



Windom Area Schools

District Office:
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Windom MN 56101
Phone: 507-831-6901
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An Equal Opportunity Employer
Windom Area Elementary
1200 17th Street
PO box 177
Windom MN 56101
Phone: 507-831-6925

Windom Area
Middle /High School
1400 17th Street
PO Box 177
Windom MN 56101
Phone: 507-831-6910

Windom Schools will create a safe, responsive, and nurturing environment where every learner receives a high-quality, challenging education that empowers them with the skills and knowledge needed for a successful future.

WWW.WINDOM.K12.MN.US

October 28, 2024 Work Session

Windom City Council Chamber

444 9th Street

Windom, MN 56101

October 28, 2024

6:30 PM

Live at [Media SB22](#) on youtube

1. Call to order
Joel Bordewyk
2. The Pledge of Allegiance
Joel Bordewyk
3. Approval of the Agenda
Joel Bordewyk
4. Approve the Finance Committee's Recommendation to engage with Mammoth Sports Construction for preliminary work on the potential Outdoor Athletic Complex and Wold Architects and Engineers for the preliminary work on potential interior facility improvements. - Action
Chairperson
The Finance Committee met with both Architectural Firms and reviewed their proposals regarding fees, commitment, past projects, and the like. Pre-referendum work is free with both firms.
5. Approve Policies: 523, 527, 528, 529, 605, 607, 609, and 613.
6. Approve Kraus Anderson as the Construction Management Firm for the potential Arts and Athletic Project. - Action
Jamie Frank
7. Approve renewal of Property and Liability, Drone and Cybersecurity Insurance - Action
Peggy Pfeffer
Included in the packet is information regarding the insurance renewal
8. Review Budget to Actual % for FY2025 as of October 15, 2024 - Information Only
Peggy Pfeffer
This document compares our budget to actual for both revenues and expenses for this year with prior fiscal years. This is the first review of the year - it will be presented again in January and April. We review this upon recommendation of our auditor and for our bond rating.
9. Adjourn

WINDOM AREA SCHOOLS

October 4, 2024

Wold

**WOLD
ARCHITECTS
& ENGINEERS**

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FIRM BACKGROUND

WOLD ARCHITECTS AND ENGINEERS

We listen to what you say. When we begin any educational project, we always start with one simple question: what do you want your school, auditorium, or stadium to be? It sounds simple, but it is a basic tenet for everything we do in our designs and it guides our entire process.

Aesthetics don't come first. The primary goal of any project is never the architectural design. While we know that a building's appearance is important, it should not come at the expense of the function of the facility or at an added cost to the tax payers. As you look through our recent projects, you will see projects that are not only attractive, but ones where clients can specifically tell you how it was designed to meet particular goals and represent their community.

It starts with collaboration. Through our participatory planning process, we bring multiple stakeholders together to represent the various views and beliefs within your community. We facilitate planning discussions to define criteria specific to your project goals and base our designs directly upon those criteria. From meeting to meeting, we will show and explain to the planning group how their input directly impacted and modified the plans.

Your goals and needs—not ours. At the end of each phase, the process is formally presented to the administration and school board for review and approval to ensure that the direction is meeting the district's goals. As each phase progresses, we continue meeting with your staff and administration to work through the details; this process achieves stakeholder ownership and allows constant dialogue, especially when there are difficult decisions to be made.

Our unique process results in a unique outcome. We do not have a cookie cutter approach to any projects we do. Needs, wants, goals, and decisions are never the same from one client to the next, so we start every project with a fresh set of eyes and a blank piece of paper. By seeking to first understand you as a unique client, we can guarantee your goals, expectations, and values reflected in the final design.

services we offer | Long-Range Planning, Strategic Facility Planning, Pre-Design Program & Verification, Space Adequacy Evaluation, Site & Facility Analysis, Interior Design & Space Planning, Architectural Design, Mechanical & Electrical Engineering, Performing Arts, Athletic Facilities, Contract Documents, Security Analysis, Color & Material Selection, Sustainable Design, Cost Estimating & Management, Quality Review, Bidding & Contract Review, Best Value Procurement, Comprehensive Construction Administration, Project Close Out & Archiving, Continuous Post-Occupancy Follow-Through, Utility Tracking & Analysis

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primary contact

Paul Aplikowski
Partner-in-Charge
c 612 850 6725
paplikowski@woldae.com

date founded | 1968

years in business | 56 years

office locations | Minnesota, Illinois, Colorado, Tennessee

brief company history

With client service as a focus, we take a long-term posture of keeping our clients' interests as our goal. We believe our role is much more than just a facility designer. Because facility issues are ongoing, we offer our continuing support from initial space needs analysis, through design and construction project, continuing through post-occupancy. Our 300+ person, multi-disciplinary staff provides you with an unparalleled level of service. We have the experience and capabilities to address any facility need that you have.

staff counts	NAT'L	MN
Registered Architects	70	37
Graduate Architects	110	72
Registered Engineers	19	14
Graduate Engineers	59	40
Interior Designers	15	14
Survey	6	0
Administrative Support	50	43
Total	329	220

WOLD & OUR TRUSTED CONSULTANTS



PARTNER-IN-CHARGE

PAUL APLIKOWSKI, AIA, LEED AP

university of minnesota | Master of Architecture
university of minnesota | BA, Environmental Design

As Partner-In- Charge, it is Paul's responsibility to ensure all of your project goals are incorporated and exceeded. As one of the leaders of Wold's educational planning group, he will bring over 27 years of educational master planning and design experience and expertise to your project. He is a gifted communicator and excels at working with clients to understand their goals and commitments. His passion is to help synthesize your ideas and turn them into reality.



EDUCATIONAL PLANNER

ARTEMIS ETTSEN, AIA

university of minnesota | Master of Architecture
university of wisconsin | BS, Art

As educational planner, Artemis' responsibilities are to ensure all goals are incorporated and executed throughout the design and construction process. She has experience across a wide range of educational project types, from facilities and long range planning, new buildings and complex renovations. Her empathetic leadership style results in design solutions that are uniquely fit to the communities they serve, and aligns parties around common goals.

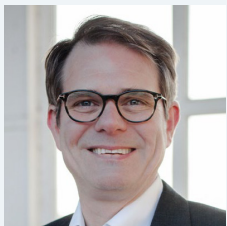


SYSTEMS PLANNER

BRADY MEISTER, PE, LEED AP BD+C

south dakota school of mines & technology
 | BS, Civil & Environmental Engineering
south dakota school of mines & technology
 | MS, Civil & Environmental Engineering

Brady is committed to developing spaces to last longer, consume fewer resources, and better serve their communities. He utilizes his extensive background to coordinate with related trades, communicate decision-making with clients, and problem solve with contractors. He also has experience with master planning and facilities inventory analysis. Brady excels at learning the intricacies and unique circumstances of each facility project as it fits with the bigger picture and desires of the client.



THEATER DESIGN, APEIRO

TOM NEVILLE

yale school of drama | Master of Fine Arts
university of northern iowa | Bachelor of Arts, Theatre

Tom has played a lead design role on some of the largest, most complex permanent theatrical productions in the world, but he finds his greatest satisfaction in helping create modern performance facilities for students, instilling an appreciation for the arts in young people. He will coordinate the theatrical design for all performance spaces and attend and facilitate all meetings with Wold for those areas.



ACOUSTIC DESIGN, KRA

SARI RÖNNHOLM, DMA

university of minnesota | Doctor of Musical Arts
sibelius-academy, finland | Master of Music

Sari has acted as acoustical consultant for a wide range of projects including arts, educational, government, and corporate buildings. Her experience as a musician/conductor gives her a unique understanding of acoustical requirements for rehearsal and performance spaces. She provides a total commitment to excellence in acoustic design, to its integration with other professions and disciplines, and to the development of innovative yet practical techniques and methods for sound and vibration control.



PROJECT COORDINATOR

MITCHELL NAGEL

north dakota state university | Master of Architecture
north dakota state university | Bachelor of Architecture

Mitch will leverage his experiences working recently on similar projects to create innovative facility solutions that address your needs. He will also lead our integrated team to create a complete solution that recognizes the importance of understanding your existing facility structural, mechanical, and electrical systems.

AUDITORIUM EXPERIENCE

auditoriums & performing arts spaces

Performing arts facilities are the hubs of your community. They need to reflect the values and sensibilities of your community while also providing incredible acoustics and functionality. They must provide opportunity for your students and community to let their passions soar! The design must work for the intimacy of drama but also the live acoustics of instrumental and vocal performances. Auditoriums need to have the ability to include multimedia, lecture, and presentation skills. Acoustics, lighting, accessibility, and flexibility are design priorities. Our work focuses on how to have these venues provide an outstanding experience with all these aspects in spaces that will make your community proud without breaking the budget. We have the experience and expertise to deliver a great performance space for Windom Public Schools!

new auditorium experience

- St. Croix Central School District
- Delano High School
- Zimmerman Middle-High School
- Rogers High School
- Shakopee High School
- Wayzata High School
- White Bear Lake High School
- Owatonna High School
- Mora High School
- Hermantown High School
- Irondale High School
- Mound-Westonka High School
- Waseca High School
- New Prague High School
- Lakeville North High School
- Lakeville South High School
- Univeristy of Dubuque
- Franklin Special School District Performing Arts Center



EXAMPLES OF AUDITORIUMS



WRESTLING & WEIGHT ROOMS

wrestling & weight rooms

Your project is going to include either major modifications to your existing weight room and gyms, or construction of a new wrestling room. Either way, we are more than capable of helping you create great facilities. We have created dozens of such spaces for Districts all over the state!

We know wrestling is an important and passionate community! Like so many activities communities these days, wrestlers know how important a great facility is and how it helps build a strong program. We have experience in all of the athletics and activities spaces. Including weight and cardio training rooms and wrestling rooms from 1 to 3 mats including support spaces. We know how to create an environment to keep your students safe and your equipment in top notch condition. We understand the requirements for specialty sprung floors, mat hoists, sanitation, wall padding, A/V needs for the space as well as the logistics of storing mats and moving them for game/tournament use.

Weight rooms need to serve many purposes in a high school. We have experience including weight stations as well as creating great cardio, aerobics, and dance components as well. We will maintain the great weight facilities that you already have, as well as provide increased flexibility for spectators in your multi-purpose gymnasium spaces.

You can trust us to design a great space, work with your stakeholders to ensure they feel included in the process and leave with pride and ownership in their new facility.

We understand that a potential solution to providing a wrestling room involves adding a second story in the existing double height weight room. We have experience in implementing this solution successfully at multiple buildings.

Shakopee High School | A second floor was placed into a former gymnasium to create a mezzanine and learning stair off of the cafeteria.

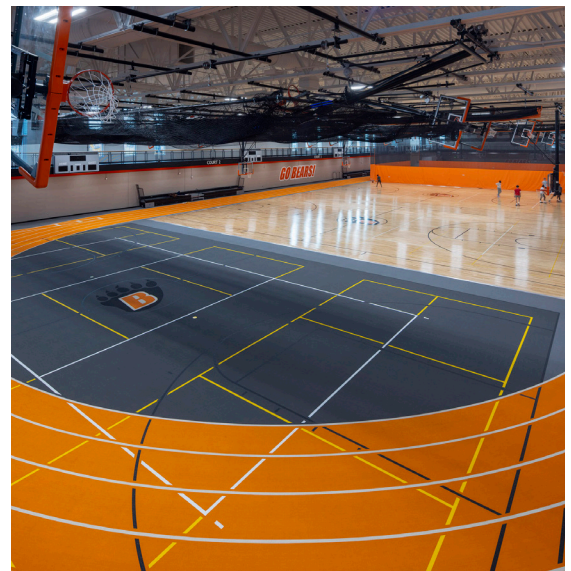
Cretin Durham High School | A second floor was placed into a former gymnasium to create a wrestling room above with a multi-purpose dance studio below.

South Saint Paul High School | An existing double height gymnasium had a second floor added to create a wrestling room below and three classrooms above.

And many others!



EXAMPLES OF WRESTLING & WEIGHT ROOMS



STADIUM & ATHLETIC FIELD EXPERIENCE

sports stadiums & fields

Wold has been building high school athletic facilities for nearly 50 years. We have extensive experience in developing turf fields, grandstands, lighting systems, AV systems, scoreboard, and press box facilities. More importantly, we have the experience to create a great player and spectator experience!

High school sports provide incredible opportunities to pursue their passions, hone their skills to perfection, and finally to demonstrate that skill and passion to your community. You need a facility that is going to provide opportunity for your students and heighten emotions for them and your community.

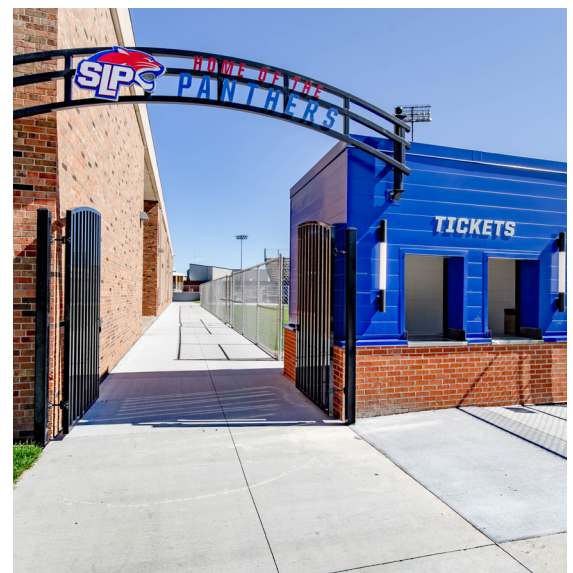
We know Minnesota high school athletic facilities. We can help you create a great high school appropriate stadium that will impress your community (and you rivals!) while focusing on your budget. Don't trust this project to just anyone. We know high school stadium and athletic fields for schools in Minnesota!

stadium & athletic field experience

- Owatonna High School
- Mora High School
- Spring Lake Park High School
- Edina High School
- Shakopee High School
- Monticello High School
- Elk River High School
- Bloomington Jefferson High School
- Bloomington Kennedy High School
- Prior Lake High School
- Hasting High School / Todd Field
- New Prague High School
- White Bear Lake Area High School



EXAMPLES OF STADIUMS & ATHLETIC FIELDS



STORM SHELTERS

Wold Architects and Engineers has the experience and knowledge of designing hardened areas in several types of public facilities. We have worked with educational facilities and municipalities to design to FEMA 361 standards and have completed and are currently working on several dozen projects that incorporate the new building code requirements for a storm shelter.

storm shelters

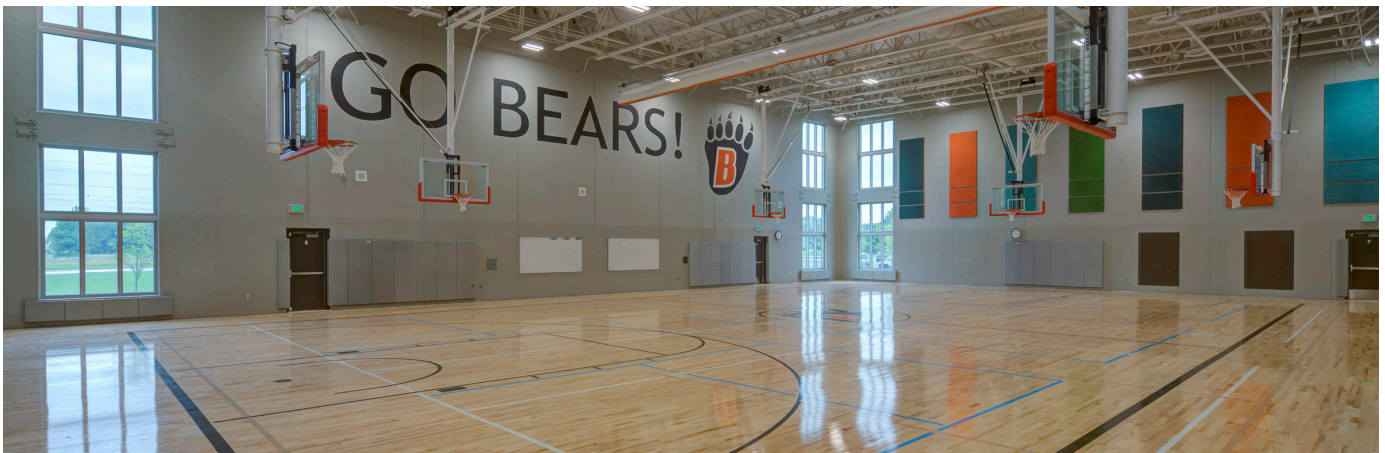
The 2018 International Building Code (IBC) mandates the construction of storm shelters in schools with an occupant load of 50 or more. Windom Area Schools falls within the 250 mile-per-hour wind zone as defined by the 2018 IBC and International Code Council (ICC). According to the 2018 IBC, these shelters must be built following the ICC 500 Standard. While it's not required by code, we design our shelters to meet the FEMA P-361 criteria, which is recommended and best practice.



what does this mean?

The shelter must be a hardened area within or in addition to the building. Hardened means the walls, roof and other structural elements must be designed meeting the above requirements. Reinforced concrete masonry unit walls, roof slabs, and foundations must have additional reinforcing to meet these requirements. Special doors, door frames and door hardware are also an integral part of the shelter design, and all structural connections to the various building components must be reinforced.

We have experience in creating storm shelter facilities that are great rooms for every day use and will perform in severe conditions if a direct hit from a tornado ever threatens your staff and students. We have experience with all the technologies you will need, including blast resistant glazing at windows, to meet the requirements. We will explore cost effective solutions within the planned scope to provide the required storm shelter square footage. Whenever possible, Wold looks for opportunities to create multi-use spaces to provide the most efficient and cost effective design for our clients.



PRE-REFERENDUM SUPPORT

COMMUNITY ENGAGEMENT SUPPORT

We will work closely in collaboration with Kraus Anderson (KA) during the planning and referendum phase. We have found that citizens and staff members should be responsible for primary citizen contact to continue the emphasis on a community-based decision.

We will team with the District and KA to help communicate and bring awareness to the entire community. Typical communication tools used to inform the community include: peers selling peers, a simple fact-based approach, and reaffirmation of the “why.”

our role in helping inform the public

- Creation of public relations materials
- Development of key information points for dissemination
- Participation at public meetings and smaller gatherings
- Co-present Facility Solutions and budgets to the public, as required
- Conceptual renderings or perspectives of the proposed solution(s)
- Detailed estimate of the projection costs
- Facility walkthroughs to see issues first-hand
- Answer any questions/concerns as necessary

volunteering with “vote yes” committee

- Campaign focus
- Campaign timeline recommendation
- Organization assistance
- Message development assistance

strategies for success

- Targeted vs. Broadcast
- Peers Selling Peers
- Presentation Strategies

developing support

- Community Endorsements
- Get School Staff in Support
- Emotional Pleas for Support
- Social media strategies



REFERENDUM 2014
VOTE! March 11, 2014

A Message From Our School Board
Faced with the challenge of meeting a rapidly growing community, we, the members of the Shawnee School Board, voted to submit to the district voters a request for \$88 million in bonding authority. This bond will enable the district to build a second high school to better support its 12th grade enrollment of 2,000, and to address safety and security of our schools, deferred maintenance and upgrade exterior facilities to be shared by all. The goal is to help facilitate the growth by doing the need for this referendum. Please go to Referendum.Central.net for more information. Be sure to vote on **March 11, 2014**.

Thank You, The Shawnee School Board:
May Anthony, Board Chairman
Angela Tucker, Board Chair
Scott Hanson, Board Member
Matt McAnand, Board Member
Shawn Hinkle, Board Member
Cheryl Berg, Board Member

DISTRICT 161
LONG-RANGE CONSTRUCTION PLAN

WHY IS THIS CONSTRUCTION PLAN IMPORTANT FOR THE DISTRICT AND COMMUNITY?
Improvements based on engineering studies and design modeling demonstrate the value of the District 161 bond effort, not only for the protection of the building, but work will complete the vision of the school building. The program covers many small buildings that require repair and maintenance.

SAFETY AND SECURITY IMPROVEMENTS
Improvements based on engineering studies and design modeling demonstrate the value of the District 161 bond effort, not only for the protection of the building, but work will complete the vision of the school building. The program covers many small buildings that require repair and maintenance.

REPAIR AND RESTORE DISTRICT BUILDINGS
Building aging, being well-maintained and well-kept is a key to a successful educational environment. Improvements based on engineering studies and design modeling demonstrate the value of the District 161 bond effort, not only for the protection of the building, but work will complete the vision of the school building. The program covers many small buildings that require repair and maintenance.

REFRESH LEARNING SPACES
Improvements based on engineering studies and design modeling demonstrate the value of the District 161 bond effort, not only for the protection of the building, but work will complete the vision of the school building. The program covers many small buildings that require repair and maintenance.

HOW WILL WE PAY FOR THE WORK?
46% \$175,000,000
21% \$82,000,000
33% \$130,000,000
Life Quality Levy 1.00% / 1.00

3A | A ONCE-IN-A-LIFETIME OPPORTUNITY:
Our community's chance to build a new PK-12 school for 27¢ on the dollar!

NOW IS THE TIME!
27% of the district's \$1.2 billion in building deficiencies are for 27¢ on the dollar!

MOFFAT'S BUILDING DEFICIENCIES
Moffat School District and its community members have been working diligently to find ways to address serious deficiencies in our school building. Our school is near the end of its useful life and presents major health and safety deficiencies that need to be immediately addressed in order to provide a safe learning environment for our students.

PROPOSED SOLUTION
A Facilities Master Plan Committee, formed of community members, staff, and parents worked for six months to evaluate Moffat's building needs and create a proposed solution. They developed the following plan of action:

- Location: new Moffat School on 20th Street
- PK-12th grade classroom, an enhanced art, music, computer lab, and special education
- Advanced building will remain and be used for multipurpose maintenance and storage
- All PK-12th grade classrooms and media center will be shared by all students, not to include the community use
- Designed to meet building codes and high-energy/efficiency requirements
- Adequately heated, cooled, and well-maintained
- Durable, easy to maintain building materials
- Secure building entrance and improved air flow to enhance student safety
- Upgraded technology in the classroom
- Efficient design to meet the new standard that opens on the fall of 2014

VOTE
YES TO THE BEST!
November 2013

Olathe Public Schools: Shaping Our Facilities for the Future
On November 3, Olathe School District residents will be able to vote on a request to provide funding for various school facilities issues.

Background
For more than a year, the Olathe School District has been studying its facilities to identify the most appropriate and cost-effective ways to handle various facilities needs, including aging school buildings with a growing list of deferred maintenance needs, elementary crowding, school security, transit and regional economic factors.

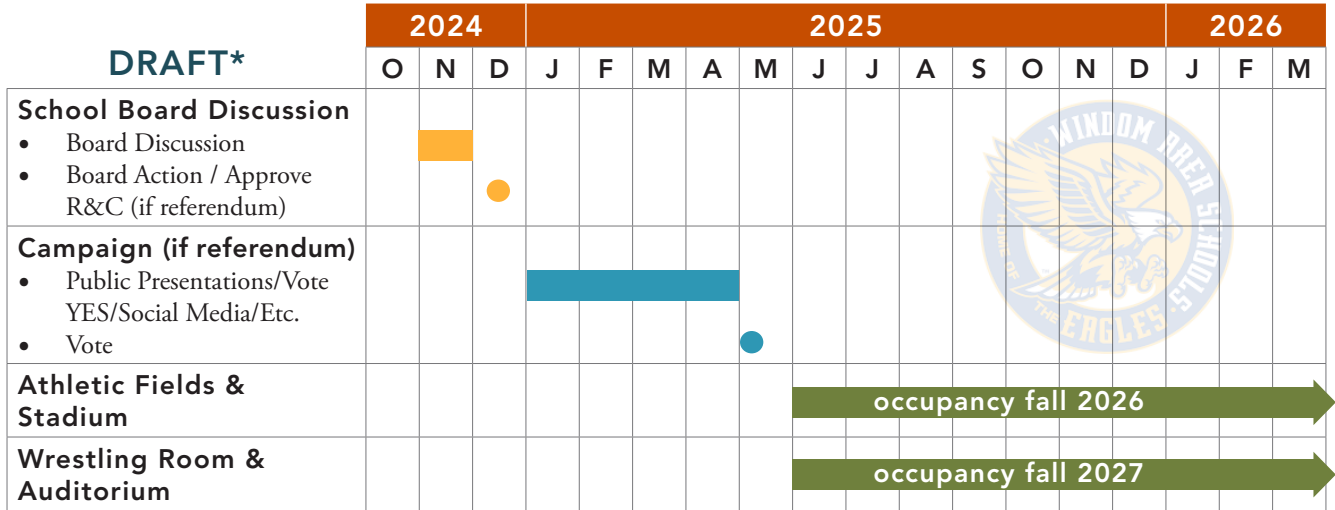
How was the Decision Made?
After a year of study, a comprehensive analysis by a 30-member Community Task Force on Facilities, a professional community survey, elementary crowding, school security, transit and regional economic factors, and an Olathe survey of voters to determine whether to fund these facilities improvements through a \$7.9 million bond.

School Facilities Funding Plan

Issue	Recommendation and Cost	Outcome
Deferred maintenance Address high priority deferred maintenance needs at all elementary and junior high schools.	• Funding through a portion of the \$7.9 million bond, including capital and other funds. Cost: \$2.6 million	• Address high priority deferred maintenance needs at all elementary and junior high schools • Provide a dedicated funding source for priority deferred maintenance needs
Elementary crowding Address high priority elementary crowding needs at all elementary schools.	• Funding through a portion of the \$7.9 million bond, including capital and other funds. Cost: \$2.6 million	• Address elementary crowding by building new classrooms at an elementary school and reconfiguring by moving 6th graders to the Junior High School.
Transit and regional economic factors Address high priority transit and regional economic factors at all schools.	• Funding through a portion of the \$7.9 million bond, including capital and other funds. Cost: \$2.6 million	• Improve school safety • Ensure all visitors are properly checked in at all schools • Increase closures to lock-down

PROJECT TIMELINE

ASSUMING A MAY 2025 REFERENDUM



***note**

This schedule is a *suggestion only, and assumes an May 2025 referendum*. We would expect some modification after initial discussions with the District. Wold is committed to dedicating resources as needed to meet the District’s preferred milestones and schedules. Considerations we look forward to discussing further that may impact schedules:

- Possible referendum dates
- School board engagement / involvement
- District-provided information: Strategic plan, demographics study, technology infrastructure and equipment needs, transportation needs, and food-service equipment needs

FEE PROPOSAL

WOLD ARCHITECTS AND ENGINEERS

structure of fee

Wold proposes fixed fees to all of our clients. These fees are established at the beginning of the design process and are based on the construction budget for each project. We believe this provides you with maximum service without surprises. Our public sector clients are accustomed to working with fixed budgets, and so are we.

pre-referendum services\$0 (plus actual reimbursables)

We understand public school districts in Minnesota do not typically have funding to pay for work prior to a referendum. We would typically charge approximately \$10,000 for pre-referendum services. We are willing to partner with you to get the important planning work done at our cost. Therefore, we are proposing a zero-dollar fee for these services, including working with you administrative team, public meetings, etc. Our team will provide services for your planning and pre-referendum initiative with the understanding that Wold will be awarded future projects when they occur to help us recoup our investment.

project fees

When it is time for us to do a project, we would provide a fee proposal based on a percentage of construction costs. Our fixed fee would include all services to execute architecture and engineering for your project within the agreed-upon scope.

fee schedule

New Building.....	6.0% x Fee Basis
Simple Additions.....	7.0% x Fee Basis
Remodeling & Additions.....	7.5% x Fee Basis
Remodeling & Additions (M/E direct to Owner).....	5.55% x Fee Basis
“Gut Job” Renovations.....	8.5% x Fee Basis
Technology.....	10% x Fee Basis
Furniture.....	6% x Fee Basis

included consultants

- Architectural
- Interior Design
- Electrical
- Mechanical
- Cost Estimating
- Civil
- Landscape Architecture
- Structural
- Acoustician
- Auditorium Specialist

example fee calculation

construction cost	\$1,000,000
1/2 contingency (assumed at 2.5%)	\$25,000
fee basis	\$1,025,000
fee percentage (remodeling & addition)	7.5%
example fee	\$76,875

reimbursables

Reimbursables would be billed only as accrued. Customary reimbursable expenses would include mileage, printing, technology expenses, or other costs approved by you. In order to estimate reimbursables, assuming a \$30M referendum, the reimbursables for these projects could be approximately \$75,000 over the course of design, construction, and warranty periods. If Wold were awarded less than the full referendum, this estimate would reduce by a commensurate amount.

CONSTRUCTION ADMINISTRATION

construction coordination

Coordination of systems is vital to a project that is on time and on budget. In addition to Wold's commitment to quality during design and construction documentation, we work diligently with Kraus-Anderson (KA) and the prime Contractors for better construction coordination, and work proactively through any potential conflicts. Wold participates in construction and coordination meetings with the contractor and their trades to ensure a smooth, uninterrupted construction schedule. This includes coordination for the startup of various systems at the end of the project. We will continue our collaborative partnership with KA and the District once construction begins. We believe our role in the partnership is extremely important to resolve construction claims. We believe that the following actions are essential parts of our services during the Construction Coordination process:

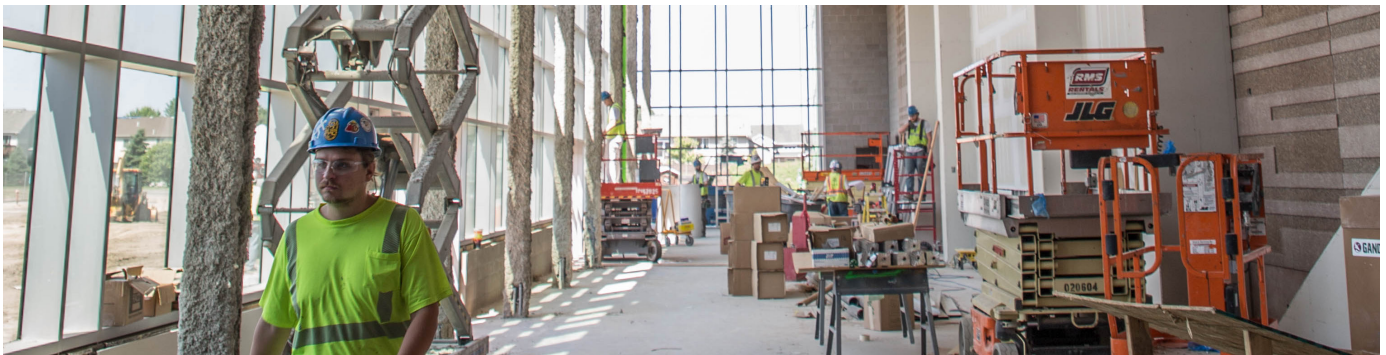
- Review submittal requirements, schedule of values, and the District's expectations with contractors
- Thorough and fast shop drawing review
- Mandatory Contractor pre-installation conferences for critical areas
- Job site presence with observation reports
- On-site involvement to review compliance of critical aspects
- Attendance at all construction meetings/review of construction schedules
- Proactive tracking of Contractors (weekly progress schedules)
- Availability to contractors to review specific conditions in field where needed
- Evaluating all claims for fair value, and rejecting claims not supported by CDs
- Provide written responses with deadlines on claims supporting the District's position
- Language in the CDs that allows the District to determine the course for dispute resolution
- Begin commissioning process to ensure design compliance
- Punchlist Warranty / Proactive 11-month walkthrough

construction administration

A collaborative relationship between the Windom, KA, and Wold is especially crucial at this stage - and additionally, we consider our role in resolving construction claims a top priority. We believe that the following are essential parts of our engagement in the construction administration process:

- Evaluating all claims to ensure the District is receiving fair value
- Rejecting claims that are not supported by the construction documents
- Modifying claim amounts to match fair value
- Providing written responses on claims supporting the District's position
- Adding deadlines on claim responses to force resolutions in a timely manner
- Including language in the contract documents that lets the school District determine the course for dispute resolution
- Supporting the District with documentation to present in arbitration
- Make recommendations on the strength of the District's position, to determine which dispute resolution track should be taken

We treat your budget, as if it was our own. In fact, we hate change orders as much as you do! It is our job to make sure contractors don't take advantage of a situation on a job site. Providing guidance through construction disputes is just another example of our standing by you for the life of the project.





CONSTRUCTION ADMINISTRATION

A CONSISTENT TEAM FROM THE BEGINNING

minimizing change orders

A thorough understanding of the existing building conditions and quality set of CD's are the best defenses against change orders. On-site we establish a team-oriented approach with the construction trades to create an environment for developing no-cost solutions to unforeseen conditions. If legitimate revisions are required, we focus on ensuring that our client receives the added value at a fair price. Wold does not charge additional fees to resolve issues and there are no fees associated with change orders. Our typical change order percentage for renovation projects is under 3% of construction costs.

substantial completion and closeout

The final measure of a project's success can be greatly impacted by occupancy and closeout. We place a significant amount of time in the final weeks of a project to ensure that it is not only on time, but that user expectations are met and that the contractors complete work on time. This extends through the warranty and beyond providing you with ongoing support.

- Contractor required to complete punch list in 60 days
- Continue construction meetings to keep contractor focused
- Monitor punch list issues and redevelop punch lists as needed to simplify the process
- Identify user issues and sort out responsibility through regular meetings with District Staff
- Attend first-day opening to assist where helpful
- Proactive 11-month walkthrough to review warranty items
- Post-occupancy evaluation with the District to review strategies
- Ongoing availability to coordinate and resolve issues

THE **ENTIRE WOLD TEAM** WHO WAS INVOLVED WITH
THE PROJECT'S DEVELOPMENT REMAIN ON-DUTY
WHEN CONSTRUCTION BEGINS.

WORKING WITH KRAUS-ANDERSON

YOUR CONSTRUCTION MANAGER

At least half of the work we do on K-12 schools is with a Construction Manager partner. Not only do we have extensive experience working with Construction Managers, but we also have more experience working with Kraus-Anderson on this type of work than any other firm - billions of dollars in the last two decades! We value the relationship with KA as a collaborative decision-maker and voice in all of our discussions.

another set of eyes

A collaborative process involves different voices in the conversation. We work directly with KA in the design to discuss how the solutions would be built to ensure the documents represent a reality for construction in lieu of a generic or theoretical approach that could result in delays and change orders for you. Their input also gives us perspective on available materials and items with longer lead times to build the most affordable and effective solution for summer construction.

enhanced communication

Our communication with you as an Owner is effectively doubled by our working relationship with KA. While we believe in real and frequent communication with you, we also discuss ideas with KA, who in turn gives you additional feedback. This is critical when reviewing high-impact issues for your staff, such as disruption avoidance and moving schedules.

a common message

A big part of the process is updating your District during important milestones. We work together with KA to build a common message for communications and presentations to ensure consistency and political accuracy on all topics, no matter the size of the group.

proactive construction approach

Working with KA during the design allows them an opportunity to better understand our needs for shop drawings and submittals so they can facilitate getting those to us early in the process to minimize schedule issues. Our open communication lets us know what construction items are coming up that will require our attention in the field so we can plan accordingly. We are able to stay ahead of all aspects of construction to allow KA to manage sub-consultants effectively to minimize disruption of construction.

we don't do less!

This is a case where more is more. We still perform our own cost estimates at every phase. We don't limit the number of meetings on-site or our time in the field. We don't assume KA will cover an item so we don't have to. The involvement of KA in the process is seen as an added resource to us, not an area to limit our services. We believe this is a complicated process that requires our full attention however it is needed to make sure the outcome exceeds your expectations.

selected recent experience with kraus-anderson

white bear lake areas schools: Comprehensive High School: \$224.5 million; 2 middle school projects: \$29+ million; 9 elementary schools: \$40.5 million; new transportation building: \$9.1 million, district services center \$18.5+ million

bloomington schools: Valley View MS Renovation: \$16 million; Ridgeview ES Renovation: \$5.5 million
Poplar Bridge ES Renovation: \$6.6 million

edina schools: Valley View MS Renovations: \$5.3 million; Transportation Facility: \$6.5 million

moundsview schools: Island Lake ES Addition & Renovation: \$4.7 million; Edgewood MS Addition & Renovation: \$22 million; Pike Lake ES Addition & Renovation: \$1.7 million; Highview MS Addition & Renovation: \$1.6 million; Bel-Air ES Addition & Renovation: \$6.9 million; Turtle Lake ES Addition & Renovation: \$7.2 million; Irondale HS Addition & Renovation: \$25 million

orono schools: \$39.2 million of renovation involving 3 buildings over two years of work; New Middle School; \$4 million High School Addition and Renovation

spring lake park: \$106.7 million of renovation and new construction involving 3 buildings phased over three years of work; New Elementary School

wayzata schools: Meadow Ridge Elementary Addition and Renovation: \$5 million in construction; New Elementary School: \$28.6 million

westonka schools: Auditorium and Fieldhouse Addition: \$18.3 million



minnesota | illinois | colorado | tennessee



WINDOM AREA SCHOOLS

ARCHITECT QUALIFICATIONS

PRESENTED TO:

Windom Area Schools
1400 17th St, Windom, MN 56101
windom.k12.mn.us

SUBMITTED BY:

Mammoth Sports Construction
103 W. 19th Street, Kansas City, MO
Matt Keys, Director of Sports Design
matt.keys@mammothbuilt.com



Dear Windom Area Schools,

It is with unwavering enthusiasm and a deep sense of commitment that Mammoth presents our innovative approach and qualifications for the Windom Area Schools. We are excited about the opportunity to partner with Windom Area Schools to continue to improve the design and layout of current and future facilities.

Mammoth's expertise in K-12 facility design is unmatched through the innovated processes being used to provide the best solution for owner's and communities such as Windom. Our team of architects, engineers, former school administrators, Pro athletes, contractors, graphic designers, and estimators collaborates to deliver holistic, high-impact solutions.

Strategic Consensus Building

We provide a structured approach to gathering and analyzing critical information, ensuring every stakeholder's voice is heard. Our Mammoth team delivers national benchmarking data from similar-sized facilities, helping extract essential programmatic components while balancing wish-list items. By aligning priorities with budget realities, we guide our clients through informed decision-making that results in actionable, cost-effective plans.

Cost-Effective, Data-Driven Solutions

Our dual role as both consultant and design-build partner uniquely positions us to offer immediate access to live cost data, ensuring accuracy in budgeting for current and future needs. By maintaining constant communication with you, we tailor solutions to meet your budgetary goals, offering scalable plans for immediate, mid-term, and long-term success.

Building a Vision for the Future

Mammoth views the current vision created not as a one-time project but as a roadmap to success—where the athletes, coaches, staff, and community of Windom can thrive. With our blend of design excellence and intimate knowledge of Windom Area Schools, we are excited to deliver a vision that will serve as a cornerstone of pride and passion for years to come.

Sincerely,



Matt Keys , AIA

Principal

Matt.Keys@mammothbuilt.com

913.707.1298



Mammoth Sports Construction
103 W 19th Street Kansas City, MO 64108

mammothbuilt.com
(785) 400-6136



Table of Contents



Windom Area Schools
 1400 17th St, Windom, MN 56101
windom.k12.mn.us



Mammoth Sports Construction
 103 W. 19th Street, Kansas City, MO
 Matt Keys, Director of Sports Design
matt.keys@mammothbuilt.com

09	SEC 01 Project Team
19	SEC 02 Past MN designed projects for K-12
31	SEC 03 Project Timeline
35	SEC 04 Costs & Fees

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Your Expert K-12 Designer and Consultant

Business Name:

Mammoth Sports Construction, LLC

Headquarters:

601 E. Wyandotte St., Meriden, KS 66512

Date Established:

March 10, 2011

Years in Business:

13+ years

Type of Business:

Limited Liability Company (LLC)

Employees:

- FTEs: 289
- Licensed Architects: 6
- Licensed Engineers: 3

Mammoth Companies Services Overview:

- | | |
|-------------------------------|------------------------|
| + Architecture | + Design-Build |
| + Master Planning | + Design-Bid-Build |
| + Feasibility Studies | + General Construction |
| + Pro Forma Modeling | + CMAR |
| + Engineering | + Steel Erection |
| + Stormwater Design | + Concrete |
| + Water Infrastructure | + Logistics |
| + Synthetic Turf Installation | + Consulting Services |
| + Turf Base Construction | + Strategic Planning |
| + Sports Equipment | + Fundraising |
| + Golf Construction | + Creative Services |
| + Track/Tennis Construction | + Branding |
| + Earthwork | + Video Productions |
| | + Photography |

Mammoth Consulting Services:

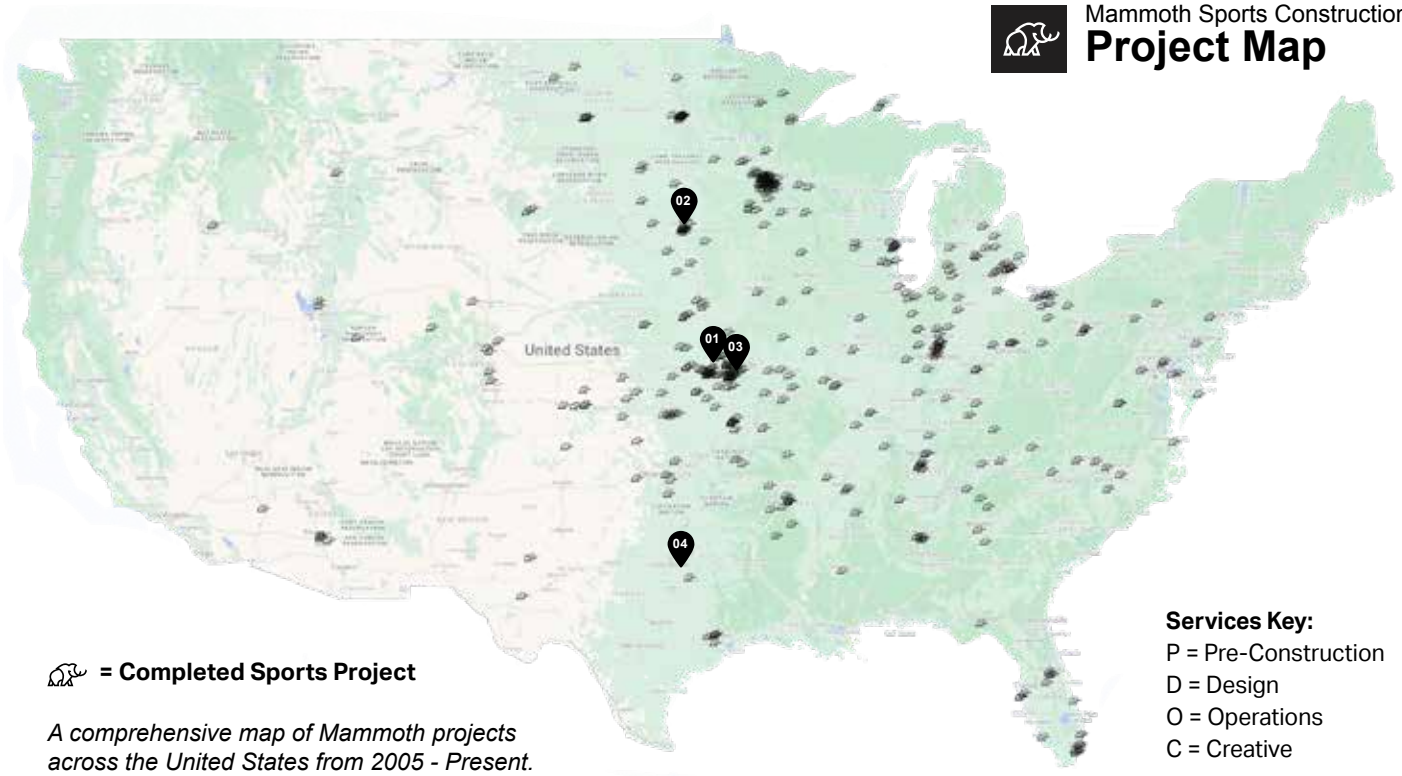
- | | |
|---|---|
| + Athletic Facilities Master Planning | + Phased Construction Planning |
| + Site Analysis and Feasibility Studies | + Regulatory Compliance and Permitting |
| + Benchmarking and Comparative Analysis | + Project Cost Optimization |
| + Budgeting and Cost Estimation | + Technology Integration Consulting |
| + Stakeholder Engagement and Consensus Building | + Maintenance Planning and Life Cycle Cost Analysis |
| + Programmatic Needs Assessment | + Equipment Specification and Vendor Selection |
| + Sustainability and Green Building Consulting | + Post-Construction Evaluation and Support |
| + Sports Facility Design Review | |



The Mammoth Commitment

You can expect nothing less than our best. Clear communication, strict budget guidelines, access to our playbook of big ideas, and top-of-the-line materials that last. This is our promise to you.

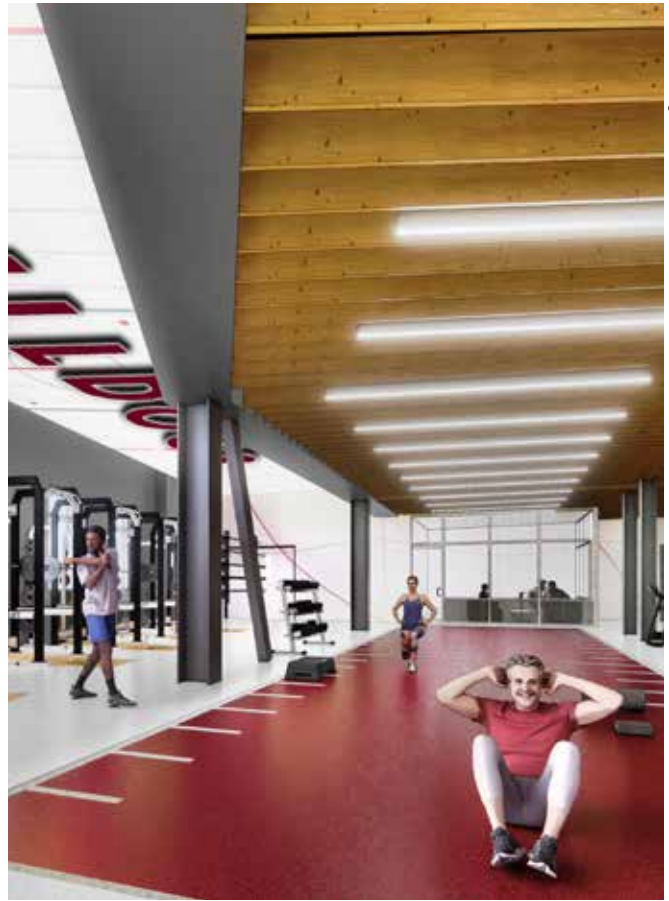
Mammoth Sports Construction Project Map



Office Locations:

- | | | | |
|---|--|---|--|
| <p>01.
 Mammoth – HQ
 Meriden, KS 66512
 Services: All
 <i>*Primary Office to Perform Work</i></p> | <p>02.
 Mammoth – South Dakota
 Sioux Falls, SD 57104
 Services: P, O</p> | <p>03.
 Mammoth – Crossroads
 Kansas City, MO 64108
 Services: P, D, C</p> | <p>04.
 Mammoth – Texas
 Waxahachie, TX
 Services: P, O</p> |
|---|--|---|--|

Windom Schools



University of Minnesota Duluth

City of Blaine



Raytown School District

MAMMOTH 2024



SEC 01

PROJECT TEAM

ARCHITECT QUALIFICATIONS

WINDOM AREA SCHOOLS
1400 17th St, Windom, MN 56101
windom.k12.mn.us



Your Mammoth Team

Leadership/Relationship



Jake Farrant
Chief Executive Officer and Owner

Jake Farrant is the founder, owner, and CEO of Mammoth. He represents a classic American entrepreneurial story, growing the company from humble roots in his mother’s garage, into a sports juggernaut ranking #692 on the Inc 5000 list of fastest-growing, privately held companies. Through the company’s growth, Jake has been the driving force setting the tempo for culture, leadership, and excellence.



Derik Budig
Director of Business Development

Derik was born and raised in South Dakota and played linebacker for Augustana Football (1996-2000). His professional experience ranges from the NFL to varying divisions of the NCAA, including the Tampa Bay Buccaneers, the University of Texas El Paso (DI) and Northern State University (DII) . Derik lives in Sioux Falls and is a proud husband to his wife Mandy (married 22 years), and father to their five children.

Sports Design Team:



David Devore, AIA
Head of Design & Architecture
**Licensed Architect in MN*



Matt Keys, AIA, LEED, AP
Dir. of Sports Design
**Licensed Architect*



Shea Ensor
Project Designer



Juliane Lewis, NCIDQ
Dir. of Interior Design



Andrew Huss
Architect



Dylan Medlock, P.E.
Dir. Of Engineering

Pre-Construction & Construction:



Shawn Grisamore
Dir. of Estimating



Matt Hohn
VP Construction Ops





MATT KEYS, AIA, LEED AP, NCARB

PRINCIPAL IN CHARGE

Matt Keys will be main point of contact for the project. Matt specializes in masterplanning with a focus on athletics. He has spent his career building relationships and exclusively partnering with schools, municipalities, colleges, universities and professional organizations at all levels, including NCAA DI, DII and DIII, NAIA, and more. Matt understands the different degrees of engagement to make any athletics project a success. Matt will guide and support our partners through facilities upgrades, masterplans and renovations. Matt prides himself on not only finding the architectural solution for owners, but creating a lasting vision of revenue and branding opportunities that extend beyond the walls of the School.

FEATURED WORK:

Blue Springs School District

- *Blue Springs High School PAC Renovation
- *Blue Springs High School New Band Practice Facility
- *Blue Springs High School New Media Center
- *Blue Springs High School New Gym Addition
- *Blue Springs High School New Freshman Center
- *Blue Springs High School New Natatorium
- *Blue Springs High School Stadium Improvements
- *Liggett Trail Early Education Expansion
- *James Lewis Elementary Classroom Expansion
- *William Bryant Elementary Classroom Expansion
- *Chapel Lakes Elementary Classroom Expansion
- *Franklin Smith Elementary New Gym Addition and Renovation
- *Voy Spears Elementary Kitchen Renovation
- *William Yates Elementary Kitchen Renovation
- *Lucy Franklin Elementary Kitchen Renovation
- *James Walker Elementary Classroom & Parking Lot Expansion
- *John Nowlin Elementary Interior Renovation & Parking Lot Design

Warrensburg School District

- *Warrensburg High School New Activities Complex w/ restroom addition
- *Warrensburg Middle School New Gym & Classroom Expansion
- *Maple Grove Elementary Classroom Expansion
- *Ridgeview Elementary Classroom Expansion
- *Martin Warren Elementary Secure Entry Addition

**Indicates projects led prior to joining Mammoth*

YEARS OF EXPERIENCE:

17+ Years in Industry

CERTIFICATIONS

- Registered Architect: MO, KS, NM, TX, IL, IA, MT and AR
- Leed Accredited Professional
- American Institute of Architects

EDUCATION:

Masters of Architecture
 University of Kansas
 *Thayer Award Winner
 *Adjunct Professor for a 4th & 5th Year
 *Sports and Entertainment Studio





SHEA ENSOR, AIA, NCARB

PROJECT DESIGNER

Shea, has spent his entire career in the K-12 market. He has led and completed numerous performing arts facilities. He is an architecture and design enthusiast that brings a passion for creating functional and aesthetically pleasing spaces. As a project designer, Shea works directly with clients, leadership, and the team to produce all the drawings, documentation, and visuals needed to bring the vision to life. His expertise lies in blending creativity with practicality to deliver innovative solutions.

FEATURED WORK:

- ***Raytown South High School (Raytown MO)** New Performing Arts Center Design
- ***Westwood Elementary School (Westwood, KS)** New Elementary School Design
- ***Plattensburg High School (Clinton County, MO)** New Football and Track Stadium
- ***Environmental Sciences Building (Lee's Summit MO)** Complete Building Renovation and Site Design
- ***Raytown South High School (Raytown MO)** Performing Arts Center Renovation
- ***Liberty Distribution Center (Liberty MO)** New Distribution Warehouse Design
- ***Performing Arts Center (Warrensburg, MO)**

YEARS OF EXPERIENCE:

5+ Years in Industry

QUALIFICATIONS

American Institute of Architects (AIA)
NCARB Certified

EDUCATION:

Masters of Architecture
Kansas State University

**Indicates projects led prior to joining Mammoth*





DAVID DEVORE, AIA, LEED AP

PRINCIPAL IN CHARGE / HEAD OF DESIGN

David leads Mammoth's Design Division and directs design production across all markets, overseeing final product and working with project designers throughout the company. David has been involved in all design-build projects at Mammoth and spent the last 20+ years honing his craft with a specialized focus on sports design. Dave's experience ranges from municipality fields and community centers, to small college athletics facilities, to Power 5 conference stadiums, to private developments and megaplexes. No matter the scope or complexity, Dave ensures that his team delivers each partner with unrivalled service and creativity to meet the specific needs of their community.

FEATURED WORK:

- **City of Paola (Paola, KS)** Phase I - Baseball Complex
- **Cyclones Ballpark (Town of Pecos City, TX)** Sports Complex featuring 8 synthetic turf baseball fields, two new concessions buildings, a two-story main concession building, center pavilion, playground, & splash pad
- **Scheels Sports Park (Springfield, IL)** Sports Complex with 8-fields, a 170,000 square foot indoor sports dome, turf & sport courts
- **Oasis Sports Complex (Marion, IL)** 277-acre development with 16 multi-use fields, indoor practice facility, and ancillary restroom, concessions, parking, playground, site lighting and site amenities
- **Legion Fields (Fort Morgan, CO)** New Athletic Complex full size synthetic turf soccer field, a new entry building consisting of restrooms, concessions, and ticketing, stormwater management and drainage improvements, lighting upgrades, ADA accessibility improvements, and bleacher design and installation.
- **Basehor-Linwood USD 458 (Basehor, KS)** Outdoor Athletic Complex: Football, Soccer, Softball, Baseball Infield/Wings, and New Natural Softball Fields w/ site improvements
- **Burlington USD No. 244 (Burlington, KS)** Varsity Baseball, Softball Football Fields
- **K-State University Athletics (Manhattan, KS)** Bill Snyder Family Stadium West Side Expansion*, Tointon Family Stadium Design*, Master Plan*, Football and Baseball Stadium Fields
- **Leavenworth USD 453 (Leavenworth, KS)** Sports Complex
- **Olathe High School (Olathe, KS)** Varsity Football Fields & 4 Varsity Baseball Fields (8 total) at 4 District High Schools
- **Sanford Diamonds & Crossing (Sioux Falls, SD)** 173 Acre Outdoor Sports Complex with 18-Synthetic Turf Fields
- **Siloam Springs School District (Siloam, AR)** Outdoor Athletic Facilities Master Plan
- **University of Kansas (Lawrence, KS)** Arrocha Park
- **University of Nebraska (Lincoln, NE)** Memorial Stadium Field • University of North Alabama (Florence, AL) Football/Baseball Stadium Master Plan; New Indoor Softball Practice Facility
- Soccer Park Improvements

YEARS OF EXPERIENCE:

22+ Years in Industry

QUALIFICATIONS

Registered Architect: AL, AR, CO, FL, IL, IA, KS, OH, MO, MN, OK, SD, & TX
 LEED Accredited Professional
 American Institute of Architects (AIA)

EDUCATION:

Kansas State University
 Bachelor of Architecture





JULIANE LEWIS, IIDA, NCIDQ

DIRECTOR OF INTERIOR DESIGN

Juliane joined Mammoth in 2022 as the Director of Interior Design. She has over 10 years of experience as a NCIDQ licensed interior designer for multiple markets including K-12 education, sports entertainment, commercial, and hospitality. She has worked on high profile projects on the east coast and large scale projects ranging up to 500,000sf. No matter the size or scope your project, Juliane will apply her extensive background to create spaces that are not only aesthetically pleasing, but also functional for your unique needs. She prides herself on delivering spaces that exceed client expectations, inspire others, and solve problems.

FEATURED WORK:

Blue Springs School District

- *Blue Springs High School PAC Renovation
- *Blue Springs High School New Band Practice Facility
- *Blue Springs High School New Media Center
- *Blue Springs High School New Gym Addition
- *Blue Springs High School New Freshman Center
- *Blue Springs High School New Natatorium
- *Blue Springs High School Stadium Improvements
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Warrensburg School District

- *Warrensburg High School New Activities Complex w/ restroom addition
- *Warrensburg Middle School New Gym & Classroom Expansion
- *Maple Grove Elementary Classroom Expansion
- *Ridgeview Elementary Classroom Expansion
- *Martin Warren Elementary Secure Entry Addition

**Indicates projects led prior to joining Mammoth*

YEARS OF EXPERIENCE:

10+ Years in Industry

QUALIFICATIONS

NCIDQ certified Interior Designer (Certificate #32118)

Member of IIDA

EDUCATION:

Marymount University; Arlington, VA

BA, Interior Design, 2012

Graduated Suma Cum Laude





ANDREW HUSS

ARCHITECT

Andrew has been with Mammoth for two years and is a Project Designer with specialized experience in design thinking, project innovation, and comprehensive planning. Andy has a passion for sports design and brings that energy to every project he works on. Andy prides himself on utilizing the latest technologies to create visually dynamic images to convey a clients vision and goals. Through Andy’s talents, clients gain a comprehensive picture of their future program and the possibilities of where the Mammoth team can take them.

FEATURED WORK:

Blue Springs School District

- *Blue Springs High School PAC Renovation
- *Blue Springs High School New Band Practice Facility
- *Blue Springs High School New Media Center
- *Blue Springs High School New Gym Addition
- *Blue Springs High School New Freshman Center
- *Blue Springs High School New Natatorium
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Warrensburg School District

- *Warrensburg High School New Activities Complex w/ restroom addition
- *Warrensburg Middle School New Gym & Classroom Expansion
- *Maple Grove Elementary Classroom Expansion
- *Ridgeview Elementary Classroom Expansion
- *Martin Warren Elementary Secure Entry Addition

**Indicates projects led prior to joining Mammoth*

YEARS OF EXPERIENCE:

7+ Years in Industry

QUALIFICATIONS

- Registered Architect
- National Council of Architectural Registration Board Certification (NCARB)

EDUCATION:

Kansas State University
Master of Architecture





MATT HOHN

VP OF CONSTRUCTION OPERATIONS

Matt joined Mammoth in Fall of 2019 to oversee Mammoth's construction operations and Sioux Falls office. He is known and respected throughout the Midwest as a leader in construction services and is thrilled to have returned to his hometown of Sioux Falls, South Dakota.

Matt is the leader of our sports construction operations and has been involved in every design-build project over the last four years. He offers 20+ years of experience in the construction industry and has an unmatched reputation for exceeding client expectations. He values relationships built with clients and goes the extra mile to ensure they are taken care of.

FEATURED WORK:

- **Abilene Public Schools (Abilene, KS)** Cowboys Stadium
- **Augustana University Midco Arena (Sioux Falls, SD)** 3,000 Seat Indoor Ice Hockey Arena
- **Augustana University (Sioux Falls, SD)** Stadium Football and Softball Fields
- **Central Methodist University (Fayette, MO)** Conversion of Baseball and Softball Fields to Synthetic Turf
- **City of Yankton (Yankton, SD)** New Soccer Park with 2 Comfort Stations
- **Dell Rapids High School (Dell Rapids, SD)** Press Box, Football Field
- **Dodge City Community College (Dodge City, KS)** 11,000 sf Weight Center
- **Flint Hills Discovery Center (Manhattan, KS)** 35,000sf Facility*
- **Kansas State University (Manhattan, KS)** Tointon Family Stadium Baseball Turf, Bill Snyder Family Stadium Football Turf, Indoor Football/ Baseball Facility Turf
- **Leavenworth USD 453 (Leavenworth, KS)** Sports Complex and Concession Building
- **Oasis Sports Complex (Marion, IL)** 16-Multi-Use Fields Sports Complex
- **Oklahoma State University (Stillwater, OK)** Boone Pickens Stadium Field & Indoor Practice Football Field
- **Ottawa University (Ottawa, KS)** 11,000 sf Athletic Performance Center
- **Sanford Diamonds & Crossing (Sioux Falls, SD)** 173 Acre Outdoor Sports Complex with 18-Synthetic Turf Fields
- **Sioux Falls School District (Sioux Falls, SD)** Football Field and Track Surfacing at four (4) district high school facilities
- **Scheels Sports Complex (Springfield, IL)** 277 Acre Development with Sports Fields, Dome, Retail and Lodging
- **Siloam Springs School District (Siloam, AR)** Outdoor Athletic Facilities: Football Field; Baseball, Softball and Tennis Complex
- **Watertown High School (Watertown, SD)** Football Field & Track

YEARS OF EXPERIENCE:

22+ Years in Industry

QUALIFICATIONS

- AIC Certified
- STSC Certified
- OSHA 30-Hour Certified

EDUCATION:

South Dakota State University,
B.S. Construction Management





SHAWN GRISAMORE

DIRECTOR OF ESTIMATING

Shawn spearheads our estimating division, collaborating closely with our design team to provide architectural estimates and conduct constructibility reviews prior to engaging the Construction Manager (CM). He meticulously analyzes initial design costs and assesses their long-term impact on the operational expenses of a development. With a diverse background in estimating and constructing sports, commercial, retail, and entertainment projects, Shawn brings a wealth of expertise to our team.

His proficiency extends to understanding the intricate financial frameworks necessary for facility development across various scales. In the past year alone, Shawn has led our pre-construction team on projects exceeding \$400 million in sports fields and facilities. Before joining Mammoth, he successfully managed over 60 design-build projects and led eight notable design-build sports facilities projects valued at over \$7 million each.

FEATURED WORK:

- **Bellevue University (Bellevue, NE)** Softball and Soccer Complex
- **Briar Cliff University (Sioux City, IA)** Stadium Football Field
- **City of York (York, NE)** New Multi-Purpose Stadium
- **City of Jamestown (Jamestown, ND)** - McElroy Park
- CMAR for Survey, geo, concrete, base construction, erosion control, pavers, fence, irrigation, planting, turf & grasses, site utilities, concession/restroom
- **Hermantown Marketplace (Hermantown, MN)** Development
- **Lincoln University (Jefferson City, MO)** Softball Field
- **Northland Christian University (Houston, TX)** Baseball, Football and Soccer Sports Complex
- **Oasis Sports Complex (Marion, IL)** Sports complex & development including 16 multi-use fields that will accommodate baseball, softball, soccer, and football, one Championship softball field, indoor practice facility, and ancillary restroom, concessions, parking, playground, site lighting and site amenities
- **Rockhurst University (Kansas City, MO)** Athletics Master Plan
- **Scheels Sports Park (Springfield, IL)** New Sports Complex & Development
- **Southeast Missouri State University (Cape Girardeau, MO)** Stadium Football Field Conversion
- **University of the Ozarks (Clarksville, AR)** New Multi-Sport Complex including Baseball, Softball and Soccer fields with shared concession, pavillion and terrace amenities
- **University of North Alabama (Florence, AL)** Football and Softball Stadium
- **William Jewell College (Liberty, MO)** Multi-Sport Outdoor Athletic Complex (3 Full Conversions)
- **Williston State College (Williston, ND)** Self-Perform Package - drainage, turf installation and equipment for baseball field and softball field.

YEARS OF EXPERIENCE:

15+ Years in Industry

QUALIFICATIONS

- OSHA 30-Hour Certified
- OSHA Crystalline Silica Awareness Certification (29 CFR 1926.1153)
- Prior to Mammoth, led 60+ design-build projects and eight successful design-build sports facilities projects, each valued at \$7m+

EDUCATION:

Kansas State University
B.S. Construction Science





DYLAN MEDLOCK, P.E.

PRINCIPAL ENGINEER

Dylan is an experienced engineer with extensive background on domestic and international projects with multi-million- and billion-dollar budgets. Dylan's breadth ranges from municipal infrastructure, to roadways and parks, to sports and recreation, to heavy civil, including power generation projects and LNG export terminals.

FEATURED WORK:

- **Burlington USD No. 244 (Burlington, KS)** Varsity Baseball, Softball Football Fields
- **Central Methodist University (Fayette, MO)** Baseball and Softball Renovations
- **City of Paola (Paola, KS)** Phase I - Baseball Complex
- **Frontenac High School (Frontenac, KS)** Athletic Complex for Baseball, Softball and Football
- **DG/JF Landfill Access Road design and highway 24 intersection (Jefferson/Douglas County, KS)** Added highway turn lane; Redesign 3rd Street
- **Leavenworth USD 453 (Leavenworth, KS)** Sports Complex
- **Lebo Streetscape Design (Lebo, KS)** 2016
- **Legion Fields (Fort Morgan, CO)** New Athletic Complex full size synthetic turf soccer field, a new entry building consisting of restrooms, concessions, and ticketing, stormwater management and drainage improvements, lighting upgrades, ADA accessibility improvements, and bleacher design and installation.
- **Lincoln University (Jefferson City, MO)** Softball Field
- **Oasis Sports Complex (Marion, IL)** Sports Complex Develop.
- **Ripken Baseball (Jenks, OK)** Baseball Complex Development
- **Sanford Diamonds & Crossing (Sioux Falls, SD)** 173 Acre Outdoor Sports Complex with 18-Synthetic Turf Fields
- **Scheels Sports Complex (Springfield, IL)** 277 Acre Development with Sports Fields, Dome, Retail and Lodging
- **Siloam Springs School District (Siloam, AR)** Outdoor Athletic Facilities Master Plan
- **Truman State University (Kirksville, MO)** Stadium Baseball Field and Stadium Softball Field
- **William Jewell College (Liberty, MO)** Outdoor Athletics Complex for Baseball, Softball and a Multi-Purpose Field

YEARS OF EXPERIENCE:

10+ Years in Industry

QUALIFICATIONS

Licensed Professional Engineer: KS, MO, AL, IL, SD, TX, ND, MN, IA, OK, AR, NE, NC, IN, NM

Member of the American Society of Engineers

EDUCATION:

University of Kansas
B.S. Civil Engineering



MAMMOTH 2024



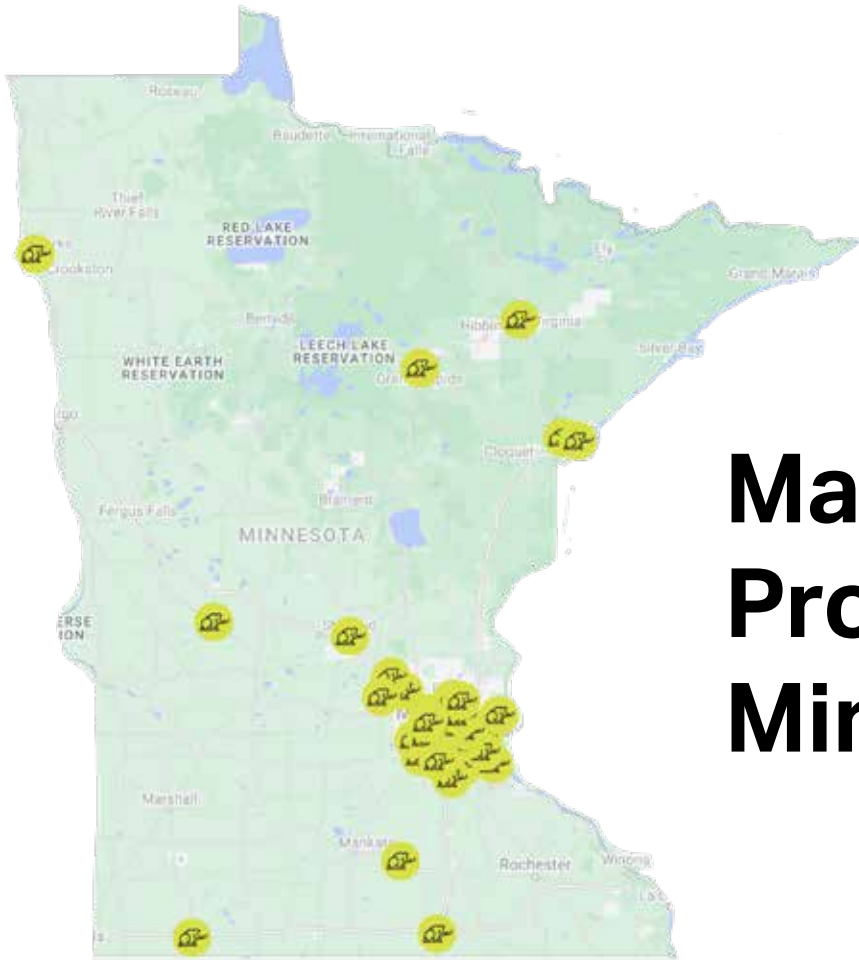
SEC 02

PAST MN DESIGNED PROJECTS FOR K-12

ARCHITECT QUALIFICATIONS

WINDOM AREA SCHOOLS
1400 17th St, Windom, MN 56101
windom.k12.mn.us





Mammoth Projects in Minnesota

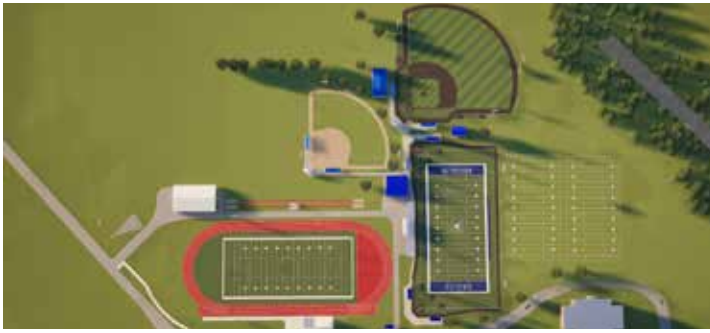
Sports Complex Projects

- Project 01
Windom Schools Athletic Complex, Windom, MN
- Project 02
Blaine Sports Complex, Minneapolis, MN
- Project 03
University of Minnesota Duluth Weight Room Renovation, Duluth, MN
- Project 04
Sanford Sports Complex, Sioux Falls, SD

PAC Designed Projects

- Project 01
* Raytown South High School New PAC, Raytown, MO
- Project 02
*Raytown High School PAC Renovation, Raytown, MO
- Project 03
*Impact Arts New PAC, Warrensburg, MO
- Project 04
*Independence High Schools PAC Renovations, Independence, MO
- Project 05
*Blue Springs High School PAC Renovation, Blue Springs, MO

*Projects design with Mammoth employees while at other firms



WINDOM AREA SCHOOLS

ATHLETIC COMPLEX

Client: Windom Area Schools

Project Delivery: Master Plan

Location: Windom Area Schools
1200 17th St. Windom, MN 56101

Timeline: May 2024-October 2024

Reference:

Jamie Frank
Superintendent
jfrank@isd177.com
(507) 831-6910

Description:

The Mammoth Team worked with school administration, board members, and local community leaders in order to establish and gain consensus for the upcoming facility improvements regarding the Windom Area Schools 2025 bond. Throughout the process, goals of cost, priority, and vision were created to establish the future vision by our Mammoth Team.



CITY OF BLAINE

SPORTS COMPLEX

Client: Bader Companies

Project Delivery: Design/Build

Location: Blaine, MN

Timeline: May 2026 - Ongoing

Reference:

Mike Pokorney | Director of Construction

Cell: 612.900.5782

mpokorney@badercompanies.com

Description:

The Mammoth Team worked with Bader Companies to establish the vision and cost of a new minor league baseball stadium and ancillary development surrounding the complex.



UNIVERSITY OF MINNESOTA DULUTH

NEW HOCKEY WEIGHT ROOM RENOVATION

Client: University of Minnesota Duluth

Project Delivery: Conceptual Design

Location: Duluth, MN

Timeline: Summer 2022

Reference:

Brian Nystrom

Associate Athletic Director for External Relations

(O): 218.726.6725

515.298.1203

Description:

Mammoth created a new look and feel for the future hockey weight room for UMD Athletics. They have used the conceptual renderings created by the Mammoth team to fundraise and gain private financing to move the project into reality.



SANFORD DIAMONDS & CROSSING

173-ACRE SPORTS COMPLEX

Client: Sanford Health

Project Delivery: Design-Build Services

Location: Sioux Falls, SD

Timeline: 2021-2023

Reference:

Steve Young, President of Sanford Sports
 e: steven.young@SanfordHealth.org
 p: 605-370-1486

Description: Sanford Health engaged Mammoth for the design build of the new 173-Acre, 18-Field Outdoor Athletic Complex. The complex features 5-synthetic turf baseball fields, 5-synthetic turf softball and 8-synthetic turf soccer fields, plus the new build of concession/re-restrooms, shade structures, dugouts, sports equipment, LED lighting, exterior concrete, parking, site amenities, landscaping and grand entrances.

Relevant Scopes:

- Sports Design Consulting
- Cost Estimating
- Full Conversion of Baseball Fields (x5)
- Full Conversion of Softball Fields (x5)
- Full Conversion of Soccer Fields (x8)
- Civil Engineering Consulting
- Earthwork, Grading, & Drainage
- Concrete Curb & Exterior Concrete
- Base Construction
- Sports Equipment Installation
- Turf Installation
- Sub-contractor Management



RAYTOWN SOUTH HIGH SCHOOL

NEW PAC

Client: Raytown School District

Project Delivery: Design Bid Build

Location: Raytown, MO

Timeline: Summer 2021 - Summer 2025

Reference:

Josh Hustad

Facility Director

8162687160

Description:

Shea Ensor of our Mammoth team lead the design and execution of the new performing arts center at Raytown South High while at Hollis + Miller Architects. Shea's extensive experience played a critical role in the success of this facility.



RAYTOWN HIGH SCHOOL

PAC RENOVATION

Client: Raytown School District

Project Delivery: Design Bid Build

Location: Raytown, MO

Timeline: Summer 2021 - Summer 2025

Reference:

Josh Hustad
Facility Director
8162687160

Description:

Shea Ensor of our Mammoth team lead the design and execution of the new performing arts center renovation at Raytown High while at Hollis + Miller Architects. Shea's extensive experience played a critical role in the success of this facility.



IMPACT ARTS NEW PAC

NEW PAC

Client: Impact Arts

Project Delivery: Design Bid Build

Location: Warrensburg, MO

Timeline: Summer 2020 - Ongoing

Description:

Shea provided conceptual renderings while at Hollis + Miller Architects for the new PAC for a private developer. Fundraising is still ongoing.



INDEPENDENCE HIGH SCHOOLS PAC RENOVATIONS

Client: Independence School District

Project Delivery: Design Bid Build

Location: Independence, MO

Timeline: Summer 2021 - Summer 2022

Description:

Andy Huss of our Mammoth team lead the design and execution of the new performing arts center renovation at Independence High while at Hollis + Miller Architects. Andy's extensive experience played a critical role in the success of this facility.



BLUE SPRINGS HIGH SCHOOL

PAC RENOVATION

Client: Blue Springs School District

Project Delivery: Design Bid Build

Location: Blue Springs, MO

Timeline: 2021-2022

Reference:

Jason Woolf
Facilities Director
816.564.5791

Description:

Matt Keys of our Mammoth team lead the design and execution of the new performing arts center renovation at Blue Springs High while at Hollis + Miller Architects. Matt's extensive experience played a critical role in the success of this facility.

MAMMOTH 2024



SEC 03

PROJECT TIMELINE

ARCHITECT QUALIFICATIONS

WINDOM AREA SCHOOLS
1400 17th St, Windom, MN 56101
windom.k12.mn.us



Project Timeline

Project Title	Phase	Start Date	End Date
Bond Approval		April 2025	
Sports Complex	Design	April 2025	August 2025
	Construction	September 2025	July 2026
High School Modifications	Design	April 2025	November 2025
PAC Addition	Construction	December 2025	July 2027
Wrestling/Gymnastics Renovation	Construction	December 2025	August 2026
Locker Room Renovation	Construction	December 2025	August 2026

Design Process

5-Step Design Process

1. Visioning & Goals:

- Define overall goals and vision with key leadership.
- Establish communication lines, deliverables, and timelines.

2. Data Gathering / User Meeting:

- Engage with individual users to detail space needs.
- Obtain approval from University leadership.
- Gather existing building data for space analysis.

3. Program Verification:

- Review master programming document based on user input.
- Ensure alignment with leadership expectations.
- Continuously adjust the evolving program document.

4. Test Concepts:

- Transform program into three-dimensional visuals.
- Provide working visuals for University leadership to assess and approve.

5. Final Deliverable:

- Refine approved schematic design into design development and construction document phases.
- Provide Cost & Design updates per milestones for owner approval.
- Provide Donor Naming Opportunities for public/private marketing
- Provide & Coordinate approval for city permit

Benchmarking

As detailed pricing is developed through each design phase, variances from the cost model will be instantly identified and off-setting budget adjustments will be reviewed to ensure that the bottom-line cost is not exceeded. This interactive model will provide immediate cost feedback and help to illustrate the impact of decisions that the project team makes, so that project scope, quality and budget will be reconciled to the cost model throughout the Pre-Construction and construction process. By following this budget-driven design process, we believe the team will have the appropriate process to maximize the desired program elements within the desired project budget.

Mammoth employs a collaborative, open-book methodology to establish an early cost model, thereafter tracking and managing scope to provide timely cost input to the design team and formal estimates that serve as critical budget project checkpoints for the owner. Mammoth's goal is to optimize value for the owner and to build the highest-quality project consistent with the budget, program, goals and objectives.

MAMMOTH 2024



SEC 04

COSTS & FEES

ARCHITECT QUALIFICATIONS

WINDOM AREA SCHOOLS
1400 17th St, Windom, MN 56101
windom.k12.mn.us





Pre-Referendum Cost - Lump Sum

Pre-Referendum Cost - Lump Sum
calculated at **\$0**

Our **Mammoth** team prides itself on being an outstanding **partner** to the **Windom School District**, both through professional services and cost saving measures established during the Pre-Referendum phase. Mammoth has already charged \$20,000 for master planning services that leaves a remaining balance of **\$0**.

Furthermore, below are a list of **no-charge** cost savings services the Mammoth team has provided in addition to our master planning contract that solidifies our ongoing commitment to Windom.

No-Charge Services provided by Mammoth (\$115,000 in Savings):

Decreased Master Planning Contract Fee \$5,000

Evaluated Additional Academic Spaces for District Assessment \$40,000

2nd School Board and Community Leader Presentation \$10,000

Community Survey Draft Questions \$10,000

Review and Comment Planning \$40,000

At-large Community Presentation \$10,000



Architectural/Engineering Design Costs/Fees

Typical architects will charge a flat fee percentage over the entire estimated construction cost of a project. Our Mammoth team has challenged this methodology by assigning the appropriate fee according to the professionals actually doing the work. The majority of sports projects, such as Windom's, involves a substantial amount of horizontal scope (athletic fields) that should not be charged the full flat fee of an architect since it is primarily the civil engineer performing the actual work. Our fee below reflects breaking out the vertical and horizontal scope of the athletic project. Our **Mammoth** team estimates that the **cost savings** associated with this approach will be in excess of **\$150,000** for the Windom School District.

Furthermore, we have also broken out fees to show the associated savings if **Mammoth** is selected for the **entire bond** versus isolated scopes. An additional savings of **\$580,000** can be gained by the District by utilizing Mammoth for its entire bond.

TOTAL POTENTIAL SAVINGS = \$730,000

IF SELECTED FOR ENTIRE BOND

Architectural/Engineering Design Costs/Fees are calculated as

Sports Complex Vertical Scope: 6.5%

Sports Complex Horizontal Scope: 4%

High School Renovation Scope: 10%

New PAC: 5.5%

of the estimated construction cost.

IF NOT SELECTED FOR ENTIRE BOND

Architectural/Engineering Design Costs/Fees are calculated as

Sports Complex Vertical Scope: 7%

Sports Complex Horizontal Scope: 5%

High School Renovation Scope: 12%

New PAC: 7.5%

of the estimated construction cost.



Reimbursable Estimate

The Reimbursable Estimate is **not to exceed \$52,000 for the entire bond scope.**



Construction Administration for Architectural/ Engineering services

Construction Administration for Architectural/Engineering services
is **included** as part of our breakout fees as in base page



DO SOMETHING BIG

WINDOM AREA SCHOOLS
1400 17th St, Windom, MN 56101
windom.k12.mn.us



Adopted: _____

MSBA/MASA Model Policy 523

Orig. 1995

Revised: _____

Rev. 202220

523 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in the school district's policies are applicable to students as well as to employees. ~~In order to~~ To avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies ~~which that~~ also apply to students:

Model Policy 102	Equal Educational Opportunity
Model Policy 103	Complaints – Students, Employees, Parents, Other Persons
Model Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Model Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Model Policy 305	Policy Implementation
Model Policy 413	Harassment and Violence
Model Policy 417	Chemical Use and Abuse
Model Policy 418	Drug-Free Workplace/Drug-Free School
Model Policy 419	Tobacco-Free Environment; Possession and Use of Tobacco, Tobacco-Related Devices, and Electronic Delivery Devices
Model Policy 420	Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions
Model Policy 610	Field Trips
Model Policy 613	Graduation Requirements
Model Policy 614	School District Testing Plan and Procedure
Model Policy 615	Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students
Model Policy 616	School District System Accountability
Model Policy 707	Transportation of Public School Students
Model Policy 708	Transportation of Nonpublic School Students
Model Policy 709	Student Transportation Safety Policy
Model Policy 710	Extracurricular Transportation
Model Policy 711	Video Recording on School Buses
Model Policy 712	Video Surveillance Other Than on Buses
Model Policy 801	Equal Access to School Facilities

Students are charged with notice that the above cited policies are also applicable to students; however, students are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References: None

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 527

Orig. 1998

Revised: _____

Rev. 202202

527 STUDENT USE AND PARKING OF MOTOR VEHICLES; PATROLS, INSPECTIONS, AND SEARCHES

I. PURPOSE

The purpose of this policy is to provide guidelines for use and parking of motor vehicles by students in school district locations, to maintain order and discipline in the schools, and to protect the health, safety, and welfare of students and school personnel.

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to allow the limited use and parking of motor vehicles by students in school district locations. The position of the school district is that a fair and equitable district-wide student motor vehicle policy will contribute to the quality of the student's educational experience, will maintain order and discipline in the schools, and will protect the health, safety, and welfare of students and school personnel. This policy applies to all students in the school district.

III. DEFINITIONS

- A. "Contraband" means any unauthorized item possession of which is prohibited by school district policy and/or law. It includes, but is not limited to, weapons and "look-alikes," alcoholic beverages, controlled substances and "look-alikes," overdue books and other materials belonging to the school district, and stolen property.
- B. "Reasonable suspicion" means that a school official has grounds to believe that the search will result in evidence of a violation of school district policy, rules, and/or law. Reasonable suspicion may be based on a school official's personal observation, a report from a student, parent, or staff member, a student's suspicious behavior, a student's age and past history or record of conduct both in and out of the school context, or other reliable sources of information.
- C. "Reasonable scope" means that the scope and/or intrusiveness of the search is reasonably related to the objectives of the search. Factors to consider in determining what is reasonable include the seriousness of the suspected infraction, the reliability of the information, the necessity of acting without delay, the existence of exigent circumstances necessitating an immediate search and further investigation (e.g., to prevent violence, serious and immediate risk of harm, or destruction of evidence), and the age of the student.
- D. "School district location" means property that is owned, rented, leased, or borrowed by the school district for school purposes, as well as property immediately adjacent to such property that may be used for parking or gaining access to such property. A school district location also shall include off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district.

IV. STUDENT USE OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

Students generally are not permitted to use motor vehicles during the school day in any school district location. Students may use motor vehicles on the high school campus[es] during the school day only if there is an emergency and permission has been granted to the student by (designated school official) to use a motor vehicle. Students are permitted to use motor vehicles in school district locations outside of the school day only on the high school campus[es].

[Note: This portion of the policy may need to be modified depending upon the designation of the high school campus as open or closed. For example, the school district may choose to adopt language for an open campus in the second sentence such as "Students may use motor vehicles on the high school campus[es] during the school day only during the student's designated lunch period or if there is an emergency and permission has been granted to the student by (designated school official) to use a motor vehicle during the school day."]

V. STUDENT PARKING OF MOTOR VEHICLES IN SCHOOL DISTRICT LOCATIONS

- A. Students are permitted to park in a school district location as a matter of privilege, not of right. Students driving a motor vehicle to a high school campus may park the motor vehicle in the parking lot designated for student parking only. Students will not park vehicles in driveways, on private property, or in **[other designated areas, e.g., parking lots designated for use only by staff or by the general public]**.
- B. When there are unauthorized vehicles parked on school district property, school officials may:
 - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school district property.

VI. PATROLS, INSPECTIONS, AND SEARCHES

School officials may conduct routine patrols of school district locations and routine inspections of the exteriors of the motor vehicles of students. In addition, the interiors of motor vehicles of students in school district locations may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

A. Patrols and Inspections

School officials may conduct routine patrols of student parking lots and other school district locations and routine inspections of the exteriors of the motor vehicles of students. Such patrols and inspections may be conducted without notice, without student consent, and without a search warrant.

B. Search of Interior of Student Motor Vehicle

The interiors of motor vehicles of students in school district locations, including glove or trunk compartments, may be searched when school officials have a reasonable suspicion that the search will uncover a violation of law and/or school policy or rule.

The search will be reasonable in its scope and intrusiveness. Such searches may be conducted without notice, without consent, and without a search warrant. A student will be subject to withdrawal of parking privileges and to discipline if the student refuses to open a locked motor vehicle under the student's control or its compartments upon the request of a school official.

C. Prohibition of Contraband and Interference with Patrols, Inspections, Searches, and/or Seizures

A violation of this policy occurs when students store or carry contraband in motor vehicles in a school district location or interfere with patrols, inspections, searches, and/or seizures as provided by this policy.

D. Seizure of Contraband

If a search yields contraband, school officials will seize the item and may turn it over to legal officials for ultimate disposition when appropriate.

E. Dissemination of Policy

A copy of this policy will be printed in the student handbook or disseminated in any other way which school officials deem appropriate.

VII. DIRECTIVES AND GUIDELINES

The superintendent is granted authority to develop and present for school board review and approval reasonable directives and guidelines which address specific needs of the school district related to student use and parking of motor vehicles in school district locations, such as a permit system and parking regulations. Approved directives and guidelines shall be attached as an addendum to this policy.

[The students will park in the student parking lot on the west side of the High School- exceptions will be made with Administration's Permission.](#)

[Note: Some school districts may choose to allow students to park their cars in school district locations, such as designated student parking lots, by permit only. Such a permit system can be used to assist in the dissemination and enforcement of the motor vehicle policy. For example, school districts instituting a permit system can advise students who apply for a permit that the motor vehicle policy exists and that their motor vehicles are subject to inspection and search by school officials. An acknowledgment form, such as the sample attached to this policy, can then be utilized to document the notice given and the student's receipt of the policy.]

[Note: If a school district institutes a permit system and intends to charge students a fee for parking permits, the procedures in Minnesota Statutes section, Stat. § 123B.38 must be followed before the fees are implemented.]

VIII. VIOLATIONS

A student found to have violated this policy and/or the directives and guidelines implementing it shall be subject to withdrawal of parking privileges and/or to discipline in accordance with the school district's Student Discipline Policy, which may include suspension, exclusion, or expulsion. In addition, the student may be referred to legal officials when appropriate.

Legal References: U. S. Const., amend. IV
Minn. Const., art. I, §10
Minn. Stat. § 123B.02, Subds. 1 and 5 (General Powers of Independent School Districts)
[Minn. Stat. § 123B.38 \(Hearing\)](#)
New Jersey v. T.L.O., 469 U.S. 325, ~~105 S.Ct. 733, 83 L.Ed.2d 720~~ (1985)

Cross References: MSBA/MASA Model Policy 417 (Chemical Use and Abuse)
MSBA/MASA Model Policy 418 (Drug-Free Workplace/Drug-Free School)
MSBA/MASA Model Policy 501 (School Weapons Policy)
MSBA/MASA Model Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
MSBA/MASA Model Policy 506 (Student Discipline)
MSBA/MASA Model Policy 712 (Video Surveillance Other Than on Buses)

Adopted: _____

MSBA/MASA Model Policy 528

Orig. 1999

Revised: _____

Rev. 202203

528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION

[Note: The provisions of this policy substantially reflect statutory requirements.]

I. PURPOSE

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

II. GENERAL STATEMENT OF POLICY

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. It is the responsibility of every school district employee to comply with this policy.
- F. The school board has designated _____ [title, name, office address, and telephone number] as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.
- G. Any student, parent or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated, and acted upon in the manner specified in Policy 522, ~~Student Sex Nondiscrimination.~~

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

Cross References: MSBA/MASA Model Policy 102 (Equal Educational Opportunity)
MSBA/MASA Model Policy 413 (Harassment and Violence)
MSBA/MASA Model Policy 522 ([Title IX Sex Nondiscrimination Policy, Grievance Procedure and Process](#))~~Student Sex Nondiscrimination~~)

Adopted: _____

MSBA/MASA Model Policy 529

Orig. 1999

Revised: _____

Rev. 2022~~16~~

529 STAFF NOTIFICATION OF VIOLENT BEHAVIOR BY STUDENTS

[Note: School districts are not required to adopt a policy regarding staff notification of violent behavior by students. State law does, however, require school districts to provide classroom teachers with notice of the placement of students with a history of violent behavior in their classrooms. Thus, school districts may decide the manner in which they provide such notice. In 2003, the Minnesota Legislature required a committee, including a representative from the Minnesota School Boards Association (MSBA), to develop a model policy for schools to notify staff about violent behavior by students. That model policy is available on the Minnesota Department of Administration's website. MSBA has modified the committee-developed policy for consistency with its other model policies and to reflect management perspectives. MSBA recommends this policy.]

I. PURPOSE

In an effort to provide a safe school environment, the assigned classroom teacher and certain staff members should know whether a student to be placed in the classroom has a history of violent behavior. Additionally, decisions should be made regarding how to manage such a student.

The purpose of this policy is to address the circumstances in which data should be provided to classroom teachers and other school staff members about students with a history of violent behavior and to establish a procedure for notifying staff regarding the placement of students with a history of violent behavior.

II. GENERAL STATEMENT OF POLICY

- A. Any staff member or other employee of the school district who obtains or possesses information concerning a student in the building with a history of violent behavior shall immediately report said information to the principal of the building in which the student attends school.
- B. The administration will meet with the assigned classroom teacher and other appropriate staff members for the purpose of notifying and determining how staff will manage such student.
- C. Only staff members who have a legitimate educational interest in the information will receive notification.

III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them.

A. Administration

"Administration" means the superintendent, building principal, or other designee.

B. Classroom Teacher

"Classroom teacher" means the instructional personnel responsible for the course or room to which a student is assigned at any given time, including a substitute hired in place of the classroom teacher.

C. History of Violent Behavior

1. A student will be considered to have a history of violent behavior if incident(s) of violence, including any documented physical assault of a school district employee by the student, have occurred during the current or previous school year.
2. If a student has an incident of violence during the current or previous school year, that incident and all other past related or similar incidents of violence will be reported.

D. Incident(s) of Violence

"Incident(s) of violence" means willful conduct in which a student endangers or causes physical injury to the student, other students, a school district employee, or surrounding person(s) or endangers or causes significant damage to school district property, regardless of whether related to a disability or whether discipline was imposed.

E. Legitimate Educational Interest

"Legitimate educational interest" includes interest directly related to classroom instruction, teaching, student achievement and progress, discipline of a student, student health and welfare, and the ability to respond to a request for educational data. It includes a person's need to know in order to:

1. Perform an administrative task required in the school or the employee's contract or position description approved by the school board;
2. Perform a supervisory or instructional task directly related to the student's education; or
3. Perform a service or benefit for the student or the student's family such as health care, counseling, student job placement, or student financial aid.
4. Perform a task directly related to responding to a request for data.

F. School Staff Member

"School staff member" includes:

1. A person duly elected to the school board;
2. A person employed by the school board in an administrative, supervisory, instructional, or other professional position;
3. A person employed by the school board as a temporary substitute in a professional position for the period of his or her performance as a substitute; and
4. A person employed by, or under contract to, the school board to perform a special task such as a secretary, a clerk, a public information officer or data practices compliance official, an attorney, or an auditor for the period of his or her performance as an employee or contractor.

[Note: School districts may wish to reference other school staff members such as paraprofessionals, bus drivers, occupational therapists, or police liaison officers in the definition of a "school staff member." However, the definition of a "school staff member" in this policy should be identical to the school district's definition of a "school official" in Policy 515, Protection and Privacy of Pupil Records.]

IV. PROCEDURE FOR STAFF NOTIFICATION OF STUDENTS WITH VIOLENT BEHAVIOR

A. Reports of Violent Behavior

Any staff member or other employee of the school district who becomes aware of any information regarding the violent behavior of an enrolling student or any student enrolled in the school district shall immediately report the information to the building principal where the student is enrolled or seeks to enroll.

B. Recipients of Notice

Each classroom teacher of a student with a history of violent behavior (see Section III.C., above) will receive written notification from the administration prior to placement of the student in the teacher's classroom. In addition, written notice will be given by the administration to other school staff members who have a legitimate educational interest, as defined in this policy, when a student with a history of violent behavior is placed in a teacher's classroom. The administration will provide notice to anyone substituting for the classroom teacher or school staff member, who has received notice under this policy, that the substitute will be overseeing a student with a history of violent behavior.

The administration may provide other school district employees or individuals outside of the school district with information regarding a student, including information regarding a student's history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

C. Determination of Who Receives Notice

The determination of which classroom teachers and school staff members have a legitimate educational interest in information regarding a student with a history of violent behavior will be made by either: (1) the school district's Responsible Authority appointed by the school board under the Minnesota Government Data Practices Act or (2) the administration. In the event the administration makes this determination, the Responsible Authority will provide guidance to the administration as to what data will be shared.

D. Form of Written Notice

The notice given to classroom teachers and school staff members will be in writing and will include the following:

1. Name of the student;
2. Date of notice;
3. Notification that the student has been identified as a student with a history of violent behavior as defined in Section III. of this policy; and
4. Reminder of the private nature of the data provided.

E. Record of Notice

1. The administration will retain a copy of the notice or other documentation provided to classroom teachers and school staff members notified under this section.
2. Retention of the written notice or other documentation provided to classroom teachers and school staff members is governed by the approved Records Retention Schedule.

F. Meetings Regarding Students with a History of Violent Behavior

1. If the administration determines, in his or her discretion, that the classroom teacher and/or school staff members with a legitimate educational interest in such data reasonably require access to the details regarding a student's history of violent behavior for purposes of school safety and/or intervention services for the student, the administration also may convene a meeting to share and discuss such data.
2. The persons present at the meeting may have access to the data described in Section IV.D., above.

G. Law Enforcement Reports

Staff members will be provided with notice of disposition orders or law enforcement reports received by the school district in accordance with Policy 515, Protection and Privacy of Pupil Records. Where appropriate, information obtained from disposition orders or law enforcement reports also may be included in a Notification of Violent Behavior.

V. MAINTENANCE AND TRANSFER OF RECORDS

A report, notice, or documentation pertaining to a student with a history of violent behavior are educational records of a student and will be retained, maintained, and transferred to a school or school district in which a student seeks to enroll in accordance with Policy 515, Protection and Privacy of Pupil Records.

VI. PARENTAL NOTICE

- A. The administration will notify parents annually that the school district gives classroom teachers and other school staff members notice about students' history of violent behavior.
- B. Prior to providing the written notice of a student's violent behavior to classroom teachers and/or school staff members, the administration will inform the student's parent or guardian that such notice will be provided.
- C. Parents will be given notice that they have the right to review and challenge records or data, including the data documenting the history of violent behavior, in accordance with Policy 515, Protection and Privacy of Pupil Records.

VII. TRAINING NEEDS

Representatives of the school board and representatives of the teachers will discuss the needs of students and staff. The parties may discuss necessary training which may include training on conflict resolution and positive behavior interventions and may discuss necessary intervention services such as student behavioral assessments.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120A.22, Subd. 7 (~~Compulsory Instruction~~)~~School Attendance–~~
~~Education Records~~)
Minn. Stat. § 121A.45 (Grounds for Dismissal)
Minn. Stat. § 121A.64 (Notification; ~~Teachers' Legitimate Educational Interest~~)
~~of Students with Violent Behavior~~)
Minn. Stat. § 121A.75 (~~Receipt of Records; Sharing~~)~~Law Enforcement Notice to~~
~~Schools~~)
Minn. Rules Parts 1205.0100-1205.2000 (Data Practices)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
34 C.F.R. §§ 99.1-99.67 (Rules Implementing FERPA)
Minn. Laws 2003, 1st Sp., Ch. 9, Art. 2, § 53

Cross References: MSBA/MASA Model Policy 515 (Protection and Privacy of Pupil Records)

Adopted: _____

MSBA/MASA Model Policy 605

Orig. 1999

Revised: _____

Rev. ~~2022~~1999

605 ALTERNATIVE ~~PROGRAMS~~ EDUCATIONAL SERVICES

I. PURPOSE

The purpose of this policy is to recognize the need for alternative educational ~~al programs-services~~ for some school district students.

II. GENERAL STATEMENT OF POLICY

The school board recognizes the importance of alternative ~~program options~~ educational services for some students. Circumstances may be such that some students are put at risk of being able to continue or to complete their education programs. It is the policy of the school ~~board-district~~ that options shall be made available for some students to select educational alternatives that will enhance their opportunity to complete their education programs, recognizing that some students may become successful learners if given an opportunity to learn in a different environment and through a different learning style.

III. RESPONSIBILITY

A. Any student who is 17 years old who seeks to withdraw from school, and the student's parent or guardian must attend a meeting with school personnel to discuss the educational opportunities available to the student, including alternative educational opportunities and sign a written election to withdraw from school.

B. It shall be the responsibility of the superintendent to identify alternative ~~program educational~~ opportunities to be made available to students who may be at risk, to recommend such alternative programs to the school board for approval, and to familiarize students and parents with the availability of such alternative ~~programs~~ educational services. The superintendent shall, through cooperative efforts with other schools, agencies, and organizations, periodically recommend additional or modified alternative educational ~~programs-services~~ to the school board.

B.C. The superintendent shall have discretionary authority to develop guidelines and directives to implement school board policy relating to alternative programs.

Legal References:

Minn. Stat. § 120A.22, Subd. 8 (Compulsory Instruction)
Minn. Stat. § 121A.41, Subd. 11 (Definitions – ~~Alternative Educational Services~~)
Minn. Stat. § 121A.45, Subd. 1 (Grounds for Dismissal)
Minn. Stat. § 123A.06 (State-Approved Alternative Programs and Services)
Minn. Stat. § 124D.66 (Assurance of Mastery Programs)
Minn. Stat. § 124D.68 (Graduation Incentives Programs)
Minn. Stat. § 124D.74 (American Indian Language and Cultural Educational Programs)
Minn. Stat. § 125A.50 (Alternative Delivery of Specialized Instructional Services)

Cross References:

MSBA/MASA Model Policy 603 (Curriculum Development)

MSBA/MASA Model Policy 604 (Instructional Curriculum)

Adopted: _____

MSBA/MASA Model Policy 607

Orig. 1995

Revised: _____

Rev. 2024

607 ORGANIZATION OF GRADE LEVELS

I. PURPOSE

The purpose of this policy is to address the grade level organization of schools within the school district.

II. GENERAL STATEMENT OF POLICY

A. The policy of the school district is to address the groupings of grade levels as recognized in Minnesota Statutes section 120A.05, as follows:

[NOTE: Each school district should identify within the groupings as defined in Minnesota Statutes section 120A.05, how grade levels shall be organized within the school district from the options listed below:

Preschool	Bridges 3 year old's & 4 year old's
Elementary:	Grades prekindergarten through 6 4
Middle:	Minimum of two consecutive grades above 4th 5th but below 10th 8th
Secondary:	(Grades 7 through 12)
Junior High	Grades <u>5</u> through <u>8</u>
Senior High	Grades <u>9</u> through <u>12</u>
Vocational	Grades 7 through 12]

B. The superintendent may seek school board approval to administer certain programs on a nongraded basis or a design different from that indicated. Program proposals that seek school board approval must meet all state requirements and reflect the rationale for the modification.

C. The school district may request documentation that verifies a student falls within the school's minimum and maximum age requirements for admission to publicly funded prekindergarten, preschool, kindergarten, or grades 1 through 12. Documentation may include a passport, a hospital birth record or physician's certificate, a baptismal or religious certificate, an adoption record, health records, immunization records, immigration records, previously verified school records, early childhood screening records, Minnesota Immunization Information Connection records, or an affidavit from a parent.

III. DEFINITIONS

A. "Kindergarten" means a program designed for students five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter first grade the following school year.

B. "Prekindergarten" means a program designed for students younger than five years of age on September 1 of the calendar year in which the school year commences that prepares students to enter kindergarten the following school year.

[NOTE: School districts with a voluntary prekindergarten program may choose to add a provision in line with Minnesota Statutes, section 124D.1, which was

updated in 2024. The statute states that a school district may establish a voluntary prekindergarten program for eligible four-year-old children (the italicized language is new.)]

Legal References: Minn. Stat. § 120A.05, Subds. 9, 10a, 11, 13, 17 (Definitions)
Minn. Stat. § 120A.20, Subd. 4 (Admission to Public School)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)

Cross References: None

Adopted: _____

MSBA/MASA Model Policy 609

Orig. 1995

Revised: _____

Rev. 2024~~2~~

609 RELIGION AND RELIGIOUS AND CULTURAL OBSERVANCES

I. PURPOSE

The purpose of this policy is to identify the status of religion as it pertains to the programs of the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall neither promote nor disparage any religious belief or nonbelief. Instead, the school district encourages all students and employees to have appreciation for and tolerance of each other's views.
- B. The school district also recognizes that religion has had and is having a significant role in the social, cultural, political, and historical development of civilization.
- C. The school district recognizes that one of its educational objectives is to increase its students' knowledge and appreciation of music, art, drama, and literature which may have had a religious basis or origin as well as a secular importance.
- D. The school district supports the inclusion of religious music, art, drama, and literature in the curriculum and in school activities provided it is intrinsic to the learning experience and is presented in an objective manner without sectarian indoctrination.
- E. The historical and contemporary values and the origin of various religions, holidays, customs, and beliefs may be explained in an unbiased and nonsectarian manner.

III. RESPONSIBILITY

- A. The superintendent shall be responsible for ensuring that the study of religious materials, customs, beliefs, and holidays in the school district is in keeping with the following guidelines:
 - 1. The proposed activity must have a secular purpose.
 - 2. The primary objective of the activity must be one that neither advances nor inhibits religion.
 - 3. The activity must not foster excessive governmental relationships with religion.
 - 4. Notwithstanding the foregoing guidelines, reasonable efforts must be made to accommodate any student who wishes to be excused from a curricular activity for a religious observance or American Indian or other cultural practice, observance, or ceremony. The school district must provide annual notice to parents of this policy.
- B. The superintendent is granted authority to develop and present for school board review and approval directives and guidelines for the purpose of providing further guidance relative to the teaching of materials related to religion. Approved directives and guidelines shall be attached as an addendum to this policy.

Legal References:

U. S. Const., amend. I
Minn. Stat. § 120A.22, Subd. 12~~(3)~~ (Compulsory Instruction)
Minn. Stat. § 120A.35 (Absence from School for Religious and Cultural
Observances)
Minn. Stat. § 121A.10 (Moment of Silence)
Good News Club v. Milford Central School, 533 U.S. 98 (2001)
Santa Fe Indep. Sch. Dist. v. Doe, 530 U.S. 290 (2000)
Tangipahoa Parish Bd. of Educ. v. Freiler, 530 U.S. 1251 (2000)
Lemon v. Kurtzman, 403 U.S.602, (1971)
Child Evangelism Fellowship v. Minneapolis Special Sch. Dist. No. 1, 690 F.3d
996 (8th Cir. 2012)
Wigg v. Sioux Falls Sch. Dist., 382 F.3d 807 (8th Cir. 2004)
Doe v. School Dist. of City of Norfolk, 340 F.3d 605 (8th Cir. 2003)
Stark v. Independent Sch. Dist. No. 640, 123 F.3d 1068 (8th Cir. 1997)
Florey v. Sioux Falls Sch. Dist. 49-5, 619 F.2d 1311 (8th Cir. 1980)
Roark v. South Iron R-1 Sch. Dist., 573 F.3d 556 (8th Cir. 2009)
Child Evangelism Fellowship v. Elk River Area Sch. Dist. No. 728, 599 F.Supp.2d
1136 (D. Minn. 2009)
LeVake v. Independent Sch. Dist. No. 656, 625 N.W.2d 502 (Minn. App. 2001)
Minn. Op. Atty. Gen. 169-J (Feb. 14, 1968)
Minn. Op. Atty. Gen. 169-K (Oct. 21, 1949)
Minn. Op. Atty. Gen. 63 (1940)
Minn. Op. Atty. Gen. 120 (1924)
Minn. Op. Atty. Gen. 121 (1924)

Cross References:

MSBA/MASA Model Policy 801 (Equal Access to School Facilities)

Adopted: _____

MSBA/MASA Model Policy 613

Orig. 1997

Revised: _____

Rev. 2024~~2~~

613 GRADUATION REQUIREMENTS

[NOTE: The requirements set forth in this policy govern the graduation standards that Minnesota public schools must require for a high school diploma for all students.]

I. PURPOSE

The purpose of this policy is to set forth requirements for graduation from the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is that all students ~~entering grade 8 in the 2012-2013 school year and later~~ must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

III. DEFINITIONS

- A. "Credit" means a student's successful completion of an academic year of study or a student's mastery of the applicable subject matter, as determined by the school district.
- B. ~~"English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.~~
- C. ~~"Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services. "English language learners" or "ELL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.~~
- D. "Required standard" means: ~~(1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, health, and the arts, and (2) a locally adopted expectation for student learning in health. Locally developed academic standards in health apply until statewide rules implementing statewide health standards under Minnesota Statutes, section 120B.021, subdivision 3, are required to be implemented in the classroom.~~

[NOTE: The 2024 Minnesota legislature enacted this change. Paragraphs B and C are flipped to create alphabetical order.]

- E. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.

IV. DISTRICT ASSESSMENT COORDINATOR

(Position Title District Assessment Coordinator) shall be named the District Assessment Coordinator. Said person shall be in charge of all test procedures and shall bring

recommendations to the school board annually for approval.

V. ~~GRADUATION ASSESSMENT~~ GRADUATION REQUIREMENTS

A. Graduation Requirements

~~For students enrolled in grade 8 in the 2012-2013 school year and later, s~~

Students' state graduation requirements, based on a longitudinal, systematic approach to student education and career planning, assessment, instructional support, and evaluation, include the following:

1. Achievement and career and college readiness in mathematics, reading, and writing, consistent with paragraph (k) and to the extent available, to monitor students' continuous development of and growth in requisite knowledge and skills; analyze students' progress and performance levels, identifying students' academic strengths and diagnosing areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and, based on analysis of students' progress and performance data, determine students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student; and

~~Achievement and career and college readiness in mathematics, reading, and writing, as measured against a continuum of empirically derived, clearly defined benchmarks focused on students' attainment of knowledge and skills so that students, their parents, and teachers know how well students must perform to have a reasonable chance to succeed in a career or college without the need for postsecondary remediation and which facilitates the monitoring of students' continuous development of and growth in requisite knowledge and skills; analysis of students' progress and performance levels, identification of students' academic strengths and diagnosis of areas where students require curriculum or instructional adjustments, targeted interventions, or remediation; and determination of students' learning and instructional needs and the instructional tools and best practices that support academic rigor for the student based on analysis of students' progress and performance data;~~

2. Consistent with this paragraph and Minnesota Statutes, section 120B.125 (see Policy 604, Section II.H.), age-appropriate exploration and planning activities and career assessments to encourage students to identify personally relevant career interests and aptitudes and help students and their families develop a regularly reexamined transition plan for postsecondary education or employment without need for postsecondary remediation.
3. Based on appropriate state guidelines, students with an IEP may satisfy state graduation requirements by achieving an individual score on the state-identified alternative assessments.

B. Targeted Instruction Plan

1. A students meeting the state graduation requirements under this section must receive targeted, relevant, academically rigorous, and resourced instruction, which may include a targeted instruction and intervention plan focused on improving the student's knowledge and skills in core subjects so that the student has a reasonable chance to succeed in a career or college without need for postsecondary remediation.
2. Consistent with Minnesota Statutes, sections [120B.13](#), [124D.09](#), [124D.091](#), [124D.49](#), and related sections, an enrolling school or district must actively encourage a student in grade 11 or 12 who is identified as academically ready for a career or college to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified

~~score or level of proficiency on an assessment under this subdivision to graduate from high school.~~

~~Students meeting the state graduation requirements under this section and who are students in grade 11 or 12 and who are identified as academically ready for a career or college are actively encouraged by the school district to participate in courses and programs awarding college credit to high school students. Students are not required to achieve a specified score or level of proficiency on an assessment to graduate from high school.~~

- ~~3. As appropriate, students through grade 12 must continue to participate in targeted instruction, intervention, or remediation and be encouraged to participate in courses awarding college credit to high school students.~~

[NOTE: The revisions in Paragraphs A and B align the model policy language with Minnesota Statutes 120B.303.]

- ~~C. A student's progress toward career and college readiness must be recorded on the student's high school transcript.~~

VI. GRADUATION CREDIT REQUIREMENTS

~~Students beginning 8th grade in the 2012-2013 school year and later~~ must successfully complete, as determined by the school district, the following high school level credits for graduation:

A. Credit Requirements

- ~~1. Four credits of language arts sufficient to satisfy all academic standards in English language arts;~~

- ~~2. Three credits of mathematics, including an algebra II credit or its equivalent, sufficient to satisfy all of the academic standards in mathematics;~~

- ~~C. An algebra I credit by the end of 8th grade sufficient to satisfy all of the 8th grade standards in mathematics;~~

- ~~3. Three credits of science, including one credit to satisfy all the earth and space science standards for grades 9 through 12, one credit to satisfy all the life science standards for grades 9 through 12, and one credit to satisfy all the chemistry or physics standards for grades 9 through 12;~~

- ~~4. Three and one-half credits of social studies, encompassing at least United States history, geography, government and citizenship in either grade 11 or 12 for students beginning in grade 9 in the 2025-2026 school year and later or an advanced placement, international baccalaureate, or other rigorous course on government and citizenship under Minnesota Statutes, section 120B.21, subdivision 1a, and a combination of other credits encompassing at least United States history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies;~~

[NOTE: This revision includes the 2024 change on implementation of the government and citizenship requirement to the 2025-26 school year.]

- ~~5. One credit in the arts sufficient to satisfy all of the state or local academic standards in the arts;~~

- ~~6. Credit sufficient to satisfy the state standards in physical education; and~~

7. A minimum of seven elective credits.
8. Students who begin grade 9 in the 2024-2025 school year and later must successfully complete a course for credit in personal finance in grade 10, 11, or 12. A teacher of a personal finance course that satisfies the graduation requirement must have a field license or out-of-field permission in agricultural education, business, family and consumer science, social studies, or math.

[Note: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature concerning physical education credit and state standards in health. Paragraph 8 was enacted in 2023; it affects students who begin grade 9 in the 2024-25 school year.]

B. Credit equivalencies

1. A one-half credit of economics taught in a school's agricultural, food, and natural resources education or business education program or department may fulfill a one-half credit in social studies under Paragraph D., above, if the credit is sufficient to satisfy all of the academic standards in economics.
2. An agriculture science or career and technical education credit may fulfill the elective science credit required under Paragraph C., above, if the credit meets the state physical science, life science, earth and space science, chemistry, or physics academic standards or a combination of these academic standards as approved by the school district. An agriculture or career and technical education credit may fulfill the credit in chemistry or physics required under Paragraph C., above, if the credit meets the state chemistry or physics academic standards as approved by the school district. A student must satisfy either all of the chemistry ~~or physics~~ academic standards or all of the physics academic standards prior to graduation. An agriculture science or career and technical education credit may not fulfill the required biology credit under Paragraph C., above.
3. A career and technical education credit may fulfill a mathematics or arts credit requirement under Paragraph B. or Paragraph E., above.
4. A computer science credit may fulfill a mathematics credit requirement under Paragraph B., above, if the credit meets state academic standards in mathematics.
5. A Project Lead the Way credit may fulfill a mathematics or science credit requirement under Paragraph B. or Paragraph C., above, if the credit meets the state academic standards in mathematics or science.
6. An ethnic studies course may fulfill a social studies, language arts, arts, math, or science credit if the course meets the applicable state academic standards. An ethnic studies course may fulfill an elective credit if the course meets applicable local standards or other requirements.

[Note: The revisions above align the policy language with Minnesota law, including changes enacted by the 2024 Minnesota legislature. Starting in the 2026-27 school year, a high school must offer an ethnic studies course; in elementary and middle schools by the 2027-28 school year.]

VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
 - 1. School District Standards, Health (K-12);
 - 2. School District Standards, Career and Technical Education (K-12); and
 - 3. School District Standards, World Languages (K-12).
- B. Academic standards in health, world languages, and career and technical education will be reviewed on an annual basis.* A school district must use the current world languages standards developed by the American Council on the Teaching of Foreign Languages.

* Reviews are required to be conducted on a periodic basis. Therefore, this time period may be changed to accommodate individual school district needs.
- C. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
 - 1. Minnesota Academic Standards, English Language Arts K-12;
 - 2. Minnesota Academic Standards, Mathematics K-12;
 - 3. Minnesota Academic Standards, Science K-12;
 - 4. Minnesota Academic Standards, Social Studies K-12; and
 - 5. Minnesota Academic Standards, Physical Education K-12.
- D. State standards in the Arts K-12 are available, or school districts may choose to develop their own standards.
- E. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minnesota Statutes, section 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Legal References: Minn. Stat. § 120B.018 (Definitions)
Minn. Stat. § 120B.02 (Educational Expectations and Graduation Requirements for Minnesota’s Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.023 (Benchmarks)
Minn. Stat. § 120B.024 (Credits)
Minn. Stat. § 120B.07 (Early Graduation)
Minn. Stat. § 120B.11 (School District Process for Reviewing Curriculum, Instruction, and Student Achievement Goals; Striving for Comprehensive Achievement and Civic Readiness the World’s Best Workforce)
Minn. Stat. § 120B.125 (Planning for Students’ Successful Transition to Postsecondary Education and Employment; Personal Learning Plans)
Minn. Stat. § 120B.30 (General Requirements; Statewide Assessments~~Statewide Testing and Reporting System~~)
Minn. Stat. § 120B.303 (Assessment Graduation Requirements)
Minn. Stat. § 120B.307 (College and Career Readiness)
~~Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)~~
Minn. Rules Part 3501.0660 (Academic Standards For Kindergarten through Grade 12)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Part 3501.0820 (Academic Arts Standards for Kindergarten through Grade 12)
Minn. Rules Parts 3501.0900-3501.096055 (Academic Standards in Science)
Minn. Rules Parts 3501.1200-1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)
Minn. Rules Parts 3501.1400-3501.1410 (Academic Standards for Physical Education)
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

Cross References: MSBA/MASA Model Policy 104 (School District Mission Statement)
MSBA/MASA Model Policy 601 (School District Curriculum and Instruction Goals)
MSBA/MASA Model Policy 614 (School District Testing Plan and Procedure)
MSBA/MASA Model Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)
MSBA/MASA Model Policy 616 (School District System Accountability)

Memo

To: Board of Education Members
From: Peggy Pfeffer, Business Manager
CC: Jamie Frank, Superintendent
Date: 10/22/2024
Re: Renewal of Property and Liability Insurance and other Insurance(s)

On Tuesday, October 22, 2024, I met with Pat Truax our insurance agent to review the property and liability, cybersecurity and drone insurance renewal. Below is a summary of the renewals as well as any changes:

Drone Insurance – we have always had non-owned drone insurance coverage through Global/MSBA at no cost to the district the last few years. With the Robotics team purchasing a drone for their competitions this fall we needed to add owned drone coverage at a cost of \$258 for the year. The coverages are “Single Limit Bodily Injury and Property Damage” at \$1,500,000 each occurrence and “Third Party War Liability” at \$1,500,000 aggregate. It is my recommendation to approve this drone insurance at a cost of \$258 for the year.

Cybersecurity Insurance – our current coverage is with CFC and we went out for bid this year with 4 other carriers declining to quote and receiving 1 quote from Beazley. The quote from Beazley had less coverage (\$1,000,000 vs \$1,500,000). CFC quoted our current coverage (Option 1) at a cost of \$11,700 (current cost is \$8,940) as well as increased policy coverage (Option 2) at a cost of \$14,554.40. In reviewing the 2 different options the additional coverage areas in Option 2 did not apply well to a school district (they were more business oriented) and this coverage also was Non-Admitted paper vs Option 1 was Admitted paper. Admitted paper coverage means that there is a Minnesota state statute that guarantees cybersecurity coverage from the state if the company would become insolvent and would protect the school district with the terms of the coverage in the policy until the policy expires. CFC has a very high rating of A/Excellent. It is my recommendation to approve the cybersecurity Option 1 proposal at a cost of \$11,700 for the year.

Property and Liability Insurance – our current coverage is with EMC and we went out to bid this year and both Liberty and Wright Insurance declined to quote due to not being able to offer a competitive quote. The EMC renewal quote came in at a cost of \$150,670.27, an 18% increase over the prior years’ premium. Deductible will be kept at \$25,000. Reason for this increase is several reasons:

- State of the market – insurance has been increasing nationwide due to increased costs of construction, inflation and increased weather and climate disasters.
- Building values were increased by 9%
- Business Personal Property (BPP) was increased by 5%

The following conditional renewal items are also a part of this renewal as well:

- CP1036B (cosmetic exclusion) was added to all buildings. Cosmetic damage to roofs and siding will not be covered, coverage will be for only if damage occurs that results in leaks or other types of damages. With our ballasted roofs we normally won't see any type of cosmetic damage.
- CP7370 was added to all buildings. This applies to the Actual Cash Value (ACV) valuation and applies to roofs 15 years or older. If a roof is damaged and if the roof is older than 15 years old the value would be depreciated based on its age, you no longer have full roof replacement for roofs 15 years or older.
- Wind and Hail deductibles for the buildings have increased based on their value
 - MSHS building deductible is \$75,000 (building value over \$50M)
 - Elementary building deductible is \$50,000 (building value between \$25M and \$50M)
 - Highland and Winfair building deductible stays at \$25,000 (building value between \$2M and \$25M)

According to our insurance agent, this renewal is one of the better renewals they have seen for school districts. They serve over 150 of the school districts in Minnesota and they have seen rate increases a lot higher with more restrictions regarding wind and hail damage. It is my recommendation that we accept the renewal from EMC for Property and Liability coverage in the amount of \$150,670.27.

As always, if you have any questions or if you would like to receive the entire insurance proposal from Marsh McLennan Agency, please contact me. Thank you.

CERTIFICATE OF INSURANCE

This certificate is given as a matter of information only and confers no rights upon the certificate addressee.

Date: June 17, 2024

This is to certify to:
To Whom It May Concern

That the following policy has been issued to:
MINNESOTA SCHOOL BOARD ASSOCIATION INSURANCE TRUST
(MSBAIT)
1900 WEST JEFFERSON AVENUE
ST. PETER, Minnesota 56082
USA

Policy No. 9013604 issued by one or more member companies of Global Aerospace Pool through Global Aerospace, Inc.

Policy Period: from July 01, 2024 to July 01, 2025 Policy Territory: Worldwide

AIRCRAFT AND COMMERCIAL GENERAL AVIATION LIABILITY

Coverages

Limits of Liability

Single Limit Bodily Injury and Property Damage

\$1,500,000 Each Occurrence

Third Party War Liability

\$1,500,000 Aggregate

Solely as respects an occurrence arising out of the ownership, maintenance or use of an unmanned aircraft insured under this policy and solely to the extent required in an agreement with the Named Insured, the following provisions shall apply:

The WHO IS AN INSURED section of the policy is amended to include the certificate addressee as an insured, but only as respects the Named Insured's use of the aircraft and only with respect to the certificate addressee's liability because of acts or omissions of the Named Insured. However, no such person or organization is an Insured if he, she, or it, or any of his, her, or its agents or employees is engaged in the manufacture, maintenance, repair, or sale of aircraft, aircraft engines, components or accessories, or in the operation of any airport, hangar, flying school, flight service, or aircraft or piloting service, as respects any occurrence arising out of such activity.

The insurance, as to the interest of the certificate addressee, shall be primary without right of contribution by any other valid and collectible insurance available to the certificate addressee.

We waive any right of recovery we may have against the certificate addressee because of payments it makes for physical damage to aircraft described in this certificate, but only to the same extent that the Named Insured has waived its right for recovery for such physical damage against the certificate addressee.

Notwithstanding any requirement, term or condition of any contract or other document with respect to which this certificate may be issued or may pertain, the insurance afforded by the policies described herein is subject to all the terms, exclusions and conditions of such policies. This certificate does not amend, extend or otherwise alter the coverages afforded by the policies described herein. Limits may have been reduced by paid claims.

GLOBAL AEROSPACE, INC.

BY:



Property - EMC

COVERAGE:

Coverage is provided on a Special Cause of Loss basis subject to all Policy Conditions, Limitations and Exclusions.

BLANKET BUILDINGS, BUSINESS PERSONAL PROPERTY & PROPERTY IN OPEN:	\$147,630,578	Includes Equipment Breakdown
BLANKET BUSINESS INCOME & EXTRA EXPENSE:	\$2,000,000	via CP7123
EARTHQUAKE:	\$150,000	Excludes Location 4 & 5
DEBRIS REMOVAL	\$250,000	
DEDUCTIBLE:	\$25,000 Varies \$25,000 72 hours \$5,000	Property Wind-Hail per location – See schedule Earthquake Business Income Property off premise and in transit
PROPERTY VALUATION:	Replacement Cost	
COINSURANCE:	Agreed Amount	Building
	Agreed Amount	Business Personal Property
	Agreed Amount	Business Income / Extra Expense
BUILDING ORDINANCE & LAW:		Coverage included in Property Form
COVERAGE A		
COVERAGE B		
COVERAGE C		
PROPERTY OFF PREMISE	\$500,000	

NOTE: The insured is responsible for verifying their property limits are accurate and sufficient.

Loc 1-1: 1400 17th Street, Windom, MN 56101 - \$75,000

Loc 6-1: 1200 17th Street, Windom, MN 56101 - \$50,000

Crime - EMC

COVERAGE - LOSS SUSTAINED FORM	LIMIT	DEDUCTIBLE
Employee Dishonesty – Blanket	\$250,000	\$2,500
Forgery & Alterations	\$30,000	\$1,000
Theft, Disappearance & Destruction – Blanket		
Inside The Premises	\$25,000	\$1,000
Outside The Premises	\$25,000	\$1,000
Computer Fraud	\$50,000	\$1,000

Inland Marine - EMC

COVERAGE	LIMIT
MISCELLANEOUS PROPERTY FLOATER	\$245,944
- subject to a \$1,000 deductible at Actual Cash Value	
SCHEDULED PROPERTY-PORTABLE SCOREBOARD	\$20,000
- subject to a 5% deductible at Replacement Cost	
BAND UNIFORMS (INCLUDED IN CONTENTS)	\$50,000
- subject to a \$25,000 deductible at Replacement Cost	
ATHLETIC EQUIPMENT (INCLUDED IN CONTENTS)	\$50,000
- subject to a \$25,000 deductible at Replacement Cost	
MUSICAL INSTRUMENTS (INCLUDED IN CONTENTS)	\$352,514
- subject to a \$25,000 deductible at Replacement Cost	
CAMERA & VISUAL (INCLUDED IN CONTENTS)	\$50,000
- subject to a \$25,000 deductible at Replacement Cost	
FINE ARTS	\$500,000
- subject to a \$1,000 deductible at Replacement Cost	
COMPUTER HARDWARE	\$1,800,000
COMPUTER SOFTWARE	Included
COMPUTER EXTRA EXPENSE	Included
- subject to a \$500 deductible	

General Liability - EMC

COVERAGE - OCCURRENCE FORM	LIMIT
General Aggregate	\$2,000,000
Products & Completed Operations Aggregate	\$1,000,000
Personal & Advertising Injury	\$1,000,000
Each Occurrence	\$1,000,000
Damage To Premises Rented to You	\$500,000
Medical Expense (excluding students)	\$10,000
Student Med Pay- Student/Occurrence/Aggregate	\$1,000/\$5,000/\$50,000
Sexual Misconduct & Molestation Liability – Each Loss / Aggregate	Included In General Liability Limit
Innocent Party Aggregate Defense Expense Amount	Included in Defense subject to limitations
School Violent Event Response-Ea. Person/Ea. Event/Aggregate	\$25,000/\$500,000/\$5000,000
COVERAGE – CLAIMS MADE FORM	LIMIT
Employee Benefits Liability - Each Employee	\$1,000,000
Employee Benefits Liability - Aggregate	\$3,000,000
Retro Date	10/28/2008
Deductible	\$1,000

General Liability – EMC (Continued)

CLASS CODE	CLASSIFICATION	23-24 PREMIUM BASIS	24-25 PREMIUM BASIS
47471	K-8 Students	830	789
47473	9-12 Students	350	354
47469	Teachers-Corporal punishment	95	207
41716	Pre School / Day Care	70	70

COVERAGE EXCLUSIONS/LIMITATIONS (*Exclusions/Limitations included but not limited to the following. Please refer to your policy for a complete list of Exclusions/Limitations*):

- Pollution Liability Exclusion
- Employment - Related Practices Exclusion
- Professional Liability Exclusion
- Fungi/Mold or Bacteria Exclusion
- Silica Exclusion
- Construction Defects Exclusion
- Trampoline Exclusion

School Leaders Errors & Omissions Liability - EMC

COVERAGE – CLAIMS MADE FORM	LIMIT
Each Wrongful Act	\$1,000,000
Aggregate	\$2,000,000
Deductible – One Wrongful Act	\$5,000
Retro Date	10/28/92
Non-Monetary Relief-Each Action/Aggregate	Included in Defense

Automobile - EMC

COVERAGE		LIMIT
Garage Keepers Liability	Comprehensive Deductible Collision Deductible	\$100,000 \$500/\$2,500 max \$500
Hired/Non-Owned	Liability	\$50,000 \$1,000 Comp \$1,000 Coll

Umbrella - EMC

LIMIT OF LIABILITY	LIMIT
Each Occurrence	\$4,000,000
Annual Aggregate	\$4,000,000
Retention	\$0

COVERAGE:

The policy agrees to *pay on behalf of* the Insured for all sums, which they are obligated to pay as damages resulting from all operations. The Limit of Liability is over the policy limits of the primary insurance.

COMMENTS:

- This policy includes a Fungi/Mold or Bacteria Exclusion.
- This policy is not subject to audit

UNDERLYING SCHEDULE:

COVERAGE		LIMIT
General Liability	Each Occurrence	\$1,000,000
	General Aggregate	\$3,000,000
	Products Aggregate	\$2,000,000
	Personal and Advertising Injury	\$1,000,000
Employers Liability	B.I. Each Accident	\$500,000
	B.I. by Disease Policy Limit	\$500,000
	B.I. by Disease each Employee	\$500,000
School Leaders E & O	Each Claim	\$1,000,000
	Aggregate	\$2,000,000
Employee Benefits Liability	Each Employee	\$1,000,000
	Aggregate	\$3,000,000
Abuse or Molestation Liability	Each Occurrence	\$1,000,000

Network Security & Privacy Liability

INSURED:	Windom ISD #177
INSURER:	State National Insurance Company / CFC (<i>Admitted</i>)
AM BEST RATING:	A XV (<i>Excellent</i>)
POLICY FORM:	CFC-CY-0037 11 19
POLICY TERM:	October 28, 2024 - October 28, 2025

CLAIMS MADE COVERAGE	2023-2024 EXPIRING	2024-2025 RENEWAL
LIMITS OF LIABILITY: (PER CLAIM & AGGREGATE)		
Cyber Incident Response		
Incident Response Costs	\$ 1,500,000	\$ 1,500,000
Legal and Regulatory Costs	\$ 1,500,000	\$ 1,500,000
IT Security and Forensic Costs	\$ 1,500,000	\$ 1,500,000
Crisis Communication Costs	\$ 1,500,000	\$ 1,500,000
Privacy Breach Management Costs	\$ 1,500,000	\$ 1,500,000
Third Party Privacy Breach Management Costs	\$ 1,500,000	\$ 1,500,000
Post Breach Remediation Costs	\$ 50,000	\$ 50,000
Cyber Crime		
Electronic Theft of Your Financial Assets	\$ 250,000	\$ 250,000
Electronic Theft of 3rd Party Funds Held in Escrow	\$ 250,000	\$ 250,000
Electronic Theft of Personal Financial Assets	\$ 250,000	\$ 250,000
Extortion	\$ 1,500,000	\$ 1,500,000
Authorized Push Payment Fraud	\$ 250,000	\$ 250,000
Telephone Hacking	\$ 250,000	\$ 250,000
Unauthorized Use of Computer Resources	\$ 250,000	\$ 250,000
System Damage and Business Interruption		
System Damage and Rectification Costs	\$ 1,500,000	\$ 1,500,000
Income Loss and Extra Expense	\$ 1,500,000	\$ 1,500,000
Dependent Business Interruption	\$ 1,500,000	\$ 1,500,000
Claim Preparation Costs	\$ 25,000	\$ 25,000
Network Security & Privacy Liability		
Network Security Liability	\$ 1,500,000	\$ 1,500,000
Privacy Liability	\$ 1,500,000	\$ 1,500,000
Management Liability	\$ 1,500,000	\$ 1,500,000
Regulatory Investigation Costs	\$ 1,500,000	\$ 1,500,000
Merchant Services Liability	\$ 1,500,000	\$ 1,500,000

Network Security & Privacy Liability (Continued)

Media Liability		
Defamation	\$ 1,500,000	\$ 1,500,000
Intellectual Property Rights Infringement	\$ 1,500,000	\$ 1,500,000
Aggregate Limit	\$ 1,500,000	\$ 1,500,000
RETENTION: (PER CLAIM)		
Incident Response Costs; Post Breach		
Remediation Costs; Claim Preparation Costs	\$ 0	\$ 0
All Other	\$ 10,000	\$ 10,000
ANNUAL PREMIUM:	\$ 8,940	\$ 11,700

RETROACTIVE DATE: Unlimited

TERMS AND CONDITIONS IN ADDITION TO THE POLICY FORM:

(Per Expiring, Unless Noted)

1. Privacy Notice
2. Consequential Reputational Harm Extension
3. Customer Payment Fraud Extension Endorsement
4. Incident Response Outside of the Policy Limit Endorsement
5. System Damage and Rectification Costs Amendatory Endorsement
6. System Failure Extension Endorsement
7. Media Liability Amendatory Endorsement
8. Policyholder Disclosure Notice of Terrorism Insurance Coverage
9. Schedule of Information
10. Minnesota Amendatory Endorsement
11. Minnesota Notice of Guaranty Fund Protection
12. War and Cyber War Exclusion Endorsement

SUBJECT TO:

- Completed Acknowledgment Form
- Confirmation you will download & register CFC's incident response mobile app – *Please note this is a post-binding requirement as you need the policy number to register*

PAYMENT TERMS:

- Agency Bill: Annual premium due at policy inception to MMA; Premium financing available upon request

Network Security & Privacy Liability

INSURED:	Windom ISD #177
INSURER:	Certain Underwriters at Lloyd's (CFC) <i>(Non-Admitted)</i>
AM BEST RATING:	A XV <i>(Excellent)</i>
POLICY FORM:	Cyber, Private Enterprise v3.2
POLICY TERM:	October 28, 2024 to October 28, 2025

CLAIMS MADE COVERAGE	2024-2025 OPTION 2
LIMITS OF LIABILITY: (PER CLAIM & AGGREGATE)	
Cyber Incident Response	
Incident Response Costs	\$ 1,500,000
Legal and Regulatory Costs	\$ 1,500,000
IT Security and Forensic Costs	\$ 1,500,000
Crisis Communication Costs	\$ 1,500,000
Privacy Breach Management Costs	\$ 1,500,000
Third Party Privacy Breach Management Costs	\$ 1,500,000
Post Breach Remediation Costs	\$ 50,000
Cyber Crime	
Funds Transfer Fraud	\$ 250,000
Theft of Funds Held in Escrow	\$ 250,000
Theft of Personal Funds	\$ 250,000
Extortion	\$ 1,500,000
Corporate Identity Theft	\$ 250,000
Telephone Hacking	\$ 250,000
Push Payment Fraud	\$ 50,000
Unauthorized Use of Computer Resources	\$ 250,000
System Damage and Business Interruption	
System Damage and Rectification Costs	\$ 1,500,000
Income Loss and Extra Expense	\$ 1,500,000
Additional Extra Expense	\$ 100,000
Dependent Business Interruption	\$ 1,500,000
Consequential Reputational Harm	\$ 1,500,000
Claim Preparation Costs	\$ 25,000
Hardware Replacement Costs	\$ 1,500,000
Network Security & Privacy Liability	
Network Security Liability	\$ 1,500,000
Privacy Liability	\$ 1,500,000
Management Liability	\$ 1,500,000
Regulatory Fines	\$ 1,500,000
PCI Fines, Penalties and Assessments	\$ 1,500,000

Network Security & Privacy Liability (Continued)

Media Liability	
Defamation	\$ 1,500,000
Intellectual Property Rights Infringement	\$ 1,500,000
Court Attendance Costs	
Court Attendance Costs	\$ 100,000
RETENTION: (PER CLAIM)	
Incident Response Costs, Post Breach Remediation Costs, Claim Preparation Costs, Court Attendance Costs	\$ 0
All Other	\$ 10,000
ANNUAL PREMIUM:	\$ 13,875
Policy Administration Fee	\$ 250
Surplus Lines Tax	\$ 423.75
Stamping Fee	\$ 5.65
TOTAL PREMIUM DUE:	\$ 14,554.40

Retroactive Date: Full Prior Acts
Reputational Harm Period: 12 months
Indemnity Period: 12 months
Waiting Period: 8 hours

TERMS AND CONDITIONS IN ADDITION TO THE POLICY FORM:

1. Policyholder Disclosure Notice of Terrorism Insurance Coverage
2. Marsh/MMA Special Amendatory Clause

SUBJECT TO:

- Completed Acknowledgment Form
- Completed Non-Admitted Carrier Form
- Please provide name, position, email and telephone number for the designated contact to receive security related alerts and targeted threat intelligence
- Confirmation you will download & register CFC's incident response mobile app – *Please note this is a post-binding requirement as you need the policy number to register*

Payment Terms:

- Agency Bill: Annual premium due at policy inception to MMA; Premium financing available upon request

Premium Summary & Comparison

COVERAGES	2023-2024	2024-2025	2024-2025
	(EMC) EXPIRING PREMIUMS	(EMC) PROPOSED RENEWAL PREMIUMS OPTION #1	(EMC) PROPOSED RENEWAL PREMIUMS OPTION #2
Property	97,630.89	117,117.27	117,117.27
Crime	967.00	828.00	828.00
Inland Marine	4,525.00	4,528.00	4,528.00
General Liability	11,198.00	12,237.00	12,237.00
School Leaders E&O	8,571.00	10,640.00	10,640.00
Automobile	500.00	500.00	500.00
Umbrella	4,624.00	4,820.00	4,820.00
Terrorism	<u>Included</u>	<u>Included</u>	<u>Included</u>
Sub-Total Estimated Annual Premium:	\$128,015.89	\$150,670.27	\$150,670.27
Network Security (Cyber) CFC	8,940.00	11,700	*14,554.40
Total Estimated Annual Premium:	\$136,955.89	\$162,370.27	\$165,224.67

*This quote option includes Surplus Lines Taxes and Fees in the total listed above

PAYMENT TERMS & PLAN:

- Direct Bill - Annual Pay
- Network Security Coverage – Agency Bill – Annual Pay

Request to Bind EMC Insurance Coverage

Please bind insurance coverage as specifically quoted and identified in this proposal. I understand coverage is ONLY bound when written confirmation is received from the carrier(s).

Signature: _____ Date: _____

Print Name: _____ Title: _____

Marketing Results

CARRIER	COVERAGE	PREMIUM QUOTATION
EMC	Package, Auto & Umbrella	\$150,670.27
Liberty	Package, Auto & Umbrella	Declined-Not competitive
Wright	Package, Auto & Umbrella	Declined-Not competitive

EMC:

Couple of items/key areas to point out:

- We are increasing building limits by 9%
- BPP limits by 5%
- Please provide updated Linebacker App and a Crime Accord

CONDITIONAL RENEWAL ITEMS:

- CP1036 B (cosmetic exclusion) added to all buildings
- CP7370 – added to all buildings. Dec page includes wording the ACV valuation applies to roofs over 15 years old
- Per Location Wind/hail deductibles:

Building Limit Wind/Hail Ded
 Between \$50M - \$75,000
 Between \$25M and \$50M - \$50,000
 Between \$2M and \$25M - \$25,000

Property Interest:

- APPLE INC ISAOA, 8377 E HARTFORD DR STE 115, SCOTTSDALE, AZ 85255-5686

Budget is based on 1,175 ADMs

FY2025 Prelim

FY2025 Prelim

FUND DESCRIPTION	2024-2025		2024-2025	
	BUDGET REVENUES	% ACTUAL REVENUES	BUDGET EXPENDITURES	% ACTUAL EXPENDITURES
GENERAL FUND				
A. 1 - UNASSIGNED (422)	\$ 15,342,223		\$ 15,397,797	
B. 2 - NON SPENDABLE (460)				
C. 2 - COMMITTED (418)				
D. 3 - ASSIGNED (462)	\$ 385,067		\$ 394,840	
B. RESERVED FOR				
(1) STAFF DEVELOPMENT (403)	\$ 187,034		\$ 193,888	
(2) LEARNING AND DEVELOPM (428)	\$ 266,251		\$ 266,251	
(3) BASIC SKILLS (441)	\$ 1,330,899		\$ 1,330,899	
(5) GIFTED & TALENTED (438)	\$ 16,697		\$ 16,697	
(6) SAFE SCHOOL LEVY (449)	\$ 47,483		\$ 33,500	
(8) OPERATING CAPITAL (424)	\$ 290,529		\$ 347,411	
(11) ACHIEVEMENT & INTEGRATION (448)	\$ 181,830		\$ 181,830	
(12) LONG TERM FACILITIES MAINT. (467)	\$ 313,121		\$ 556,751	
(13) MEDICAL ASSISTANCE (472)	\$ 80,000		\$ 80,000	
(14) PAYMENT IN LIEU OF TAXES (476)	\$ 18,000		\$ 18,000	
(15) SCHOLARSHIPS (402)	\$ 1,510		\$ 1,440	
(16) LITERACY INCENTIVE AID (412)	\$ 50,941		\$ 50,941	
(17) ENGLISH LEARNER (439)	\$ 348,600		\$ 348,600	
(18) SCHOOL LIBRARY (443)	\$ 40,000		\$ 40,000	
TOTAL GENERAL FUND (01)	\$ 18,900,185	21%	\$ 19,258,845	21%
TOTAL FOOD SERVICE (02)	\$ 1,149,150	3%	\$ 1,197,912	17%
COMMUNITY EDUCATION				
REGULAR COMMUNITY ED (431)	\$ 153,783		\$ 130,919	
EARLY CHILDHOOD FAMILY ED (432)	\$ 68,120		\$ 54,664	
SCHOOL READINESS (444)	\$ 195,992		\$ 196,017	
ADULT BASIC EDUCATION (447)	\$ 36,905		\$ 37,155	
RESTRICTED (464)	\$ 7,548		\$ 8,448	
TOTAL COMMUNITY EDUCATION (04)	\$ 462,349	17%	\$ 427,203	28%
TOTAL DEBT SERVICE (07)	\$ 2,285,253	20%	\$ 2,265,715	20%
TOTAL STUDENT ACTIVITY ACCOUNTS (21)	\$ 189,436	38%	\$ 152,150	22%
TOTAL DISTRICT WIDE	\$ 22,986,373		\$ 23,301,825	

COVID Year																			
FY2024 as of 10-17-2023		FY2023 as of 10-18-2022		FY2022 as of 10-15-2021		FY2021 as of 10-12-2020		FY2020 as of 10-16-2019		FY2019 as of 10-16-2018		FY2018 as of 10-19-2017		FY2017 as of 10-19-2016		FY2016 as of 10-22-2015			
Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses	Revenue	Expenses		
21%	21%	24%	21%	18%	16%	19%	17%	20%	22%	19%	22%	19%	23%	18%	22%	19%	21%		
4%	22%	9%	16%	19%**	18%	7%	15%	10%	17%	11%	19%	11%	18%	9%	21%	13%	21%		
18%	31%	19%	25%	17%	23%	15%	19%	20%	24%	21%	24%	20%	26%	21%	31%	18%	29%		
18%	21%	18%	22%	17%	23%	16%	24%	18%	26%	68%**	9%	10%	10%	11%	14%	9%	14%		
24%	42%	83%	31%	46%	55%	9%	8%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA		

**Summer meal program higher, MDE payment received earlier than normal

** Higher amount due to distribution of net proceeds on building bond issuance