board Requests for Future Consideration
      (There should be no discussion concerning an individual item that is requested for future consideration. The Board President and Superintendent will determine the best method of response to board requests for future consideration.)
   C. School Board Norms - How Did We Do?

IX. ADJOURNMENT

Any person who requires an auxiliary aid or service to allow access or participation at a school board meeting is asked to notify the superintendent’s office (787-4880) at least one day before the meeting.
The Grand Forks School Board held a special joint meeting on Tuesday, November 18, 2019, at the Grand Forks City Hall, City Council Chambers, with Bill Palmiscno presiding.

**Board Members Present:**
- Bill Palmiscno, President/Voting Member
- Amber Flynn, Vice President/Voting Member
- Doug Carpenter, Voting Member
- Jacqueline Hoffarth, Voting Member
- Cynthia Shabb, Voting Member

**Board Members Absent:**
- Eric Lunn, Voting Member
- Jeff Manley, Voting Member
- Shannon Mikula, Voting Member
- Matt Spivey, Voting Member

**Student Board Members Present:**
- Riley Thoreson, Non-voting Member
- Oliver Wolfe, Non-voting Member

**Student Board Members Absent:**
- None

**Others Present:**
- Grand Forks City Council Members, Administrators, and Staff
- Dr. Terry Brenner, Superintendent of Schools
- Scott J. Berge, Business Manager
- Jody Thompson, Associate Superintendent of Elementary Education
- Catherine Gillach, Assistant Superintendent of Secondary Education
- Cindy Johnson, Executive Secretary

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**Welcome and Roll Call.** The meeting was called to order at 6:00 p.m. with a roll call of members and an introductory statement by Michael Brown, Mayor of Grand Forks.

**Growth/Development/Demography.** City Administrator Todd Feland reviewed the agenda for the meeting and said the City’s role is to grow and develop the community. He explained the City’s perspective to move the community forward through community and economic development and strategic initiatives including land and infrastructure development, low-interest loans, and tax incentives.

Ryan Brooks, Deputy City Planner, explained the process for a tax incentive, which includes a third-party financial analysis, and shared an example of a project that went through a tax incentive process. Brooks also highlighted downtown development, Greenfield development, strategic infrastructure growth areas, and lot availability.

Brenner explained that the school district is in the middle of a master facilities study. The condition of facilities and having to react to catastrophic failures are strapping budget resources. Brenner introduced the school district’s demographer, Rob Schwartz, owner of RSP Associates, who provided a voiceover presentation of the 2018-2019 enrollment and functional capacity analysis.

**Workforce Development.** Haley Rosaasen, Human Resource Generalist, explained the City’s workforce development initiatives including a survey to identify current and future training needs of employers in Grand Forks. She explained plans for a job shadow program, an internship program, and a Career Academy.
Police – School Resource Officer/Impact Academy. Lieutenant Jeremy Moe, Grand Forks Police Department, explained the role of a school resource officer (SRO) and the scope of their duties. He also gave an overview of IMPACT Academy, a summer program for youth that is coordinated by Corporal Jessica Thorlacius and Officer Jay Farmer.

Mental Health Matters #GFCares. Brenner explained how learning has changed from knowing how to read to knowing how to regulate socially, emotionally, and behaviorally. He introduced Geoff Gaukler, the school district’s mental health coordinator, who gave an overview of a community collaborative focused on mental health that started with a conversation about suicide prevention efforts originally called the Grand Forks Community Call to Action and rebranded to #GFCares.

Other Discussion. Accolades to and from school board members and city council members were extended.

Adjournment. There being no further business, the meeting adjourned at 7:05 p.m.

Approved ______________________________________

(Date)

____________________________________________________

Bill Palmiscno, President

____________________________________________________

Scott J. Berge, Business Manager
The Grand Forks School Board met in regular session on Monday, November 25, 2019, at Nathan F. Twining Elementary and Middle School with Bill Palmiscno presiding.

**Board Members Present:**
Bill Palmiscno, President/Voting Member
Amber Flynn, Vice President/Voting Member
Eric Lunn, Voting Member
Jeff Manley, Voting Member
Shannon Mikula, Voting Member
Cynthia Shabb, Voting Member

**Student Board Members Present:**
None

**Board Members Absent:**
Doug Carpenter, Voting Member
Jacqueline Hoffarth, Voting Member
Matt Spivey, Voting Member

**Student Board Members Absent:**
Riley Thoreson, Non-voting Member
Oliver Wolfe, Non-voting Member

**Others Present:**
Dr. Terry Brenner, Superintendent of Schools
Scott J. Berge, Business Manager
Catherine Gillach, Assistant Superintendent of Secondary Education
Shari Bilden, Principal, Twining Elementary and Middle School
GFAFB School Board Members Lewis Isassi, Ann O’Rourke, Michelle Shepperd, and Samantha Plemons
Colonel Cameron S. Pringle, Commander, 319th Reconnaissance Wing, GFAFB
Captain Jesse Vela, Commander’s Action Group, 319th Reconnaissance Wing, GFAFB
Amiee Gillig, School Liaison Specialist, GFAFB
Cindy Johnson, Executive Secretary

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**Call to Order and Pledge of Allegiance.** The meeting was called to order at 5:30 p.m. and the Pledge of Allegiance was recited.

**Tour of Twining School.** Board members and meeting attendees participated in a tour of building from 5:30 to 5:45 p.m.

**Recess for Dinner.** The meeting was recessed for dinner from 5:45 p.m. to 6:20 p.m.

**Approval of Agenda.** It was moved by Lunn and seconded by Shabb to approve the agenda as written. Motion carried unanimously. Absent: Carpenter, Hoffarth, and Spivey.

**Approval of Minutes.** It was moved by Shabb and seconded by Lunn to approve the minutes of the November 12, 2019, regular meeting and the November 12, 2019, work session as written. Motion carried unanimously. Absent: Carpenter, Hoffarth, and Spivey.

**Citizen Comments (non-agenda items).** None.

**Review School Board Norms.** This topic was not discussed.

**State of the Base – Colonel Cameron S. Pringle.** Colonel Cameron Pringle, commander of the 319th Reconnaissance Wing, gave a presentation on the state of the Air Base and its re-designation as a reconnaissance wing. Amiee Gillig, School Liaison Specialist, explained the
role of a school liaison and highlighted the services and programs available through her office.

**Annual Report for 2018-2019.** Gillach reviewed the annual report for 2018-2019. Topics included STAR testing data, NDSA testing data, Advanced Placement and Dual Credit classes, ACT test scores, student enrollment including special education and English Learner enrollments, district poverty rates, Grades K-5 average class size, teacher demographics, and financial data including comparative mill levy information.

**Impact Aid Funding Update.** Berge gave an overview of Impact Aid funding and discussed talking points from the 2019 National Association of Federally Impacted Schools (NAFIS) Fall Conference, which he recently attended.

**Curriculum Review.** Gillach reported on the secondary curriculum review. The Secondary Curriculum Review Committee is proposing to add three courses for the 2020-2021 school year. They are Engineering Essentials, Advanced Placement Art History (Humanities 15011), and English IV-Practical Writing and English IV-Practical Reading. The proposal will be brought before the Board for action at its December meeting.

**Consent Agenda.** It was moved by Lunn and seconded by Shabb to approve the consent agenda as follows: Teacher Appointment effective December 2, 2019, of Amber Brown (salary $30,668); and Open Enrollment applications as presented. Motion carried unanimously. Absent: Carpenter, Hoffarth, and Spivey.

**General Fund Financial Statement.** For the period of July 1, 2019 through October 31, 2019, total general fund revenues were $27,722,724 and total general fund expenditures were $24,352,998, resulting in an excess of revenues over expenses of $3,369,726. Berge reviewed a year-over-year comparison of revenues and expenditures for last year and this year as of October 31. Revenue last year included a $362,075 property sale whereas there was no property sale in the current year. Interest income is up $165,000 from last year, however, interest income growth will not be sustainable due to anticipated interest rate declines and lower investment balances as deficit spending continues with significant construction expenditures. Construction Services is a $1.2M increase from last year and is 52.4% of the $3M annual budget.

It was moved by Lunn and seconded by Shabb to approve the General Fund Financial Statement for the period July 1, 2019, through October 31, 2019. Motion carried unanimously. Absent: Carpenter, Hoffarth, and Spivey.

**Announcements.** The following announcements were made by Dr. Brenner:
- No Friday Focus this week.
- Gratitude to Pringle and Gillig for their participation in the meeting.
- Gratitude to Gillach for filling in for absent staff.
- Wishes for a happy Thanksgiving.
- Reminder that administrators will be on KNOX Radio tomorrow at 11:00 a.m.
- Gratitude to Child Nutrition Program and staff for providing tonight’s dinner.

**Board Request for Future Consideration.** None.

**Adjournment.** There being no further business, the meeting was adjourned at 8:31 p.m.

Approved ______________________________________

(Date)

____________________________________________________

Bill Palmiscno, President

____________________________________________________

Scott J. Berge, Business Manager
Mission Statement:
Grand Forks Public Schools will provide an environment of educational excellence that engages all learners to develop their maximum potential for community and global success.

Grand Forks Public School District #1

School Board Meeting Norms

The purpose of establishing school board norms is to ensure that all individuals have the opportunity to contribute in the meeting; to increase productivity and effectiveness; and to facilitate the achievement of its goals.

NORMS

1) Be prepared
2) Be on time
3) Value and respect each other
4) Exercise thoughtful deliberation and conversation
5) Be professional at the Board table and when visiting with the general public
6) Speak up when the norms are not being followed
7) Advocate on behalf of students and keep the community in mind

GOVERNANCE

1) Lead by policy
2) Serve as advocates for K-12 public education
3) Entrust the day-to-day operations to the professionals; Let the administrators do their work
4) Assist community members and stakeholders in following the chain of command

OTHER

1) Consider staff and District capacity in resources
2) Balance the meeting agendas so one meeting isn't heavier than the other

Board Approved 10.8.18
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Future of West Elementary School
DATE: December 9, 2019

At your November 12, 2019, school board work session, there was a discussion about the future of West Elementary School as enrollment has dipped to 89 students with 54 of those students living in the West attendance area and 35 of those students allowed to attend under the District’s Transfer Request practice. Additionally, there are 41 Early Childhood Special Education students housed in the northwest wing in three separate classrooms.

During previous meetings, you have been provided with data relative to future demographics of West’s attendance area (attachment A), themes from ThoughtExchange (attachment B), cost per student per school data (attachment C), and deferred maintenance figures (attachment D), and the intangible cost of professional collegiality with fewer teachers at the same grade level in one school.

Mr. Jody Thompson, Associate Superintendent of Elementary Education, made a personal visit to West and met with staff on Wednesday, November 20 to share with them factual information that included a timeline for a decision. That timeline included tonight’s conversation followed by a recommendation at your January 6, 2020 school board meeting.

District administration will be prepared to participate in the conversation and respond to questions that you may have in order for you to make an informed decision on January 6.
<table>
<thead>
<tr>
<th>School</th>
<th>Student Location</th>
<th>Past School Enrollment</th>
<th>Future Enrollment By Student Residence</th>
<th>Future Enrollment By Student Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ben Franklin</td>
<td>Res/Att</td>
<td>318</td>
<td>307</td>
<td>345</td>
</tr>
<tr>
<td>Capacity 484</td>
<td>Grades K-5</td>
<td>356</td>
<td>355</td>
<td>358</td>
</tr>
<tr>
<td>Century</td>
<td>Res/Att</td>
<td>434</td>
<td>422</td>
<td>417</td>
</tr>
<tr>
<td>Capacity 660</td>
<td>Grades K-5</td>
<td>473</td>
<td>478</td>
<td>478</td>
</tr>
<tr>
<td>Discovery</td>
<td>Res/Att</td>
<td>433</td>
<td>446</td>
<td>447</td>
</tr>
<tr>
<td>Capacity 814 Open</td>
<td>Grades K-5</td>
<td>374</td>
<td>450</td>
<td>450</td>
</tr>
<tr>
<td>Capacity 572</td>
<td>Grades K-5</td>
<td>452</td>
<td>446</td>
<td>446</td>
</tr>
<tr>
<td>Lake Agassiz</td>
<td>Res/Att</td>
<td>381</td>
<td>349</td>
<td>349</td>
</tr>
<tr>
<td>Capacity 572</td>
<td>Grades K-5</td>
<td>444</td>
<td>443</td>
<td>443</td>
</tr>
<tr>
<td>Lewis and Clark</td>
<td>Res/Att</td>
<td>154</td>
<td>162</td>
<td>162</td>
</tr>
<tr>
<td>Capacity 924</td>
<td>Grades K-5</td>
<td>227</td>
<td>207</td>
<td>207</td>
</tr>
<tr>
<td>Phoenix</td>
<td>Res/Att</td>
<td>207</td>
<td>183</td>
<td>183</td>
</tr>
<tr>
<td>Viking</td>
<td>Res/Att</td>
<td>296</td>
<td>325</td>
<td>325</td>
</tr>
<tr>
<td>Capacity 374</td>
<td>Grades K-5</td>
<td>323</td>
<td>368</td>
<td>368</td>
</tr>
<tr>
<td>West</td>
<td>Res/Att</td>
<td>89</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Capacity 286</td>
<td>Grades K-5</td>
<td>121</td>
<td>106</td>
<td>106</td>
</tr>
<tr>
<td>Wilder</td>
<td>Res/Att</td>
<td>183</td>
<td>159</td>
<td>159</td>
</tr>
<tr>
<td>Capacity 242</td>
<td>Grades K-5</td>
<td>238</td>
<td>228</td>
<td>228</td>
</tr>
<tr>
<td>Winship</td>
<td>Res/Att</td>
<td>81</td>
<td>82</td>
<td>82</td>
</tr>
<tr>
<td>Capacity 352</td>
<td>Grades K-5</td>
<td>94</td>
<td>84</td>
<td>84</td>
</tr>
<tr>
<td>ELEMENTARY TOTAL</td>
<td>Res/Att</td>
<td>3,199</td>
<td>3,137</td>
<td>3,137</td>
</tr>
</tbody>
</table>

Source: RSP & Associates, LLC - March 2019

**Capacity shown in table is a physical building capacity that does not include educational programming capacity need**
In the fall of 2019, Grand Forks Public Schools engaged their community in a conversation about what they value about their schools and opportunities for improvement in the District. Participants were invited to share thoughts, rate the thoughts of others and discover the results of the exchange. Read on to learn about the Differences and Top themes that emerged in this exchange.

Q: What do you value/like best about our schools and our District overall as a system? What can we improve on?

Q: What are some important issues to consider as we plan for how we maintain and improve our facilities in the years to come?

Q: Based on the presented information and the major fiscal challenges faced by the District, what are your thoughts or questions for the school district and school board?

**PARTICIPATION BY ROLE**

<table>
<thead>
<tr>
<th>Role</th>
<th>%</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Members</td>
<td>21%</td>
<td>(73)</td>
</tr>
<tr>
<td>Parent/Guardian</td>
<td>41%</td>
<td>(145)</td>
</tr>
<tr>
<td>Staff</td>
<td>38%</td>
<td>(133)</td>
</tr>
</tbody>
</table>
HOT TOPICS

Differences are thoughts considered interesting or highly engaging to groups of participants and may not be reflected in the top themes. They consist of Different ratings and Common ratings. Different ratings were rated high by one group of participants and rated low by another group, indicating areas of disagreement. Common ratings are hot topics that were either rated high or rated low by both groups of participants, indicating areas of agreement.

Q1: What do you value/like best about our schools and our District overall as a system? What can we improve on?

DIFFERENCE 1

Notable demographic breakdowns are as follows:

- 61% of participants in Group A are Parents/Guardians compared to 37% of participants in Group B.
- 53% of participants in Group B are Staff compared to 21% of participants in Group A.

INTERESTING RATINGS

I like the network of neighborhood schools. Helps build community, helps ensure neighborhoods have an identity, and improves walkability of the city. 4.6 ★ 1.7 ★

I value the neighborhood schools and the community that is built within them. Students feel known. 4.9 ★ 2.1 ★

Neighborhood schools. These schools are the foundation to many of the neighborhoods. These, close-to-home schools allow kids to walk to school and develop independence. 4.8 ★ 2.0 ★
Make tough decisions on our northease schools. Consolidate and build new, whether new is a new middle or larger elementary school.

I value our larger schools as they are most efficient and have full-time specialists and more opportunity for collaboration.

We need to close the super small schools like West and Winship. The cost ratio is too great to sustain. I know that will make people unhappy but we need to start saving money.

COMMON INTEREST THOUGHTS

As a teacher, I appreciate smaller class sizes versus larger, as I can better meet the needs of each student. When my class sizes get over 20 students, it becomes harder for me to have one-on-one conversations/teaching moments and to keep track of students.

Smaller class sizes - between 20-25 students. More individualized instruction, better teacher/student ratio, like a second family in elementary schools.

Small class sizes. As a middle school teacher with 30 student classes that only allows me 1.5 minutes with each student per day. This does not promote equity for kids.
Q2: What are some important issues to consider as we plan for how we maintain and improve our facilities in the years to come?

**DIFFERENCE 1**

Notable demographic breakdowns are as follows:

- 51% of participants in **Group A** are Staff compared to 19% of participants in **Group B**.
- 57% of participants in **Group B** are Parents/Guardians compared to 33% of participants in **Group A**.

**INTERESTING RATINGS**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.5</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>1.9</td>
<td></td>
</tr>
</tbody>
</table>

- **Continuing to utilize all facilities will bankrupt the district.** High operating costs at some facilities, in addition to significant deferred maintenance costs at those facilities is not sustainable.

- **Cost to modernize vs build new.** If an older building has significant improvements needed at high cost and still has accessibility issues for example, it may be better to build new.

- **Reflecting upon the JLG long range facility report, the most costly option for the district in terms of facilities was to do nothing and fix as we go.** Which is exactly the option currently being used. We need to determine a better plan for addressing the facility needs of the district.
Common Interest Thoughts

**Equity.** ALL kids deserve an equal learning experience.  
4.4 ★ 3.5 ★

**Equality between buildings and resources.** This is important to me so that all students have an equal opportunity; regardless of socioeconomic status.  
4.6 ★ 3.4 ★

**Buildings need to be equally funded, maintained, and safe.** Safe and secure facilities, modern standards of comfort, and the resources of space are the right of everyone in GFPS.  
4.3 ★ 3.7 ★

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**Keeping neighborhood schools while keeping maintenance costs down.** Many kids benefit from being in a smaller school with smaller class sizes.  
1.4 ★ 4.9 ★

**Invest in current buildings or build new on existing sites.** Keeping schools in neighborhoods is best for students and the community.  
1.7 ★ 4.8 ★

**We need to maintain neighborhood schools.** The smaller building sizes has allowed students to feel apart of a community. Staff are able to get to know many students and build the relationship.  
1.2 ★ 4.4 ★
Q3: Based on the presented information and the major fiscal challenges faced by the District, what are your thoughts or questions for the school district and school board?

DIFFERENCE 1

Notable demographic breakdowns are as follows:
- 42% of participants in Group A are Staff compared to 11% of participants in Group B.
- 74% of participants in Group B are Parents/Guardians compared to 42% of participants in Group A.

INTERESTING RATINGS

<table>
<thead>
<tr>
<th>Rating</th>
<th>Difference 1</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.9</td>
<td>1.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It’s really disappointing that some north end parents would rather keep an old, inefficient school open versus see the bigger picture of how this is costing the district so much money. It’s not a north end/south end issue, it’s a fiscally responsible decision that the district needs to make.

The conversation of closing West begun 10+ years ago and we are still talking about it. The district needs to make the fiscally responsible decision to close this school and re-align the boundary lines.

Our current facility plan to keep all schools open is not fiscally efficient or sustainable. Tough decisions need to be made with emotions aside to ensure that all schools have more equity and alignment. This requires give & take for all community members versus the current north/south debate.
**COMMON INTEREST THOUGHTS**

<table>
<thead>
<tr>
<th>Thought</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rebuild neighborhood schools.</strong> They are the heart and soul of neighborhoods.</td>
<td>1.3 ★</td>
<td>4.7 ★</td>
</tr>
<tr>
<td><strong>Leave the smaller neighborhood schools alone.</strong> These schools are an asset and should remain in place.</td>
<td>1.3 ★</td>
<td>4.7 ★</td>
</tr>
<tr>
<td><strong>The needs of the students...which doesn’t mean closing small schools to make a super school.</strong></td>
<td>1.8 ★</td>
<td>5.0 ★</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thought</th>
<th>Group A</th>
<th>Group B</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Clear explanation of what is needed for our facilities and what is wanted.</strong> Voters will not support a referendum if they don’t know have a clear understanding of what they are voting for.</td>
<td>4.4 ★</td>
<td>3.9 ★</td>
</tr>
<tr>
<td><strong>What do the stakeholders of the community want when it comes to facilities?</strong> Important for passing a referendum. Many voters do not have children currently in school.</td>
<td>4.1 ★</td>
<td>3.8 ★</td>
</tr>
<tr>
<td><strong>Need to increase the amount of money that is used for buildings.</strong> Seems to be that raising the mill levy and property taxes are needed.</td>
<td>4.4 ★</td>
<td>4.0 ★</td>
</tr>
</tbody>
</table>
TOP THEMES

Thoughts are grouped together by topic to form themes. The theme names reflect the topic of each theme.

VALUES

TEACHERS & STAFF

I value the teachers in our district. All three of my children attended schools in Grand Forks and received a quality education. 4.5 ★ 21

My kid's elementary teachers have been wonderful—engaging, personable, knowledgeable about how to best meet my student's academic needs. 4.4 ★ 42

QUALITY EDUCATION

Commitment to quality education for all students, excellent staff, supportive community, and tradition of academic success within the district. K-12 4.1 ★ 42

Education is valued within Grand Forks by all stakeholder groups (community, parents, district staff, & students). We all want quality schools.

I thought our children were prepared educationally and interpersonally for their next life step. In our case college degrees and good professions. Our children took what they learned and together with their spouses are productive members of the Grand Forks work force. 4.0 ★ 41
I enjoy the new transparency of the district since Dr. Brenner became superintendent. Improves public trust.

The current leadership's desire to improve learning experiences & listen to ALL vested parties. Recruitment & Retention of staff as well as invested community members.
ENGAGEMENT

TEACHERS & STAFF

Why are we paying administrators so much and adding so many more?

4.0  ★  18

Valuing teachers. How are teachers compensated compared to non-student contact positions? All positions are important but the people in the classrooms are key!

3.9  ★  7

FACILITIES

Why are we not closing Twining and bussing in those students everyday?

3.9  ★  22

What cost savings that would provide.

How was routine maintenance and scheduled repairs planned in the past and what is the plan going forward? How did the condition of the facilities fall so far behind? Isn’t there a schedule that needs to be followed to keep up, rather than catch up?

3.8  ★  33

COMMUNICATION

Comprehensive selling plan to convince public of need and opportunity presented with the challenge ahead of us. Needs to include media and comprehensive selling by everyone in the district. Talk to groups and individuals in saturation mode.

3.8  ★  34

How many more consulting firms? How many more studies? How many more meetings and committees? No wonder the public views this as a highly political process from within! Countless information has been presented for years, but no action.

3.7  ★  21
OPPORTUNITIES

RECRUITMENT & RETENTION

We need to continue to hire and retain qualified teachers and staff. Students benefit from this through better education.  4.2 ★ 16

Teacher pay has fallen from one of the top to one of the bottom in the state. Pay shows that you value your teachers and is needed for retention.  4.0 ★ 35

IMPROVE FACILITIES

We need to improve our facilities and make all schools more equitable. Is it right that students are sweating at a majority of schools and freezing at 1? Equity also includes purchasing new furniture for schools that have items over 20+ years old.  3.9 ★ 32

I can only speak for my home campus, but I do feel that the condition of the building could use improvement. We need to do what is best for our students to provide the best education possible.  3.9 ★ 27

EQUITY & DIVERSITY

Equal opportunities for kids to learn... environmentally, academically, technologically. Create life long learners.  4.0 ★ 42

Get everyone on the same page. Still so many pockets of groups within schools, schools doing their own thing creating inequities within the District. Don’t we want equity? Shouldn’t a student moving between schools within the District see the same opportunities at each building?  3.7 ★ 40
FACILITIES ISSUES

HVAC

Many schools do not have A/C or good heat. Schools have been neglected for many years and now playing catch-up for things not with the money.  

Some of the schools are in dire need of updates as well as air conditioning. Hard to concentrate when you’re super warm. Can also cause people to become irritated.

EQUITY

Equality between buildings and resources. This is important to me so that all students have an equal opportunity; regardless of socioeconomic status.

We need to consider the best way to use our limited resources to ensure equity for all. Class sizes, environments and resources should be equal for all.

COMMUNICATION & ENGAGEMENT

Clear explanation of what is needed for our facilities and what is wanted. Voters will not support a referendum if they don’t know have a clear understanding of what they are voting for.

What do the stakeholders of the community want when it comes to facilities? Important for passing a referendum. Many voters do not have children currently in school.
### Grand Forks Public School District

**Elementary School Operational Cost Comparison**

#### Total SQ FT

<table>
<thead>
<tr>
<th></th>
<th>Ben Franklin</th>
<th>Century</th>
<th>Discovery</th>
<th>Kelly</th>
<th>Lake Agassiz</th>
<th>Lewis &amp; Clark</th>
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#### Student Enrollment As Of February 28, 2019

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<tr>
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<th>Kelly</th>
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<td>64</td>
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<td>78</td>
<td>66</td>
<td>3</td>
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#### Avg. Students per Class

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<th>Kelly</th>
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<th>Lewis &amp; Clark</th>
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#### Salary & Benefits Cost / Student

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<th>Lake Agassiz</th>
<th>Lewis &amp; Clark</th>
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<tr>
<td></td>
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#### Sq Ft / Student

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#### Students / Classified Staff

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<th>Kelly</th>
<th>Lake Agassiz</th>
<th>Lewis &amp; Clark</th>
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#### Students / Total Staff

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<th>Kelly</th>
<th>Lake Agassiz</th>
<th>Lewis &amp; Clark</th>
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#### Utilities Expense

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<th>Kelly</th>
<th>Lake Agassiz</th>
<th>Lewis &amp; Clark</th>
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<tr>
<td></td>
<td>$58,361</td>
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#### Utilities / Student

<table>
<thead>
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<th>Discovery</th>
<th>Kelly</th>
<th>Lake Agassiz</th>
<th>Lewis &amp; Clark</th>
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<tr>
<td></td>
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#### Total Costs / Student

<table>
<thead>
<tr>
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<th>Kelly</th>
<th>Lake Agassiz</th>
<th>Lewis &amp; Clark</th>
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</thead>
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### Student Enrollment As Of February 28, 2019

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Phoenix</th>
<th>Viking</th>
<th>West</th>
<th>Wilder</th>
<th>Winship</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Kindergarten</td>
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<td>71</td>
<td>4</td>
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<td>0</td>
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<td>33</td>
<td>2</td>
<td>68</td>
<td>3</td>
<td>21</td>
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<tr>
<td>Grade 2</td>
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<td>2</td>
<td>51</td>
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<tr>
<td>Grade 3</td>
<td>39</td>
<td>2</td>
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<td>18</td>
<td>1</td>
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<tr>
<td>Grade 4</td>
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<td>2</td>
<td>47</td>
<td>2.5</td>
<td>21</td>
<td>1</td>
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<tr>
<td>Grade 5</td>
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<td>2</td>
<td>53</td>
<td>2.5</td>
<td>25</td>
<td>1</td>
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<tr>
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<td>201</td>
<td>12</td>
<td>331</td>
<td>17</td>
<td>100</td>
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<table>
<thead>
<tr>
<th>Avg. Students per Class</th>
<th>Phoenix</th>
<th>Viking</th>
<th>West</th>
<th>Wilder</th>
<th>Winship</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Students per Class</td>
<td>16.75</td>
<td>19.47</td>
<td>20.00</td>
<td>15.55</td>
<td>17.50</td>
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### Salary & Benefits Cost / Student

<table>
<thead>
<tr>
<th>School</th>
<th>Phoenix</th>
<th>Viking</th>
<th>West</th>
<th>Wilder</th>
<th>Winship</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Cost / Student</td>
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<td>$8,956</td>
<td>$17,481</td>
<td>$10,354</td>
<td>$11,185</td>
<td>$9,954</td>
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### Sq Ft / Student

<table>
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<tr>
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<th>Phoenix</th>
<th>Viking</th>
<th>West</th>
<th>Wilder</th>
<th>Winship</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Sq Ft / Student</td>
<td>274</td>
<td>115</td>
<td>326</td>
<td>157</td>
<td>144</td>
<td>174</td>
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### Students / Classified Staff

<table>
<thead>
<tr>
<th>School</th>
<th>Phoenix</th>
<th>Viking</th>
<th>West</th>
<th>Wilder</th>
<th>Winship</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students / Classified Staff</td>
<td>8.5</td>
<td>20.1</td>
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<td>12.3</td>
<td>14.3</td>
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### Students / Total Staff

<table>
<thead>
<tr>
<th>School</th>
<th>Phoenix</th>
<th>Viking</th>
<th>West</th>
<th>Wilder</th>
<th>Winship</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students / Total Staff</td>
<td>4.2</td>
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<td>3.3</td>
<td>5.4</td>
<td>5.0</td>
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### Utilities Expense

<table>
<thead>
<tr>
<th>School</th>
<th>Phoenix</th>
<th>Viking</th>
<th>West</th>
<th>Wilder</th>
<th>Winship</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilities Expense</td>
<td>$67,788</td>
<td>$40,251</td>
<td>$37,954</td>
<td>$47,027</td>
<td>$34,919</td>
<td>$711,084</td>
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### Utilities / Student

<table>
<thead>
<tr>
<th>School</th>
<th>Phoenix</th>
<th>Viking</th>
<th>West</th>
<th>Wilder</th>
<th>Winship</th>
<th>TOTAL</th>
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</thead>
<tbody>
<tr>
<td>Utilities / Student</td>
<td>$337</td>
<td>$122</td>
<td>$380</td>
<td>$275</td>
<td>$166</td>
<td>$217</td>
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### Total Costs / Student

<table>
<thead>
<tr>
<th>School</th>
<th>Phoenix</th>
<th>Viking</th>
<th>West</th>
<th>Wilder</th>
<th>Winship</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Costs / Student</td>
<td>$13,996</td>
<td>$9,078</td>
<td>$17,861</td>
<td>$10,629</td>
<td>$11,351</td>
<td>$10,171</td>
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### Facilities

#### Regular Investments And Other Improvements

Data per Facility Master Plan Document

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>HVAC</th>
<th>Carpet</th>
<th>Roof</th>
<th>Plumbing</th>
<th>Sprinklers</th>
<th>Electrical &amp; Lighting</th>
<th>Other</th>
<th>Total</th>
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<tbody>
<tr>
<td>Elementary</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td>$212,184</td>
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*December 9, 2019*
## Facilities

### Regular Investments And Other Improvements

Data per Facility Master Plan Document

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Est. Building Replacement Cost</th>
<th>Cost Escalation (includes inflation for timing of construction work)</th>
<th>Investment Cost as % of Bldg Replacement</th>
<th>Year Built</th>
<th>Estimated Operating Costs Per Pupil</th>
<th>October 2019 Enrollment</th>
<th>Deferred Maintenance Cost Per Pupil</th>
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</thead>
<tbody>
<tr>
<td>Ben Franklin</td>
<td>$4,314,761</td>
<td>$11,340,000</td>
<td>38.0%</td>
<td>1960</td>
<td>$9,075</td>
<td>318</td>
<td>$13,568</td>
</tr>
<tr>
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<td>$4,061,001</td>
<td>$17,020,500</td>
<td>23.9%</td>
<td>1989</td>
<td>$10,315</td>
<td>458</td>
<td>$8,867</td>
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<td>$435</td>
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<tr>
<td>Kelly</td>
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<td>1965</td>
<td>$7,682</td>
<td>480</td>
<td>$11,090</td>
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<td>Lake Agassiz</td>
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<td>$11,154</td>
<td>383</td>
<td>$2,915</td>
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<td>Lewis &amp; Clark</td>
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<td>$11,922</td>
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<td>$16,668</td>
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<td>$9,912</td>
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<td>1949</td>
<td>$17,861</td>
<td>89</td>
<td>$27,517</td>
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<tr>
<td>Wilder</td>
<td>$922,591</td>
<td>$4,803,120</td>
<td>19.2%</td>
<td>1958</td>
<td>$10,629</td>
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<td>$6,234</td>
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<tr>
<td>Winship</td>
<td>$1,624,401</td>
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<td>1974</td>
<td>$11,351</td>
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<td>$8,505</td>
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<tr>
<td><strong>Total Elementary</strong></td>
<td>$28,597,126</td>
<td>$99,974,490</td>
<td>28.6%</td>
<td>3,307</td>
<td>$8,647</td>
<td>17,135,090</td>
<td>$3,878,746</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Est. Building Replacement Cost</th>
<th>Cost Escalation (includes inflation for timing of construction work)</th>
<th>Investment Cost as % of Bldg Replacement</th>
<th>Year Built</th>
<th>Estimated Operating Costs Per Pupil</th>
<th>October 2019 Enrollment</th>
<th>Deferred Maintenance Cost Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schroeder</td>
<td>$5,252,291</td>
<td>$28,320,000</td>
<td>13.8%</td>
<td>1961</td>
<td>$5,252</td>
<td>9,929</td>
<td>$5,252,291</td>
</tr>
<tr>
<td>South</td>
<td>$4,841,947</td>
<td>$31,680,000</td>
<td>15.3%</td>
<td>1998</td>
<td>$6,568</td>
<td>8,525</td>
<td>$4,841,947</td>
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<tr>
<td>Valley</td>
<td>$7,640,073</td>
<td>$24,000,000</td>
<td>31.8%</td>
<td>1954</td>
<td>$12,776</td>
<td>598</td>
<td>$7,640,073</td>
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<tr>
<td><strong>Total Middle School</strong></td>
<td>$17,734,311</td>
<td>$84,000,000</td>
<td>21.1%</td>
<td>1,695</td>
<td>$10,463</td>
<td>7,640,073</td>
<td>$5,252,291</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Est. Building Replacement Cost</th>
<th>Cost Escalation (includes inflation for timing of construction work)</th>
<th>Investment Cost as % of Bldg Replacement</th>
<th>Year Built</th>
<th>Estimated Operating Costs Per Pupil</th>
<th>October 2019 Enrollment</th>
<th>Deferred Maintenance Cost Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central</td>
<td>$10,492,325</td>
<td>$72,020,000</td>
<td>14.6%</td>
<td>1914</td>
<td>$9,760</td>
<td>1,075</td>
<td>$10,492,325</td>
</tr>
<tr>
<td>Community High School</td>
<td>$7,414</td>
<td>$28,320,000</td>
<td>15.3%</td>
<td>1960</td>
<td>$8,842</td>
<td>88</td>
<td>$7,414</td>
</tr>
<tr>
<td>Red River</td>
<td>$10,116,614</td>
<td>$84,315,500</td>
<td>12.0%</td>
<td>1967</td>
<td>$10,281</td>
<td>984</td>
<td>$10,116,614</td>
</tr>
<tr>
<td><strong>Total High School</strong></td>
<td>$20,616,353</td>
<td>$156,331,500</td>
<td>13.2%</td>
<td>2,147</td>
<td>$9,602</td>
<td>10,116,614</td>
<td>$10,499,739</td>
</tr>
<tr>
<td><strong>Total Grand Forks Public School District</strong></td>
<td>$66,947,790</td>
<td>$340,305,990</td>
<td>19.7%</td>
<td>7,149</td>
<td>$9,365</td>
<td>34,891,777</td>
<td>$23,335,320</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>Est. Building Replacement Cost</th>
<th>Cost Escalation (includes inflation for timing of construction work)</th>
<th>Investment Cost as % of Bldg Replacement</th>
<th>Year Built</th>
<th>Estimated Operating Costs Per Pupil</th>
<th>October 2019 Enrollment</th>
<th>Deferred Maintenance Cost Per Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Air Force Base:</td>
<td>$11,196,041</td>
<td>$11,340,000</td>
<td>98.7%</td>
<td>1961</td>
<td>301</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Consent Agenda
DATE: December 9, 2019

Many items of a routine nature can be handled as one item rather than spending additional time on each individual item. Therefore, the Consent Agenda has been developed for the school board’s use in order to speed up the process of conducting its meetings. Items that may be listed on the Consent Agenda include:

- Appointments (excludes administrative appointments)
- Leave Requests (excludes requests for extension)
- Open Enrollment Applications
- Resignations
- Student Placements
- Student Travel Requests

There should be no discussion concerning an individual item on the Consent Agenda. However, during the approval of the school board meeting agenda, any board member may request an item be removed from the Consent Agenda for further discussion. Once the school board meeting agenda has been approved, all items listed on the Consent Agenda are handled as one item.

**Items appearing on the Consent Agenda at the time of the publishing of this agenda packet with their requested considerations are:**

- Open Enrollment Applications
- Student Travel Requests

**Administrative recommendation is for approval.**

cj
Attachments
MEMORANDUM

TO: Dr. Terry Brenner, Superintendent
FROM: Scott Berge, Business Manager
DATE: December 9, 2019
SUBJECT: Open Enrollment Applications

Pursuant to North Dakota Century Code and School Board Policy, administrative recommendation is to approve the following open enrollment application(s) for the 2019-20 school year because a deadline waiver was requested due to moving:

<table>
<thead>
<tr>
<th>Name</th>
<th>Grade Level</th>
<th>App Type</th>
<th>Co No</th>
<th>Dist No</th>
<th>District Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. P.</td>
<td>2</td>
<td>Family</td>
<td>49</td>
<td>007</td>
<td>Hatton</td>
</tr>
<tr>
<td>A. P.</td>
<td>4</td>
<td>Family</td>
<td>49</td>
<td>007</td>
<td>Hatton</td>
</tr>
<tr>
<td>L. P.</td>
<td>8</td>
<td>Family</td>
<td>49</td>
<td>007</td>
<td>Hatton</td>
</tr>
<tr>
<td>M. P.</td>
<td>9</td>
<td>Family</td>
<td>49</td>
<td>007</td>
<td>Hatton</td>
</tr>
<tr>
<td>A. D.</td>
<td>8</td>
<td>Individual</td>
<td>18</td>
<td>125</td>
<td>Manvel</td>
</tr>
</tbody>
</table>

mo
STUDENT TRAVEL REQUEST

Out-of-Town/Out-of-State trips must be approved. The School Board will consider requests for student travel to countries other than the United States and Canada. The Assistant Superintendent will approve all other requests.

Fill in the necessary information below and turn in to your building principal.

Date: November 20, 2019

Organization/Class: Spanish Studies class
Advisor/Instructor: Kathleen Bolstad

# of Students Participating: 7-10

Destination: Spain

Beginning Date: Friday, June 12, 2020
Ending Date: Tuesday, June 23, 2020

Purpose of Trip: To immerse Spanish students in the culture and language they are studying.

Description of Activity:

Students from Central and Red River will visit Madrid and spend time touring several museums and historically significant areas of the city. Students will then travel to Granada to experience a Flamenco show and tour one of the Moorish palaces built there. Students will stay with a Spanish family to be fully immersed in the language and culture of Spain before returning to Madrid and then traveling home.

Additional Information: We are traveling with the travel company Xperitas, a company based in Minneapolis and with whom we have traveled in the past with great success.

Funding Source: Students and parents

<table>
<thead>
<tr>
<th>School Approval:</th>
<th>Signed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑ Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>District Approval:</th>
<th>Signed:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved</td>
<td>Assistant Superintendent and/or School Board</td>
<td></td>
</tr>
<tr>
<td>Denied</td>
<td></td>
<td></td>
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</tbody>
</table>
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Committee Report – Early Retirement Policy 4300 and Opportunities for Alternatives
DATE: December 9, 2019

At your October 28, 2019 school board meeting, a recommendation was brought forward by the Policy 4000 Committee to eliminate Policy 4300 at the conclusion of this school year (June 30, 2020). While the recommendation was not moved and approved by the full board, President Palmiscno directed Board Members Carpenter and Mikula, from the 4000 Series Policy Review Committee, and Board Member Flynn and himself from the Teacher Contract Bargaining Benefits & Leave Package Committee, and Administration, to convene within the next 30-45 days and consider options for phasing out early retirement. That meeting was conducted on November 26, 2019, at 7:30 am.

To that end, the four board members met with district administration and built consensus around Policy 4300 sunsetting at the conclusion of the 2020-21 year. In other words, the recommendation is for the policy to be in place at 100% for the 2019-20 and 2020-21 school years.

Board Member Flynn will provide a contextual overview of the discussion and the recommendation. Attached you will find the meeting minutes from November 26, 2019.
A meeting of the Committee to Review the Early Retirement Policy 4300 and Opportunities for Alternatives was held on Tuesday, November 26, 2019, at the Mark Sanford Education Center with Bill Palmiscno presiding.

Committee Members Present:
Doug Carpenter, Voting Board Member
Shannon Mikula, Voting Board Member
Amber Flynn, Voting Board Member
Bill Palmiscno, Voting Board Member
Terry Brenner, Superintendent of Schools/Non-voting Member
Scott J. Berge, Business Manager/Non-voting Member
Tracy Abentroth, HR Manager/Non-voting Member
Tracy Jentz, Communications & Community Engagement Coordinator/Non-voting Member

Committee Members Absent:
None.

Others Present:
Catherine Gillach, Assistant Superintendent of Secondary Education
Cindy Johnson, Meeting Secretary

Call to Order. The meeting was called to order at 7:31 a.m.

Review Early Retirement Policy 4300 and Opportunities for Alternatives. Conceptually thinking, Berge said that he could see growth in the number of staff requesting early retirement in the next couple of years if they knew that it would go away and that possible alternatives regarding the district paying both sides of TFFR or consideration of a sick leave pay out would require that negotiations be reopened. He said a decision needed to be made about dropping the policy first, and then a decision about whether the board wanted to come up with something else.

Mikula said she was worried about saying anything about keeping the policy on the books as it could send a message of reassurance that there is a guarantee of early retirement being paid when it is not a guarantee and not something that the board can continually to financially carry. She said the referendum also is not a guarantee. In her personal analysis, she likened making a decision about the early retirement policy to making a decision about closing West Elementary School and said both were somewhat discretionary, had a fiscal impact, and impacted people. Mikula suggested keeping the policy in place this year and next year and come up with something such as a sick leave payout that would incent people to stay and reward them for long-term and quality service.

Abentroth said she understood that the policy is discretionary; however, it has been in place for 39 years and the way it has been handled feels like a benefit. She discussed the importance of a decision being made for next year because the deadline to apply is January 15 and lots of people are meeting with her now to discuss their possible retirement. She suggested the policy...
stay in place at least through 2020-2021.

Jentz pointed out that at the last meeting of the Teacher Benefits and Leave Package Committee, there was some interest in looking at opportunities for alternatives; however, they would not be ready for any recommendation by December 9. She suggested a decision be made about only the next two years and then let the Teacher Benefits and Leave Package Committee do its work. Jentz also pointed out that there are other considerations regarding the future of West Elementary School and that even a colleague at Bismarck Public Schools is asking why Grand Forks has such a small school.

Carpenter said sick leave is a totally separate issue than what the board does with policy. Sick leave is a negotiation. The referendum will help solve the district’s facilities issues. Eliminating the policy will help solve the teacher money issue as he would like to put the money back into salaries if possible. He said if the referendum is unsuccessful, the policy will be going away anyway and the district will probably have to lay off people. He said that he could go along with keeping the policy for two more years. He also said the teachers’ sick leave should be modified no matter what.

Abentroth said she agreed that the policy needs to go away; it is just how quickly and how much advance communication can be done.

Brenner shared the thoughts of senior administrative cabinet members. These included advance communication, reinvesting in present salaries, timing is not good in relation to the referendum, and finding an alternative benefits package and timing the package with a sunset clause on the policy would be good.

Carpenter said decisions about the policy and West Elementary School could be made separately but there would be a lot of consistency in the message that the board is serious about the district’s financial situation and finding ways to address it knowing that they will be hard decisions to make.

Brenner and Palmiscno said a two-year commitment would give the district time for the Benefits Committee to meet and come up with any recommendation. Mikula disagreed that it was a commitment. Palmiscno clarified that it was a goal to get to another option.

Palmiscno pointed out that at West Elementary School, the financial impact was not just construction costs but that it was also operational costs and the cost of no improvement. Carpenter said the educational side of closing West needed to be emphasized. Mikula said that fiscally and educationally it did not make sense to keep West open.

Flynn said it was hard to make decisions as a whole in the absence of a strategic plan because indirectly all of the things that have been discussed fit together and at the end of the day, the board has a bottom-line that has to be maintained. She said she was not in favor of eliminating the early retirement policy in one year, but was okay with two years. She talked about the timing of the next negotiations cycle and that there was no guarantee that an alternative would come out of that process and that at the end of the day, she wanted to find a way to reinvest and find something that will recruit, retain, and incent teachers to stay here.

Discussion continued on whether it made sense to reopen discussion about the payment of TFFR. Carpenter and Mikula said the teachers would have to request that discussion be reopened.

It was moved by Carpenter and seconded by Mikula to recommend to the board that the early retirement policy be terminated after two years and that it remain fully discretionary in the interim. It was pointed out that any change would have to be made through policy review. Motion carried unanimously.

**Adjournment.** There being no further business, the meeting was adjourned at 8:20 a.m.

APPROVED ____________________________

(Date)

Bill Palmiscno, Committee Chair
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent
SUBJECT: Selection of A&E Firm for Pre-Referendum Planning Services
DATE: December 9, 2019

The Requests for Proposals for Architectural and Engineering Pre-Referendum Planning Services was distributed on November 19, 2019 with a due date of Tuesday, November 26 at 2:00 pm. Five proposals were received by the deadline. They were from UNESCO from Minneapolis, MN; JLG from Grand Forks; ICON from Grand Forks; EAPC from Grand Forks; and ICS Consulting, Inc. from Fargo. Proposal prices ranged from $29,000 to $85,000.

Scott Berge, Chris Arnold, School Board President Bill Palmiscno, and I opened the proposals at 8:30 am on Wednesday, November 27. Using the attached scoring rubric, UNESCO graded out the highest. You will also note how other vendors scored on the rubric. Our recommendation is that the District enters into a contract with UNESCO as a third-party neutral who would also consider using local firms to support their work. UNESCO’s bid/submission is attached so you can see the scope and detail of their work, inclusive of three public forums (February 10 and two to be scheduled in March).

UNESCO representatives will be on hand during your discussion and deliberation in the event you have specific questions for them.

Administrative recommendation is for the District to enter into a contract with UNESCO at $29,500.

Enclosures:
Scoring Rubric
UNESCO Proposal
### Project Name: A&E Services

<table>
<thead>
<tr>
<th>Scoring Criteria</th>
<th>Maximum Points</th>
<th>EAPC</th>
<th>JLG</th>
<th>ICON</th>
<th>ICS</th>
<th>UNESCO</th>
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</thead>
<tbody>
<tr>
<td>Content of proposal followed per RFP</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Assembling of team for A&amp;E Services</td>
<td>10</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
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<tr>
<td>The proposer's approach in projects similar nature</td>
<td>20</td>
<td>15</td>
<td>14</td>
<td>14</td>
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<tr>
<td>Assurance of Quality</td>
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<td>12</td>
<td>12</td>
<td>12</td>
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<tr>
<td>Reference and Scope of Work samples</td>
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<td>7</td>
<td>7</td>
<td>7</td>
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<td>7</td>
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<tr>
<td>Anticipated schedule to be met</td>
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<td>7</td>
<td>6</td>
<td>6</td>
<td>5</td>
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<tr>
<td>Information on present work load and ability to complete</td>
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<td>9</td>
<td>9</td>
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<tr>
<td>Are there any listed deviations from the RFP</td>
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<tr>
<td>Perceptual Creditability</td>
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<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td>Prior work history with Grand Forks Public Schools &amp; other similar projects</td>
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<td>6</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total Project Points available/individual</strong></td>
<td><strong>100</strong></td>
<td><strong>77</strong></td>
<td><strong>74</strong></td>
<td><strong>75</strong></td>
<td><strong>74</strong></td>
<td><strong>89</strong></td>
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<tr>
<td><strong>Totals of 400 total points/team</strong></td>
<td><strong>400</strong></td>
<td><strong>300</strong></td>
<td><strong>351</strong></td>
<td><strong>345</strong></td>
<td><strong>156</strong></td>
<td><strong>354</strong></td>
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<tr>
<td><strong>Pricing for Phase I</strong>:</td>
<td><strong>$ 19,800</strong></td>
<td><strong>$ 29,000</strong></td>
<td><strong>$ 40,000</strong></td>
<td><strong>$ 85,000</strong></td>
<td><strong>$ 29,500</strong></td>
<td></td>
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<tr>
<td>Phase 1 fee would be rolled into Phase 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fixed lump sum for phase I. 4.5% - 8% cost of construction.</td>
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<tr>
<td><strong>Pricing for Phase II</strong>:</td>
<td><strong>$ 40,000</strong></td>
<td><strong>$ 85,000</strong></td>
<td><strong>$ 29,500</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Fixed lump sum for phase I. 3.25% - 7.5% dependent on total project execution total for phase II. Fees from phase I would NOT roll into phase II.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
PLANNING FOR TOMORROW & BUILDING TODAY

Grand Forks Public Schools

Response to Request for Proposals
November 26, 2019

Mr. Chris Arnold, Director of Buildings & Grounds
Grand Forks School District #1
2400 47th Ave S
Grand Forks, ND 58201

Dear Mr. Arnold:

It is the distinct pleasure of the Unesco, Inc. (Unesco) organization to submit the attached response to the Grand Forks Public Schools request for proposals (RFP) for planning, design and construction management services.

Some of our key differentiators include:

- **Unesco’s experience and ability to assist Grand Forks Public Schools in developing and implementing a long-range strategic facility plan.**

- **Unesco’s knowledge of 21st century learning environments.** Schools are meant for learning. However, the classrooms of 20 or more years ago weren’t designed with the technological advancements or space requirements of today. Unesco approaches every project with the intent to improve the learning experience; schools are about students with the intent to provide them the environment and tools needed for success.

- **Our holistic, comprehensive approach to the district’s facilities allows Unesco to gain extensive and thorough knowledge of each structure.** Coupled with our collaborative workshops with district staff, school board and community members, we build clarity around Grand Forks Public Schools facility priorities and align it to its strategic vision.

- **Unesco’s multi-disciplinary team of in-house professionals have the expertise and reputation as industry leaders in educational facilities.** Together, Grand Forks Public Schools and Unesco will develop a fully scoped project and find the partnerships that best meet the districts needs whether they be incumbent firms or those we recommend.

- **Our field-tested knowledge of North Dakota’s K-12 statutes and funding mechanisms.** Our knowledgebase in the K-12 funding space is without peer. If your district chooses to pursue a referendum, we know how to get it passed from inception to community outreach support.

We are confident you will find that Unesco is the best choice for assisting the district in this endeavor. We look forward to the opportunity of working with Grand Forks Public Schools. Thank you for your time and consideration.

Sincerely,

Unesco, Inc.

Kevin McGauley
Principal
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PROPRIETARY INFORMATION
This information contained herein is confidential and proprietary to Unesco and is not to be distributed or shared with anyone outside of Grand Forks Public Schools.
Program Manager Services

PLANNING • ARCHITECTURE • ENGINEERING • CONSTRUCTION • ENERGY
Firm Profile

WE ARE UNESCO

LEGAL NAME OF FIRM
Unesco, Inc.

LOCAL BRANCH LOCATIONS
3523 45th Street South, Suite 100
Fargo, ND 58104

CORPORATE ADDRESS
2125 2nd Street
Saint Paul, MN 55110

WEBSITE/PHONE
www.UnescoCorp.com
(888) 514-1971

PROPOSAL CONTACT
Gavin Benson, Sr. Business Consultant, CEM, LEED AP
Office: (888) 514-1971
Mobile: (701) 566-4674
Gavin Benson@UnescoCorp.com

CERTIFICATIONS & ID NUMBERS
Federal Tax ID: 47-0974274
North Dakota Certificate of Authority / Secretary of State ID#: 41,936,100
North Dakota Certificate of Commercial Practice No. 2475PE
North Dakota Tax ID: Acct #47097427401
UNESCO BY THE NUMBERS

The Unesco team has been hand-picked for their skills, knowledge, and expertise in all aspects of energy services and facilities management.

75+ Dedicated Employees

1,300+ Years of Expertise

100+ K-12 Districts

8 Midwest Locations

Unesco’s Midwest Locations

North Dakota
3523 45th Street South
Suite 100
Fargo, ND 58104
(701) 526-1844

Minnesota
2125 2nd Street
Saint Paul, MN 55110
(888) 514-1971

Michigan
41000 Woodward Avenue
Suite 350 East
Bloomfield Hills, MI 48304
(888) 514-1971

South Dakota
101 South Reid Street
Suite 307
Sioux Falls, SD 57103
(605) 789-4221

Wisconsin
2810 Crossroads Drive
Suite 4000
Madison, WI 52718
(608) 237-1709

Missouri
303 N. Stadium Blvd.
2nd Floor
Columbia, MO 65203
(888) 514-1971

Iowa
201 South Main Street
Osceola, IA 50213
(515) 499-2460

Indiana
333 North Alabama Street
Suite 350
Indianapolis, IN 46204
(888) 514-1971

Office Locations
Unesco has assembled the region’s finest group of professionals dedicated to assisting public entities in maximizing their existing facilities. We provide a comprehensive and turnkey approach to facility management. By selecting Unesco, you will be selecting the industry’s most comprehensive and objective engineering, architectural, and implementation team, ready to develop practical solutions for Grand Forks Public Schools.

Unesco was founded, created, and structured for the single purpose of serving K-12 entities. Most other firms attempt to be all things to all people, or at best, have a small group of individuals who focus on education markets as opportunities present themselves. We work all day, every day with K-12 education clients. We have a firm understanding of the unique concerns, issues, limitations, and challenges facing today’s public education entities.

### Professional Certifications

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WHY ARE LOCAL PROFESSIONAL ENGINEERS IMPORTANT?

Many of the firms in our industry (and potentially some of those who will respond to this RFP) don’t have locally-based, professional engineers on staff. These firms will rely on contractors and equipment manufacturers to make recommendations.

Contractors and equipment manufacturers are not held to a professional standard for objectivity, and therefore may make self-serving recommendations. Further, local professional engineers will have the expertise and insight to make system recommendations that truly take into consideration local climates and serviceability.
YOU HAVE OPPORTUNITIES, WE HAVE IDEAS

Every client is different. That is why we take the time to perform a comprehensive assessment of your facilities, your institution, and your goals in order to gain a better understanding of your unique needs. From there, we can assist you in creating a project plan that fits your vision, your mission, your budget and your strategic goals.

UNESCO’S SERVICES INCLUDE

- Master Facility Management Planning
- Facility Condition Index Assessments (FCI)
- Safety and Security
- Asset Condition Assessments
- Strategic Planning / Self-Funding Systems
- Energy and Operational Optimization
- Indoor Environment Quality Assessments
- Building System Assessments
- Facility Improvement Options
- Cost Budgeting Support
- Space Adequacy Assessment
- Capacity Analysis
- Community Engagement / Surveying
- Referendum Support
- Financial Analysis
- Operational Cost Analysis
- Funding Support
- Architectural / Engineering Design
- Construction Management
- Commissioning / Retro Commissioning
- Utility Rate Analysis
- Supply Side Utility Management: Peak Demand / Load Shedding Strategies
- Data Analytics and On-Going Support
Professional Services Offered

The “Traditional” Approach

During a “typical” planning and construction initiative, districts are required to manage relationships with multiple professional services (e.g. survey providers, task force facilitators, planners, architects, engineers, builders, financial advisors, marketers, commissioning agents, etc.). When working with independent providers, districts will be required to not only acquaint the individual providers with the goals/objectives of the project, but also keep track of the various timelines and schedules and act as an intermediary between parties that are only responsible for a small portion of a much larger project. This approach not only creates a significant commitment of time and construction process/knowledge for districts, but also places the burden of accountability for the desired outcome on the district itself. When problems or “gaps” in work scope assignment between disciplines arise, and problems always arise, finger-pointing among the various individual firms often ensues.

Another concern when working with independent professional services providers is the concept of “over-engineering.” This is the term used to describe the extra time, costlier products, oversizing of equipment, and unnecessary work that independent architects and engineers will incorporate into their designs to protect themselves if something goes wrong and the finger-pointing begins. This approach to design and building puts the interests of the contractors in front of the needs of the district.
Unesco’s Program Management Approach

A Program Management Firm, like Unesco, helps to ease the administrative burden that school districts encounter by working with independent professional services providers. Unesco’s comprehensive approach stands in direct contrast to this siloed approach by providing school districts with a single point of contact who will provide them with up-to-date information about the project, answer any questions they might have, and provide the peace of mind that can only be found by working with an experienced Program Management Firm. By engaging a program manager, a firm that essentially services as an extension of the district’s administrative team, GFPS is able to continue to focus on the mission of the organization; education and community service.

Additionally, a Program Management Firm is able to eliminate over-engineering by employing an in-house team of architects, engineers, designers, and builders. The Program Manager’s experts work together long before the project moves into the construction phase to ensure that each project stays within budget and is delivered on time.
Unesco is a Program Manager

Our team of experts has the in-house capability to serve all your revitalization needs that meet the objectives and vision for your facilities.

Why Is It Better to Work with a Program Management Firm?

A Program Management Firm, like Unesco, helps to ease the administrative burden that school districts encounter by working with independent professional services providers such as architects, engineers, designers, and builders. When working with independent providers, districts will be required to manage multiple relationships, keep track of the various timelines and schedules, and act as an intermediary between parties that are only responsible for a small portion of a much larger project. Unesco’s comprehensive approach stands in direct contrast to this silted approach by providing school districts with a single point of contact who will provide them with up to date information about the project, answer any questions they might have, and provide the peace of mind that can only be found by working with an experienced Project Management Firm.
Beyond the streamlined communication and project management process, Unesco is committed to ensuring the long-term success of your facility project. When Unesco assists your district in the development of a Master Plan, it is a statement that we will continue to work by your side until the project is complete. Independent providers are only required to honor their work until the warranties expire (typically 1-3 years).

Unesco is able to eliminate over-engineering by employing an in-house team of architects, engineers, designers, and builders. Our experts work together long before the project moves into the construction phase to ensure that each project stays within budget and is delivered on time.

As a district owner’s representative and professional services provider, the Program Manager would be 100% accountable for all aspects of the project.

From the beginning, I was impressed with all of the staff who represented Unesco. Since then, I have come to depend on them for advice and information when I was not sure what to do. They are always eager to help us and I feel they are willing to give us extra attention when we need it. Above all, I trust them implicitly; I consider them to be an extension of my own staff. This has meant a great deal to us at Hopkins Schools.

Patrick Poquette, Building and Grounds Director
Hopkins ISD #270
Additional Program Management Services

- Provide the lead point of contact for all aspects of the project.
- Provide lead point of contact in assisting the district with all correspondence and supporting documentation required with the state departmental agencies. This will include assisting the district with the required project tracking of each of the individual projects that make up the complete project.
- Provide lead point of contact for reporting/presentation to the district stakeholders including, but not limited to, administration, board of directors, staff and community.
- Develop and maintain master construction plan for all aspects of the project. Communicate master construction to district stakeholders as required.
- Provide any required energy engineering analysis of the new and original systems and contrast operating costs of the new systems versus the original building mechanical systems. Provide the same energy engineering analysis of any competitive new system options (difference in equipment efficiencies and technologies).
- “Quarterback” the rebate processing of application to leverage the custom rebate opportunities that exist with utility companies.
- Provide technical support in assisting the district in evaluating a computerized or other central maintenance management system for the district.
- Provide life-cycle costing including maintenance analysis of facility improvement recommendations and options. Meet with the district maintenance staff to solicit input on key system operating and maintenance preferences. This will be an important resource of information for the district to use in evaluating improvement options including the long-term financial impact of performing the upgrades.
- Coordinate the overall design team in the development, documentation, and progress throughout the design phases.
- Advise on the division of the project into individual contracts for various bid packages of work, including the method used for selecting contractors and awarding the contracts.
- If multiple bid packages are to be bid, Unesco will review the construction documents and ensure that the work of the contractors are coordinated, all requirements of the various trades have been assigned to the appropriate bid package, the likelihood of jurisdictional disputes has been reduced to a minimum, and proper coordination has been accounted for within phased portions of the work.
- Develop cash flow reports and forecasts for the project and advise the owner of the variances between the actual and estimated costs.
- Review and approve or take other appropriate action in respect to shop drawings and other data which contractor is required to submit for conformance with the information given in the contract documents and compatibility with the design concept of the completed project as a functioning whole as indicated by the contract documents.
- Act as an assistant to the various trades to remedy daily installation questions and obstacles directly with the specific portion of the design team. This will allow the various trade supervisors to keep the trades working while the program manager resolves the issues and reports to them.

We were very pleased with the work that representatives from Unesco did on our school projects. They assisted us in the financing, design, and completion of the projects that were completed on time and within budget. Our facilities are operating efficiently & comfortably and are well equipped to serve our communities far into the future thanks to the work of Unesco.

Dr. Scott Hannon (now retired), Superintendent
Winona Area Public Schools, ISD 861

December 9, 2019
■ Coordinate the sequence of construction and assignment of space in areas where the contractors are performing work.

■ Coordinate the field verification process of the installation through the field installation verification reporting system. This shall include the visual inspection of the installation as well as the consolidation of the startup process.

■ Ensure that the various start-up report copies and copies of the manufacturer's recommended start-up procedures are completed and forwarded to the commissioning authority for review and inclusion in the final Operation & Maintenance and Commissioning manuals.

■ Ensure that the various contractors have completed all engineering/architect punch list items to date and have all discrepancies completed.

■ Communicate with the equipment manufacturers to determine their specific requirements for installation and start-up operation.

■ Assist in clarifying the operation and control of tested equipment in areas where the specifications, control drawings, or equipment documentation is not sufficient for writing detailed testing procedures.

■ Ensure that all contractors execute their system inspection responsibilities according to the contract documents in a timely fashion.

■ Ensure that commissioning activities are being scheduled into the master schedule.

■ Review the commissioning progress. Coordinate contractor efforts to correct deficiencies noted by the Commissioning Authority in a timely manner.

■ Coordinate the resolution of non-compliance and design deficiencies identified in the installation phase by the Commissioning Authority.

■ Assist the contractors in the coordination of training of owner personnel.

■ Coordinate the resolution of non-compliance and design deficiencies identified in the Functional Performance Test (FPT) phase by the Commissioning Authority.

■ Coordinate contractor efforts to correct deficiencies in a timely manner.

Additional Architecture and Engineering Services

Assessment Phase

■ Consult with the district to define and clarify requirements for the project and available data.

■ Identify, consult with, and analyze requirements of governmental authorities having jurisdiction to approve the portions of the project designed or specified by Unesco.

■ Provide any further survey and assessment of existing conditions to allow design to proceed.

Preliminary Design Phase

After selection of the recommended solutions and indication of any specific modifications or changes in the scope, extent, character, or design requirements of the project desired by the district, Unesco shall:

■ Prepare any required Preliminary Design Phase documents consisting of final design criteria, preliminary drawings, outline specifications, and written descriptions of the project.

■ Advise the district if additional reports, data, information, or services are necessary and assist client in obtaining such reports, data, information, or services.

■ Based on the information contained in the Preliminary Design Phase documents, prepare a revised opinion of probable Construction Cost (based on any changes from the Comprehensive Facility Study), and assist in collating the various cost categories which comprise Total Project Costs.
Furnish review copies of the Preliminary Design Phase documents and any other deliverables to the district and review them with the stakeholders.

Revise the Preliminary Design Phase documents and any other deliverables in response to any comments, as appropriate, and furnish to client revised Preliminary Design Phase documents, revised opinion of probable Construction Cost, and any other deliverables.

**Final Design Phase**

After acceptance of the Preliminary Design Phase documents, revised opinion of probable Construction Cost as determined in the Preliminary Design Phase, and any other deliverables subject to any modifications or changes in the scope, extent, character, or design requirements of or for the project, Unesco shall:

- Prepare final drawings and specifications indicating the scope, extent, and character of the work to be performed and furnished by contractor.
- Provide technical criteria, written descriptions, and design data for use in filing applications for permits from or approvals of governmental authorities having jurisdiction to review or approve the final design of the project. Initiate consultations with such authorities; and revise the drawings and specifications in response to directives from such authorities.
- Advise the district of any adjustments to the opinion of probable Construction Cost known to Unesco.
- Prepare and furnish bidding documents for review by the district.

**Bidding or Negotiating Phase**

After acceptance by the district of the bidding documents and the most recent opinion of probable Construction Cost as determined in the Final Design Phase, Unesco shall:

- Advertise for and obtain bids or proposals for the work and, where applicable, maintain a record of prospective bidders to whom bidding documents have been issued, attend pre-bid conferences, and receive and process contractor deposits or charges for the bidding documents.
- Issue addenda as appropriate to clarify, correct, or change the bidding documents.
- Provide information or assistance needed in the course of any negotiations with prospective contractors.
- Determine the acceptability of subcontractors, suppliers, and other individuals and entities proposed by prospective contractors for those portions of the work as to which such acceptability is required by the bidding documents.
- Attend the bid opening, prepare bid tabulation sheets, and evaluate bids or proposals and in assembling and awarding contracts for the work.

**Energy Optimization**

- Write the equipment specifications and installation requirement scopes of work for the FIMs.
- Develop and write performance specifications.
- Specify and validate system designs for major improvements such as energy management system installations, chiller change outs, boiler change outs, variable flow pumping schemes, constant volume to variable air volume conversions, etc.
- Verify site conditions to integrate new equipment into the existing conditions. Examples are verifying interface of energy management system with existing valves, dampers and motor starters; location of new equipment and sensors, etc.
- Write controls system specifications, points list, sequence of operation and designing interaction with associated equipment.
- Design light fixture layouts for new and revised light fixture placement.
Review of vendor shop drawings for compliance with specifications and scope of work.
- Review of installed work to ensure installation meets design intent.
- Participate in meetings with customer, project manager, vendors and contractors to provide design support over the course of the project.
- Preparation of drawings and other record documentation required for owners to include (but not limited to) as-builts, records, permit applications, etc.
- Provide any required energy engineering analysis of the new and original systems and contrast operating costs of the new systems versus the original building mechanical systems. Provide the same energy engineering analysis of any competitive new system options (difference in equipment efficiencies and technologies).

**Additional Construction Management Services**

**Construction Phase**

Upon successful completion of the Bidding and Negotiating Phase, Unesco shall:
- Provide general administration of the construction contract.
- Provide site project management to monitor construction activities in conjunction with the architectural, engineering, construction and close out phases of the project. Provide recommendations and information to the district regarding the allocation of responsibilities for safety programs among the contractors, provide administration of the contract for construction documents, coordinate scheduling activities, conduct regularly scheduled construction meetings, prepare and distribute meeting minutes, monitor work done by contractors to ensure schedule and contractual compliance, and assist in the monitoring of budget expenditure accounting records.
- Participate in regular, total financial reconciliation meetings with the client’s business office to support and assist the district in tracking committed cost and remaining funds.
- Participate in a pre-construction conference prior to commencement of work at the site.
- Receive, review, and determine the acceptability of all schedules that contractor is required to submit to Unesco, including the progress schedule, schedule of submittals, and schedule of values.
- As appropriate, establish baselines and benchmarks for locating the work which in Unesco’s judgment are necessary to enable contractor to proceed.
- Recommend to the district contractor’s work to be rejected while it is in progress if, based on Unesco’s observations, Unesco believes that such work will not produce a completed project that conforms generally to the contract documents.
- Issue necessary clarifications and interpretations of the contract documents as appropriate to the orderly completion of contractor’s work.
- Recommend change orders and work change directives to the district as appropriate.
- Review and approve or take other appropriate action in respect to shop drawings and other data which contractor is required to submit.
- Oversee all special inspections or tests of contractor’s work as deemed reasonably necessary, and receive and review all certificates of inspections, tests, and approvals required by laws and regulations or the contract documents.
- Render formal written decisions on all duly submitted issues relating to the acceptability of contractor’s work or the interpretation of the requirements of the contract documents pertaining to the execution, performance, or progress of contractor’s work.
- Based on Unesco’s observations as an experienced and qualified design professional and on review of applications for payment and accompanying supporting documentation.
Receive, review, and transmit to client maintenance and operating instructions, schedules, guarantees, bonds, certificates or other evidence of insurance required by the contract documents, certificates of inspection, tests and approvals, shop drawings, and any other documents which are to be assembled by contractor in accordance with the contract documents to obtain final payment.

Promptly after notice from contractor that contractor considers the entire work ready for its intended use, in company with the district and the contractor, conduct an inspection to determine if the work is substantially complete.

Conduct a final inspection to determine if the completed work of contractor is acceptable so that Unesco may recommend, in writing, final payment to contractor.

**Post-Construction Phase**

During the Post-Construction Phase, Unesco shall:

- Provide assistance in connection with the adjusting of project equipment and systems.
- Assist the district in training client’s staff to operate and maintain project equipment and systems.
- Assist the district in developing procedures for control of the operation and maintenance of, and record keeping for project equipment and systems.
- Together with the district, visit the project to observe any apparent defects in the work, assist in consultations and discussions with contractor concerning correction of any such defects, and make recommendations as to replacement or correction of defective work, if present.

**Additional Commissioning Services**

**Architect Review**

Document the client’s building criteria, needs, etc. for a programming report.

**Design Development Phase**

- Document the design intent for general building design and function.

**Construction Documents Phase**

- Coordinate the development of the design intent by all design team members.
- Document the design intent, design narrative and design parameters.
- Include appropriate system inspection sections into the specification, including specialty systems such as food service, swimming pool, etc. The system inspector will prepare sections.

**Construction and Acceptance Phase**

- Coordinate resolution of system deficiencies identified during the system inspection process, according to the contract documents.
- Prepare and submit final record drawings for inclusion in the Operation and Maintenance (O&M) manuals. Review and approve the O&M manuals.
- Coordinate the review of applications for payment with Unesco and system inspector.

**One-Year Correction Period**

- Coordinate resolution of design nonconformance and design deficiencies identified during the one-year correction period.
HVAC Mechanical and Electrical Review

Document the owner's mechanical and electrical system requirements.

**Design Development**
- Document design intent and general operating parameters.

**Construction Documents Phase**
- Complete the documentation of the design intent and operating parameters.
- Include all project division contractor requirements for system inspections, as prepared by the system inspector or attached as a supplemental document.

**Construction and Acceptance Phase**
- The designers will assist (along with the contractors) in clarifying the operation and control of equipment in areas where the specifications, control drawing’s, or equipment documentation are not sufficient for writing detailed testing procedures.
- Participate in the resolution of system deficiencies identified during the system inspection process.
- Prepare and submit the final record drawing documentation for inclusion in the O&M and Commissioning manuals.
- Review and approve the O&M and Commissioning manuals.

**One-Year Correction Period**
- Coordinate resolution of design nonconformance and design deficiencies identified during the one-year correction period.

**Systems Inspector**

The primary role of the system inspector is to review the design intent and construction documents, observe that construction is performed according to the design documents, develop and coordinate the execution of a testing plan, and document the testing results in order to be reasonably assured that the installed systems operate according to design intent and in accordance with the contract documents.

**Construction Documents Phase**
- Review the drawings and specifications at appropriate points (e.g., 50% and 95% complete) for testability and consistency with design intent.
- Review the drawings and specifications to become sufficiently aware of the systems proposed in order to prepare a testing plan and the system inspection sections of the specifications.
- Review the Unesco's design intent and basis of design, at least for ventilation systems. At a minimum these should include the number of occupants for which each space was designed, the volume of outdoor air per occupant (cfm) for each space, whether intermittent occupancy was assumed for any space, whether the most recent version of the multiple space equation was used, and any unusual ventilation requirements.
- Develop a draft project-specific system inspection plan.
- Prepare the necessary specification sections to indicate the requirements and responsibilities of the various contractors during the verification process. This work response should also include the retesting requirements of each trade during the checkout phase of the project.
**Construction and Acceptance Phase**

- Coordinate and direct the system inspection activities in a logical, sequential, and efficient manner using consistent protocols and forms, centralized documentation, clear and regular communications and consultations with all necessary parties, and frequently updated timelines and schedules and technical expertise.
- Revise, as necessary, the system inspection plan.
- Request and review additional information required to perform inspection tasks, including O&M materials, contractor start-up, and checkout procedures.
- Review submittals (shop drawings) for testability of ventilation equipment, temperature controls, and other water and air flow control devices. Review the test and balancing plan/procedures, concurrent with the architect/engineering (A/E) reviews.
- Observe HVAC installation and its compliance with the plans, specifications and applicable version of *ASHRAE Standard 62.1*. Attend selected planning and job-site meetings to obtain information on construction progress. Review construction-meeting minutes for revisions/substitutions relating to the system inspection process. Assist in resolving any discrepancies.
- Write and distribute project specific pre-functional tests and checklists.
- Approve pre-functional tests and checklist completion by reviewing returned checklists and by site observation.
- Before startup, gather and review the current control sequences and interlocks, and work with contractors and design engineers until sufficient clarity has been obtained, in writing, to be able to write detailed testing procedures.
- Develop a start-up and initial systems checkout plan with subcontractors.
- Approve systems startup by reviewing start-up reports and by selected site observation.
- Review testing, adjusting, and balancing (TAB) execution plan and the draft test and balance report. Validate the test and balance report by: A) randomly checking 10% of the occupied rooms to determine that the air flow supplied to the rooms matches the test and balance report as well as the Unesco’s design intent; and B) checking of the ventilation equipment that supplies outdoor air to the occupants to determine that the quantities of outdoor air brought into the building match the test and balance report as well as the Unesco’s design intent.
- With necessary assistance and review from installing contractors, write the functional performance test procedures needed. This may include energy management control system trending, stand-alone data-logger monitoring, or manual functional testing.
- Validate through witness testing and review of validated test and balance reports, which the specified minimum outdoor air volumes are being provided for all ventilation equipment that introduces outdoor air into the building, throughout the full operational range of the equipment and during all seasonal modes of control. Verification will occur through a validated test and balance report and functional performance tests. Ventilation equipment includes but will not be limited to central fan systems, rooftop units, unitary air conditioning equipment, air-to-air energy recovery units, desiccant dehumidification systems and unit ventilators, etc. Variable air volume systems in particular must be checked for conformance with design intent and appropriate mechanical ventilation codes during all modes of operation.
Direct, witness, and document the verification of the sequence of operation for all key pieces of major equipment and a sample from each group of essentially identical equipment having a unique operational control sequence. The sample rate for equipment with unique control sequences should be influenced by the size and complexity of the project and therefore determined by the owner and system inspector. Verification is performed by the contractor and witnessed by the system inspector and will be done for all operational and seasonal modes of control. Verification includes a visual determination that all components and systems respond as called for in the sequences and function in accordance with the design requirements. Modes to be tested include all normal modes (e.g. occupied and unoccupied modes, full heating, full cooling and economizer modes), and abnormal modes (e.g. emergency conditions, component failures, alarms, and power failures, etc.). The system inspector will provide the contractors the necessary functional test forms and procedures for these tests. The system inspector will personally witness these tests. Major equipment includes boilers and associated equipment such as chillers, condensers, cooling towers and associated equipment, heat recovery equipment, etc.). Equipment with a unique operational sequence would be air-handling units, fan coil units, etc.

Be responsible for organizing contractor efforts to conduct a visual check to determine that all HVAC system components are installed and physically operate as intended. After the checklists provided under item six are returned and reviewed by the system inspector, the system inspector, with assistance from the contractors, will spot check a minimum of 10% of the equipment to verify contractor results.

Develop, direct and document the verification of the sequence of operation for a sample of terminal equipment (suggest 10% of each type of equipment) above, it states 10%. The system inspector will provide the contractors the necessary pre-functional and functional test forms as well as the procedures for these tests. The contractors will complete the pre-functional checks for all equipment. Functional tests will be performed by the contractors on a sample of the terminal units (suggest 10%) and will be done for all operational and seasonal modes of control. A sample of the equipment, tested and untested, will be randomly checked by the system inspector through: 1) witnessing the original contractor tests; 2) retesting with contractor assistance; or 3) by utilizing trend logs, provided that a facility automation system is installed. The sampling rate can be modified upward by the owner and the system inspector, after taking into account project size and complexity.

Provide the project team written progress reports and test results with recommended actions.

Coordinate retesting as necessary until satisfactory performance is achieved.

Approve water systems balancing by site observation, spot testing, and by reviewing completed balancing reports.

Compile and maintain a system inspections report log.

Review and approve the preparation of the O&M manuals.

Provide a final system inspections report, including an executive summary, list of participants and roles, brief building description, overview of testing scope and a general description of testing and verification methods, along with a summary of the process used and an appendix which includes the final test and balance report, test procedures that include pass/fail notation, and design intent documentation. Each non-compliance issue will be referenced to the specific functional test, inspection, trend log, etc. where the deficiency is documented. Appendices will contain acquired sequence documentation, logs, meeting minutes, progress reports, deficiency lists, site visit reports, findings, unresolved issues, communications, inspection plan, etc.
One-Year Correction Period

- Supervise any seasonal or deferred testing and deficiency corrections required by the specifications.
- Return to the site during the one-year correction period and review the current building’s operation, condition of outstanding issues, and seasonal inspections with the staff. Also, interview facility staff and identify problems or concerns they have with operating the building as originally intended. Make suggestions for improvements and for recording these changes in the O&M manuals. Identify areas that may come under warranty or under the original construction contract. Assist facility staff in developing reports and documents and requests for services to remedy outstanding problems.
- Coordinate contractor efforts to correct deficiencies in a timely manner.
Other Services Offered

Community Engagement

People are more likely to feel ownership in and support a plan when they have a voice in creating it. We have provided a preliminary timeline on page 25 based on several of the dates discussed/research, such as Jan 10 polling with Thought Exchange, Feb 10 Public Forum, and June 9, 2020 as the referendum date. Your timeline will allow about 6-7 taskforce meetings and 3-4 Public Forums prior to the board resolution 60 days prior to June 9 per ND Century Code 21-03-07.

At Unesco, we take seriously the idea that a community is much more supportive of a plan that they have had an opportunity to provide input in than one that is developed strictly by a small group without much public input. When it comes to publicly financed projects, people are particularly sensitive to having a voice in how their tax dollars will be spent. With a referendum, school districts are asking their community to support a significant investment in the education of their students. We have found that communities are much more inclined to react positively to a referendum when they have had an opportunity to provide input into what the solution is.

One of the most important components of a successful planning effort for a school district is engaging your community. Studies show that community participation in the planning effort will result in a stronger plan and increases the potential that the plan is able to be funded and implemented by passing a referendum. Additionally, the community engagement process yields additional returns in the school district, including:

- Building knowledge and understanding of local school issues, including programming challenges, facility needs, and budget constraints.
- Identifying what community members value and prioritize in their schools.
- Building trust in the district administration and school board.
- Developing confidence in a plan through an understanding of the process used to develop it.
- Creating a sense of ownership and thus support by the public with the plan.
- Culminates in a shared vision of the direction forward.

“Community Engagement” means to involve those who are affected by a decision in the decision-making process. It promotes sustainable decisions by providing participants with the information they need to be involved in a meaningful way, and it communicates to participants how their input affects the decision. The practice of public participation or Community Engagement might involve public meetings, surveys, open houses, workshops, polling, citizen’s advisory committees and other forms of direct involvement with the public.

People are more likely to feel ownership in and support a plan when they have a voice in creating it.
The Community Engagement Process

The community engagement process involves three primary objectives:

- Educate participants as to the issues, concerns and nuances of the school district and develop a sense of understanding as to why we are engaging in this work. Additionally, it is important that participants understand their scope of work in the process and how their input and participation will be used in the final decision-making process.

- Listen to participants as to their views, concerns and aspirations for the school district and the direction forward. Input provided by the community will undoubtedly identify priorities that will be important for the school district to consider in order to have solutions meet most everyone’s needs.

- Inform the public as to how their input in the process influenced the end result. There are many inputs that the school board and district administration need to consider in developing a final plan and referendum and not everything the community engagement process brings forward will necessarily be a part of the final plan. Informing the public as to how their input helped shape the plan, reinforces confidence. Otherwise, the district runs the risk of losing support and the community may be left feeling as though their input was not heard or did not matter.

Specific meeting agendas are customized to meet the needs of the district, the community and the scope of the desired results. Most community engagement facilitated by Unesco will incorporate the following topics into the process:

- Educate and inform on the process being used and the scope of the final result
- Develop a shared purpose among participants
- Understand work that the district has already completed relative to the scope of the project
- Tour and see first-hand issues and concerns
- Understand district strategic, curricular, and programmatic plans for the near and long term
- Learn about operational challenges and their impact on the district and the scope of the project including:
  - Population and enrollment trends
  - Safety and security
  - Grade configurations
  - Community use of facilities
- Identifying and ranking community priorities for the school district
- Identifying and/or understanding potential projects to be completed
- Understanding district and state school finance issues
- Learning about funding options for the work desired and potential tax impacts

Community Surveying

Surveying is a necessary component of the community engagement efforts, especially when the likely outcome will include a referendum. It is also a great way to engage the breadth of your community and not only communicate your district’s most pressing needs, but also gather critical data on what your community will support. This would include topics such as:

- Referendum timing
- Tax tolerance
- Educational priorities
- Financial priorities
- Overall district and/or school satisfaction
Done right, community surveys have a high degree of predictability. The timing of when a survey is completed depends on the type of engagement process being used and the feedback desired and how it will be used.

Surveying early in the process can introduce needs and issues to the community; gauge the community’s understanding of the issues; and test the level of support for broad ideas and general tolerance of the community relative to the tax impact and timing of any potential solutions. This type of survey helps to inform a more focused community engagement effort as it begins.

Surveying later in the process during or after a more focused community engagement effort allows for communication of the efforts of the focused engagement group; allows for some evaluation of ideas or options brought forward; and can gauge support for specific options, timing and/or costs. This can serve as a preliminary “test” of a referendum question.

Grand Forks School District Community Engagement Deliverables

The following community engagement deliverables are included with our proposal:

- Planning workshop with the school board and district administration to develop the details and logistics of the engagement effort, including:
  - Establishing the goals and objectives of the effort
  - Determine the scope of work and associated boundaries of the taskforce
  - Develop a board charge for the taskforce
  - Determine the specific process that will be used for the community engagement work
  - Determine who will be a part of the core planning team
  - Identify how the taskforce will be populated and by how many members
  - Determine how many engagement sessions/meetings will take place
  - Establish the dates that the taskforce will meet
  - Establish the locations for the meetings and how long the meetings will last
  - Discuss the meeting facilitation and debriefing effort
  - Determine if a community-wide survey will be used and when in the process
- Provide sample documents to use for the board charge and application process for populating the taskforce
- Determine blending process of community engagement with Thought Exchange efforts
- Facilitation of six to seven community engagement sessions
- Support for three to four public forum/galley walk informational events
- Facilitation of a debrief and core planning meeting associated with each engagement session
- Support in responding to questions and information requests relative to the community engagement process
- Work with community engagement participants to develop a final summary of recommendations and presentation to the school board and district administration at the conclusion of the process
- Facilitation (if needed) of the results presentation to the school board and district administration
- Conduct one community-wide survey during the process (timing to be determined)
- Assist district administration and the school board in the development of the survey
Referendum Support

Unesco’s referendum support services will work with you to develop a clear and concise vision for your community that emphasizes the need for the project. The stronger the educational need is articulated throughout the bond campaign, the higher the resulting “yes” vote. A successful campaign means improving facilities that will serve students and their community long into the future.

Unesco has the experience and resources to assist districts in educating the public through various means and methods. An organized campaign to inform voters of the needs, issues, solutions, and the impact, is essential, as well as getting the community involved in this crucial endeavor.

Planning for Referendum Success

Unesco will assist the district and stakeholders to develop custom communication strategies and design creative materials that visually and thoroughly convey your district’s needs throughout IDEA referendum process.

IDENTIFY

After you have made the final decisions on a project requiring voter approval, it is important to specify your needs, understand your audience, channels of communication, and community “barometer.”

DEVELOP

Unesco collaborates with schools to establish a communication plan with action items and goal dates. Our experienced marketing team will create materials that educate the community regarding the needs and solutions and convince voters that the needs are warranted.

EDUCATE

Using various channels of media and technology, the communication plan is implemented including public meetings, school tours, and the distribution of tangible and digital messaging.

ASSESS

The communications team will continuously monitor feedback from the community, district website, and social media, then modify the plan appropriately. Communication is the primary objective of a successful campaign.

Partners Throughout the Entire Process

From our initial assessment of your facilities to poll closing, Unesco is dedicated in providing you with options that are unique to your community and the revitalization efforts of the district. Your campaign will explain how the needs were determined, the different scenarios considered, and the solution that was reached. Voters will want to know the tax impact and the long-term benefits to students and the community.
Referendum Support Scope of Services

PRINT AND WEBSITE MATERIALS

To educate voters regarding all aspects of the referendum, districts will utilize a variety of strategies to reach this diverse audience.

- Campaign Logos and Branding
- Frequently Asked Questions (FAQs)
- Fact Flyers | Posters
- PowerPoint Presentations
- Press Releases
- Talking Points
- Direct Mailings
- Detailed Videography of Needs and Solutions
- Letters to the Editor

RESEARCH

We will assist you to identify persons for, against, and undecided, and acquire information about all channels of communication to access voters.

- Facilitate and Evaluate Community Survey
- Attain Voter File and Create Action Plan
- Identify Media Sources
- Demographics Analysis

COMMUNITY OUTREACH

- Public Meeting Assistance
- Get Out the Vote Strategies
- Ongoing, Targeted Social Media Campaign
- Brochures for Distribution
Potential Timeline – June 9, 2020 Referendum
Located in far western Minnesota, the Lac qui Parle Valley (LQPV) School District is one of the State’s largest school districts - a consolidation of four districts that measures approximately 780 square miles. Two original facilities built in the mid-1930s and mid-1960s were still being used for elementary schools but had not seen any significant investment in long-term maintenance or improvement since their construction, nor had the District passed a capital bond referendum in many years. The District had many needs from a facilities and infrastructure standpoint.

Unesco worked with District leadership to develop a community engagement process that brought over 40 different residents together to learn about the needs of the district, understand concerns of the community and provide a recommendation to the board on a referendum and direction forward. The work of Facility Improvement Taskforce consisted of:

- Reviewing building assessments and touring buildings to see first-hand the issues and concerns
- Learning about district operational challenges
- Learning about modern, 21st century educational spaces and designs
- Learning about State and local level school finance and project funding options
- Understanding the current financial health of the school district and the impact a capital project may have on the District and taxpayers
- Reviewing the differences between and nuances of remodeling vs. building new facilities
- Reviewed community-wide survey data to unpack and understand the broader community perspective regarding education and their schools
The community engagement effort brought together representatives from each of the former districts and a broad representation of voices were heard through a recommendation for a $35 million referendum – 30% more than surveying had indicated would be acceptable to the community. The school board added an additional $5 million in other needs to the final referendum amount totaling a $39.5 million request of their community. Overall, the referendum included building additional space onto one of the elementary schools, addressing deferred maintenance items, updating learning spaces and the educational environment, and providing a facelift to the physical appearance of the schools – inside and outside.

Many taskforce members were leaders in the Vote YES effort in their respective communities, and because they were vested in the solution that was being proposed and had ownership in the direction forward, worked unbelievably hard to pass the referendum.

Ultimately the referendum passed by more than a 77% approval margin this November 2019.
LTFM Planning

What is LTFM? LTFM is short for “Long-Term Facility Maintenance.” Most districts focus on their Operations and Maintenance budgets year-over-year. Their challenge is that even well-maintained assets have a finite useful life. Most districts focus on the short term and find they cannot afford those major expenses (like replacement of roofs, boilers, ventilation systems, etc.), when they exceed their useful life. Creating a 10-15 year LTFM Plan will help to prepare for these eventual deferred maintenance expenses that will be required to maintain the building environment.

A Master Plan addresses all the building needs to support the customers goals. For schools, the Master Plan will include projects that address the Physical, Educational, and Functional Needs. The LTFM Plan is focused on maintaining the existing assets, so it is primarily focused on the Physical Needs of the facility. A Master Plan is more comprehensive and will consider space use, technology, and programming needs. In short, an LTFM Plan is a component of the district’s Master Plan but is focused solely on maintaining the building assets and environment for comfort, energy, safety and security.

During the LTFM Planning Process, Unesco will identify projects that address the Physical Needs. Inevitably, there will be more projects than there will be funding.

We then identify the top priorities by ranking all of the projects with a ‘Priority Score’ based on the customers prioritization categories. Unesco will provide an asset condition of all the major equipment based on age and condition to assist in determining the priority. However, the process to prioritize each issue is done in collaboration with the school district. Some issues like code compliance, or health and safety may be more prescriptive, while other criteria are more subjective and must be determined by the district. The Priority Score is then utilized to allocate each of the projects to future years.

Prioritization Scoring
Sample Categories

- Current Condition
- Educational impact
- Health, Safety, and Security
- Student and Community Perception
- Return on Investment
- Code Concern

LTFM Plan

• Focus on the physical needs over the long term horizon within the constraints of funding

Master Plan

• Focus on ALL of the needs over the long term horizon within the constraints of funding.
Ultimately, Unesco will identify projects that are a top priority and need to be addressed today. Unesco has experience with identifying all of the funding options for the projects, as well as managing multiple projects with different funding sources.

- Technically correct
- Politically correct
- Fiscally correct

All of the top priority projects planned for current year are ready for implementation when they are Technically correct, have support by the community making them Politically correct, and have funding making them Fiscally correct. We can then define bid packages for implementation.

Most often, the bid packages are defined by their funding source, the building, or possibly the scope of work. Defining the projects within our LTFM Planner tool helps the customer to manage their implementation costs. By helping with coding invoices, we also minimize errors attributed to paying invoices from the wrong funding source.

Managing projects costs in the LTFM Planner also helps the customer to “Focus on the balance of Committed Costs, not the balance of the account”. We have worked with districts in the past that have overspent their annual budget because projects invoices had not all been submitted, and the customer saw there was still funds in the corresponding account. With Fiscal Year budgets often ending in June, in the middle of project installation, managing committed costs across multiple fiscal years can also be a challenge. A challenge made easier with the LTFM Planner.
Unesco supports our customers to manage their facilities with our LTFM Planner. Managing the LTFM Plan is an annual process more than simply a one-time event. The annual review process includes a review of all identified project costs and their priority, a review of the buildings to identify any new issues, and review of potential funding sources to define bid packages. Managing an LTFM Plan through implementation helps to improve the annual process of updating the 10-year LTFM Plan.

The LTFM Planner by Unesco is a planning tool focused on maintaining the building environment for comfort, energy, and safety while providing a simple report to share with the constituents. The LTFM Planner and associated support creates significant value for our customers to organize and plan the work by Unesco.
Continuous Commissioning through Data Analytics

Unesco's Data Analytics drive performance to the next level. Our toolbox of technology tools includes three key areas of interest to verify savings and performance. These include:

- Energy Monitoring
- System Performance
- Optimizing Building Operation

Through the integration of these three platforms, Unesco provides the most comprehensive and efficient service plan to maintain your assets through a continuous system commissioning program to maintain peak performance.

Energy Monitoring

Unesco will utilize utility bill management software to track and verify energy and water utility bills. First identifying a baseline of energy usage, we are able to measure performance using the utility bills following project implementation. Our utility bill management software will help capture the utility data and share the results making the process of verification transparent and efficient. The utility data will provide overall feedback of energy performance and help to provide direction when issues occur resulting in increased energy or water consumption.

System Performance

Unesco leverages energy management systems to verify energy savings for energy guarantees. Through the ongoing service, we verify the operational parameters significant to realizing the savings. Additionally, Unesco provides ongoing verification (continuous commissioning services) to ensure the control system is continually performing as efficiently as when the project implementation was first completed. While this used to be accomplished through inspection of the control systems through remote access and site visits. Today, we also leverage Data Analytics software to continually verify savings and performance. A process for collecting data and leveraging data analytics is critical to maintaining system energy and operational efficiency, while ensuring comfort and maximizing equipment operation.
### Optimizing Building Operation

A clear objective of energy goals and a system to find issues to improve performance will not succeed without a process in place to ensure that issues are resolved. The final component is to tie both the Energy Monitoring and System Performance to a process to optimize and maintain the building operation. Energy Monitoring establishes energy goals and a process to track our progress towards those goals. The System Performance creates a tactical process to identify issues that may impact comfort, energy, or equipment issues. To optimize building operation, our goal is to leverage tools to ensure issues are resolved and provide assurance the project objectives are realized.

### Computerized Maintenance Management Software (CMMS)

The implementation of a Computerized Maintenance Management Software (CMMS) will provide a process to resolve issues found through daily activities. This allows the district to manage preventive maintenance tasks and shift to a model of predictive maintenance.

The goal of the comprehensive maintenance program includes:

- Reduce the cost and frequency of repairs
- Extend the equipment life
- Realize energy and operational savings
- Provide safe and functional systems
- Maximize equipment operation and reduce unscheduled shutdowns

In our experience working in facilities and with facility operators, a good CMMS needs to be easy to use. Often, we have seen systems fail at implementation when key features are not included, or the database of assets is not fully implemented. With a turn-key process to collect building data, we will implement a comprehensive CMMS that will include the following features:

- Location-based facility data mapping
- Blueprint, photo and file storage
- Fully customizable asset management
- Preventive maintenance scheduling
- Service request portal
- Integrated work order system
- QR coding and tracking
- Report dashboards
- Mobile-friendly interface

With a process to track and maintain the building assets, we can then focus on the long-term objectives for asset planning.

### Retro-Commissioning

Building systems are often plagued with inefficient and out-of-date technologies. Many of these systems were installed over time and not fully integrated or optimized with other infrastructure systems. Building retro-commissioning is the process of identifying and taking corrective action in existing under-performing building systems.

Our Unesco commissioning team offers high quality retro-commissioning services through a holistic approach to facility solutions. We know that student learning, staff comfort, productivity, operational efficiency, and building system performance are all major concerns and we look at each of these as related to the other to drive the best energy and operational efficiencies for your organization.
Building Automation and Controls

Educational facilities have many moving components — building automation and control can take a wide range of forms. Some of the systems and processes that automation can help with include:

- **HVAC**: Automated HVAC systems help maintain stable temperature and humidity levels while keeping your equipment running at maximum efficiency
- **Lighting**: Automated lighting — including motion-sensor and timer-based systems — helps with safety and building code compliance while reducing power use
- **Security**: Automated alarms and security systems provide peace of mind and reduce the risk of operator error that can lead to breaches or false alarms
- **Equipment**: Direct digital control systems can be programmed to automatically run industrial equipment during off-peak hours, when it will be most cost-effective

Getting all these components to work together from a single monitoring point reduces the amount of effort involved in running a safe and efficient operation while allowing you to collect and monitor essential system data and adjust as necessary.

Measurement & Verification

Measurement & Verification, or M&V as it is commonly referred, is a process for quantifying the precise impact a conservation measure has on energy use. For organizations making the decision to invest in energy efficiency measures for their facilities, it calculates the bottom-line impact from the energy saved by the overall investment. The M&V process involves the installation and maintenance of energy meters, gathering data for analysis and computations, and ongoing reporting to provide you with system intelligence for your facility.

Our team takes an integrated approach to M&V and performance assurance measures, providing our customers with a more responsive and comprehensive look at their project so that they are able to get the great return on their investment.
Process: Collaboration with GFPS in Design & Implementation

Your District, Your Project, Your Design

Understanding your district’s vision, goals, and priorities for each project, and your district as a whole is the first and most important aspect of every project. Unesco’s team of educational consultants, architects, engineers, estimators, construction managers and implementation experts will partner with your district’s administration, leaders, board members, stakeholders, staff, students, and community to engage in thoughtful ideation sessions and programming and planning workshops to fully understand the goals, values, and desired outcomes for each and every one of your projects. Unlike many other professional service providers who provide you a solution to your problem, Unesco will workshop and prioritize the programmatic requirements, along with the wants, needs, and desires of each project’s stakeholders in order to present your district multiple ideas and opportunities. Each of these will uniquely meet the projects requirements and allow your district’s stakeholders the ability to define, design, and select the best solution for the district: Your Solution.

Design Process Described

Kick-off Meeting

- Each individual project will have its own kick-off meeting
- Project team members will be introduced
- Project design schedules will be defined and approved
- Project requirements and expectations will be provided by the GFPS staff
- Unesco design team will review existing conditions and familiarize themselves with the project scopes

Ideation Session

- A programming brainstorming session led by Unesco’s architects and educational consultants
- Will look to further define the project scopes
- Will ask participants to share their program requirements
- Will look to define the projects “Must Haves”, “Nice to Haves” and “Wish Lists”

Design Workshops

- Prioritization and design workshops will be held as required for each project to help the district’s stakeholders narrow their project scopes and define the project requirements.
- Workshops may include multiple design ideas and opportunities to meet the requirements of the project
- Meetings may explore multiple ways to solve the project’s needs and provide “good, better, and best” opportunities.

Schematic Design

- Based on project scopes and requirements, some projects may include design workshops, while other may jump from the ideation sessions directly into the schematic design phase. Often the schematic design phase overlaps with the workshop phase as several ideas and opportunities are explored to determine the best idea and opportunity for your unique projects.
- The schematic design phase will include 3-5 meetings with the district’s stakeholders.
- Schematic design meetings will consist of program definition and several iterations of space layouts, functional design, adjacencies, and conceptual graphics.
A schematic design “sign-off” meeting will be held when all district stakeholders have the opportunity to review the design plans and then “sign-off” that the plans and concepts meet or exceed their expectations.

**Design Development**

- Three or more design large group meetings will be held in addition to several one on one meetings with the user groups of each space.
- Design Development meetings will further define and refine the plans and details of the project.
- ADA, Safety and Security, and building code compliance studies and plans will be created.
- 3D images including colored interiors and exteriors showing material selections will be presented.
- One-on-one design meetings with user groups to discuss details of casework, electrical, data, and furniture layouts will occur.
- A Design Development “sign-off” meeting will be held when all district stakeholders have the opportunity to review the design plans and then “sign-off” that the plans and concepts meet or exceed their expectations.
- The Unesco implementation/construction management team will integrate into the project working with the designer, engineers, and district stakeholders on cost estimates, constructability reviews, construction schedules and sequences to ensure the project and documents are complete and well-coordinated.

**Construction Document Phase**

- Two to three design meetings will be held during this phase to provide updates on the plans and specifications as Unesco’s team of architects and engineers prepare plan and specification documents required for bidding and permitting of the project.
- Material selections, door hardware, and other detailed design meetings will occur during this period.
- Construction phasing and implementation meetings will take place to make sure that the design documents meet the requirements of scope, budget, and schedule.
- The Unesco implementation/construction management team will integrate into the project working with the designer, engineers, and district stakeholders on cost estimates, constructability reviews, construction schedules and sequences to ensure the project and documents are complete and well-coordinated.
- Front end specifications will be prepared and reviewed with the district to ensure that the project and construction related schedules and activities are coordinated with the districts schedules and to ensure that the construction process has as little impact on the district, staff and students as possible.

**Bidding Phase**

- As described above in the Architectural, Engineering, and Construction Management Services section, Unesco’s design and implementation team will coordinate and execute all aspects of the bidding phase including but not limited to the advertisement of bids, pre-bid walk throughs with contractors, review of substitution requests, solicitation of bids, bid opening, review of bids, and qualifications of bidders.
- Unesco’s design and implementation team will coordinate with the district on the time and location of all activities and postings.
- Unesco will review all bids including contractors’ qualifications, references, and review bids for completion and accuracy.
- Unesco will present a recommendation to the district and the school board regarding acceptance of the qualified low bidder.
Construction Phase

- As described above in the Architectural, Engineering, and Construction Management Services section, Unesco’s design and implementation team hold update and coordination meetings with the district at a regular frequency and as requested by the district.
- Construction project updates will include both written reports and in person meetings to review construction progress, budget, details, and any questions, concerns, or requested modifications.
- A Unesco site superintendent will be on site every day during construction.

Typical Timeline

- The timeline and schedule will vary based on the scope of work to be performed on one or multiple buildings within your district.
- Unesco will work with the district to accomplish the desired scopes of work on the districts desired timeline.
- Each phase of the design process can often take 2-3 months to complete and the construction document phase can often take 6-9 months, with smaller projects taking 2-3 months and the larger projects taking up to 8-9 months. These schedules can be flexible, and often phases can be combined or compressed if need be to meet the districts desired dates and outcomes.
- Construction schedules can vary greatly as well. Interior renovations, mechanical and electrical upgrades, ceiling, lighting, and sprinkler upgrades are typically completed over the summer months. Larger renovations and additions may have longer construction schedules which will be coordinated with the district.

As you may imagine, a project scope of this magnitude is bound to have some surprises and glitches. Retrofitting systems in these vintage of buildings plus working around tight occupancy schedules has presented our share of challenges. When issues have popped up, the Unesco team stepped forward with the solution to the issue of the day. We have been very satisfied with Unesco’s engineering and project management approach.

Brian Shanks, Superintendent
Alden-Conger Schools

December 9, 2019

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Process: Project Management

YOU...and only YOU...Have Control

Throughout planning, implementation, and on-going support, this would be GFPS’ project, not Unesco’s. You bring us objectives and challenges, and we bring you ideas and options.

Ultimately, this is your project; we work with you to identify and select a team of personnel and contractors with which the district has had success in the past. As we have described, you will remain involved as we plan, schedule, and implement the project; essentially, we manage the project in accordance with your expectations, within the operating parameters you set forth. We establish lines of communication, enabling you to remain abreast of progress and issues. Of course, we work with you to close-out the construction phase. Finally, we offer training and support (of your design and choosing) to ensure the sustainability of the improvements we implemented.

Our past customers, all of which we would make available to you, stand in testimony to their control and involvement in their projects.

Implementing the Project

Coordinating and managing a team for the successful implementation of a long-range facility plan requires a thorough process, such as the one developed and used by Unesco. As your staff knows all too well, the district’s activities do not close down because a new building is being constructed, a remodeling project is underway, or systems or equipment fails. Operations are expected to continue immediately and without disruption. Unesco’s project manager will work closely with district staff to carefully design and plan all installation activities to accommodate the busiest of environments without disruption.

Owner Involvement

We will work closely with GFPS’ staff to select local contractors with whom you have had success during past projects. In addition, if desired by the district, we will seek competitive quotes from multiple local contractors. This will ensure that competitive pricing is received, yet those with whom you have had positive experiences will get preference.

Schedule and Coordination

Unesco will coordinate work around class times, office hours, peak facility usage, activities, events, and ongoing processes such as food preparation. Furthermore, Unesco realizes that it is quite common for the district to have multiple projects progressing at the same time (i.e. roof replacement project); we will work and communicate with the other project managers to avoid conflicts and redundancies, and when possible, we will overlap disruptions to minimize inconvenience.
Project Management Process

Unesco’s fourfold project management process includes: 1) the careful and complete definition of the project scope including the operating parameters and expectations; 2) identify and qualify the best possible execution team; 3) develop a detailed execution plan; and 4) establish the communication protocol to use on the project. Each of these aspects will be discussed in detail in the following pages. The project is managed, and the implementation team is coordinated with a detailed project management process and the team is enabled and state of the art project management tools and software control the process.

Project Scope Definition

Unesco’s project managers play an active part in the project from its conception, through planning and design phases; and then after the project is approved, they take control through the implementation and warranty period. Unesco’s project managers are field-tested professionals with construction management, engineering, and business backgrounds that get involved with the design team during the definition and design phase of the project. As improvement opportunities are identified and quantified by the engineering team, the project manager is evaluating the practicality of the installation, the parameters for the implementation, the risks involved, and the economics as they relate to the overall project goals of the customer.

The first step in the project management process is a complete and thorough definition of the project scope. A project kick-off meeting between GFPS’ stakeholders and the Unesco project manager will seek to define installation standards and procedures that will be included as part of the scope of work for each energy conservation measure and each facility improvement measure. The bulk of the project scope is the design criteria from the engineering recommendations of the detailed audit; but in addition to “what” needs to be installed, the scope definition includes identification of actual operating information on each facility improvement (air and water flow data, motor speed, entering and leaving temperatures, etc.). Finally, the project scope of work defines specific equipment and installation guidelines and it references applicable building and installation codes.
Operating Parameters

The definition of the projects operating parameters is also part of the project kick-off meeting between GFPS’ technical representatives and the Unesco project management team. These parameters include data that will allow the project manager to effectively plan the successful implementation of the improvements.

Expectations

Definition of the client’s goals for this project will be discussed with GFPS’ technical representative(s), business representative(s) and with Unesco’s project manager. In addition, Unesco expects to manage this project on time, on budget, and to the satisfaction of the GFPS. Therefore, it is critically important that we are aware upfront what the expectations are from the district as they relate to:

- Disruptions
- Scheduling
- Existing Processes
- Clean-Up
- Safety
- Subcontractor/staff interaction requirements

It is only through the careful and detailed definition of the project that the successful implementation of the project plan can commence. Unesco goes well beyond the traditional project boundaries to ensure that the beginning, middle, and end of the project meet the expectations and satisfaction of the GFPS while meeting the operating and savings expectations of the engineering team.

Project Planning

During the planning phase of the project, the Project Manager will develop a detailed project plan. A detailed and dynamic project plan is imperative to the successful completion of a school project. This project plan will include the engineering design criteria, equipment specific information such as lead-times, and the project definition criteria established during the pre-project meetings.

The preliminary plan, which will be developed on a facility improvement measure (FIM)-by-FIM basis, will be modified as necessary to include information made available during the audit along with the facility operating schedules. The detailed installation plan will accommodate the operations schedule to the maximum extent possible.

Where disruptions in operations are inevitable, the project manager will document the expected interruption and its impact on the facilities, as well as communicate this interruption to the customers’ representatives and facility operator. The plan and all expected disruptions will be required to be confirmed by the project manager before installation of the facility improvement measure begins. The plan will also show the critical project path so that at every point during the implementation the project manager will know where the resources should be concentrated to finish on time.

As you may imagine, a project scope of this magnitude is bound to have some surprises and glitches. Retrofitting systems in these vintage of buildings plus working around tight occupancy schedules has presented our share of challenges. When issues have popped up, Unesco has stepped forward with the solution to the issue of the day. We have been very satisfied with Unesco’s engineering and project management approach.

Al Stoeckman (now retired), Superintendent
Yellow Medicine East Schools
The project plan will be updated on a monthly basis and will be posted in Unesco’s on-site office. All installing parties involved with a particular FIM will be required to accept and adhere to the detailed installation plan. The plan will be made available to every subcontractor and supplier in both hard copy and electronic form, and plan adherence will be built into every subcontract issued. We will also make the project schedule available to each facility operator affected by the installation along with complete documentation of work involved, expected down time, and expected delays, prior to starting work.

Implementation Team Selection

The development of a team capable of executing the designed work according to the established operating parameters, and project plan is critical to a project’s success and a customer’s satisfaction. It is for this reason that Unesco goes beyond traditional professional services companies and follows a project tested subcontractor and supplier evaluation and selection process. The evaluation determines a subcontractor candidate’s strengths and weaknesses, and development of a plan to manage the relationship. Constant evaluation of all subcontractors and suppliers throughout a project enables Unesco to monitor their performance and further assess their capabilities. Maintaining expertise of the entire Unesco team at a level necessary to meet the cost, schedule, and quality expectations of the customer is critical on every project.

Subcontractor and Supplier Identification

Our subcontractor identification process targets subcontracting candidates by their relationship with the customer, experience, expertise, and abilities. The defining parameters of the project (size, complexity, duration, geographic location, etc.) also help to identify the most effective implementation team. The most important aspect in managing and coordinating an implementation team is to make sure the best possible team members are in the appropriate positions.

Often customers have preferred contractors that have given them exceptional service over the years and they would like them to take part in the project; or they have employees that are interested in working on the project in a subcontractor’s capacity; or they wish to do a portion of the required work in-house. Unesco welcomes the opportunity to work with preferred contractors, employees, and GFPS as a subcontractor. In the interest of the successful completion of project and in the interest in maintaining quality and completing the project on time, Unesco will use the same evaluation process on the preferred contractors and employees. This process will help the Unesco Project Manager to identify areas of expertise among the candidates so their experience can be optimized; and it will help to identify areas of weakness that will allow the Unesco project manager to find assistance. The result of this careful selection process is a customized implementation team capable of delivering the best possible project to the GFPS.
Subcontractor and Supplier Qualifications and Evaluation

After being identified as a potential subcontractor, all subcontracting candidates must fill out a Contractor Qualification Statement and submit it to Unesco. This qualification process helps us to define and quantify subcontracting candidates’ experience, ability, and stability. This process assists in identifying the strengths and weaknesses of our subcontractors and suppliers, allowing us to select the best possible candidate that can not only accomplish the project but also help us meet the goals of the community and the spirit of the request. The qualification process also allows us to develop our relationships and to focus our project management attention, allowing our interactions to be transparent to our clients.

Subcontractor Management

After working with the GFPS to select the members of the implementation team, it is important to establish clear goals and objectives for the project with each subcontractor and supplier. Effective subcontractor and supplier management and communication are important to performing effectively on a project because of the critical roles assigned to each member of the team. We require that a single focal point be established at each subcontractor for cost, schedule, and technical performance, with the authority to make commitments and to follow through in their execution. We also require the subcontractor to identify an administrator responsible for contractual/administrative matters. In order to operate as a seamless team, we establish these links with each of our subcontractors to facilitate communication before and after contract award. Our proven subcontracting process allows us to provide a seamless, integrated, complete solution that meets all of the goals of the project.

Project Communications

Information exchange is the single most important aspect of project management. It is therefore imperative to the success of the project and everyone involved that clear written and verbal communications paths and protocol be established. Getting the right information to and from the right parties is critical to the project schedule, the satisfaction of the customer, and the overall success of the project. Unesco takes pride in its approach to establishing the best project communications possible. Three aspects that distinguish the Unesco approach from traditional contracting firms are; the establishment of an on-site project office, regular mandatory project progress meetings, and a formal communications path and protocol.

On-Site Office

During the technical audit, Unesco will seek to establish an on-site project management office complete with phone, fax and computer access for Unesco use as well as the use of all subcontractors involved. If space is not available in the facilities, we will explore renting a mobile office and equipment and position it appropriately. This office allows the project manager to spend more productive time on-site and be available for questions and conflict and problem solving. It also functions as a verbal communications and information hub and makes on-site employees more efficient by giving them a place to take care of their non-installation business.
Regular Project Meetings

Mandatory project progress meetings will be held regularly throughout the project. The progress meetings are an important tool in identifying and solving problems and conflicts and they are imperative to keeping the project plan current. Meeting minutes will be drafted and circulated after each meeting to ensure that all parties are informed of project progress and issues. While regular mandatory project meetings have long been standard procedure on new construction projects, energy services providers tend to disregard their value. Unesco however, in seeking to take the best practices from the construction industry, holds mandatory project progress meetings.

Establishment of Communication Lines

While Unesco would never seek to restrict communications between any of the subcontractors or school district’s representatives, we do establish formal lines of communication. Such a formality assists everyone on the project in knowing his or her communication obligations. This will also minimize needless paperwork, and senseless information transfer. To illustrate our establishment of formal communication lines, we have developed a preliminary project communications outline (shown below).
Commissioning

Cost effective “post” mechanical and electrical system installation support that provides our clients with the assurance that systems are performing per engineering design and manufacturer specifications. Aside from state guidelines now mandate commissioning on projects of this type, a growing list of satisfied customers will verify the benefit of proper commissioning. We have learned that properly designed and installed mechanical and electrical systems provide our customers maximum comfort, safety, energy efficiency, and extended equipment life.

Close Out

As improvements are completed, the installing contractors will notify the Unesco project manager who will develop a completion punch list. When the punch list is completed, the operation will be verified, and a turnover and training session will be scheduled. At the turnover and training session, the installing contractor, the owner representative, and the Unesco project manager will validate and accept the installation. The installing contractor will then proceed with training the owners’ representative on the operation of the installed equipment. Operations and maintenance manuals will be developed and given to the owners’ representatives at this training.

The ultimate success of this project will be the result of a successful project management plan. In this regard, we understand the importance of delivering quality projects. We also understand the challenges presented by managing a project from a remote location. We have developed a project management approach that allows us to successfully implement our projects throughout the region. Our references will validate that Unesco has been able to effectively manage these projects with our unique project management approach and has ensured that the projects have been kept on schedule and on budget.
Your GFPS Team

PLANNING • ARCHITECTURE • ENGINEERING • CONSTRUCTION • ENERGY
# Design Team

Although we are naming a lead GFPS team, comprised mostly of local, Minnesota-based resources, we will also draw from our regional team of 75 industry professionals along with our national team of 700 industry professionals. Please reference the attached appendix for additional team resume information, starting on page 105.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Role</th>
<th>Talents/Proposed Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gavin Benson</strong></td>
<td>Program Manager</td>
<td>Gavin will be responsible for the program development, financial solution assessment, and ongoing customer support of the project. Gavin will be responsible for working with the stakeholders to finalize the project scope and coordinate community engagement support to meet GFPS goals.</td>
</tr>
<tr>
<td>• 15 years of experience with educational facility management program development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• BS Mechanical Engineering, MBA, Professional Engineer, Certified Energy Manager, LEED AP</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kevin McGauley</strong></td>
<td>Principal</td>
<td>Kevin will be responsible for communicating the district’s needs and goals to Unesco’s technical personnel and for developing construction documents.</td>
</tr>
<tr>
<td>• 30 years of experience with educational facility management program development and funding</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• BS Mechanical Engineering, MBA</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tom Weber</strong></td>
<td>Community Engagement/Referendum Support</td>
<td>Tom’s passion is working with communities like yours to work through facility management planning and engaging the community. Tom works closely with your District stakeholders to provide referendum support and guidance.</td>
</tr>
<tr>
<td>• 26 years of experience project planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• BS Industrial Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• BS Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Perry Schmidt</strong></td>
<td>Funding Specialist</td>
<td>Perry will be responsible for the financial solution assessment and ongoing customer support of this project. Perry will be responsible for working with the district to finalize the project scope, the funding and financing mechanisms to be utilized and customer expectations.</td>
</tr>
<tr>
<td>• 30 years of experience with energy facility improvement project implementation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• BS Business Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Kevin Thueringer</strong></td>
<td>Architecture Design and Development</td>
<td>Kevin’s dependable, organizational, and creative traits combined with his strong interpersonal, program management, and quality assurance experience will ensure program success. He will work closely with project stakeholders, engineers, and architects to determine the most effective design solutions which guarantee the best 21st Century Learning environment possible for all. Kevin will work with GFPS to perform detailed facilities assessments to support your goals for GFPS buildings, including physical conditions, ADA and code compliance, and educational adequacy assessments.</td>
</tr>
<tr>
<td>• 14 years of experience in K-12 and Higher Educational facilities, and Athletic Fitness Complexes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Master of Architecture Degree; a member of the American Institute of Architects; LEED AP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Registered architect in multiple states including Minnesota</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Brett Hazen</strong></td>
<td>Facility Engineering and Design</td>
<td>Brett will have primary responsibility for the technical assessment, design, and design engineering for the project. Brett will be directing the entire team of other technical specialists involved in this process.</td>
</tr>
<tr>
<td>• 31 years of experience with mechanical, electrical and energy systems for new and existing facilities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• BS Mechanical Engineering, Professional Engineer</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Steve Dugdale</strong></td>
<td>Development Engineer</td>
<td>Steve will be responsible for technical assessment, project development, and report generation. He will be directing the facility technicians and other technical specialists involved in this process.</td>
</tr>
<tr>
<td>• 21 years of experience in facility operations and maintenance, energy management, project development and facility engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• BS Mechanical Engineering, Certified Energy Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Marlene Evenson</strong></td>
<td>Architectural Planner</td>
<td>Marlene will work closely with the project design team to provide design layouts that will address the current needs and future goals of the district. She will leverage her many years of K-12 planning and design to ensure that the designs and ideas presented to the district are in the forefront of school design and meet the projects goals, budgets, and building codes. Marlene has worked with GFPS performing detailed facilities assessments of all buildings, programmed and planned possible additions and remodels, and created facility programs for new additions and renovations.</td>
</tr>
<tr>
<td>• 40+ years of experience in K-12 and educational design and planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Registered architect in multiple states including Minnesota and a member of the American Institute of Architects</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Personnel

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Talents/Proposed Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sara Marlow</td>
<td>Director of Architecture</td>
<td>Sara has experience working on projects of all sizes and types. She will work closely with the district, engineers, and construction partners in order to ensure projects are delivered on time and on budget. She has the knowledge and organizational skills to guide projects on the path towards successful completion.</td>
</tr>
<tr>
<td>Maria Rehlander</td>
<td>Senior Architectural Project Manager</td>
<td>Maria specializes in full architectural services with the intent to provide affordable creative design solutions for clients. She has a diverse portfolio of building types from retail stores, restaurants, grocery markets, to office buildings, community centers, day cares and schools. Maria contributes a depth of experience that includes expertise in project management, master planning/site planning, interior design and has exceptional communication skills which enables her to creatively translate the clients’ visions into reality while maintaining sensitivity towards the environment and the community.</td>
</tr>
<tr>
<td>Ryan Gram</td>
<td>Educational Designer</td>
<td>Ryan has found a deep passion for creating exciting and inspiring learning spaces for children. He believes strongly that learning environments need to be flexible for the changing needs and interests of every student. Ryan has focused his career designing innovative learning environments that support the pedagogical goals of every unique school community. He has experience working on school projects from early childhood, K-12 and Secondary Education around the world, providing a broad perspective of global norms and best practices.</td>
</tr>
<tr>
<td>Steve Schell</td>
<td>Project Development Engineer</td>
<td>Steve will be in charge of leading the HVAC improvement design team. He will meet with the school staff at regular intervals to review the progress of the construction drawings and will work closely with the construction managers during the construction process by responding to field questions. He will also oversee the review of the shop drawings submitted by the contractors to validate compliance with the specifications.</td>
</tr>
<tr>
<td>Darin Klein</td>
<td>Control Project Engineer</td>
<td>Darin will be responsible for evaluating the existing control systems and designing recommended improvements including upgrades to the pneumatic control systems and the installation of direct digital controls along with commissioning new and existing control systems.</td>
</tr>
<tr>
<td>Marvin Rathlisberger</td>
<td>Senior Controls Project Engineer</td>
<td>Marv will be responsible for evaluating the existing control systems and designing recommended improvements including upgrades to the pneumatic control systems and the installation of direct digital controls.</td>
</tr>
<tr>
<td>Brian Peters</td>
<td>Design Engineer</td>
<td>Brian will be responsible for evaluating the performance of all installed improvements and will be a lead client-liaison during the term of the agreement. Brian will serve as the primary account contact and as your facility planning consultant following the installation of the project. He will be responsible for the reporting of energy savings, coordinating the resolution of any issues, and continuing to collaborate to improve the educational environment. He will work with the project manager and contractors during installation to collect any planned measurements and ensure proper commissioning of all the systems.</td>
</tr>
</tbody>
</table>

### Outsourced Design Team

Unesco will also work with the District to select preferred consultants or vendors applicable to the determined scopes of work. Because of past discussions with GFPS, Unesco may solicit the support of several firms as part of our team including:

- **Mechanical/Plumbing/Electrical Engineer – Obermiller Nelson Engineering (ONE), EAPC, or others**
- **Architecture – JLG Architects (On our team for LQPV Schools $39M project), ICON Architects, or others**
Depending on the scopes of work Unesco may also solicit the support of the following firms:

- Civil Engineer or Structural Engineering – GFPS stakeholder insight from successful projects

## Project Management / Commissioning Team

### In-House Project Management / Commissioning Team

Although we are identifying a lead GFPS team, comprised mostly of local, Minnesota-based resources, we will also draw from our regional team of 75 industry professionals along with our national team of 700 industry professionals.

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Role</th>
<th>Talents/Proposed Duties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Frey</td>
<td>Director of Operations</td>
<td>Mike will have the overall responsibility for the project management of the implementation phase of this project. Mike will work with the district to identify potential contractors and obtain bids for all project implementation scope. He will also work with Unesco’s commissioning staff to ensure that all projects are installed and working in accordance with the design specifications.</td>
</tr>
<tr>
<td>Joe Henn</td>
<td>Project Manager</td>
<td>Joe will be responsible for planning, organizing and overseeing all tasks related to the construction project. Joe will manage the cost and schedule of the original scope of work along with any changes that occur throughout the project. He will also openly communicate project status with all stakeholders as we progress through the project.</td>
</tr>
<tr>
<td>Chris Kulseth</td>
<td>Site Supervisor</td>
<td>Chris has the responsibility to ensure a successful and complete project. He will be Unesco’s onsite contact and project supervisor for the implementation phase of construction. He will control the schedule and coordinate all activity between district site personnel, Unesco engineering staff and all contracted or subcontracted firms engaged ensuring minimal disruptions.</td>
</tr>
<tr>
<td>Matt Erickson</td>
<td>Controls Design Support and Commissioning Manager</td>
<td>Matt will support controls design and sequence of operation development. He will assist in the submittals review process. Matt will lead the commissioning process to deliver functioning building systems as designed.</td>
</tr>
<tr>
<td>Laurie Malone</td>
<td>Senior Project Administrator</td>
<td>Laurie will be responsible for all aspects of contract administration and ongoing administrative support on the project. She will work with the entire implementation team to ensure the project is completed on time, on budget and meeting district expectations.</td>
</tr>
<tr>
<td>Alyssa Kneesel</td>
<td>Performance Assurance Specialist</td>
<td>Alyssa’s primary role at Unesco will be working with clients to assess systems, make recommendations and facilitate measurement and verification activities. She will work with clients to develop cost-savings strategies as it relates to systems and controls.</td>
</tr>
</tbody>
</table>

### Outsourced Project Management / Commissioning Team

Considering the project scope described in the District’s RFP, we do not anticipate using outsourced consultants. That said, Unesco remains open to adding outsourced consultants to the project management and/or commissioning team should GFPS desire to do so.
General K-12 Project Experience

Unesco’s Track Record – Providing Best Value

Selecting a qualified professional services company is an important decision for any school district since the firm that you choose may become a long-term partner of the district. As you evaluate the responses for this RFP, you will undoubtedly start to see similarities and after a while, you may unconsciously begin to think that all firms are the same. Many respondents hope that your judgment becomes clouded so that your choice is based upon name recognition of their company, not their record of accomplishment. Unesco is confident that if you take a hard look at the choices, you will conclude that Unesco is the most qualified and offers the best assurance of long-term success for implementing the district’s Comprehensive Energy and Facility Improvement Plan.

We have succeeded where others have failed because of Unesco’s commitment to:

- Vendor Neutrality
- Full Transparency
- Competitive Bid Process
- Lowest Historical Contingency
- Minimize Over-Design
- Flat Contracting Process

As a superintendent who has served in four districts, I have witnessed first-hand the improvements to our learning environments that result from a Master Facility Plan. The professional competence of the Unesco team combined with their focus on the needs of the school district set them apart from many other providers who are driven by company profits.

Brian Grenell, Superintendent
Madelia Schools
Experience with Public Facilities

Because of our continual drive to be the best, we have a sterling record of accomplishment of success. Our clients know that Unesco’s goal is always to protect their best interest.

At Unesco, we have identified the core competencies needed, and are staffed with the expertise required to develop and implement comprehensive cost management/facility improvement programs as well as provide any requested on-going services to ensure your program’s long-term success. Unesco’s team consists of experienced industry professionals who have over 1,300 years of experience designing and implementing improvements in K-12 facilities. Our team collectively has developed and implemented well over $1.5 billion of facility improvements in K-12 districts.

$1.5 Billion in K-12 Facility Improvements

- Revitalization
- Remodeling / reconfiguration
- Additions / new construction

Our selection of Unesco was based on their reputation and experience with educational facilities. Unesco wasn’t afraid to have us check all of their references.

Gregg Slaathaug, Superintendent
Hayfield Public Schools
(507) 477-3235
Project Examples

Hopkins Public Schools

General Description

Hopkins Public Schools found themselves in need of a long-term strategic facilities plan to address various outstanding needs across the district. Deferred maintenance costs resulted in increased energy and operating costs, deteriorating air quality, and greater challenges with attracting students in a competitive open-enrollment market.

Unesco’s staff helped Hopkins Public Schools become eligible for the Department of Education’s Alternative Facilities Bonding and Levy Program, which enabled the development of 10-year master facilities plan to manage operating costs, while minimizing tax increases to district patrons. Next, district facilities needed to be reconfigured in order to create more dynamic learning environments that could accommodate changing demographics, retain current students, and attract new students in a hyper-competitive market.

The result is over $135 million of facility improvement projects in the last ten years. These projects enabled Hopkins Public Schools to reach the lowest annual operating cost in its peer group of suburban school districts, reduce their operating costs by 22%, and expand the program offerings for the entire district.
District Information

<table>
<thead>
<tr>
<th>District</th>
<th>Contact Information</th>
<th>Building Square Feet and Age</th>
<th>Professional Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hopkins Public Schools</td>
<td>Mr. Kevin Neuman, Supervisor of Buildings &amp; Grounds</td>
<td>1.8 million square feet</td>
<td>Planning, Program Management, Architecture, Engineering, Project Management, Commissioning,</td>
</tr>
<tr>
<td>1001 Hwy 7</td>
<td>(952) 988-4264, <a href="mailto:kevin.neuman@hopkinsschools.org">kevin.neuman@hopkinsschools.org</a></td>
<td>14 buildings, 46 years</td>
<td>Energy Optimization, Measurement and Verification, LTFM Planning, Data Analytics, and Funding</td>
</tr>
<tr>
<td>Hopkins, MN 55305</td>
<td></td>
<td>(average)</td>
<td>Support.</td>
</tr>
</tbody>
</table>

Relevance and Schedule

In this example, we describe our Phase VII engagement with the District. The scope involved an intensive remodeling, an addition of a safe and secure entry, and infrastructure enhancements. Unesco started and completed in the summer of 2019. On time, under budget, and delivered more scope than originally expected.

Proposed vs. Actual Scope of Work and Budget

**Hopkins Phase VII Proposed Budget**

Proposed Budget = $20,097,745

**Hopkins Phase VII Proposed Scope**

- (proposed scope on next page)

**Hopkins Phase VII Actual Budget**

Actual Budget = $19,800,265

**Hopkins Phase VII Actual Scope of Work**

Actual Scope = Same as Proposed
### Hopkins Phase VII Proposed Scope

<table>
<thead>
<tr>
<th>Location</th>
<th>Work Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice Smith</td>
<td>• Replace Basketball Standards - Exterior</td>
</tr>
<tr>
<td>Eisenhower Elem</td>
<td>• Add Exhaust to Sump Room</td>
</tr>
<tr>
<td>Eisenhower CC</td>
<td>• Add Hood - Exhaust Odor</td>
</tr>
<tr>
<td>• Replace ceiling</td>
<td></td>
</tr>
<tr>
<td>Gatewood</td>
<td>• Boiler Room/Maintenance Door Replace</td>
</tr>
<tr>
<td>Glen Lake</td>
<td>• Ceiling Tile 2x2 Revealed Edge</td>
</tr>
<tr>
<td>Harley Hopkins</td>
<td>• Security - Card Key Access for Vendors Bubble Mirrors Near Ceiling</td>
</tr>
<tr>
<td></td>
<td>• Rekey Electric Panels For One Master</td>
</tr>
<tr>
<td></td>
<td>• Replace Exterior Light Timers</td>
</tr>
<tr>
<td></td>
<td>• Install Motion Sensors for Classroom Lighting &amp; Ventilation and Corridors</td>
</tr>
<tr>
<td></td>
<td>• Replace Skylights</td>
</tr>
<tr>
<td></td>
<td>• Repair Wall Cracks Around Window Frame</td>
</tr>
<tr>
<td></td>
<td>• Paint Markings in Parking Lot</td>
</tr>
<tr>
<td></td>
<td>• Replace Drain on West Side</td>
</tr>
<tr>
<td></td>
<td>• Restrict Access, Cover Piping to Prevent Climbing Up Wall To Roof</td>
</tr>
<tr>
<td></td>
<td>• Irrigation for Garden</td>
</tr>
<tr>
<td></td>
<td>• Build Separate Room for Gas Powered Equipment</td>
</tr>
<tr>
<td></td>
<td>• Install Security Fence - (Replace Chainlink Safety Fence Access Garden)</td>
</tr>
<tr>
<td></td>
<td>• Hallway Doors &amp; Hardware - Intruder Locks</td>
</tr>
<tr>
<td>High School</td>
<td>• Replace Carpet Rooms (Daycare)</td>
</tr>
<tr>
<td>Meadowbrook</td>
<td>• Replace Carpet Flooring in Classrooms and Vinyl Tile in all Restrooms</td>
</tr>
<tr>
<td>North Jr. High</td>
<td>• Replace Tile in Gym and Hallways</td>
</tr>
<tr>
<td>West Jr. High</td>
<td>• Replace Tile in Restrooms</td>
</tr>
<tr>
<td></td>
<td>• Install Partition Door in Room 35</td>
</tr>
<tr>
<td></td>
<td>• Add HW &amp; Mixing Valve To Eye Wash Station</td>
</tr>
<tr>
<td></td>
<td>• Install EMS System</td>
</tr>
<tr>
<td></td>
<td>• Replace 2 Drinking Fountains, Add 1Hydration Station by Teachers Workroom</td>
</tr>
<tr>
<td></td>
<td>• Replace Domestic Piping</td>
</tr>
<tr>
<td></td>
<td>• Restore Bathrooms - ADA, Sinks, Fixtures, etc.</td>
</tr>
<tr>
<td></td>
<td>• Install Ventilation System, Replace Laminator</td>
</tr>
<tr>
<td></td>
<td>• Replace Rooftop Units and Electric Radiation, Mechanical Penthouse</td>
</tr>
<tr>
<td></td>
<td>• Install Ventilation System for Maintenance Office</td>
</tr>
<tr>
<td></td>
<td>• Hopkins Internal Labor</td>
</tr>
<tr>
<td></td>
<td>• Wall Mount Carriers - Add Block Wall</td>
</tr>
<tr>
<td></td>
<td>• Replace Softeners - Condition System</td>
</tr>
<tr>
<td></td>
<td>• Hydraflow Treatment for Steam Convection &amp; Booster Heater</td>
</tr>
<tr>
<td></td>
<td>• ReCabling/Wiring Infrastructure</td>
</tr>
<tr>
<td></td>
<td>• Level Sidewalk</td>
</tr>
<tr>
<td></td>
<td>• Repair Sidewalks/Walkways</td>
</tr>
<tr>
<td></td>
<td>• Replace Common Restroom Partitions in Bathrooms</td>
</tr>
<tr>
<td></td>
<td>• Revise Bus Access for Safer Unloading</td>
</tr>
<tr>
<td></td>
<td>• Replace Remaining Original Cabinets</td>
</tr>
<tr>
<td></td>
<td>• Restore Hallway RRs</td>
</tr>
<tr>
<td></td>
<td>• Regrade Fill Point - Raise To Eliminate Water Intrusion</td>
</tr>
<tr>
<td></td>
<td>• Roofing replacement for Sections L-Q, S, V</td>
</tr>
<tr>
<td></td>
<td>• Update PA and Scoreboard</td>
</tr>
<tr>
<td>High School</td>
<td>• Add Restroom</td>
</tr>
<tr>
<td>Meadowbrook</td>
<td>• Replace 81 Doors</td>
</tr>
<tr>
<td>North Jr. High</td>
<td>• Replace Bleachers</td>
</tr>
<tr>
<td>West Jr. High</td>
<td>• Repair, Tuckpoint, Caulk</td>
</tr>
</tbody>
</table>
Located in Southeast Minnesota, the facilities of Hayfield Community Schools needed updating and the district desired to remain competitive in the highly attractive Destination Medical Center region. Unesco worked with the district and the community to assess not only their aging facilities, but also their learning environments, safety and security, and amenities for students, staff and the surrounding community members. Through the process, the district identified $24 million of high-priority projects.

Because of Unesco’s support, Hayfield Community Schools was the only Minnesota district awarded $9.7 million in interest-free Qualified Zone Academy Bonds, and the school board unanimously decided to seek the remaining $14.7 million via a bond referendum. The two-question ballot passed enabling them to repair outdated infrastructure, reconfigure elementary classrooms and media centers, provide a safe and secure entrance and enhance community spaces.
District Information

<table>
<thead>
<tr>
<th>District</th>
<th>Contact Information</th>
<th>Building Square Feet and Age</th>
<th>Professional Services Provided</th>
</tr>
</thead>
</table>
| Hayfield Community Schools       | Mr. Gregg Slaathaug
9 6th Ave SE
Hayfield, MN  55940 | 204,000 square feet
1 building
56 years | Planning, Program Management, Architecture, Engineering, Project Management, Commissioning, Energy Optimization, Measurement and Verification, LTFM Planning, Data Analytics, and Funding Support |

Relevance and Schedule

Much like some of the potential GFPS scope of work, the project at Hayfield Schools entailed an addition of safe and secure entry, upgrade of all mechanical, electrical, plumbing (MEP) infrastructure, construction of a multipurpose room, and a complete remodel of the elementary spaces. Unesco started in 2018 and completed this work in the summer of 2019, meeting schedule expectations.

Proposed vs. Actual Scope of Work and Budget

**Hayfield Schools - Proposed Budget**

Proposed Budget = $23,752,150

**Hayfield Schools - Actual Budget**

Actual Budget = $23,752,150

(Same as Proposed Budget)
**Hayfield Schools - Proposed Scope**

<table>
<thead>
<tr>
<th>Accessibility</th>
<th>Energy Management and Controls</th>
<th>Electrical Systems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Automatic Door Openers</td>
<td>Energy Management and DDC (with Building-Wide Ventilation)</td>
<td>Upgrade Electrical Distribution System</td>
</tr>
<tr>
<td>Upgrade Elementary Restroom Facilities (and/or FF&amp;E, ATIV)</td>
<td>Pneumatic/Electric Controls - Replacement (w/Vent)</td>
<td></td>
</tr>
</tbody>
</table>

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<td>Upgrade Telephone System</td>
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<tr>
<td><strong>Accessibility</strong></td>
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<tr>
<td>- Automatic Door Openers</td>
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<tr>
<td>- Upgrade Elementary Restroom Facilities (and/or FF&amp;E, ATIV)</td>
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<tr>
<td><strong>Energy Management and Controls</strong></td>
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<td>- Energy Management and DDC (with Building-Wide Ventilation)</td>
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<td>- Vinyl Composite Tile Flooring Replacement</td>
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<tr>
<td>- Kitchen remodel</td>
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<tr>
<td>- Exterior painting</td>
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<tr>
<td>- Baseball field and track lighting</td>
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<tr>
<td>- HS PA system</td>
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<tr>
<td>- FACS room commercial kitchen</td>
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<tr>
<td>- Concrete &amp; landscaping</td>
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<tr>
<td>- Scoreboard replacement</td>
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<tr>
<td>- Window treatments</td>
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<tr>
<td>- Elementary office remodel</td>
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<td>- Fencing replacement</td>
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<tr>
<td><strong>Additional Scope of Work (beyond what proposed)</strong></td>
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</table>
Located within a conservative, rural community, the Houston Public Schools’ facilities were showing their age. District facilities needed to be updated to provide educational environments more conducive to learning.

Through a comprehensive facilities study, Unesco helped to develop a long-term master facility plan to address the aging infrastructure and update the electrical, mechanical, ventilation, and lighting systems to provide an affordable, sustainable atmosphere. Interior and exterior aesthetics were modernized with a new gymnasium, and a remodeled, safe and secure high school entrance.
District Information

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<tbody>
<tr>
<td>Houston Public Schools</td>
<td>Ms. Krin Abraham</td>
<td>112,000 square feet 3 buildings 64 years (average)</td>
<td>Planning, Program Management, Architecture, Engineering, Project Management, Commissioning, Energy Optimization, Measurement and Verification, LTFM Planning, Data Analytics, and Funding Support</td>
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</table>

Houston Public Schools
306 W Elm Street
Houston, MN 55943

Relevance and Schedule

Much like some of the potential GFPS scope of work, the project at Houston Schools entailed an addition of a safe and secure entry, upgrade of all mechanical, electrical, plumbing (MEP) infrastructure, construction of a standing seam metal roof, which also served as a mechanical penthouse, and expansion of a multi-purpose room. Unesco started and completed this work in the summer of 2016.

Proposed vs. Actual Scope of Work and Budget

Houston Schools - Proposed Budget

Proposed Budget = $6,717,275

Houston Schools - Proposed Scope

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<tr>
<th>Houston HS/MS</th>
<th>Houston Elementary</th>
<th>Houston Early Childhood and Bus Garage</th>
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<td>• Seal Building Envelope to Minimize Air Leakage</td>
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<tr>
<td>• LED Lighting Retrofit</td>
<td>• LED Lighting Retrofit</td>
<td>• Window Replacement</td>
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<tr>
<td>• Variable Speed Drives/Ventilation Control</td>
<td>• Seal Building Envelope to Minimize Air Leakage</td>
<td>• Heat Exchanger Cleaning</td>
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<tr>
<td>• Gymnasium Bleachers</td>
<td>• Replace Older Roof Area – “Lifetime,” Sloped-Metal Roof</td>
<td>• Bus Garage Improvements</td>
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<tr>
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<td>• Boiler Plant Replacement - Existing Boiler Upgrade (Summer 2015)</td>
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<tr>
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<tr>
<td>• Tuck Pointing and Expansion Joints</td>
<td>• Heating Distribution System - 3 Story to Hot Water</td>
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<tr>
<td>• Demolish &quot;Stucco Wall&quot; and Rebuild with Brick and New Windows</td>
<td>• Domestic Water Fixture Efficiency Improvements</td>
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</tr>
<tr>
<td>• Gymnasium Floor Refishing</td>
<td>• New Lavatory Faucets, Sink Basins, Urinals and Toilets</td>
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<tr>
<td>• Destratification Fans</td>
<td>• Secure Building Entry</td>
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<tr>
<td>• Air Handling Unit Coil Cleaning</td>
<td>• Kitchen Hood Ventilation Controls</td>
<td></td>
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<tr>
<td>• Chiller Cottonwood Screen</td>
<td>• Dust Collector Improvements</td>
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<tr>
<td>• Domestic Water Fixture Efficiency Improvements</td>
<td>• Calibrate Existing Unit Ventilators</td>
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<td>• New Lavatory Faucets, Sink Basins, Urinals and Toilets</td>
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<td>• DCD Space; Remodel Life Sciences and Art Rooms</td>
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<td>• Calibrate Existing Unit Ventilators</td>
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### Houston Schools - Actual Budget

**Actual Budget = $6,717,275**

(Just as Proposed Budget)

### Houston Schools - Actual Scope of Work *(additional scope items in RED)*

#### Houston HS/MS
- Energy Management and DDC
- Vending Machine Controls
- LED Lighting Retrofit
- Variable Speed Drives/Ventilation Control
- Gymnasium Bleachers
- Seal Building Envelope to Minimize Air Leakage
- Window Replacement
- Tuck Pointing and Expansion Joints
- Demolish "Stucco Wall" and Rebuild with Brick and New Windows
- Gymnasium Floor Refinishing
- Destratification Fans
- Air Handling Unit Coil Cleaning
- Chiller Cottonwood Screen
- Domestic Water Fixture Efficiency Improvements
- New Lavatory Faucets, Sink Basins, Urinals and Toilets
- DCD Space; Remodel Life Sciences and Art Rooms
- Secure Building Entry
- Kitchen Hood Ventilation Controls
- Dust Collector Improvements
- Calibrate Existing Unit Ventilators
  - **DCD casework replacement**
  - **Concrete Apron**

#### Houston Elementary
- Energy Management and DDC
- Vending Machine Controls
- LED Lighting Retrofit
- Seal Building Envelope to Minimize Air Leakage
- Replace Older Roof Area - "Lifetime," Sloped-Metal Roof
- Boiler Plant Replacement - Existing Boiler Upgrade (Summer 2015)
- Boiler Plant Replacement - Convert to Hot Water
- Heating Distribution System - Convert to Hot Water
- Domestic Water Fixture Efficiency Improvements
- New Lavatory Faucets, Sink Basins, Urinals and Toilets
- Secure Building Entry
- Centralized VAV Systems w/Dehumid (Whole Building)
- Multi-Purpose Room Expansion
  - **Asbestos Abatement**

#### Houston Early Childhood and Bus Garage
- LED Lighting Retrofit
- Seal Building Envelope to Minimize Air Leakage
- Window Replacement
- Heat Exchanger Cleaning
- Bus Garage Improvements
Alden-Conger Schools chose Unesco, through a competitive process to perform a study of its facility and develop a critical long-term maintenance plan for the PK-12 building. The district was in the unique situation of open-enrolling the highest number of students in the area and experienced resultant space-adequacy issues.

Unesco’s staff helped Alden-Conger Schools become eligible for several of the Minnesota Department of Education’s bond and levy programs which enabled the development of 10-year master facilities plan to manage operational costs and reconfigure space to accommodate programming and enrollment numbers.

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<td><strong>Alden-Conger Schools</strong></td>
<td>Mr. Brian Shanks</td>
<td>92,000 square feet</td>
<td>Planning, Program Management, Architecture, Engineering, Project Management, Commissioning, Energy Optimization, Measurement and Verification, LTFM Planning, Data Analytics, and Funding Support</td>
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<tr>
<td>215 N Broadway</td>
<td>Superintendent</td>
<td>1 building</td>
<td></td>
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<tr>
<td>Alden, MN 56009</td>
<td>(507) 874-3240</td>
<td>35 years</td>
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</tr>
<tr>
<td><a href="mailto:bshanks@ac242.us">bshanks@ac242.us</a></td>
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</tbody>
</table>

### Relevance and Schedule

Much like some of the potential GFPS scope of work, this project entailed an addition of a safe and secure entry, upgrade of all mechanical, electrical, plumbing (MEP) infrastructure, construction of a standing seam metal roof, which also served as a mechanical penthouse, and a 12,000 sq. ft. addition to the elementary wing. Unesco started and completed this work in the summer of 2016.
## Proposed vs. Actual Scope of Work and Budget

### Alden-Conger Schools - Proposed Budget

**Proposed Budget = $12,271,697**

### Alden-Conger Schools - Proposed Scope

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
</tr>
</thead>
</table>
| **Energy Management and Controls**           | • Energy Management and DDC - Enhanced Scope  
• Pneumatic/Electric Controls - Recommissioning  
• Vending Machine Controls                     |
| **Electrical Systems**                        | • Lighting Retrofit - LED Upgrade  
• Variable Speed Drives/Ventilation Control  
• Upgrade 1957 Electrical Service  
• Upgrade 1997 Electrical Service  
• Upgrade Electrical Distribution System      |
| **Exterior Envelope Including Roofing**       | • Seal Building Envelope to Minimize Air Leakage  
• Roof Replacement - Sloped Metal Roof  
• Roof Replacement Kitchen - Built-Up Roof  
• Roof Replacement Cafeteria - Built-Up Roof |
| **Hazardous Materials**                       | • Asbestos Abatement Contingency                                           |
| **Interior Spaces and Finishes**             | • Expansion Joints at Building Connections                                 |
| **Life Safety Systems**                       | • Recommission HVAC System Fire/Smoke Damper Controls                      |
| **Mechanical Systems**                        | • Boiler Plant Replacement - Convert to Hot Water  
• Heating Distribution System - Convert to HW  
• Destratification Fans                        |
| **Plumbing Systems**                          | • Domestic Water Fixture Efficiency Improvements                           |
| **Programmatic / Educational Adequacy**       | • Four Classroom Pre-School/Elementary Classroom Addition                 |
| **Security Systems**                          | • Access Control System Enhancements  
• Building Secure Entry                         |
| **Ventilation Systems**                      | • 1957 Ventilation System Replacement  
• 1997 Ventilation System Upgrade  
• Convert 1997 Air Distribution Systems to Variable Volume  
• 2006 & 2009 Ventilation System Upgrade w/Dehumidification  
• Building-Wide, Central Chilled Water Dehumidification |
**Alden-Conger Schools - Actual Budget**

**Actual Budget = $12,271,697**

*(Same as Proposed Budget)*

**Alden-Conger Schools - Actual Scope of Work (additional scope items in RED)**

| Energy Management and Controls | • Energy Management and DDC - Enhanced Scope  
| • Pneumatic/Electric Controls - Recommissioning  
| • Vending Machine Controls |
| Electrical Systems | • Lighting Retrofit - LED Upgrade  
| • Variable Speed Drives/Ventilation Control  
| • Upgrade 1957 Electrical Service  
| • Upgrade 1997 Electrical Service  
| • Upgrade Electrical Distribution System |
| Exterior Envelope Including Roofing | • Seal Building Envelope to Minimize Air Leakage  
| • Roof Replacement - Sloped Metal Roof  
| • Roof Replacement Kitchen - Built-Up Roof  
| • Roof Replacement Cafeteria - Built-Up Roof |
| Hazardous Materials | • Asbestos Abatement Contingency |
| Interior Spaces and Finishes | • Expansion Joints at Building Connections |
| Life Safety Systems | • Recommission HVAC System Fire/Smoke Damper Controls |
| Mechanical Systems | • Boiler Plant Replacement - Convert to Hot Water  
| • Heating Distribution System - Convert to HW  
| • Destratification Fans |
| Plumbing Systems | • Domestic Water Fixture Efficiency Improvements |
| Programmatic / Educational Adequacy | • Four Classroom Pre-School/Elementary Classroom Addition |
| Security Systems | • Access Control System Enhancements  
| • Building Secure Entry |
| Ventilation Systems | • 1957 Ventilation System Replacement  
| • 1997 Ventilation System Upgrade  
| • Convert 1997 Air Distribution Systems to Variable Volume  
| • 2006 & 2009 Ventilation System Upgrade w/Dehumidification  
| • Building-Wide, Central Chilled Water Dehumidification |
| Additional Scope of Work (beyond what proposed) | • IT Cabling  
| • Door access  
| • Concrete replacement  
| • Window Replacement  
| • Fitness Center Lighting |
Located in the heart of Wisconsin’s Fox River Valley, KASD’s schools were in need of strategies to address deferred maintenance and capital improvements. Unesco completed a preliminary study and developed a master plan to address the district’s immediate and long-term goals.

During Phase I, the boilers in the five facilities were repaired or replaced, irrigation and water systems were upgraded, energy management systems and lighting upgrades were implemented to reduce costs and allow for greater control of the learning environment. In addition, at Kaukauna High School, the roof was replaced, athletic fields were improved, and kitchen equipment was upgraded.

Phase II involved the revitalization of River View Middle School, built in 1953. Systems were upgraded as well as ventilation and heating modified to hot water which will increase energy-efficiency and enhance learning environments. Working with Unesco, the district allocated an additional $25M of tax-neutral funding for Phase II.
## Phase Summary

<table>
<thead>
<tr>
<th>Phase</th>
<th>Description</th>
<th>Budget</th>
<th>When</th>
<th>Professional Services Provided</th>
</tr>
</thead>
</table>
| 1     | Energy Efficiency Project | Proposed: $2,819,793  
Actual: $2,819,793 | Summer 2016 (on time) | Planning, Program Management, Engineering, Project Management, Commissioning, Energy Optimization, Measurement and Verification |
| 2     | Revenue Limit Exemption – District-Wide | Proposed: $20,465,411  
| 3     | Revenue Limit Exemption – River View | Proposed: $25,111,190  
| 4     | Student Services Remodel | Proposed: $541,000  
Actual: $541,000 | Summer 2019 (on time) | Planning, Program Management, Architecture, Engineering, Project Management, Commissioning |

## Scopes of Work

*(Items in RED denote additional scope of work beyond what was originally proposed)*

### Phase 1: Energy Efficiency Project

<table>
<thead>
<tr>
<th>School</th>
<th>Scopes of Work</th>
</tr>
</thead>
</table>
| Kaukauna High School | • Energy Management and DDC Controls Recommissioning  
• Interior Lighting LED Fixture Kit Retrofit  
• Replace Legacy Variable Frequency Drives (VFDs)  
• Turf Softball Field with Field Lighting  
• Interior Lighting LED Fixture Replacement - Wrestling Room  
• Add Destratification Fans  
• Saltless Water Softener |
| River View Middle School |  |
| H.B. Tanner ELC | • Exterior Lighting LED Fixture Replacement  
• Touch-less Hand Dryers  
• Valve, Pipe, and Accessory Fittings Insulation  
• Saltless Water Softener |
| Electa Quinney Elementary | • Energy Management and DDC Controls Recommissioning  
• Interior Lighting LED Fixture Kit Retrofit  
• Exterior Lighting LED Fixutre Replacement  
• Saltless Water Softener |
| Park Community Charter | • Exterior Lighting LED Fixutre Replacement  
• Saltless Water Softener |
| Victor Haen Elementary | • Energy Management and DDC Controls Recommissioning  
• Exterior Lighting LED Fixutre Replacement  
• Premium Efficiency Motors  
• Saltless Water Softener |
## Phase 2: Revenue Limit Exemption – District-Wide

<table>
<thead>
<tr>
<th>Kaukauna High School</th>
<th>River View Middle School</th>
<th>H.B. Tanner ELC</th>
<th>Electa Quinney Elementary</th>
<th>Park Community Charter</th>
<th>Victor Haen Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pneumatic Control Replacement with Full DDC</td>
<td>• Energy Management and DDC Controls Recommissioning</td>
<td>• Pneumatic Control Replacement with Full DDC</td>
<td>• Interior Lighting LED Fixture Retrofit</td>
<td>• Pneumatic Control Replacement with Full DDC</td>
<td>• Pneumatic Control Replacement with Full DDC</td>
</tr>
<tr>
<td>• Touch-less Hand Dryers</td>
<td>• Pneumatic Control Replacement with Full DDC</td>
<td>• Premium Efficiency Motors</td>
<td>• Touch-less Hand Dryers</td>
<td>• Replace Kitchen Equipment</td>
<td>• Interior Lighting LED Fixture Retrofit</td>
</tr>
<tr>
<td>• Soccer Field Lighting Upgrade to LED - New Poles</td>
<td>• Interior Lighting LED Fixture Kit Retrofit</td>
<td>• Replace Kitchen Equipment</td>
<td>• Touch-less Hand Dryers</td>
<td>• High Priority Roof Replacements - Long Term Roof</td>
<td>• Touch-less Hand Dryers</td>
</tr>
<tr>
<td>• Replace Kitchen Equipment</td>
<td>• Replace Kitchen Equipment</td>
<td>• High Priority Roof Replacements - Long Term Roof</td>
<td>• Exterior Door Replacement</td>
<td>• Add Skylights</td>
<td>• Replace Kitchen Equipment</td>
</tr>
<tr>
<td>• High Priority Roof Replacements - Long Term Roof</td>
<td>• High Priority Roof Replacements - Long Term Roof</td>
<td>• Exterior Door Replacement</td>
<td>• Add Skylights</td>
<td>• HVAC - Related Asbestos Abatement</td>
<td>• High Priority Roof Replacements - Long Term Roof</td>
</tr>
<tr>
<td>• Exterior Door Replacement</td>
<td>• Add Skylights</td>
<td>• Add Skylights</td>
<td>• HVAC - Related Asbestos Abatement</td>
<td>• Add Skylights</td>
<td>• Add Skylights</td>
</tr>
<tr>
<td>• Add Skylights</td>
<td>• Tune Up/Enhance Existing Boiler Plant</td>
<td>• Tune Up/Enhance Existing Boiler Plant</td>
<td>• HVAC - Related Asbestos Abatement</td>
<td>• Add Skylights</td>
<td>• HVAC - Related Asbestos Abatement</td>
</tr>
<tr>
<td>• Replace (2) Boilers with Condensing Boilers</td>
<td>• Replace Boilers</td>
<td>• Replace Boilers</td>
<td>• Add Skylights</td>
<td>• Replace Original Boiler - Convert to Hot Water</td>
<td>• Add Skylights</td>
</tr>
<tr>
<td>• Replace Condensing Units, Line Sets, A/C Coils</td>
<td>• Add Destratification Fans</td>
<td>• Add Destratification Fans</td>
<td>• Add Skylights</td>
<td>• Heating Distribution System - Convert to HW</td>
<td>• Destratification Fans</td>
</tr>
<tr>
<td>• Chiller Replacements</td>
<td>• Replace Condensing Units, Line Sets, A/C Coils</td>
<td>• Replace Condensing Units, Line Sets, A/C Coils</td>
<td>• Destratification Fans</td>
<td>• Replace Condensing Units, Line Sets, A/C Coils</td>
<td>• Replace Condensing Units, Line Sets, A/C Coils</td>
</tr>
<tr>
<td>• Installation of skylights and translucent panels in indoor practice facility</td>
<td>• Refurbish Existing Central Air Handling Systems</td>
<td>• Refurbish Existing Central Air Handling Systems</td>
<td>• Refurbish Existing Central Air Handling Systems</td>
<td>• Refurbish Existing Unit Ventilators</td>
<td>• Refurbish Existing Central Air Handling Systems</td>
</tr>
<tr>
<td>• Additional boiler</td>
<td>• Clean Coils and Ductwork</td>
<td>• Clean Coils and Ductwork</td>
<td>• Clean Coils and Ductwork</td>
<td>• Refurbish Existing Unit Ventilators</td>
<td>• Clean Coils and Ductwork</td>
</tr>
<tr>
<td>• New servers</td>
<td>• Rebalance/Modify Duct Distribution of Existing Systems</td>
<td>• Rebalance/Modify Duct Distribution of Existing Systems</td>
<td>• Rebalance/Modify Duct Distribution of Existing Systems</td>
<td>• Refurbish Existing Unit Ventilators with Hot Water, Central VAV Systems</td>
<td>• Replace Unit Ventilators with Hot Water, Central VAV Systems</td>
</tr>
<tr>
<td>• Auditorium lighting upgrade to LED</td>
<td>• New, Poured in Playground</td>
<td>• New, Poured in Playground</td>
<td>• New, Poured in Playground</td>
<td>• Replace Central CAV and VAV Systems with Hot Water, VAV Systems</td>
<td>• Replace Central CAV and VAV Systems with Hot Water, VAV Systems</td>
</tr>
<tr>
<td>• Trash compactor</td>
<td>• New restroom fixtures</td>
<td>• New restroom fixtures</td>
<td>• New restroom fixtures</td>
<td>• Tuckpointing</td>
<td>• Tuckpointing</td>
</tr>
</tbody>
</table>
Phase 3: Energy Efficiency Revenue Limit Exemption – River View

<table>
<thead>
<tr>
<th>Kaukauna High School</th>
<th>River View Middle School</th>
<th>H.B. Tanner ELC</th>
<th>Electa Quinney Elementary</th>
<th>Park Community Charter</th>
<th>Victor Haen Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• New Parking Lot</td>
<td>• Interiors LED Fixture Kit Retrofit</td>
<td>• New Parking Lot</td>
<td>• Restroom Upgrades</td>
<td></td>
<td>• New Parking Lot</td>
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<tr>
<td></td>
<td>• Exterior Fixture Replacement</td>
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<td></td>
<td>• Demand Controlled Kitchen Hood Exhaust</td>
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<td></td>
<td>• Touch-less Hand Dryers</td>
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<td></td>
<td>• Replace Kitchen Equipment</td>
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<td></td>
<td>• High Priority Roof Replacements - Long Term Roof</td>
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<tr>
<td></td>
<td>• Flatten Folded Plate Roof</td>
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<td></td>
<td>• Window Replacement</td>
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<tr>
<td></td>
<td>• Exterior Door Replacement</td>
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<tr>
<td></td>
<td>• Repair Boiler Chimney</td>
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<td></td>
<td>• Add Skylights</td>
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<td></td>
<td>• HVAC - Related Asbestos Abatement</td>
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<td></td>
<td>• Boiler Plant Replacement - Convert to Hot Water</td>
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<td></td>
<td>• Heating Distribution System - Convert to HW</td>
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<tr>
<td></td>
<td>• Add Destratification Fans</td>
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<tr>
<td></td>
<td>• Replace Condensing Units, Line Sets, A/C Coils</td>
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<tr>
<td></td>
<td>• Replace Woodshop Dust Collector</td>
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<td></td>
<td>• Saltless Water Softener</td>
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<td></td>
<td>• Replace Unit Ventilators with Hot Water, Central VAV Systems</td>
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<tr>
<td></td>
<td>• Replace Central CAV and VAV Systems with Hot Water, VAV Systems</td>
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</tr>
<tr>
<td></td>
<td>• Restroom Upgrades</td>
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<tr>
<td></td>
<td>• Skylight Replacement</td>
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<tr>
<td></td>
<td>• Basement upgrade/remodel</td>
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<tr>
<td></td>
<td>• Shut-off Valve Replacement</td>
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</tr>
<tr>
<td></td>
<td>• Carpet replacement in various rooms</td>
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<tr>
<td></td>
<td>• Replacement of translucent panels</td>
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<tr>
<td></td>
<td>• Canopy removal</td>
<td></td>
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<tr>
<td></td>
<td>• Water main replacement</td>
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</tbody>
</table>
Phase 4: Student Services Remodel – High School

General Description

The Student Services spaces at the KASD High School were located within the larger office suite tucked back behind the high school’s main office. The existing space was shared with other staff offices and student workspaces. The existing spaces did not provide the necessary access, privacy, or functionality needed to properly serve the district’s students.

The KASD staff desired to create a new Student Services Center that was located off the main commons area. The idea was to create an inviting space that was easily accessible, recognizable, and provided a space where students wanted to be, while also providing privacy and the ability for students to visit the Student Services Center for help with various needs including career and educational assistance as well as health and wellness support.

Unesco’s team of architects, designers, engineers, and project managers worked with that staff through multiple ideation sessions, programming and planning exercises, design ideas and opportunities assessments and prioritization workshops to develop a program and plan that met all of their needs within the budget.

The final project included a welcoming reception area (pictured above), 6 offices, a large conference room, student work area, secure file storage room, a kitchenette, and a student services classroom.
Response to Request for Proposals

Project Information

<table>
<thead>
<tr>
<th>School/Location</th>
<th>Scope of Project</th>
<th>Remodel Square Feet</th>
<th>Professional Services Provided</th>
</tr>
</thead>
</table>

Project and Process Overview

Unesco’s team met with key staff members multiple times throughout the programming, planning, and design process for the Student Services Remodel project. The process began with ideation and listening sessions where Unesco’s architects and design team workshopped with the districts leadership and staff to create a program of requirements, needs, and wants for the new space.

Once the program requirements were defined, Unesco’s team prepared 7 initial design ideas and opportunities for the staff to review. Each idea and opportunity addressed how well the design met the desired program requirements as well as the “nice to haves”.

![Diagram of office space and requirements](image-url)
After review of several design options and multiple meetings to refine and approve the final floor plan, the design team held meetings to meet with the individual staff members who would use each space to review specialized program requirements, layout of desks and equipment as well as design options for finishes, materials, lighting, power, and desk design.

After providing several ideas and opportunities and workshopping with the district’s leadership and staff Unesco’s design team presented a final design package for final approval from the staff. Unesco’s architects and engineers then created construction documents and Unesco’s project managers worked with the district to ensure that the project was constructed to meet and exceed the expectations of the district as well as be completed on time and on budget.
Relevance and Schedule

Much like some of the potential GFPS scope of work, the High School Student Services project included the renovation of existing programed spaces into newly updated spaces providing modern, safe, and secure learning environments.

KASD Proposed Student Services Budget

Proposed Budget = $541,000

KASD Proposed Student Services Schedule

Proposed Schedule = 6/3/2019 – 8/19/2019

KASD Actual Student Services Budget

Actual Budget = $541,000

KASD Actual Student Services Schedule

Actual Schedule = 6/10/2019 – 8/16/2019
General Description

Unesco worked meticulously with the School District of Janesville to evaluate their numerous facilities and analyze deferred maintenance and capital improvements. With the completion of a preliminary study and development of a master plan, Unesco addressed the district’s immediate and long-term goals. This partnership established affordable guidelines that enabled the School District of Janesville to maintain their facilities, avoid unnecessary maintenance costs, and allow them to focus on reaching their educational goals.

Not only did these improvements provide needed modifications and address capital infrastructure, students, staff, and the community now benefit from more safe, healthy, and functional spaces, while reducing annual operating expenses.

District Information

<table>
<thead>
<tr>
<th>School District of Janesville</th>
<th>Contact Information</th>
<th>Building Square Feet and Age</th>
<th>Professional Services Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>527 South Franklin Street</td>
<td>Mr. Davide Leeder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Janesville, WI 53548</td>
<td>Maintenance Manager</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(608) 743-5083</td>
<td>(608) 743-5083</td>
<td></td>
<td></td>
</tr>
<tr>
<td><a href="mailto:dleeder@janesville.k12.wi.us">dleeder@janesville.k12.wi.us</a></td>
<td>2.3 million square feet</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>18 buildings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>53.4 years (average)</td>
<td>Planning, Program Management,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Architecture, Engineering,</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Project Management,</td>
<td></td>
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<td></td>
<td></td>
<td>Commissioning, Energy</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Optimization, Measurement</td>
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<tr>
<td></td>
<td></td>
<td>and Verification, LTFM</td>
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<tr>
<td></td>
<td></td>
<td>Planning, Data Analytics,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Funding Support</td>
<td></td>
</tr>
</tbody>
</table>
Relevance and Schedule

In this example, we describe our Phase II engagement with the District. The scope involved an intensive remodeling of Edison Middle School, including safety and infrastructure enhancements. Unesco started and completed in the summer of 2018. On time, under budget, and delivered more scope than originally expected.

Proposed vs. Actual Scope of Work and Budget

### School District of Janesville Phase 3 - Proposed Scope

<table>
<thead>
<tr>
<th>Edison MS</th>
<th>Franklin MS</th>
<th>Washington Elem</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Valve, Pipe, and Accessory Fittings Insulation</td>
<td>• Lighting Fixture Replacement</td>
<td>• Valve, Pipe, and Accessory Fittings Insulation</td>
</tr>
<tr>
<td>• Boiler Plant Replacement</td>
<td>• Exterior Lighting</td>
<td>• Steam Trap Repair/Replacement - All Traps</td>
</tr>
<tr>
<td>• Lighting Fixture Replacement</td>
<td>• Lighting Controls</td>
<td>• Boiler Plant Replacement - Retain Steam</td>
</tr>
<tr>
<td>• Exterior Lighting</td>
<td>• Energy Management and DDC</td>
<td>• Upgrade Older Electrical Panels</td>
</tr>
<tr>
<td>• Lighting Controls</td>
<td>• Pneumatic/Electric Control System Improvements</td>
<td>• Replace Primary Electric Transformers</td>
</tr>
<tr>
<td>• Energy Management and DDC</td>
<td>• Upgrade Older Electrical Panels</td>
<td>• Asbestos Abatement</td>
</tr>
<tr>
<td>• Pneumatic/Electric Control System Improvements</td>
<td>• Replace Primary Electric Transformers</td>
<td>• New Fire Alarm System</td>
</tr>
<tr>
<td>• Building-Wide Dehumidification</td>
<td>• Asbestos Abatement</td>
<td>• Install Sprinkler System</td>
</tr>
<tr>
<td>• Upgrade Older Electrical Panels</td>
<td>• New Fire Alarm System</td>
<td>• Fire Suppression System - Kitchen Hood</td>
</tr>
<tr>
<td>• Asbestos Abatement</td>
<td>• Install Sprinkler System</td>
<td>• Boiler Plant Replacement - Convert to Hot Water</td>
</tr>
<tr>
<td>• New Fire Alarm System</td>
<td>• Fire Suppression System - Kitchen Hood</td>
<td>• Heating Distribution System - Convert to HW</td>
</tr>
<tr>
<td>• Install Sprinkler System</td>
<td>• Boiler Plant Replacement - Convert to Hot Water</td>
<td>• Classroom/Office Ventilation Improvements</td>
</tr>
<tr>
<td>• Classroom/Office Ventilation Improvements</td>
<td>• Heating Distribution System - Convert to HW</td>
<td>• New AHU’s and Dehumidification for Gym</td>
</tr>
<tr>
<td>• New AHU’s and Dehumidification for Gym</td>
<td>• Classroom/Office Ventilation Improvements</td>
<td>• Gymnasium Destratification Fans</td>
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<tr>
<td>• Kitchen Hood Replacement and Ventilation Controls</td>
<td>• New AHU’s and Dehumidification for Gym</td>
<td>• Kitchen Hood Ventilation Controls</td>
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</table>

### School District of Janesville Phase 3 - Proposed Budget

Proposed Budget = $14,473,600

### School District of Janesville Phase 3 - Actual Budget

Actual Budget = $14,473,600

(Same as Proposed Budget)
## School District of Janesville Phase 3 - Actual Scope of Work (additional scope items in RED)

<table>
<thead>
<tr>
<th>Edison MS</th>
<th>Franklin MS</th>
<th>Washington Elem</th>
</tr>
</thead>
</table>
| • Valve, Pipe, and Accessory Fittings Insulation  
• Boiler Plant Replacement  
• Lighting Fixture Replacement  
• Exterior Lighting  
• Lighting Controls  
• Energy Management and DDC  
• Pneumatic/Electric Control System Improvements  
• Building-Wide Dehumidification  
• Upgrade Older Electrical Panels  
• Asbestos Abatement  
• New Fire Alarm System  
• Install Sprinkler System  | • Lighting Fixture Replacement  
• Exterior Lighting  
• Lighting Controls  
• Energy Management and DDC  
• Pneumatic/Electric Control System Improvements  
• Upgrade Older Electrical Panels  
• Replace Primary Electric Transformers  
• Asbestos Abatement  
• New Fire Alarm System  
• Install Sprinkler System  
• Fire Suppression System - Kitchen Hood  
• Boiler Plant Replacement - Convert to Hot Water  | • Valve, Pipe, and Accessory Fittings Insulation  
• Steam Trap Repair/Replacement - All Traps  
• Boiler Plant Replacement - Retain Steam  |
| • Roof Replacement  
• Generator Upgrade  
• Removal of Underground Fuel Oil Tank  
• Pool Heater Replacement  
• Domestic Water Heater Replacement  | |  
| • Steam Trap Repair/Replacement - All Traps  
• Boiler Plant Replacement - Convert to Hot Water  | |  
| • Classroom/Office Ventilation Improvements  | • New AHU’s and Dehumidification for Gym  
• Kitchen Hood Replacement and Ventilation Controls  | • Gymnasium Destratification Fans  
• Kitchen Hood Ventilation Controls  
• IMC Ventilation Improvements  |
Short List of References

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Experience with Grand Forks Public Schools & Your Peers  

Summary of Research

Facility Assessment

In 2017-2018, Grand Forks Public Schools commissioned JLG and ONE to develop a Master Facility Plan. This plan is available on the school website and has been reviewed by our team to better understand the needs of the District. Based on discussions with staff and board meeting notes, the current concept and scopes of work align with Unesco’s experience in revitalization and optimization of PK-12 facilities.

We look forward to the continuing the process of developing the district’s long-term master plan, with tangential objectives of reducing the district’s operating costs, strategically addressing aging infrastructure, and improving the indoor environment.

Embracing/Using the 2018 Facility Assessment

The analysis contained within the 2018 report contained many ideas pertaining to facility revitalization and potential operational efficiencies. The report provided the district the analysis needed to begin the process of: (1) developing criteria for prioritizing projects, (2) identifying funding options, and (3) considering project phasing options.

This facility assessment report provides invaluable data that is crucial to the success of your facility initiatives given there is insufficient time to recreate these efforts. As discussed in our last meeting, our team has embraced this work and along with guidance from the facility management team we have begun to refine our understanding of your needs.

# Response to Request for Proposals

## Phase 1, 2, 3: Board of Education Workshop Summary

Data per Facility Master Plan

<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>HVAC</th>
<th>Carpet</th>
<th>Roof</th>
<th>Plumbing</th>
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<td><strong>Total High School</strong></td>
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</table>
Operational Cost Optimization

With the help and insight of district personnel, Unesco will complete a comprehensive review of the district’s facilities report and historical energy usage records. Based upon our review, the Grand Forks Public Schools’ facilities possess significant potential for energy and operational savings improvements. Unesco completed a preliminary review of the school’s historical energy usage records for the facilities. Based on this review and experience with other districts, we believe the buildings analyzed present an opportunity to conservatively deliver annual savings of approximately $425,000, a 20% reduction, and a potential annual energy savings that could exceed $531,000, a 25% reduction. This savings projection is based on current utility expenses and assumes the needs and opportunities identified in the facilities assessment are up to date.
Aging Capital Infrastructure

Deferred maintenance is maintenance not performed when it should have been, scheduled and not performed, or delayed for a future budgeting period. Maintenance which is deferred because of insufficient funding may result in increased health and safety hazards, higher costs in the future and inefficient operations. The under-budgeting of regular maintenance accrues into several familiar needs of roof repairs, masonry repointing, and faulty HVAC and control systems, etc... These are familiar examples that accumulate into problems requiring major funding for correction.

Over time, the Grand Forks Public Schools has accumulated a significant balance of deferred maintenance. The charts adjacent graphs illustrate the need based on recent board meeting discussion regarding a proposed Phase 1,2,3 approach to the deferred maintenance backlog. We have identified specifics scopes from the report the correlate to the Phase 1,2,3 scopes based on details in the facility assessment report from 2018.

Unesco’s team has a tremendous amount of experience to leverage:

<table>
<thead>
<tr>
<th>GFPS Phase-1: ~ $34.9M</th>
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<tbody>
<tr>
<td>HVAC, 51%</td>
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<td>Elect/Lighting, 6%</td>
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<td>Sprinklers, 8%</td>
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<td>Plumbing/piping, 8%</td>
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<tr>
<td>Roof, 5%</td>
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<tr>
<td>Carpet, 5%</td>
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<tr>
<td>Other, 17%</td>
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<td>Carpet, 3%</td>
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<td>Other, 16%</td>
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</table>

<table>
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<tbody>
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<tr>
<td>Carpet, 6%</td>
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<tr>
<td>Other, 26%</td>
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</tbody>
</table>


$1.5B of School Facility Improvements

- Deferred Maintenance
- Revitalization/Remodeling
- Reconfiguration
- Additions/New construction

Never missed a school opening deadline
We understand K-12 summer construction deadlines
We believe we have no peer
Unesco would use our tools to input the physical condition assessment of many of the systems that comprise Grand Forks Public Schools’ facility infrastructure based on the 2018 facility assessment. The methodology we would employ for conducting these analyses would be to utilize an Asset Condition Assessment worksheet (similar to the adjacent image), which identifies specific areas of the equipment that should be reviewed. In each of these areas, the technical analyst identified the functional working condition, and those metrics are later further refined to an overall condition assessment of the equipment. The evaluation of equipment is divided into five general categories:

- **Danger**
  - Equipment has failed and/or is causing a safety hazard
- **Alarm**
  - Equipment failure inevitable or excessively past useful life
- **Alert**
  - Equipment in need of repairs or nearing end of useful life
- **Caution**
  - Equipment operating in a degraded condition
- **Acceptable**
  - Equipment in acceptable condition and within useful life

![Asset Condition Assessment Diagram]

### Learning Environment

Intuitively, we all know that clean, quiet, safe, comfortable, and healthy environments are a key component of successful teaching and learning. Research proves that the quality of air, lighting, acoustics, temperature, humidity, and architectural finishes have a direct, positive correlation with student performance and staff productivity.

Unesco’s team would provide supplemental testing measurements regarding the indoor environmental quality of learning environments. Typically, we measure indoor air quality (IAQ), lighting, and sound in a majority of the spaces. IAQ is often attributed to inadequate outdoor air ventilation using key performance indicators.

The remedy to poor indoor quality often involves the introduction of greater volumes of outdoor air. This can be accomplished as inexpensively as control system recommissioning, or more expensive HVAC upgrades.

Additionally, we offer to survey staff to assess the quality of the learning environment. In general, the mechanical systems that support the learning spaces are not capable of providing consistent temperature and humidity conditions throughout the school year.

Incidentally, the solutions to IAQ and temperature/humidity challenges would also address challenges relating to lighting and sound levels.
Sample Deliverables: Facility Asset Condition Assessment

Master Planning - Rough Order of Magnitude Report

Systems “At a Glance” – Breakdown by Facility Type

High Schools

Middle Schools

Elementary Schools

Roosevelt Elementary - Asset Condition Summary

<table>
<thead>
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<th>Facility</th>
<th>System</th>
<th>Area(s) Served</th>
<th>Average Age of Equipment (years)</th>
<th>Average Age of Life Expectancy</th>
<th>Asset Condition Assessment</th>
<th>Asset Condition Description</th>
<th>Repair/Replace Priority</th>
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<td>Exterior Concrete</td>
<td>Entire Building</td>
<td>20</td>
<td>77</td>
<td>Acceptable</td>
<td>Equipment is in acceptable condition and life expectancy</td>
<td>2</td>
<td>Repair or replace in 1 to 3 years for critical</td>
</tr>
<tr>
<td>Roosevelt Elementary</td>
<td>Fire Alarm System</td>
<td>Entire Building</td>
<td>15</td>
<td>11</td>
<td>Acceptable</td>
<td>Equipment is in acceptable condition and life expectancy</td>
<td>3</td>
<td>Repair or replace in 1 to 3 years for critical</td>
</tr>
<tr>
<td>Roosevelt Elementary</td>
<td>Security System</td>
<td>Entire Building</td>
<td>15</td>
<td>11</td>
<td>Acceptable</td>
<td>Equipment is in acceptable condition and life expectancy</td>
<td>3</td>
<td>Repair or replace in 1 to 3 years for critical</td>
</tr>
<tr>
<td>Roosevelt Elementary</td>
<td>Access Control System</td>
<td>Entire Building</td>
<td>15</td>
<td>11</td>
<td>Acceptable</td>
<td>Equipment is in acceptable condition and life expectancy</td>
<td>4</td>
<td>Repair or replace in 5 to 10 years for critical</td>
</tr>
<tr>
<td>Roosevelt Elementary</td>
<td>Parking Area</td>
<td>Entire Building</td>
<td>15</td>
<td>11</td>
<td>Acceptable</td>
<td>Equipment is in acceptable condition and life expectancy</td>
<td>4</td>
<td>Repair or replace in 5 to 10 years for critical</td>
</tr>
<tr>
<td>Roosevelt Elementary</td>
<td>Playground</td>
<td>Entire Building</td>
<td>15</td>
<td>11</td>
<td>Acceptable</td>
<td>Equipment is in acceptable condition and life expectancy</td>
<td>4</td>
<td>Repair or replace in 5 to 10 years for critical</td>
</tr>
<tr>
<td>Roosevelt Elementary</td>
<td>Athletic Field</td>
<td>Entire Building</td>
<td>30</td>
<td>11</td>
<td>Acceptable</td>
<td>Equipment is in acceptable condition and life expectancy</td>
<td>4</td>
<td>Repair or replace in 5 to 10 years for critical</td>
</tr>
</tbody>
</table>
Sample Deliverables: Indoor Environmental Quality Testing (CO2 Levels)

Sample Deliverables: Background Noise Sound Levels (above 35 Db is poor)
2017-18 Operations & Maintenance Expenditures

- Dickinson: $3,305,967
- Williston: $3,548,956
- Mandan: $4,395,068
- West Fargo: $7,536,257
- Grand Forks: $8,281,986
- Minot: $9,142,380
- Bismarck: $13,831,515
- Fargo: $14,601,850

2017-18 Operations & Maintenance Expenditures/ADM

- West Fargo: $735
- Dickinson: $952
- Williston: $967
- Bismarck: $1,048
- Mandan: $1,094
- Grand Forks: $1,115
- Minot: $1,189
- Fargo: $1,265
Part of Unesco’s preliminary benchmarking analysis is a comparison of Grand Forks School Districts’ total levy as compared to your peers in the state, see chart below. Based on review of the 2018 strategic planning assessment, the levy historical levy has dropped from about 139 mil in 2010-2013 to current levels.

Our team will support the analysis efforts of your stakeholders based on community polling from Thought Exchange to help gauge the tax impact appetite of the community.
Unesco is excited to partner together to create a detailed Long-Term Facility Management Plan. Unesco’s team of architects, engineers, energy specialists, and construction managers are well versed in your district’s facilities. Unesco’s team is getting familiar with your buildings, their infrastructure, their needs, along with identified ideas and opportunities on how the district may be able to address the existing issues.

The ability for Unesco to use the information already gathered and our knowledge, as well as the time your staff and administration has already invested into the previous master planning studies, will allow your staff to focus on their main mission: The Education of Your Students. This will greatly reduce the amount of time required to begin workshopping and prioritization of potential project scope estimates.

Unesco’s team is ready and looks forward to partnering with the Grand Forks School District and Community to drive a successful outcome to your referendum efforts on June 9, 2020.

**Experience Counts on the Road to Success**

100+ School Districts

$1.5 Billion in K-12 Facility Improvements
- Deferred Maintenance
- Revitalization/Remodeling
- Reconfiguration
- Additions /New construction

**Accurate Budgets**
- Recent and proven experience providing accurate cost budget estimates for not to exceed projects costs. Savings from the competitive contractor bidding process help campuses get more work accomplished.

**Local Contractors**
- Experience working with local contractors to provide competitive and cost effective solutions to critical deferred maintenance needs. Our team will use your local preferred vendors, contractors and designers.

**Green Design**
- Our team is successfully implementing guaranteed savings and optimization projects, while simultaneously improving indoor environment quality (IEQ).

**On Time On Budget**
- Our experienced industry professionals have never missed a school opening their facilities on time as promised. We believe we have unmatched experience in school summer construction.

**Augmenting Facility Teams**
- We have become the single source of accountability for campus facility management (FM) teams. This is your project and we will work to minimize the impacts on the occupants, staff, and the facility management team.
Delivering Best Value

PLANNING • ARCHITECTURE • ENGINEERING • CONSTRUCTION • ENERGY
Phase I Fees

In Phase I, Unesco would provide facility planning services that would include, but would not be limited to:

- Attending and/or conducting community meetings.
- Architectural renderings.
- Providing data for school board meetings, collecting data, analysis of collected data, developing reports as it relates to the analyzed data.
- Providing suggested solutions.
- Engaging community members and communicating with multiple organizations (both internal and external).
- Work with the district to determine how best to meet the enrollment changes that are occurring within the district. This would include but not be limited to analyzing building capacity studies, demographic data, presentations to the School Board, and presentations to the community.
- Architectural and engineering conceptual design planning for repairing, remodeling, and construction of suggested solutions.
- Community engagement as it relates to public forums and surveying (in-person and via phone).
- Strategic planning as it relates to referendums.
- Collaborative meetings with district administration, local leaders throughout the Grand Forks community, and engaging the greater Grand Forks’ community.

Fee for Phase I Services: $29,500.00
Phase II Fees

Option #1: Base Architectural, Engineering & Construction Management

Base Fee - Typical Industry Approach to Architectural and Engineering Fees

Unesco is pleased to present GFPS an industry standard base fee on a sliding scale depending on your district’s final project complexity and budget. As projects grow in size, scale, and in cost we understand that the design efforts and fees should reflect the actual work needed to complete the project on time, on budget, and to exceed your expectations. That is why we provide an appropriate fee scaled to your project. As your project gets larger, our efforts will increase, but not at the same rate as a standard “one size fits all” design fee as a percentage of the project. Simply stated, your project cost goes up, our design fee percentage goes down.

<table>
<thead>
<tr>
<th>Unesco &quot;Base&quot; Professional Services Fees as Percentage of Project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fee Component</strong></td>
</tr>
<tr>
<td>Architecture and Engineering</td>
</tr>
<tr>
<td>Architectural</td>
</tr>
<tr>
<td>Mechanical</td>
</tr>
<tr>
<td>Electrical</td>
</tr>
<tr>
<td>Structural</td>
</tr>
<tr>
<td>Construction Management</td>
</tr>
<tr>
<td>Fees Total</td>
</tr>
</tbody>
</table>

Basic Design Services

The base fee as illustrated above covers all basic design and construction document services as described by the AIA B141 as well as bidding, negotiations and construction administrative services.

Additional Services and Reimbursables

The base fee does not include additional services or reimbursables.
**Option #2: “All-In” Professional Fees**

**All-In Fee – Unesco’s Approach to Architectural & Construction Management**

Unesco’s approach to compensation is to provide transparency and full disclosure. Unesco takes a “no surprises” approach to fees, meaning we include all elements of the design process in our “All-In” Design Services fees. Similarly, Unesco takes a “no surprises” approach to Construction Management fees, meaning we include all elements of the construction management process in our Basic Construction Management Services fees. We are accountable to the project deliverable and the project budget. Similar to our “Base Fee”, we understand that design and management fees should be adjusted appropriately based on the actual services provided. Unesco’s “All-In” Design Services fee adjusts similarly based on the total cost of your selected project.

### "All In" Professional Services Fees as Percentage of Project

<table>
<thead>
<tr>
<th>Fee Component</th>
<th>$0 - $10,000,000</th>
<th>$10,000,000 - $30,000,000</th>
<th>$30,000,000 $ Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Management (Including the following)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td>14.90%</td>
<td>14.75%</td>
<td>14.50%</td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Mechanical Engineering</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Electrical Engineering</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Structural Engineering</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fixtures, Furniture, &amp; Equipment (FF&amp;E)</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>IT/AV Design</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Renderings/Animations</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Community Engagement</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Referendum Support</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Videos/Marketing/Vote Yes</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Construction Management</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Commissioning</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Fees Total</strong></td>
<td><strong>14.90%</strong></td>
<td><strong>14.75%</strong></td>
<td><strong>14.50%</strong></td>
</tr>
</tbody>
</table>

**All-In Design Services**

Unesco’s “All-In” Design Services include all of the base design services described by the AIA B141 and in our “Base Fee” proposal as well any and all other services related to and required for the successful design, bidding, and construction of your project. A full list of services is included on the following page.

**Additional Services and Reimbursables**

Unesco’s “All-In” fees is simply that, All-In. There will be no Additional Services, no Reimbursables, no Extras, nothing. The total fee for your project will be based on the fee schedule above, and that is your TOTAL COST.
Program Management Services

- Ideation/visioning sessions
- Physical Needs Assessments
  - Safety and security assessments
  - Operational cost efficiency analysis
  - Indoor learning environment assessments
  - Sixteen categories of asset condition / reliability
  - Site evaluation
- Education Needs Assessments
  - 21st Century education considerations
  - Educational adequacy
- Functional Needs Assessments
  - Enrollment, capacity, grade configuration
  - Educational and programming needs
  - Activities and community needs

Architectural / Engineering Services

- Design and documentation as described by the AIA B141, plus the following
- Bidding & Construction Administration
- Design and documentation associated with owner changes after initial sign-off
- Predesign (i.e. Sketches/Concepts, Planning/Program, Ideation, etc.)
- Civil Engineering (as needed)
- Digital documentation of existing conditions
- Detailed Cost Estimating
- Renderings (as needed)
- 3D Visuals (as needed)

- Master Planning scope and funding workshops
- Conceptual engineering and architectural design
- Identify and evaluate all possible funding mechanisms that could be applicable to the district
- Consult the district on a wide range of financial options available and modeling cash flows
- Providing all necessary submittals to governing agencies for project approval
- Schematic design
- Detailed design review with District
- Community engagement (described on page 19)
- Referendum support (described on page 23)

- 3D Animation (as needed)
- Landscaping and Site Development (as needed)
- Acoustical Designs (as needed)
- Security Designs (as needed)
- IT/AV Designs (as needed)
- Furniture, Fixtures, and Equipment Procurement (as needed)
- Food Service & Kitchen Equipment Designs (as needed)
- Electronic As-Buils
- Travel/Meals Reimbursements
**Construction Management**

- Preliminary Project Manager(s)
- Preliminary Estimator(s)
- General Conditions Development
- Preliminary, Abbreviated Project Schedule
- Clerical support
- Legal and accounting
- Advertising
- Association dues
- Travel and entertainment
- Construction management associated with owner changes in scope
- Project Manager(s)

**Commissioning Services**

- 100% Point-to-Point Commissioning (as needed)
- Documentation of design intent
- Performance verification
- O&M manual(s)
- Training
- Submittals

- Superintendent(s)
- Construction office and storage trailers
- Clerk
- Timekeeper
- Field engineering
- Detailed project scheduling
- Project administration
- Small tools
- Phone
- Vehicles
- Internet
- Project Signage

- Consolidation of As-Built documentation, creating a “clean” set of plans and specifications (verses multiple, contractor-by-contractor marked up plans)
- Electronic Construction CD/Documents
- As-Buils
- O&Ms
- Specifications
Comparing Industry Fees

Selecting a qualified professional services company for a facilities improvement project is an important decision for any school district since the firm that you choose will become a long-term partner with your district. As you evaluate potential partners and their fee schedules, you will undoubtedly start to see similarities and after a while, you may begin to think that all firms are the same. However, not all firms provide the same level of value/services. Understanding past client satisfaction and the ability to deliver the desired project on-time and on-budget are certainly factors to consider. It’s important to ask the hard questions of competing firms regarding record of accomplishment, knowledge of the K-12 space in the region, and breadth of capability and expertise.

Relating to fees, it’s important to recognize ‘the devil is in the detail.’ Many firms procure work through initial fees. However, what may appear to be a low-initial fee, can equate into a large bill as additional services and "reimbursable" fees accumulate.

On the following pages, we’ll explore some of the distinct differences in approach among typical industry provider.

Typical professional fees are akin to a cable bill

What may appear to be a low-initial fee, can equate into a large bill as additional services and "reimbursable" fees accumulate.

In stark contrast, Unesco (and our past clients) prefer a "no surprises" approach. We disclose our fee and that’s what you pay; no hidden fees, no extra charges.
Typical Industry Approach to Architectural and Engineering Fees

Basic Design Services
- Design and documentation as described by the AIA B141
- Bidding & Construction Administration
- Plan Review
- Security Designs

Extra Services and Reimbursables (Extra Fees)
- Design and documentation associated with owner changes after initial sign-off; this can be significant
- Predesign (i.e. Sketches/Concepts, Planning/Program, Ideation, Program Management, etc.)
- Civil Engineering
- Digital documentation of existing conditions
- Detailed Cost Estimating
- Geotechnical surveys and testing
- Renderings ($1K to $5K per picture/drawing)
- 3D Visuals ($3K to $12K per visual)
- 3D Animation ($5K to $10K per animation)
- Land acquisitions
- Landscaping and Site Development
- Acoustical Designs
- Security Designs
- IT/AV Designs
- Food Service & Kitchen Equipment Designs
- Furniture, Fixtures, and Equipment Procurement
- DOE Energy Analysis
- Electronic As-Builts
- Travel/Meals Reimbursements
- Printing Reimbursements

Unesco’s Approach to Architectural and Engineering Fees

Basic Design Services
- Design and documentation as described by the AIA B141
- Bidding & Construction Administration
- Design and documentation associated with owner changes after initial sign-off
- Predesign (i.e. Sketches/Concepts, Planning/Program, Ideation, etc.)
- Civil Engineering
- Digital documentation of existing conditions
- Detailed Cost Estimating
- Renderings ($1K to $5K per picture/drawing)

Extra Services and Reimbursables (Extra Fees)
- None
- 3D Visuals
- 3D Animation
- Landscaping and Site Development
- Acoustical Designs
- Security Designs
- IT/AV Designs
- Food Service & Kitchen Equipment Designs
- Electronic As-Builts
- Travel/Meals Reimbursements
Typical Industry Approach to Construction Management Fees

**Basic Construction Management Services**
- Preliminary Project Manager(s)
- Preliminary Estimator(s)
- General Conditions Development
- Preliminary, Abbreviated Project Schedule
- Clerical support
- Legal and accounting
- Advertising
- Association dues
- Travel and entertainment

**Extra Services and Reimbursables (Extra Fees)**
- Construction management associated with owner changes in scope
- Superintendent(s)
- Construction office and storage trailers
- Clerk
- Timekeeper
- Field engineering
- Detailed project scheduling
- Project administration
- Small tools
- Phone
- Vehicles
- Internet
- Electricity
- Project signage
- Printing reimbursement

Unesco’s Approach to Construction Management Fees

**Basic Construction Management Services**
- Preliminary Project Manager(s)
- Preliminary Estimator(s)
- General Conditions Development
- Preliminary, Abbreviated Project Schedule
- Clerical support
- Legal and accounting
- Advertising
- Association dues
- Travel and entertainment
- Construction management associated with owner changes in scope
- Project Manager(s)
- Superintendent(s)
- Construction office and storage trailers
- Clerk
- Timekeeper
- Field engineering
- Detailed project scheduling
- Project administration
- Small tools
- Phone
- Vehicles
- Internet
- Project Signage

**Extra Services and Reimbursables (Extra Fees)**
- None
Commissioning

**Typical Industry Approach to Commissioning**

**Basic Commissioning Services**
- Documentation of design intent
- Performance verification
- O&M
- Training

**Extra Services and Reimbursables (Extra Fees)**
- 100% Point-to-Point Commissioning
- Consolidation of As-Built documentation, creating a “clean” set of plans and specifications
- Electronic Construction CD/Documents
  - As-Builts
  - O&Ms
  - Specifications
  - Submittals

**Unesco’s Approach to Commissioning**

**Basic Commissioning Services**
Cost-effective mechanical and electrical system installation support that provides our clients with the assurance that systems are performing per engineering design and manufacturer specifications. Aside from state guidelines that now mandate commissioning on projects of this type, a growing list of satisfied clients will verify the benefit of proper commissioning. We have learned that properly designed and installed mechanical and electrical systems provide our clients maximum comfort, safety, energy efficiency, and extended equipment life. Commissioning starts at the initial design to ensure quality documents and continues all the way through completion and warranty. This is more than just the industry interpretation of making sure things work at the end.
Services Included in Base Fee

- 100% Point-to-Point Commissioning (sampling of systems)
- Documentation of design intent
- Performance verification
- O&M
- Training
- Consolidation of As-Built documentation, creating a “clean” set of plans and specifications (versus multiple, contractor-by-contractor marked up plans)
- Electronic Construction CD/Documents
  - As-Buils
  - O&Ms
  - Specifications
  - Submittals

Extra Services and Reimbursables (Extra Fees)

- None
## Summary of Services

<table>
<thead>
<tr>
<th>Services Description</th>
<th>Included in Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Base Fee (Typical Construction)</strong></td>
<td><strong>Unesco “All-In Fee”</strong></td>
</tr>
<tr>
<td>Design and documentation as described by the AIA B141</td>
<td>✓</td>
</tr>
<tr>
<td>Bidding &amp; Construction Administration</td>
<td>✓</td>
</tr>
<tr>
<td>Plan Review</td>
<td>✓</td>
</tr>
<tr>
<td>Design and documentation associated with owner changes after initial sign-off</td>
<td></td>
</tr>
<tr>
<td>Predesign (i.e. Sketches/Concepts, Planning/Program, Ideation, etc.)</td>
<td></td>
</tr>
<tr>
<td>Civil Engineering</td>
<td>(sometimes)</td>
</tr>
<tr>
<td>Digital documentation of existing conditions</td>
<td>✓</td>
</tr>
<tr>
<td>Detailed Cost Estimating</td>
<td></td>
</tr>
<tr>
<td>Geotechnical surveys and testing</td>
<td></td>
</tr>
<tr>
<td>Renderings ($1K to $5K per picture/drawing)</td>
<td></td>
</tr>
<tr>
<td>3D Visuals ($3K to $12K per visual)</td>
<td></td>
</tr>
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<td></td>
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<tr>
<td>Land acquisitions</td>
<td></td>
</tr>
<tr>
<td>Landscaping and Site Development</td>
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</tr>
<tr>
<td>Acoustical Designs</td>
<td></td>
</tr>
<tr>
<td>Lighting Designs</td>
<td>✓</td>
</tr>
<tr>
<td>Security Designs</td>
<td></td>
</tr>
<tr>
<td>Interior Designs</td>
<td>✓</td>
</tr>
<tr>
<td>IT/AV Designs</td>
<td></td>
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<td>Furniture, Fixtures, and Equipment Procurement</td>
<td></td>
</tr>
<tr>
<td>Food Service &amp; Kitchen Equipment Designs</td>
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<tr>
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<td>✓</td>
</tr>
<tr>
<td>Preliminary Estimator(s)</td>
<td>✓</td>
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<tr>
<td>General Conditions Development</td>
<td>✓</td>
</tr>
<tr>
<td>Preliminary, Abbreviated Project Schedule</td>
<td>✓</td>
</tr>
<tr>
<td>Clerical support</td>
<td>✓</td>
</tr>
<tr>
<td>Legal and accounting</td>
<td>✓</td>
</tr>
<tr>
<td>Advertisings</td>
<td>✓</td>
</tr>
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<td>Association dues</td>
<td>✓</td>
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<tr>
<td>Travel and entertainment</td>
<td>✓</td>
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</tr>
<tr>
<td>Project Manager(s)</td>
<td>✓</td>
</tr>
<tr>
<td>Services Description</td>
<td>Included in Fee</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td>Base Fee</td>
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<tr>
<td></td>
<td>(Typical</td>
</tr>
<tr>
<td></td>
<td>Construction)</td>
</tr>
<tr>
<td>Construction Mgmt. (cont.)</td>
<td></td>
</tr>
<tr>
<td>Superintendent(s)</td>
<td>✓</td>
</tr>
<tr>
<td>Construction office and storage trailers</td>
<td>✓</td>
</tr>
<tr>
<td>Clerk</td>
<td>✓</td>
</tr>
<tr>
<td>Timekeeper</td>
<td>✓</td>
</tr>
<tr>
<td>Field engineering</td>
<td>✓</td>
</tr>
<tr>
<td>Detailed project scheduling</td>
<td>✓</td>
</tr>
<tr>
<td>Project administration</td>
<td>✓</td>
</tr>
<tr>
<td>Small tools</td>
<td>✓</td>
</tr>
<tr>
<td>Phone</td>
<td>✓</td>
</tr>
<tr>
<td>Vehicles</td>
<td>✓</td>
</tr>
<tr>
<td>Internet</td>
<td>✓</td>
</tr>
<tr>
<td>Project Signage</td>
<td>✓</td>
</tr>
<tr>
<td>Commission</td>
<td></td>
</tr>
<tr>
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<td>✓</td>
</tr>
<tr>
<td>Performance verification</td>
<td>✓</td>
</tr>
<tr>
<td>Training</td>
<td>✓</td>
</tr>
<tr>
<td>100% Point-to-Point Commissioning</td>
<td></td>
</tr>
<tr>
<td>Consolidation of As-Built documentation, creating a “clean” set of plans and specifications</td>
<td></td>
</tr>
<tr>
<td>Electronic Construction CD/Documents</td>
<td></td>
</tr>
</tbody>
</table>
The Criteria You Will Consider
Selection Process Criteria

Architecture and Engineering

Design and Construction Experience with Construction Projects Similar in Scope

We have supported districts throughout the Midwest by designing and implementing roughly $1.5 billion of construction projects similar to those described at GFPS. Each of our clients, all of whom we would make available to you, stand in testimony to our dedication to meeting scope, budget, and schedule expectations, while delivering best value. We offer several examples, beginning on page 52.

Capacity of Firm to Handle Projects and Integrate Multi-disciplinary Professionals

As a Program Manager, we have an integrated in-house team of a wide array of professionals. We are able to seamlessly collaborate. We extend this collaboration to other involved agencies, while remaining accountable and responsible for your desired outcomes. As an example, we have put JLG Architects on our team to support our $39M Program Management efforts for Lac Qui Parle Valley School District in MN.

Each summer, we are responsible for roughly $150 million dollars of construction. Currently, we are under contract for roughly $30 million of construction for summer 2021. We have the capacity to support GFPS throughout its facilities’ initiatives.

Experience Working with the North Dakota Department of Public Instruction

We understand all building codes governing GFPS’s locations. Of the projects we have implemented, nearly $250 million have been in the state of North Dakota. We understand all funding mechanisms and approval processes prescribed and required by the DPI. Of course, as our team described during our last meeting, we partner with local preferred architects and engineers, so they also will provide vast experience as well with project submittals and approval for authorities having jurisdiction.

Capacity and Experience in Renovations and Additions on Student Occupied Sites

Working in student-occupied sites is our niche. All of the $1.5 billion of projects we have constructed have involved revitalization of existing facilities through additions and remodel. We know how to work in June, July, and August. In this realm, we assert that we have no peer.

Ability to Translate Grand Forks Public Schools’ Ideas and Programs into Creative Workable Concepts and Designs

We know K-12 long-term facility management planning because of our vast experience with over 100 districts just like yours.

Our professionals would look forward to a relationship with GFPS and continuing to fine tune the concepts and designs you have already started.

Evidence of projects completed within budget and on time

We are accountable and responsible for all aspects of the project. We have never “missed” on scope, budget, or schedule. We offer several examples in support of this assertion starting on page 52.
References

While all 100 districts that we have supported would stand in testimony to our record of accomplishment, we offer a short list on page 766 for your consideration. We will gladly make additional references available upon request.

Construction Management

Manage the Overall Planning and Processes for the Project

We view this as one of our strengths and key differentiators. We describe our accountability and responsibility to your desired outcomes throughout this document.

Work Collaboratively with Other Involved Agencies/Architects/Engineers

As a Program Manager, we have an integrated in-house team of the full bevy of professionals and we are able to seamlessly collaborate. We extend this collaboration to other involved agencies, while remaining accountable and responsible for your desired outcomes. As an example, we are currently partnered with JLG Architects to support our Program Management efforts for Lac Qui Parle Valley School District in MN.

Develop Detailed Cost Estimates for all Phases Based on Architectural and Engineering Designs

Because we possess a full bevy of professional disciplines, we are able to provide real-time cost estimates throughout the design process, while always considering constructability and efficiency. This provides our designers with unique advantage as they consider design alternatives.

Coordinate Securing of All Required Building Permits

We consider this to be a core competency.

Estimate and Track Costs Against Budgets (monthly minimum)

From our project management toolsets, we provide dynamic, ongoing, and readily available budget forecasts. We give you full access to these tools, so that you can track in real time actual and committed costs against budgets.

Assist and Manage Team Meetings with the Owner, Architect, Engineers, and Contractors

As a program manager, we consider this to be a core competency.

Prepare a Detailed Project Schedule, including Sites and Phasing, and Provide Regularly Scheduled Updates (monthly minimum)

We consider this to be a core competency. Further, we communicate on a cadence defined by you. We are open to daily, weekly, or monthly updates.

Provide Services to the District that Include Project Advertising, Securing Bids, Bid Results Analysis, and Recommendations on Awards of Contracts

We consider this to be a core competency.
Supplemental Information
Resumes: Your Team

GAVIN BENSON  
Client Advocate / Representative

Gavin provides unique value from his experience in energy efficiency and environmental solutions that are coupled with his vast experience in new and existing facility planning. Born and raised on the prairies of North Dakota, Gavin understands not only should the facility your students inhabit provide a safe and healthy learning environment, but that this can be achieved while helping clients maximize operating budgets through optimization and planning.

Gavin is dedicated to developing comprehensive, long term solutions that are tailored to meet the unique needs of each K-12 district and community. Gavin understands that every school district is different, that is why he and Unesco take the time to perform a comprehensive assessment of your facilities, school district, and community to gain a better understanding of your unique needs. Gavin then assists you in creating a project plan that fits your district, budget, and educational goals.

EDUCATION

- Master of Business Administration  
  North Dakota State University  
  Fargo, ND
- Bachelor of Science, Mechanical Engineering  
  North Dakota State University  
  Fargo, ND

REGISTRATIONS / CERTIFICATIONS

- Professional Engineer MN, ND, SD
- Certified Energy Manager (CEM), Association of Energy Engineers
- Leadership in Energy & Environmental Design Accredited Professional with a Building Design & Construction Specialty (LEED AP BD+C), US Green Building Council

KEVIN MCGAULEY  
Vice President of Sales

Kevin has vast experience in facility planning, revitalization, and optimization. Born and raised in rural Minnesota, Kevin understands the balance between the needs of the 21st century learner and district / community resources. Kevin, who has held leadership positions in general management, marketing, sales, engineering and operations for multiple organizations, devoted his 28-year career to helping K-12 clients maximize operational efficiency and improve the quality of the learning environments.

Kevin understands that every school district is different; that is why he and Unesco take the time to perform a comprehensive assessment of your facilities, school district, and community to gain a better understanding of your unique needs. Kevin then assists you in creating a project plan that fits your district, budget, and educational goals.

EDUCATION

- Master of Business Administration  
  University of St. Thomas  
  St. Paul, MN
- Bachelor of Science, Mechanical Engineering  
  University of Minnesota, Twin Cities campus  
  Minneapolis, MN
PERRY SCHMIDT  
Principal/Partner

Perry’s role as a principal at Unesco includes directing and leading Unesco’s knowledgeable and experienced team to develop, fund, and implement Master Facility Management Plans for K – 12 school districts. Perry’s long tenure working with K-12 districts on facility issues and opportunities brings a tremendous amount of experience and expertise assisting school districts with the challenges of providing 21st century education in existing, and sometimes aged facilities.

Perry graduated from St. John’s University and has an MBA from the University of Minnesota. His educational background, along with 28 years of experience working with K-12 school districts on their facility needs and optimization has resulted in over $500MM of facility improvements in public facilities. Perry has held leadership positions in general management as well as in marketing, sales, and operations throughout his career.

KEVIN THUERINGER  
Director of Architecture

Kevin has 12 years of experience in K-12 and Higher Education project types as well as several other building typologies. His wide range of experience in both large scale new construction, remodels, additions and building upgrades provide a well-rounded understanding of the full project development process. His close attention to details during the building design and construction process and understanding of the clients’ needs provide a perfect balance to deliver successful projects.

Kevin is a member of the AIA, is a LEED accredited professional and has been active in mentor-ship programs for young architects. He is committed to serving the client and understanding their current and future needs in order to provide a successful project that not only meets but exceeds expectations and elevates the human experience.

EDUCATION

- Master of Architecture  
  North Dakota State University  
  Fargo, ND
- Bachelor of Science in  
  Environmental Design  
  North Dakota State University  
  Fargo, ND

REGISTRATIONS / CERTIFICATIONS

- Registered Architect in  
  Minnesota
- Member of the American Institute of Architects
- LEED Accredited Professional, US Green Building Council
BRETT HAZEN
Vice President of Engineering

Brett's role at Unesco leverages his diverse technical expertise in mechanical, electrical, and energy systems along with his experience effectively and efficiently managing technical teams. His career focus in energy conservation, demand-side management, renewable energy and sustainability have fueled his ambition in working with a variety of educational, commercial, industrial, and governmental clients to identify and implement solutions for their facilities that save energy and maintenance costs, reduce greenhouse gases, optimize operational performance and improve indoor air quality while also providing a safe and secure environment for the facilities and occupants.

Brett graduated from North Dakota State University in Fargo, North Dakota with a BS in Mechanical Engineering. He has 29 years of experience with mechanical, electrical, and energy systems engineering and was involved in over 300 facilities-related projects identifying, analyzing, developing, and implementing facility improvement solutions.

EDUCATION
- Bachelor of Science, Mechanical Engineering
  North Dakota State University
  Fargo, North Dakota

REGISTRATIONS / CERTIFICATIONS
- Professional Engineer
  Minnesota, Wisconsin, Iowa, South Dakota, and Florida

PROFESSIONAL AFFILIATIONS
- American Society of Heating, Refrigeration, and Air Conditioning Engineers (ASHRAE)
- American Society of Mechanical Engineers (ASME)

STEVE DUGDALE
Development Engineer

Steve's role at Unesco leverages his hands-on work experience in third party building operations and maintenance; his controls project design and implementation experience at the University of Minnesota; and his lifelong passion for energy conservation. Steve’s experience in building operations and maintenance taught him the delicate balance between saving energy and the need to provide a comfortable indoor environment for the occupants. His experience with controls project design and implementation taught him how to achieve this balance in a cost-effective manner. This background helps Steve understand what is important to the customer and he can develop comprehensive, long term solutions that are customized to each individual district.

EDUCATION
- Bachelor of Science
  South Dakota School of Mines & Technology
  Rapid City, SD

PROFESSIONAL AFFILIATIONS
- Association of Energy Engineers (AEE)
MARLENE EVENSON
Architectural Planner

Marlene has more than 35 years of facility project experience and is a respected leader in the architectural field. Her in-depth understanding of the full project development process, her knowledge of code requirements, and her experience in the preparation of a project contributes significantly to her success.

Marlene chaired the AIA-MN Building Code Committee, served on the Governor’s Council for Fire Protection Committee and the Code Advisory Committee for the Minnesota State Building Conservation Code. She takes great pride in listening to the user’s needs and providing a solution for those needs now and the future.

EDUCATION

- Associates Degree in Architectural Drafting & Estimating Technology
  North Dakota State College of Science
  Wahpeton, ND

- Extended studies
  University of Nebraska – Omaha
  Omaha, NE

REGISTRATIONS / CERTIFICATIONS

- Registered Architect in Minnesota, Wisconsin, Nebraska, South Dakota, Iowa
- Member of the American Institute of Architects
- LEED Accredited Professional, US

TOM WEBER
Community Engagement Specialist

Tom’s role at Unesco as a Senior Business Consultant is to analyze business operations to determine opportunities for improvements within facilities. Tom has 26 years of experience in providing engineering services and project/operations consulting. He is a proven servant leader and problem solver with extensive experience in both project development and management as well as school district operations.

Tom is an analytical and critical thinker with vision who can build consensus through respect, excellent communication and valuing customer service above all.

Tom has years of experience with operational and facility analysis, creating solutions for improvement, and developing plans for increasing value that focuses on maximizing results based on stated goals, cost justification and ROI, often over a phased implementation schedule. As a school board leader in one of the fastest growing school districts in Wisconsin, Tom also has extensive familiarity with school finance, successful referendums, connecting with community, and strategic planning and implementation.

EDUCATION

- Bachelor of Science, Industrial Technology
  University of Wisconsin-Stout

- Bachelor of Science, Business Administration
  University of Wisconsin-Stout

ASSOCIATIONS

- Board Member
  Sun Prairie Area School District
  President – 6 years

- Board of Directors
  Wisconsin Association of School Boards

- Advisory Delegation
  Dane County United Way
  Born Learning Program

- Board Member
  DPI State Boundary Appeal Board
MARIA REHLANDER
Senior Architectural Project Manager

Maria graduated from North Dakota State University with a Bachelor of Science in Environmental Design and a minor in Childhood Development.

Her experience includes 15 years of working experience in the municipal and commercial industry. Maria is a Registered Architect and Certified Interior Designer in Minnesota, Texas, New Mexico, Wisconsin, and Vermont.

She specializes in full architectural services with the intent to provide affordable creative design solutions for clients. Maria has a diverse portfolio of building types from retail stores, restaurants, grocery markets, to office buildings, community centers, day cares and schools. She contributes a depth of experience that includes expertise in project management, master planning/site planning, interior design and has exceptional communication skills which enables her to creatively translate the clients’ visions into reality while maintaining sensitivity towards the environment and the community.

EDUCATION
- Bachelor of Arts, Architecture
  North Dakota State University, ND
- Bachelor of Science, Environmental Design
  North Dakota State University, ND
- Minor in Childhood Development
  North Dakota State University, ND

CERTIFICATIONS/REGISTRATIONS
- NAAB 5-yr Accredited
- Minnesota License #49176
- Certified Interior Designer #CO2327
- Texas Registration #27358
- New Mexico Registration #005860
- Wisconsin #12699-5
- Vermont Architect License #003.0134138

SARA MARLOW
Director of Architecture

Sara graduated from Wentworth Institute of Technology in Boston, MA and graduated cum laude with a Bachelor of Architecture degree. She has worked in the Twin Cities since 1999, and has gained unique experience at traditional Architecture firms, and major retailers and developers. Sara has been a licensed Architect since 2006 and has experience in multiple sectors.

Sara also has a wide variety of project types and adds great value to our Unesco team.

EDUCATION
- Bachelor of Architecture
  Wentworth Institute of Technology
  Boston, MA

REGISTRATIONS / CERTIFICATIONS
- Registered Architect in Minnesota
- NCARB
DARIN KLEIN
Control Project Manager

Darin brings over 28 years of experience to Unesco with a proven track record in identifying, implementing, and monitoring facility improvement measures in a variety of facilities. He was involved in over 68 energy savings performance contracting projects including performance service agreement and energy service agreement work.

Darin’s knowledge in the energy services industry includes a strong understanding of building automation systems, installation functions, processes and commissioning in schools and public facilities. Working for Unesco allows him to provide quality customer service while working alongside experienced personnel to meet the needs and specifications of the customer.

EDUCATION
- Associate Degree in Electrical Technology
  North Dakota State College of Science
  Wahpeton, ND
- Associate Degree in Refrigeration Technology
  North Dakota State College of Science
  Wahpeton, ND

REGISTRATIONS / CERTIFICATIONS
- Certified Energy Manager (CEM)
- Certified Member of Refrigeration Service Engineers Society (RSES)

MARV RATHLISBERGER
Senior Controls Project Engineer

Marvin brings over 36 years of temperature controls design and project management experience to Unesco. Designing and project managing industrial markets, hospital markets and K-12 control systems has given Marvin a strong and well-rounded knowledge of temperature control systems.

Marvin was a member of a company’s national Controls Standardization Council and developed national standard temperature control sequence of operations specifications for their overseas engineering teams. Using his strong technical, analytical, and communication skills, Marvin works with the contractor teams from design to finish to ensure the building automation system performs to meet the owner’s expectations and provides a consistent and user-friendly interface for the building operators.

EDUCATION
- Associate Degree in Electronics, Computer Minor
  Northwestern Electronics Institute
  Minneapolis, MN
BRIAN PETERS
Performance Assurance Specialist/ Senior Development Engineer

Brian has 22 years’ experience working with school districts. He also worked with universities and municipalities, developing projects for energy savings, comfort improvements, and the integration of technology. Most recently, Brian developed a customer-oriented service business with a strong focus on satisfaction. Working with customers across the country, as well as years in Toastmasters, Brian learned that communication is key to everything we do. Working with many schools, he learned that the journey of developing a project begins with good communication of expectations. Good communication throughout installation ensures a quality project, delivered on time and under budget. With a successful project, each customer is proud to have partnered with a good team and become a positive reference for other schools. ‘Success is measured by another positive reference.

Brian grew up in Wisconsin and graduated from the Milwaukee School of Engineering (MSOE) with a degree in Mechanical Engineering. After moving to Minnesota, Brian then completed his MBA at the University of St. Thomas. Brian held positions in sales, engineering, and leadership.

EDUCATION
- Masters of Business Administration, University of St. Thomas, St. Paul, MN
- Bachelor of Science in Mechanical Engineering, Milwaukee School of Engineering, Milwaukee, WI

REGISTRATIONS / CERTIFICATIONS
- Professional Engineer, State of Minnesota
- Certified Energy Manager, Association of Energy Engineers
- Certified Measurement and Verification Professional, Association of Energy Engineers
- LEED Accredited Professional, US Green Building Council
- Competent Toastmasters, Toastmasters International

PROFESSIONAL AFFILIATIONS
- Member of American Society of Heating Refrigeration and Air Conditioning Engineers (ASHRAE)
- Member of Association of Energy Engineers (AEE)
MICHAEL FREY  
Director of Operations

As a registered Electrical Engineer and Master Electrician, Michael has developed a technical and practical approach to facility improvements and building construction. His detailed knowledge of designing and installing electrical systems in both new construction and existing facility environments allows him to effectively implement a project. Serving as a facilities manager, brings an understanding of balancing budgets and capital planning for new construction, deferred maintenance and preventive maintenance programs.

Michael has proven track record of identifying and implementing facility improvement measures in various types of facilities. His energy services industry knowledge includes a strong understanding of the processes as well as the performance monitoring and guarantee management processes. Michael works to ensure quality control and project delivery on time and within budget, while meeting or exceeding customer expectations.

JOSEPH HENN  
Senior Project Manager

As a Real Estate and Construction Professional, Joe leads teams of Owner Representatives, Architects, Engineers, and Contractors, to successfully complete projects of all sizes. He has demonstrated the ability to manage multiple projects, simultaneously, in a highly technical, and fast paced environment. His work has included multiple, large scale, green field and renovation projects throughout many of our major, metropolitan areas in the United States. End users have included Education, Office, Industrial, and Retail occupants, in both the public and private sectors.

Joe has not only developed performance driven, project management techniques for the daily activities of the many stakeholders necessary to generate highly complex projects, but he has also demonstrated the perseverance to see programs of long duration, containing multiple projects, through completion, while maintaining the flexibility required in an ever-changing business environment.

EDUCATION

- Bachelor of Science Electrical Engineering  
  North Dakota State University  
  Fargo, ND

PROFESSIONAL AFFILIATIONS

- Professional Engineer
- Master Electrician

EDUCATION

- Associate of Applied Science Degree – Architectural Drafting and Estimating Technology  
  North Dakota State School of Science  
  Wahpeton, ND

PROFESSIONAL AFFILIATIONS

- Associate Member, American Institute of Architects
CHRIS KULSETH
Project Manager

Chris is new to the field of K-12 school facility improvement design and implementation, but he brings with him years of experience as a General Contractor and business owner where coordination, communication and customer relations are essential to success.

As a Senior Leader in the US Navy, Chris also has vast experience leading, motivating and mentoring large numbers of service members from all walks of life toward a significant and common goal. Chris offers a unique perspective and skillsets that will help propel Unesco into an ever-increasing scope of work.

EDUCATION
- Bachelor of Science, Aeronautical Studies, University of North Dakota
  Grand Forks, ND

REGISTRATIONS / CERTIFICATIONS
- General Contractors License (inactive)

LAURIE MALONE
Senior Project Administrator

Laurie has 22 years of project management and contract administration experience supporting the implementation of performance contracting and ventilation improvement projects throughout the United States, Japan and Korea. This includes expertise with the initiation, planning, execution, administration and closeout of multi-million-dollar construction projects.

Laurie is committed to exceptional customer service and driven by challenge. She will work closely with the Unesco project team, contractors, consultants and district personnel to ensure the timely completion of your project.

EDUCATION
- Bachelor of Science Degree, Business Administration
  California Polytechnic State University
  San Luis Obispo, CA
Alyssa’s role at Unesco utilizes her experience and technical knowledge with mechanical, electrical, and energy systems. She is passionate about saving energy and delivering customer value. She will coordinate with the project development team in assessing of existing customer facilities, generating technical reports, developing and implementing facility improvement solutions, performing energy saving calculations, and performing measurement & verification.

Alyssa graduated from Milwaukee School of Engineering with a Bachelor of Science in Architectural Engineering – Environmental/Energy Design. She has over 10 years of experience with energy efficiency engineering and measurement & verification. She was involved in K-12, Higher Education, Municipal, and Hospitals in the Midwest region. She also has experience in creating energy models and performing building commissioning.

EDUCATION
- Bachelor of Science in Architectural Engineering – Environmental/Energy Design
  Milwaukee School of Engineering
  Milwaukee, WI

REGISTRATIONS / CERTIFICATIONS
- Certified Energy Manager, AEE
- Certified Measurement & Verification Professional, AEE

PROFESSIONAL AFFILIATIONS
- Association of Energy Engineers (AEE)
MEMORANDUM

DATE: December 9, 2019
TO: Dr. Terry Brenner, Superintendent
FROM: Catherine Gillach, Assistant Superintendent
RE: Approval of Curriculum Proposal

The secondary curriculum review process is completed. The Secondary Curriculum Review Committee reviewed three course proposals for the 2020-2021 school year. Members of the Curriculum Review Committee include:

- Catherine Gillach, Chair
- Michael Wilber
- Eric Ripley
- Kris Arason
- Valerie Moch
- Marilyn Riplinger

The following criteria are used to guide discussion on course proposals:

- Number of electives already offered in the department
- Best practices around engaged learning
- Similar content not already addressed in other curriculum areas
- Mandated course (i.e. state law)
- Collaboration between high schools staff regarding proposal
- Expansion of the AP or Dual Credit courses
- Staffing Impact
- Financial Impact

Course Proposals:

Engineering Essentials

- Engineering Essentials provides students opportunities to explore various engineering careers as they solve engaging and challenging real world problems. The course is intended to be a

Providing Equal Opportunities in Education and Employment
high school student’s first exposure to the Project Lead the Way (PLTW) Engineering pathway. PLTW Engineering courses empower students to step into the role of an engineer, adopt a problem-solving mindset, and make the leap from dreamers to doers. The program's courses engage students and challenge them to become better collaborators and thinkers. Students learn in-demand knowledge and skills they will use in high school and for the rest of their lives in any career path they take.

- Grades 9-12
- 1/2 Credit/Semester
- Prerequisite: None

**Advanced Placement Art History (Humanities 15011)**

- AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions; theories and interpretations of art; the impact of materials, processes, and techniques on art and art making; and understanding purpose and audience in art historical analysis. Content covered will include examples of art and architecture from prehistory to the present in both eastern and western civilizations, as well as the cultural and political landscapes that influenced these works.
- Grades 10-12
- 1 Credit/Full Year (3-6 college credits)
- Prerequisite: Global Ed or AP World History

**English IV - Practical Applications of English A and English IV - Practical Applications of English B**

- Practical Applications of English A and Practical Applications of English B are classes for students planning on attending a two-year technical college, entering a trade program, or going right into the workforce after high school. This course exposes students to real-world experiences and teaches them how to use writing in practical ways. It also allows students the chance to read a wide variety of non-fiction texts, conduct informal research, and develop beneficial skills to help in pursuit of a career.
- Grade 12
- ½ credit each semester course
- English I, II, and III

Administrative recommendation is to approve the above course additions for the 2020-2021 school year.

CG/Is
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Principals Negotiated Agreement for 2019-2021
DATE: December 9, 2019

The Principals Contract Bargaining Committee and Grand Forks Principals’ Association have met and have reached tentative agreement on a two-year agreement effective July 1, 2019, through June 30, 2021.

The draft agreement with proposed changes indicated is attached.

Committee and Administrative recommendation is for approval of the Principals and Associate Principals Negotiated Agreement for the 2019-2021 contract years as presented.

cj
Attachment
PRINCIPALS AND ASSOCIATE PRINCIPALS NEGOTIATED AGREEMENT

JULY 1, 2018 - JUNE 30, 2019
JULY 1, 2019 - JUNE 30, 2021

Grand Forks School Board
Grand Forks Principals’ Association
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### A. SALARY

#### GRAND FORKS PRINCIPAL SALARY SCHEDULE

**2018-2019**  **2019-2020**

<table>
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<th>School Factor</th>
<th>Education Factor</th>
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<th>M + 30</th>
<th>M + 45</th>
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<td>50 Weeks</td>
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<td>$101,300</td>
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<td>$138,886</td>
<td>$132,845</td>
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<td>$7,500.00</td>
</tr>
</tbody>
</table>

Associate principals will receive 50% of the principal's school factor.

#### ADMINISTRATIVE INTERNs

Administrative Interns (individuals without the requisite degree and certification) will be paid on the teacher salary schedule with weekly pro rata for extended time above 38 weeks plus an annual stipend of $3,000 to $6,000 depending on the assignment.

#### CONTRACT EXTENSION OPTION

Principals may request an extension of their contract by arrangement with their assistant superintendent. The rate of compensation shall be a stipend paid on the administrative salary schedule as pro-rated per day for extended time beyond the contract weeks of the principal's new contract. For any principal changing schools, whether by administrative assignment or voluntary change, there shall be a minimum of five (5) workday’s compensation.
## GRAND FORKS PRINCIPAL SALARY SCHEDULE
### 2020-2021

<table>
<thead>
<tr>
<th>Experience</th>
<th>H.S. Principal 50 Weeks</th>
<th>M.S. Principal 46 Weeks</th>
<th>Elem. Principal 44 Weeks</th>
<th>Education Factor</th>
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<tr>
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<td>$114,027</td>
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<table>
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<tr>
<th>Experience</th>
<th>H.S. Associate 46 Weeks</th>
<th>H.S. Associate 42 Weeks</th>
<th>M.S. Associate 42 Weeks</th>
<th>Elem. Associate 41 Weeks</th>
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<td>$128,324</td>
<td>$117,202</td>
<td>$109,948</td>
<td>$103,853</td>
</tr>
</tbody>
</table>

### School Factor*

*GFPA may adjust assigned school factor dollar amount each negotiations year.

- Ben Franklin: $2,000.00
- Century: $2,500.00
- Discovery: $2,500.00
- Kelly: $2,500.00
- Lake Agassiz: $2,500.00
- Lewis & Clark: $2,000.00
- Phoenix: $2,000.00
- Viking: $2,000.00
- West: $2,000.00
- Wilder: $2,000.00
- Winship: $2,000.00
- Schroeder: $2,500.00
- South: $2,500.00
- Twining: $2,500.00
- Valley: $2,500.00
- Central: $4,000.00
- Red River: $4,000.00
- Community: $2,500.00

### Travel Factor:

- Twining: $1,549.00

Associate principals will receive 50% of the principal’s school factor.

**ADMINISTRATIVE INTERNS**

Administrative Interns (individuals without the requisite degree and certification) will be paid on the teacher salary schedule with weekly pro rata for extended time above 38 weeks plus an annual stipend of $3,000 to $6,000 depending on the assignment.

**CONTRACT EXTENSION OPTION**

Principals may request an extension of their contract by arrangement with their assistant superintendent. The rate of compensation shall be a stipend paid on the administrative salary schedule as pro-rated per day for extended time beyond the contract weeks of the principal’s new contract. For any principal changing schools, whether by administrative assignment or voluntary change, there shall be a minimum of five (5) workday’s compensation.
### A. EXPERIENCE CREDITS

The Superintendent and Board will be responsible for determining the number of years, if any, that shall be granted a new employee. Administrators previously employed in the District who are re-employed may be granted the same number of years of experience credit on the salary schedule as allowed the last year they were an administrator in this district.

### B. BENEFITS

1. **Health Insurance:** The District will provide the same contribution level and policy as provided to the teaching staff.

2. **Life Insurance:** The District will purchase $50,000 of term life insurance for each principal or associate principal. Each principal may purchase, at their own expense, an additional $50,000.

3. **Sick Leave:** Principals will receive twenty (20) days of sick leave upon commencement of initial employment in the District. Accumulation of additional sick leave shall be as set forth in the Sick Leave Accumulation Chart below. Each year's accumulation will begin at the start of the contract year. Principals with less than six (6) years experience are participants in the income protection plan; however, a period without coverage would exist in those instances where “65 days of sick leave” had not been achieved.

   **Sick Leave Accumulation Chart**
   
<table>
<thead>
<tr>
<th>Previous Teaching Experience in the Grand Forks District</th>
<th>Sick Leave Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 years</td>
<td>20 days</td>
</tr>
<tr>
<td>1 year</td>
<td>20 days less days used previous year(s)*</td>
</tr>
<tr>
<td>2 years</td>
<td>30 days less days used previous year(s)*</td>
</tr>
<tr>
<td>3 years</td>
<td>40 days less days used previous year(s)*</td>
</tr>
<tr>
<td>4 years</td>
<td>50 days less days used previous year(s)*</td>
</tr>
<tr>
<td>5 years</td>
<td>60 days less days used previous year(s)*</td>
</tr>
<tr>
<td>6 years</td>
<td>65 days sick leave disability protection</td>
</tr>
</tbody>
</table>

   *Beginning balance of available sick leave will not be less than 10 days.

4. **Family Illness Leave:** In case of serious illness of a member of the individual's immediate family, six (6) days leave of absence with full pay may be granted per school year. The immediate family shall be defined as including spouse/partner, parents of both, son, daughter, stepchildren, sister, or brother, step-parents, step-brother, step-sister, step-children or custodial grandchildren. “Serious illness” shall be defined to include only those illnesses which require either hospitalization or a direct consultation between the ill person and a medical doctor.

   This illness provision may include a father's leave for the birth of a child. The individual must discuss this leave with their supervisor as soon as the need for the leave becomes apparent.

   The District or its designee may request a doctor's certificate of proof of serious illness or a statement from another person acceptable to the District. This certification shall be filed by the individual after the leave has been taken and shall be submitted to the Human Resources Office.
5. **Bereavement Leave:**

   a. **Immediate Family**
   Bereavement leave, up to but not exceeding five (5) days, may be granted. Bereavement Leave may be used only in the event of death in the immediate family. The immediate family shall be defined to include spouse/partner, parents of both, children, grandparents of both, grandchildren, sisters, brothers, sisters-in-law, brothers-in-law, uncles, aunts, nieces or nephews.

   b. **Other Relatives and Close Friends**
   In the event of the death of other relatives or close friends, up to one (1) day per year bereavement leave will be granted. This day may be used in ½-day increments.

6. **Annual Work Schedules**: Principal contracts vary in length from 42-50 weeks. Annual work schedules for the next year will be provided for all principals by their supervisor(s) no later than June 1.

   The following days have been negotiated as paid days off for principals.

   - Labor Day
   - NDCEL Conference Days
   - Veterans Day
   - Friday after Thanksgiving
   - December 26
   - January 2 (if not a regular school day)
   - Martin Luther King, Jr. Day (if not a district-wide assigned workday)
   - Good Friday
   - Easter Monday (if not a regular school day)
   - Memorial Day (if not a regular school day)

   All other legal holidays and parent/teacher conference trade days and other days indicated as both non-school days for students and non-work days for teachers during the academic year will be non-working days.

   In addition, principals shall have access to days away from work by utilizing multiple options, which include:

   a.1. **Personal Days**: Principals with contracts of less than 48 weeks will be granted five (5) personal days per year. Up to two (2) unused personal days may be carried over into the next year. Personal days must be approved by the principal’s supervisor.

   b.2. **Trade Days**: Principals may request trading up to four (4) days of scheduled work for day(s) not scheduled for work. Trade Day requests will be presented to the principal’s supervisor for their consideration and determination.

   - EX: The principal is scheduled to work October 5 and desires to be part of a church group activity that day. The principal may request to be on leave October 5 in exchange for working on June 20, a day not scheduled for work on the principal’s contract.

   c.3. **Extended Time Emergency Leave**: Principals may request extended leave emergency leave beyond personal days or trade days in the event of unusual or unique situations. Extended Leave Emergency Leave requests will be presented to the principal’s supervisor
and superintendent for consideration. All other applicable leave must be used before Emergency Leave is granted.

7. **Reinstatement of Leave**: If school is canceled on the same day as a leave that has been approved, the following leaves shall have their balances restored: Family Illness, Bereavement, Personal, Emergency, and Sick.

7 8. **Income Protection Policy**: The District provides cumulative sick leave and an income protection policy as follows:

Principals who have been employed for six (6) years in the District will have sixty-five (65) days sick leave per disability. The District provides compensation up to the first sixty-five (65) consecutive working days (90 calendar days) of illness, at which time the income benefit plan takes effect.

The cost of this plan is provided by the District. Briefly, this protection provides two-thirds (2/3) of a principal's basic salary when unable to work due to injury or illness, with the exception of the exclusions listed in the master policy. The benefits begin sixty-five (65) consecutive working days (90 calendar days) after the date of the illness or injury and may continue until age seventy (70). The maximum benefit is $3,000 per month and is integrated with Social Security.

From and after the expiration of nine (9) months from the date on which the income protection plan begins to provide compensation to an individual or upon the expiration of the current contract year, whichever is later, all other benefits provided by the District shall terminate.

8 9. **Travel Allowance**: For the fiscal year 2018-2019, Principals will receive a payment of one-half of the annual travel allowance in the December payroll and an amount equal to one-half of the annual car allowance will be added to the Principal Base Salary Schedule shown on Page 1. Beginning January 1, 2019, each Principal will be required to track and report their actual in-District business miles, which will be reimbursed at the same rate as is established for all state officials and employees.

9 10. **Professional Dues**: The District will contribute to principals’ dues for such professional organizations as NDAESP, NAESP, NDASSP, NASSP, NDCSA, and/or ASCD, up to a maximum of $1,000 for each principal and associate principal. Additionally, principals may use their Principal Professional Travel account to cover additional professional membership dues if necessary.

10 11. **Social Security**: The District will contribute the required percentage of the principal's salary to the maximum mandated by law to the Social Security contribution fund.

11 12. **Retirement**: In 2018-2019 The principal will contribute 11.75% of their salary to the North Dakota Teachers’ Fund for Retirement (TFFR). The District matches with a 12.75% contribution to TFFR.

**CD. BOARD’S RESPONSIBILITIES TO THE PRINCIPAL**

1. **Evaluation of the Principal**: The superintendent or their designee will provide an annual written evaluation, or more as required by law, of the principal's job performance. If additional evaluations are needed, the principal shall be informed of the reason(s). The evaluation instrument and the procedure shall be developed by the principals, the superintendent, and the board; but the board shall have the final right of approval of such instrument. The evaluation instrument and process shall be related to the position description of the principal and the goals and objectives of the board.
Before any such evaluation is placed in the personnel file of the principal, the superintendent or his designee shall discuss the evaluation with the principal. The principal may attach a statement to the evaluation that will be considered a part of the evaluation and is to be included in the principal's personnel file. A copy of the written evaluation shall be provided to the principal. In the event the principal is unsatisfactory in any respect, he/she shall describe in writing, in reasonable detail, specific instances of unsatisfactory performance. The evaluation shall include recommendations as to how improvements can be made.

2. **Referral of Complaints:** The board, individually and collectively, will promptly refer to the principal’s supervisor for study all criticism, complaints, and suggestions concerning the principal’s performance of duties called to the attention of the board members.

3. **Requirements for Principal’s Attendance at Meetings:** The principals shall attend appropriate professional meetings at local, area, state, and national levels whenever possible. The travel and subsistence expenses of said attendance are to be incurred by the district up to a maximum of $1,250 per principal per year. The principals may bring their balance to the next fiscal year. The balance in a principal's account shall not exceed $5,000. The principal shall continue professional development and participate in job-related learning experiences approved by the principal's supervisor.

4. **Hold Harmless:** The District shall defend, hold harmless, and indemnify the principal from any and all demands, claims, suits, actions, and legal proceedings brought against the principal in the principal's official capacity as agent and employee of the board, provided the incident arose while the principal was acting within the scope of the principal's employment.

5. **Job Description:** A written and comprehensive job description, outlining the general responsibilities of the principal, shall be mutually developed by the principal and the superintendent utilizing the guidance provided in Board policy.

6. **Professional Leave:** Upon the recommendation of the superintendent, and approval by the board, principals who have rendered satisfactory service in the District for not less than three (3) consecutive years may be granted a leave of absence for one year for the purpose of continuing their education. Such leave, if approved, shall be without pay. If the leave is granted, the principal on leave will be responsible for the payment of all fringe benefits in which they wish to participate. No experience will be granted for the year in which the principal is on leave. The returning principal will assume a position that is equal to their position when the leave was granted. Notice of intent to return must be received prior to March 7 of the calendar year in which the leave is to be completed.

Leave may be granted to principals requesting half-time professional leave for the purpose of fulfilling their residence requirement of a doctoral program. Upon completion of the residency requirement, a principal would begin a position equal to their position when the leave was granted. The returning principal will receive credit on the salary schedule for their year of employment. Notice of intent to return must be received prior to March 7 of the calendar year in which the leave is to be completed.

A maximum of two principals may be granted professional leave during a school term.

7. **Doctoral Cohort Program:** Those principals seeking entrance to a doctoral cohort program may be permitted, with approval by the superintendent, release from work days as required by the program for university classes held during regularly scheduled school days and the principal work schedule. Principals approved for this program will be expected to use personal days prior to other days being approved.

**DE. PRINCIPAL’S RESPONSIBILITIES TO THE BOARD**
1. The principal shall furnish a valid and appropriate administrative certificate to serve as a principal in the State of North Dakota.

2. The principal hereby agrees to devote full time, skill, labor, and attention to said employment during the term of this contract, except that with the approval of either the board or the superintendent, the principal may accept compensation for speaking engagements, writing for publications, acting as a consultant for various agencies, and other professionally related assignments.

3. The principal, under the supervision of the superintendent and pursuant to the rules and policies of the board, shall be responsible for the administration and operation of the school attendance area to which he/she is assigned.

4. The principal, with the approval of the appropriate supervisor and pursuant to the policies adopted by the board, shall be responsible for planning, management, operation, and evaluation of the educational program at the school attendance area to which they are assigned.

5. The superintendent or his designee, after consulting with the principal, will determine the appointment, assignment, promotion, transfer, and dismissal of all personnel assigned to the school attendance area.

6. The principal shall perform such other duties as may be assigned by the superintendent or his designee that are consistent with the rules and policies of the board.

**EF. MANAGEMENT TEAM RESPONSIBILITIES**

The principal shall be considered as an integral part of the administrative and management team of the district. The principal will be provided with appropriate financial reports, special reports, agenda, and minutes of board meetings.

The principal will be expected to make recommendations concerning policies and practices in the district. Principals will serve as advisors to the administration and the board during the collective bargaining process.

**FG SAVING CLAUSE**

If, during the term of this contract, it is found that a specific clause of the contract is declared illegal in federal or state law, the remainder of the contract, not affected by such a ruling, shall remain in force.

**GH. TERM**

The provision of each article attached hereto, except as otherwise specifically provided, shall be effective as of July 1, 2019 to June 30, 2021. The parties hereto have entered into this contract with the clear understanding that said contract shall be a continuing contract that automatically renews for a one-year term on July 1 of each year and continues in full force and effect for the subsequent year, except as modified or terminated by mutual agreement or as terminated in accordance with the provisions specified in the North Dakota Century Code. This contract may be terminated by the principal by tendering a signed resignation letter to the board, subject to board approval.
RATIFICATION
Grand Forks Principals’ Association
Salary and Fringe Benefit Agreement
July 1, 2018 to June 30, 2019

IN WITNESS THEREOF, signatures of duly authorized representatives of the Association and the Board indicate that this Agreement has been ratified by the Grand Forks Principals’ Association and the Grand Forks School Board.

Dated at Grand Forks, North Dakota this _______ of ______________________________, 20________.

GRAND FORKS SCHOOL BOARD

______________________________________
Doug Carpenter

______________________________________
Jackie Hoffarth

______________________________________
Eric Lunn

GRAND FORKS PRINCIPALS ASSOCIATION

______________________________________
Terry Bohan

______________________________________
Dr. Gabe Dahl

______________________________________
Kevin Ohnstad

______________________________________
Ali Parkinson

______________________________________
Todd Selk
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Director Negotiated Agreement for 2019-2021
DATE: December 9, 2019

The Director Contract Bargaining Committee and Grand Forks Directors’ Association have met and have reached tentative agreement on a two-year agreement effective July 1, 2019, through June 30, 2021. As a result of last year’s MOU, the Director Contract Bargaining Committee developed a salary schedule with the assistance of Public Sector Personnel Consultants, Inc. who provided comparable salaries per position within the directors’ group.

The draft agreement with proposed changes indicated is attached.

Committee and Administrative recommendation is for approval of the Director Negotiated Agreement for the 2019-2021 contract years as presented.

cj
Attachment
DIRECTOR
NEGOTIATED AGREEMENT

July 1, 2018 - June 30, 2019
July 1, 2019 - June 30, 2021

Grand Forks School Board
Grand Forks Directors’ Association
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PREAMBLE

The School Board of Grand Forks Public School District #1 and the Grand Forks Directors’ Association do hereby agree as follows:

ARTICLE I - WORKING RELATIONS AGREEMENT

Definitions

A. The Grand Forks Director’s Association shall be referred to as the ASSOCIATION.
B. The School Board of Grand Forks Public School District #1 or its representative(s) shall be referred to as the BOARD.
C. Directors represented by the Association in this Negotiated Agreement are defined as the:
   • Director of Athletics
   • Director of Buildings and Grounds
   • Executive Director of Career and Technical Education
   • Director of Child Nutrition
   • Director of Head Start
   • Director of Human Resources
   • Executive Director of Special Education
   • Executive Director of Technology

Scope of Negotiations

The parties will negotiate with regard to statutorily defined items for negotiations as set forth in the North Dakota Century Code and the decisions of the Supreme Court of North Dakota.

Agreement

When agreement is reached, it shall be reduced to writing, and, when approved by the ASSOCIATION and the BOARD and signed by the parties, become a part of the official minutes of the BOARD. The agreement shall constitute a modification of the Articles of this agreement and when necessary, provision in the Agreement shall be reflected in individual contracts. The Agreement shall not discriminate against any member of the staff, regardless of membership or non-membership in the ASSOCIATION.

Disagreement

Under the terms of the 1969 Professional Negotiations Legislation (N.D.C.C. 15.1-16), certain legal procedures are established for the resolution of the impasse.

Upon agreement of both the ASSOCIATION and the BOARD, the advisory arbitration step provided below may be omitted and the formal impasse procedure (as described in N.D.C.C. 15.1-16) will be in effect.

In the event that the advisory arbitration step has not been implemented prior to the 45th calendar day after the first meeting of the ASSOCIATION and the BOARD, advisory arbitration shall be deemed waived and omitted. The advisory arbitration step may be implemented by unilateral declaration of either the ASSOCIATION or the BOARD at any time prior to the 45th calendar day after the first meeting of the negotiating units.
When implemented, the following advisory arbitration steps shall be followed:

In the event the teams cannot reach agreement upon matters under discussion, an Advisory Arbitration Panel shall be established as follows:

1. No later than the next regularly scheduled board meeting, and after the declaration of the need for arbitration, the BOARD shall select one arbitrator and the ASSOCIATION shall select one arbitrator.
2. These arbitrators shall in turn by mutual agreement select a third arbitrator to serve as chairperson of the Arbitration Panel.
3. The arbitrators shall promptly review those matters upon which tentative agreement has not been reached. As necessary the arbitrators may conduct hearings with the negotiating TEAMS, either separately or jointly or both.
4. The arbitrators shall issue their decisions no later than ten (10) calendar days from the date of closing of hearings, or, if the hearings have been waived, then within fifteen (15) calendar days from the date the chairperson has been selected.
5. The decision of the arbitrators shall be in writing and shall set forth the findings of fact, reasoning, and conclusions on the issues submitted.
6. The decision of the arbitration panel shall be advisory to the negotiating TEAMS.
7. Costs and expenses which may be incurred in securing and utilizing the services of the third party arbitrator shall be shared equally between the BOARD and the ASSOCIATION; it being understood that the costs and expenses of the arbitrator selected by the BOARD, and the arbitrator selected by the ASSOCIATION, shall be the sole responsibility of the selecting party.

**Equal Employment Statement**

The provisions of this Agreement shall apply to all employees covered by this Agreement without discrimination on account of race, color, national origin, sex, or creed.

---

**ARTICLE II - SALARY**

**Basic Salary - Regular School Year**

The salary level for the Directors will be determined by the Superintendent. In addition to the appropriate level as established by the Superintendent, the Directors will receive additional compensation as follows:

**Added Education Degree:**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Compensation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters + 15</td>
<td>$1,200</td>
</tr>
<tr>
<td></td>
<td>$1,500</td>
</tr>
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<td>Doctorate</td>
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<tr>
<td></td>
<td>$5,000</td>
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Various educational and professional advancements related to the Director's position will be recognized and additional compensation will be provided as determined appropriate by the Superintendent.
## GRAND FORKS DIRECTOR SALARY SCHEDULE
### 2019-2020

<table>
<thead>
<tr>
<th>Experience</th>
<th>Director of Buildings &amp; Grounds 52 Weeks</th>
<th>Director of Human Resources 52 Weeks</th>
<th>Director of Head Start 46 Weeks</th>
<th>Director of Child Nutrition Program 52 Weeks</th>
<th>Executive Director of Special Education 52 Weeks</th>
<th>Assistant Director of Special Education 46 Weeks</th>
<th>Director of Athletics 48 Weeks</th>
<th>Director of Career &amp; Technical Education 52 Weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
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## GRAND FORKS DIRECTOR SALARY SCHEDULE
### 2020-2021

<table>
<thead>
<tr>
<th>Experience</th>
<th>Director of Buildings &amp; Grounds 52 Weeks</th>
<th>Director of Human Resources 52 Weeks</th>
<th>Director of Head Start 46 Weeks</th>
<th>Director of Child Nutrition Program 52 Weeks</th>
<th>Executive Director of Special Education 52 Weeks</th>
<th>Assistant Director of Special Education 46 Weeks</th>
<th>Director of Athletics 48 Weeks</th>
<th>Director of Career &amp; Technical Education 52 Weeks</th>
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<td>$139,385</td>
<td>$113,810</td>
<td>$139,385</td>
<td>$144,194</td>
</tr>
</tbody>
</table>
1. **Health Insurance**: The District will provide the same contribution level and policy as provided to the teaching staff.

2. **Life Insurance**: The District will purchase $50,000 of term life insurance for each Director. Each Director may purchase, at their own expense, an additional $50,000. The total may be $100,000.

3. **Sick Leave**: Directors will receive twenty (20) days of sick leave upon commencement of initial employment in the District. Accumulation of additional sick leave shall be as set forth in the Sick Leave Accumulation Chart below. Each year’s accumulation will begin at the start of the contract year. Directors with less than six (6) years experience are participants in the income protection plan; however, a period without coverage would exist in those instances where "65 days of sick leave" had not yet been achieved.

<table>
<thead>
<tr>
<th>Previous Years Experience in the Grand Forks District</th>
<th>Sick Leave Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 years</td>
<td>20 days</td>
</tr>
<tr>
<td>1 year</td>
<td>20 days less days used previous year(s)*</td>
</tr>
<tr>
<td>2 years</td>
<td>30 days less days used previous year(s)*</td>
</tr>
<tr>
<td>3 years</td>
<td>40 days less days used previous year(s)*</td>
</tr>
<tr>
<td>4 years</td>
<td>50 days less days used previous year(s)*</td>
</tr>
<tr>
<td>5 years</td>
<td>60 days less days used previous year(s)*</td>
</tr>
<tr>
<td>6 years</td>
<td>65 days less days used previous year(s)*</td>
</tr>
</tbody>
</table>

*Sick Leave Accumulation Chart
*Beginning balance of available sick leave will not be less than 10 days.

4. **Family Illness Leave**: In case of serious illness of a member of the individual’s immediate family, six (6) days leave of absence with full pay may be granted per school year. The immediate family shall be defined as including spouse/partner, parents of both, son, daughter, stepchildren, sister, or brother, step-parents, step-brother, step-sister, step-children or custodial grandchildren. “Serious illness” shall be defined to include only those illnesses, which require either hospitalization or a direct consultation between the ill person and a medical doctor.

This illness provision may include a father’s leave for the birth of a child. The individual must discuss this leave with their supervisor as soon as the need for the leave becomes apparent.

The District or its designee may request a doctor’s certificate of proof of serious illness or a statement from another person acceptable to the District. This certification shall be filed by the individual after the leave has been taken and shall be submitted to the Human Resources Office.

5. **Bereavement Leave**:

A. **Immediate Family**

Bereavement Leave, up to but not exceeding five (5) days, may be granted. Bereavement Leave may be used only in the event of death in the immediate family. The immediate family shall be defined to include spouse/partner, parents of both, children, grandparents of both, grandchildren, sisters, brothers, sisters-in-law, brothers-in-law, uncles, aunts, nieces, or nephews.
B. **Other Relatives and Close Friends**

In the event of the death of other relatives or close friends, up to one (1) day per year bereavement leave will be granted. This day may be used in ½-day increments.

6. **Income Protection Policy:** The District provides cumulative sick leave and an income protection policy as follows:

Directors who have been employed for six (6) years in the District will have sixty-five (65) consecutive working days (90 calendar days) of illness, at which time the income benefit plan takes effect.

The cost of this income protection insurance plan is provided by the District. Briefly, this protection provides two-thirds (2/3) of the Director’s base salary when the Director is unable to work due to disability with the exception of the exclusions listed in the master policy. Subject to the approval of the Director’s application, benefits begin ninety (90) consecutive calendar days or at the end of the Director’s accrued sick leave, whichever is greater, after the first day of the Director’s disability. The money benefit is integrated with other income benefits as outlined in the master policy.

From and after the expiration of nine (9) months from the date on which the income protection plan begins to provide compensation to an individual or upon the expiration of the current contract year, whichever is later, all other fringe benefits provided by the District shall terminate.

7. **Travel Allowance:** For the fiscal year 2018-2019, Directors will receive a payment of one-half of the annual travel allowance in the December payroll and an amount equal to one-half of the annual travel allowance will be added to the Directors’ base salary as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Work Schedule</th>
<th>Car Allowance</th>
<th>1/2 of Car Allowance Paid on December 2018 Payroll</th>
<th>1/2 of Car Allowance Added to the Directors’ 2018-2019 Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Buildings &amp; Grounds</td>
<td>52 Weeks</td>
<td>$4,000</td>
<td>$2,000</td>
<td>$2,000</td>
</tr>
<tr>
<td>Director of Human Resources</td>
<td>52 Weeks</td>
<td>$1,296</td>
<td>$648</td>
<td>$648</td>
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<tr>
<td>Director of Head Start</td>
<td>46 Weeks</td>
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<td>$648</td>
<td>$648</td>
</tr>
<tr>
<td>Director Child Nutrition Program</td>
<td>52 Weeks</td>
<td>$2,400</td>
<td>$1,200</td>
<td>$1,200</td>
</tr>
<tr>
<td>Executive Director of Special Education</td>
<td>52 Weeks</td>
<td>$1,296</td>
<td>$648</td>
<td>$648</td>
</tr>
<tr>
<td>Director of Athletics</td>
<td>48 Weeks</td>
<td>$3,000</td>
<td>$1,500</td>
<td>$1,500</td>
</tr>
<tr>
<td>Executive Director of Career and Technical Education</td>
<td>52 Weeks</td>
<td>$1,296</td>
<td>$648</td>
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<tr>
<td>Executive Director of Technology</td>
<td>52 Weeks</td>
<td>$1,296</td>
<td>$648</td>
<td>$648</td>
</tr>
</tbody>
</table>

Beginning January 1, 2019, each Director will be required to track and report their actual in-District business miles, which will be reimbursed at the same rate as is established for all state officials and employees.
8. **Professional Dues:** The District will contribute to Directors’ dues for professional organizations, up to a maximum of $1,000 for each Director. Additionally, Directors may use their Director Professional Travel account to cover additional professional membership dues if necessary.

9. **Social Security:** The District will contribute to the required percentage of the Director’s salary to the maximum mandated by law to the Social Security contribution fund.

10. **Retirement:** The District will contribute 12.75% in 2018-2019 and 2019-2020 of the individual’s salary as required by state law to the North Dakota Teachers’ Fund for Retirement. The Board will contribute an additional 11.75% in 2018-2019 and 2019-2020 of the individual’s salary to the North Dakota Teachers’ Fund for Retirement on behalf of the individual through a salary reduction of that same amount.

For Directors who do not qualify for the teacher retirement fund, the District will contribute 12.75% in 2018-2019 and 2019-2020 of the individual’s salary to an annuity account set up by the individual. The Board will also contribute an additional 11.75% in 2018-2019 and 2019-2020 of the individual’s salary through salary deduction to the annuity account.

11. **Professional Leave:** The process for Directors to participate in the University of North Dakota Doctoral Cohort Program is found in the Administrative Manual.

12. **Requirements for Directors’ Professional Development/Travel:** Directors shall attend appropriate professional meetings at local, area, state, and national levels whenever possible. The travel and subsistence expenses of said attendance are to be incurred by the District up to a maximum of $1,250 in 2018-2019 and 2019-2020 per Director per year. Directors may bring their balance to the next fiscal year. The balance in a Director’s account shall not exceed $5,000 in 2018-2019 and 2019-2020. The Director shall continue professional development and participate in job-related learning experiences approved by the Director’s supervisor. These dollars may also be used for personal certification requirements.

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**ARTICLE IV - WORK SCHEDULE**

**Annual Work Schedule**

Director contracts vary in length from 46-52 weeks. Annual work schedules for the next year will be provided for all Directors by their supervisor(s) no later than June 1.

The following days have been negotiated as paid days off for Directors.

- Labor Day
- NDCEL Conference Days
- Veterans Day
- Thanksgiving Day
- Friday after Thanksgiving
- December 24
- Christmas Day
- New Years Day
- January 2 (if not a regular school day)
- Martin Luther King, Jr. Day (if not a district-wide assigned workday)
- Good Friday
- Easter Monday (if not a regular school day)
Memorial Day (if not a regular school day)
Independence Day (52 week contracted Directors)

All other legal holidays and parent/teacher conference trade days will be non-working days.

In addition, Directors shall have access to days away from work by utilizing multiple options, which include:

1. **Flex Personal Days**: Directors’ contracts delineate a defined number of weeks of work. Directors’ contracts calling for less than 48 weeks of work can be affected by the school calendar’s allocation of time for the Christmas holiday. If the holiday is less than two full workweeks, Directors with contracts of less than 48 weeks will be granted flex personal days to compensate for the shortened holiday break. Flex Days will be arranged with the Director’s supervisor.

   EX1: The holiday break includes seven (7) workdays (Monday–Friday). Three days of flextime will be available in order to equate to two (2) weeks (10 days) of break time.

   EX2: The holiday break includes eight (8) workdays. Two (2) days of flextime will be available.

2. **Trade Days**: Directors may request trading up to four (4) days of scheduled work for day(s) not scheduled for work. Trade Day requests will be presented to the Director’s supervisor for their consideration and determination.

   • EX: The Director is scheduled to work October 5 and desires to be part of a church group activity that day. The Director may request to be on leave October 5 in exchange for working on June 20, a day not scheduled for work on the Director’s contract.

3. **Extended Time Emergency Leave**: Directors may request extended time Emergency Leave beyond regular flex personal days or trade days in the event of unusual or unique situations. Extended Time Emergency Leave requests will be presented to the director’s supervisor and superintendent for consideration. All other applicable leave must be used before Emergency Leave is granted.

4. **Vacation**: Directors with a 52-weeks contract will receive 22 paid vacation days per contract year. Up to five (5) days unused vacation may be carried over into the next contract year.

5. **Reinstatement of Leave**: If school is canceled on the same day as a leave that has been approved, the following leaves shall have their balances restored: Family Illness, Bereavement, Personal, Emergency, and Sick.

**ARTICLE V - MISCELLANEOUS PROVISIONS**

**Effect of Agreement**

The Board and Association agree that the terms and conditions set forth in this Agreement represent the full and complete understanding and commitment between the parties and that said terms and conditions may not be altered, changed, added to, deleted from, or modified without the mutual consent of the parties in amendment, written and attached and made part of this Agreement.
**Saving Clause**

Should any article, section, or clause of this Agreement be declared illegal by a court of competent jurisdiction, said article, section, or clause, as the case may be, shall be automatically deleted from this Agreement to the extent that it violates the law. The remaining articles, sections, and clauses shall remain in full force and effect for the duration of the Agreement if not affected by the deleted article, section, or clause.

**Individual Contracts**

Individual contracts shall not be inconsistent with the terms and conditions of this Agreement.

**Amendments**

Amendments hereto may be made upon thirty (30) days written notice by the party proposing such amendment, and upon agreement reached under the procedures set forth herein.

**ARTICLE VI - DURATION**

The provisions of each Article attached hereto, except as otherwise specifically provided, shall be effective as of July 1, 2019 to June 30, 2021 at which time it shall automatically renew itself unless written notification to the contrary is made by either party at least sixty (60) days prior to the anniversary date of the Agreement. If such notification occurs, the Agreement shall be renegotiated. Changes may be made at any time by mutual consent.
RATIFICATION

IN WITNESS THEREOF, signatures of duly authorized representatives of the Association and the Board indicate that this Agreement has been ratified by the Grand Forks Directors’ Association and the Grand Forks School Board.

Dated at Grand Forks, North Dakota this ______ of ____________________________, 20______.

GRAND FORKS SCHOOL BOARD

Jacqueline Hoffarth

Eric Lunn

Matt Spivey

GRAND FORKS DIRECTORS’ ASSOCIATION

__________________________________________________

Eric Ripley

Dr. Tricia Lee
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Business Manager Contract for 2019-2021
DATE: December 9, 2019

Attached please find the recommended contract with changes indicated for the Business Manager.

Administrative recommendation is to approve the contract as recommended for the Business Manager, effective July 1, 2019, through June 30, 2021.

cj
Attachment
GRAND FORKS PUBLIC SCHOOL DISTRICT #1  
BUSINESS MANAGER CONTRACT  
2019-2020

AGREEMENT made and entered into this 9th day of December by and between the School Board of Grand Forks Public School District #1 (hereinafter School Board) and Scott J. Berge beginning December 3, 2018 and ending June 30, 2019.

TERM: Two (2) years starting July 1, 2019 and ending June 30, 2021.

1. SALARY. Year 1: $84,000 (annual salary of $144,000) $146,160  
   Year 2: $148,352  
   Salary shall be payable in 42 equal installments on the 15th of each month beginning July 2019.

2. WORK SCHEDULE. 12 months.

3. ASSIGNMENT(S). During the life of this contract, the above-named administrator shall faithfully perform the services of Business Manager as prescribed by North Dakota State Law, Grand Forks School Board policy and as directed by the superintendent.

4. DURATION. This contract, together with the applicable agreements, shall remain in full force and effect except as modified by mutual consent to the School Board and administrator, or unless terminated as provided by law.

5. RETIREMENT. The district will contribute 12.75% to a 403b/TSA account set up by the individual. Also, an additional 11.75% of the individual’s salary will be contributed through salary deduction to the annuity account, up to the maximum allowed by law.

6. BENEFITS:

   Health Insurance. The district will provide the same contribution level and policy as provided to the teaching staff (78% of annual premiums).

   Life Insurance. The district will purchase $50,000 of term life insurance. The employee may purchase, at his or her own expense, an additional $50,000. The total coverage shall be $100,000.

   Sick Leave. Every professional employee will receive twenty (20) days of sick leave upon commencement of initial employment in the system. Accumulation of additional sick leave shall be as set forth in the Sick Leave Accumulation Chart below. Each year’s accumulation will begin at the start of the contract year. Professional employees with less than six (6) years experience are participants in the income protection plan, however, a period without coverage would exist in those instances were “65 days of sick leave” have not been achieved.

   SICK LEAVE ACCUMULATION CHART

   Previous Years Experience
   in the Grand Forks system Sick Leave Available
   0 years 20 days
   1 year 20 days less days used previous year(s)
   2 years 30 days less days used previous year(s)
   3 years 40 days less days used previous year(s)
   4 years 50 days less days used previous year(s)
   5 years 60 days less days used previous year(s)
   6 years 65 days unlimited sick leave disability protection

   Long Term Disability Insurance. The district provides long-term disability coverage that provides a benefit of 66 2/3 of the employee’s salary if disabled for more than 90 days. From and after the expiration of nine (9) months from the date on which the income protection plan begins to provide compensation to an individual or upon the expiration of the current contract year, whichever is later, all other fringe benefits provided by the district shall terminate.
Family Illness. In case of serious illness of a member of the individual's immediate family, six (6) days leave of absence with full pay may be granted per contract year. The immediate family shall be defined as including the spouse/partner, parents of both, children, sisters, or brothers. “Serious illness” shall be defined to include only those illnesses that require either hospitalization or a direct consultation between the ill person and a medical doctor. This illness provision may include a father's leave for the birth of a child. The individual must discuss this leave with the superintendent as soon as the need for the leave becomes apparent. The district, or its designee, may request a doctor's certificate of proof of serious illness or a statement from another person acceptable to the district. This certification shall be filed by the individual after the leave has been taken and shall be submitted to the Human Resources Office.

Bereavement. Bereavement Leave, up to but not exceeding five (5) days, may be granted. Bereavement Leave may be used only in the event of death in the immediate family. The immediate family shall be defined to include the spouse/partner, parents of both, children, grandparents of both, grandchildren, sisters, brothers, sisters-in-law, brothers-in-law, uncles, nieces, or nephews. In the event of the death of other relatives or close friends, up to one (1) day per year bereavement year will be granted.

Vacation. Thirteen (13) days (twenty-two (22) days per full contract year) Twenty-six (26) days as approved by the superintendent. Up to five (5) days unused vacation may be carried over into the next contract year. In addition, the following days are paid days off: July 4, Labor Day, Veterans Day, Thanksgiving day and the Friday after, December 24, Christmas Day, January 1, January 2 (if not a regular school day), Martin Luther King, Jr. Day (if not a district-wide assigned workday), Good Friday, Easter Monday (if not a regular school day), and Memorial Day (if not a regular school day).

Mileage. In and out-of-district mileage paid as approved by superintendent and permitted by state law.

Professional Dues. The district will contribute to dues for professional organizations, up to a maximum of $1,000 per contract year. Additionally, the Business Manager Professional Travel account may be used to cover additional professional membership dues if necessary and as approved by the superintendent.

Social Security. The district will contribute to the required percentage of the administrator's salary to the maximum mandated by law to the Social Security contribution fund.

Flexible Benefits Plan. A flexible benefits plan is available if the administrator chooses to participate. This plan allows employees to pay for eligible dependent care and health care expenses on a pre-tax basis.

Employee Assistance Program. The Employee Assistance Program (EAP) offers employees and their family members confidential assistance for emotional, drug/alcohol, family, health, and other personal or job-related problems.

GRAND FORKS PUBLIC SCHOOL DISTRICT #1

<table>
<thead>
<tr>
<th>Business Manager - Scott J. Berge</th>
<th>Superintendent - Dr. Terry Brenner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Date</td>
</tr>
</tbody>
</table>
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Associate Superintendent Contract for 2019-2021
DATE: December 9, 2019

Attached please find the recommended contract with changes indicated for the Associate Superintendent of Elementary Education.

Administrative recommendation is to approve the contract as recommended for the Associate Superintendent of Elementary Education, effective July 1, 2019, through June 30, 2021.

cj
Attachment
GRAND FORKS PUBLIC SCHOOL DISTRICT #1
ASSOCIATE SUPERINTENDENT, ELEMENTARY CONTRACT
2019-2020

AGREEMENT made and entered into this 9th day of December 2019 by and between the School Board of Grand Forks Public School District #1 (hereinafter School Board) and Jody Thompson, for the fiscal year beginning July 1, 2018 and ending June 30, 2019.

TERM: Two (2) years starting July 1, 2019 and ending June 30, 2021.

1. SALARY: Year 1: Base Salary: $178,930, $181,614 Education Factor (MA+30): $1,990 $2,200 Total Salary: $180,830
   $183,814
   Year 2: Salary: $184,338 Education Factor: $2,200 Total Salary: $186,538
   Salary shall be payable in 12 equal installments on the 15th of each month beginning July 15, 2019.

2. WORK YEAR: 52 Weeks

3. ASSIGNMENT(S): The above-named Administrator shall faithfully perform the services of Associate Superintendent, Elementary as prescribed by the School Board or its designated representative during the life of this Contract.

4. DURATION: This contract, together with the applicable agreements shall remain in full force and effect except as modified by mutual consent to the School Board and Administrator, or unless terminated as provided by law.

5. RETIREMENT: The district will contribute 12.75% of individual’s salary to North Dakota Teacher’s Fund for Retirement (TFFR). Also, an additional 11.75% of the individual’s salary will be contributed through salary deduction to TFFR.

6. BENEFITS:

   Health Insurance: The district will provide the same contribution level and policy as provided to the teaching staff (78% of annual premiums).

   Life Insurance: The district will purchase $50,000 of term life insurance. The employee may purchase, at their own expense, an additional $50,000. The total coverage shall be $100,000.

   Sick Leave: 65 days. Sick leave accumulation not to exceed 65 days will be restored annually at the start of each fiscal year.

   Long Term Disability Insurance: The school district provides long term disability coverage that provides a benefit of 66 2/3 of the employee’s salary if disabled for more than 90 days. From and after the expiration of nine (9) months from the date on which the income protection plan begins to provide compensation to an individual or upon the expiration of the current contract year, whichever is later, all other fringe benefits provided by the district shall terminate.

   Family Illness: In case of serious illness of a member of the individual’s immediate family, six (6) days leave of absence with full pay may be granted per school year. The immediate family shall be defined as including husband or wife, parents of both, children, stepchildren, sisters, or brothers. "Serious illness" shall be defined to include only those illnesses that require either hospitalization or a direct consultation between the ill person and a medical doctor. This illness provision may include a father’s leave for the birth of a child. The individual must discuss this leave with the appropriate assistant superintendent as soon as the need for the leave becomes apparent. The district, or its designee, may request a doctor’s certificate of proof of serious illness or a statement from another person acceptable to the district. This certification shall be filed by the individual after the leave has been taken and shall be submitted to the Human Resources Office.

   Bereavement: Bereavement Leave, up to but not exceeding five (5) days, may be granted. Bereavement Leave may be used only in the event of death in the immediate family. The immediate family shall be defined to include husband or wife, parents of both, children, grandparents of both, grandchildren, sisters, brothers, sisters-in-law, brothers-in-law, uncles, aunts, nieces or nephews. In the event of the death of other relatives or close friends, up to one (1) day per year bereavement year will be granted.
Vacation: Twenty-six (26) days per year as approved by the Superintendent. Up to five (5) days unused vacation may be carried over into the next fiscal year. In addition the following days are paid days off: Labor Day, Veterans Day, Friday after Thanksgiving, December 24, January 2 (if not a regular school day), Martin Luther King, Jr. Day (if not a district-wide assigned workday), Good Friday, Easter Monday (if not a regular school day), Memorial Day (if not a regular school day) and all other legal holidays.

Travel Allowance: One-half of previous annual travel allowance will be paid in the December 2018 payroll and an amount equal to one-half of the annual travel allowance will be added to the base salary. Beginning January 1, 2019 in district mileage will be tracked, reported and paid at the same rate as is established for all state officials and employees.

Mileage: In and out-of-district mileage paid as approved by the Superintendent and permitted by state law.

Professional Dues: The district will contribute to dues for professional organizations, up to a maximum of $650. Additionally, the Director Professional Travel account can be used to cover additional professional membership dues if necessary.

Doctoral Cohort Program: Administrator seeking entrance to a doctoral cohort program may be permitted, with approval by the superintendent, release from work days as required by the program for university classes held during regularly scheduled school days and the Administrator’s work schedule. Administrators approved for this program will be expected to use five (5) vacation days prior to other days being approved.

Social Security: The district will contribute to the required percentage of the director’s salary to the maximum mandated by law to the Social Security contribution fund.

Flexible Benefits Plan: A flexible benefits plan is available if employees choose to participate. This plan allows employees to pay for eligible dependent care and health care expenses on a pre-tax basis.

Employee Assistance Program: The Employee Assistance Program (EAP) offers employees and their family members totally confidential assistance for emotional, drug/alcohol, family, health, and other personal or job related problems.

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GRAND FORKS PUBLIC SCHOOL DISTRICT #1

Associate Superintendent - Jody Thompson

Superintendent - Dr. Terry Brenner

Date

Date
MEMORANDUM

TO: Grand Forks School Board
FROM: Dr. Terry Brenner, Superintendent of Schools
SUBJECT: Assistant Superintendent Contract for 2019-2021
DATE: December 9, 2019

Attached please find the recommended contract with changes indicated for the Assistant Superintendent of Secondary Education.

Administrative recommendation is to approve the contract as recommended for the Assistant Superintendent of Secondary Education, effective July 1, 2019, through June 30, 2021.

cj
Attachment
GRAND FORKS PUBLIC SCHOOL DISTRICT #1  
ASSISTANT SUPERINTENDENT OF SECONDARY EDUCATION  
2019-2020  

AGREEMENT made and entered into this 9th day of December, 2019 by and between the School Board of Grand Forks Public School District #1 (hereinafter School Board) and Catherine Gillach for the fiscal year beginning July 1, 2018 and ending June 30, 2019.  

TERM: Two (2) years starting July 1, 2019 and ending June 30, 2021.  

1. SALARY. Year 1: Salary: $139,900, $144,377 Education Factor (MA+45): $2,600 $2,900 Total Salary: $142,500 $147,277  
   Year 2: $148,853 Education Factor (MA+45): $2,900 Total Salary: $151,753  
   Salary shall be payable in 12 equal installments on the 15th of each month beginning July 15, 2019.  

2. WORK YEAR: 52 Weeks  

3. ASSIGNMENT(S). The above-named Administrator shall faithfully perform the services of Assistant Superintendent of Secondary Education as prescribed by the School Board or its designated representative during the life of this Contract.  

4. DURATION. This contract, together with the applicable agreements shall remain in full force and effect except as modified by mutual consent to the School Board and Administrator, or unless terminated as provided by law.  

5. RETIREMENT. The district will contribute 12.75% of individual’s salary to North Dakota Teacher’s Fund for Retirement (TFFR). Also, an additional 11.75% of the individual’s salary will be contributed through salary deduction to TFFR.  

6. BENEFITS:  
   Health Insurance: The district will provide the same contribution level and policy as provided to the teaching staff (78% of annual premiums).  
   Life Insurance: The district will purchase $50,000 of term life insurance. The employee will purchase, at his or her own expense, an additional $50,000. The total coverage shall be $100,000. The current annual employee premium contribution is $61.20; (subject to adjustment per policy renewal).  
   Sick Leave: 65 days. Sick leave accumulation not to exceed 65 days will be restored annually at the start of each fiscal year. Every professional employee will receive twenty (20) days of sick leave upon commencement of initial employment in the system. Accumulation of additional sick leave shall be as set forth in the Sick Leave Accumulation Chart below. Each year’s accumulation will begin at the start of the contract year. Professional employees with less than six (6) years experience are participants in the income protection plan, however, a period without coverage would exist in those instances where “65 days of sick leave” had not been achieved.  

SICK LEAVE ACCUMULATION CHART  

<table>
<thead>
<tr>
<th>Previous Years Experience in the Grand Forks System</th>
<th>Sick Leave Available</th>
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<tbody>
<tr>
<td>0 years</td>
<td>20 days</td>
</tr>
<tr>
<td>1 year</td>
<td>20 days less days used previous year(s)</td>
</tr>
<tr>
<td>2 years</td>
<td>30 days less days used previous year(s)</td>
</tr>
<tr>
<td>3 years</td>
<td>40 days less days used previous year(s)</td>
</tr>
<tr>
<td>4 years</td>
<td>50 days less days used previous year(s)</td>
</tr>
<tr>
<td>5 years</td>
<td>60 days less days used previous year(s)</td>
</tr>
<tr>
<td>6 years</td>
<td>65 days unlimited sick leave disability protection</td>
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</tbody>
</table>
Long Term Disability Insurance: The school district provides long term disability coverage that provides a benefit of 66 2/3 of the employee’s salary if disabled for more than 90 days. From and after the expiration of nine (9) months from the date on which the income protection plan begins to provide compensation to an individual or upon the expiration of the current contract year, whichever is later, all other fringe benefits provided by the district shall terminate.

Family Illness: In case of serious illness of a member of the individual’s immediate family, six (6) days leave of absence with full pay may be granted per school year. The immediate family shall be defined as including husband or wife, parents of both, children, sisters, or brothers. “Serious illness” shall be defined to include only those illnesses that require either hospitalization or a direct consultation between the ill person and a medical doctor. This illness provision may include a father’s leave for the birth of a child. The individual must discuss this leave with the appropriate assistant superintendent as soon as the need for the leave becomes apparent. The district, or its designee, may request a doctor’s certificate of proof of serious illness or a statement from another person acceptable to the district. This certification shall be filed by the individual after the leave has been taken and shall be submitted to the Human Resources Office.

Bereavement: Bereavement Leave, up to but not exceeding five (5) days, may be granted. Bereavement Leave may be used only in the event of death in the immediate family. The immediate family shall be defined to include husband or wife, parents of both, children, grandparents of both, grandchildren, sisters, brothers, sisters-in-law, brothers-in-law, uncles, aunts, nieces or nephews. In the event of the death of other relatives or close friends, up to one (1) day per year bereavement year will be granted.

Vacation: Twenty-two (22) Twenty-six (26) days per year as approved by the Superintendent. Up to five (5) days unused vacation may be carried over into the next fiscal year. In addition the following days are paid days off: Labor Day, Veterans Day, Friday after Thanksgiving, December 24, January 2 (if not a regular school day), Martin Luther King, Jr. Day (if not a district-wide assigned workday), Good Friday, Easter Monday (if not a regular school day), Memorial Day (if not a regular school day) and all other legal holidays.

Travel Allowance: One-half of $4,000 annual travel allowance will be paid in the December 2018 payroll and an amount equal to one-half of the annual travel allowance was added to the base salary. Beginning January 1, 2019 in district mileage will be tracked, reported and paid at the same rate as is established for all state officials and employees.

Mileage: In and out-of-district mileage paid as approved by the Superintendent and permitted by state law.

Professional Dues: The district will contribute to dues for professional organizations, up to a maximum of $650. Additionally, the Assistant Superintendent Professional Travel account can be used to cover additional professional membership dues if necessary.

Doctoral Cohort Program: Administrators seeking entrance to a doctoral cohort program may be permitted, with approval by the superintendent, release from work days as required by the program for university classes held during regularly scheduled school days and the Administrator’s work schedule. Administrators approved for this program will be expected to use five (5) vacation days prior to other days being approved.

Social Security: The district will contribute to the required percentage of the Assistant Superintendent’s salary to the maximum mandated by law to the Social Security contribution fund.

Flexible Benefits Plan: A flexible benefits plan is available if employees choose to participate. This plan allows employees to pay for eligible dependent care and health care expenses on a pre-tax basis.

Employee Assistance Program: The Employee Assistance Program (EAP) offers employees and their family members totally confidential assistance for emotional, drug/alcohol, family, health, and other personal or job related problems.

GRAND FORKS PUBLIC SCHOOL DISTRICT #1

Assistant Superintendent - Catherine Gillach

Superintendent - Dr. Terry Brenner

Date

Date