Hopkins School Board Workshop
Eisenhower Community Center — Boardroom
5 p.m. — March 20, 2018

I. Preliminary Budget, 2018-19
   J. Toop

II. Capital Projects Levy
    J. Toop

III. Strategic Visioning Update
     R. Mhiripiri-Reed
Overview
After initial discussion by the School Board at the February 5, 2018 School Board meeting, the School Board directed administration to come up with additional reductions to bring the projected General Fund Budget deficit to less than $200,000. Discussion of these administration recommended changes occurred at the March 6, 2018 Board workshop. These final adjustments have been incorporated into the FY18-19 will allow the School Board to preliminary approve the FY18-19 General Fund budget with a very minimal deficit.

Primary Issues to Consider
The primary issue is whether or not to approve the FY18-19 Preliminary General Fund budget to allow administration to begin the staffing process for the FY18-19 school year.

Supporting Documents
FY18-19 Updated Fiscal Parameters Worksheet
FY18-19 Updated Supplemental Budget Parameters Worksheet
FY18-19 General Fund Executive Summary
FY18-19 Executive Summaries of Budget Packages
FY 18-19 Fiscal Parameters for Budget Development

**Broad Fiscal Recommendations**
The following fiscal recommendations by the Citizens Financial Advisory Committee (CFAC) were made to be used in the development of the preliminary budget. Additional adjustments are noted in parentheses.

1. Continue to monitor and contribute surplus budget results to the Internal Service Fund for Severance to increase the funded level of Severance and Other Post Employment Benefits (OPEB) from its current level of 84.77%.
2. Place the anticipated surplus for FY17-18 into the Internal Service Fund for Severance for the anticipated large negative adjustment for the operating referendum levy scheduled to occur in FY18-19.
3. Parameters to be used in the budget forecasting model include:
   - State per student funding for FY18 to FY21 to increase at 2.0% each year
   - The projected decrease in enrollment is 378 students or 5.58% over the 5 years.
   - 3% annual increase for FY18-19, 3.5% in FY20 and 3% in FY21 in total salaries and wages adjusted for teacher replacement savings.
   - Fringe benefits to increase 3% in FY18-19, 3.5% in FY20, 3% in FY21.
   - CFAC recommended .5% per year increase in employer TRA rate adjusted to a legislative recommended proposal of .2083% per year.
   - All other costs to increase at 2% on an annual basis except Utilities to increase at 3%.
   - General Fund Unassigned fund balance to remain at or slightly below 10%.

**Additional Fiscal Parameters**
In addition, the Director of Business Services will place the following parameters into the budget forecasting model for the Board to examine current and future impacts on the fiscal health of the District.

1. **Enrollment Assumptions**
   a. Adjusted end-of-year average daily membership (EOY ADM) for FY18-19 for budgeting purposes is set at 6,560.06, translating to 7,193.23 Adjusted Pupil Units (APU).
b. It is important to note that the staffing implications for enrollment below in items 1-5 are included in the base budget prior to any program modifications/adjustments outlined in the report below:

1) Projected decrease in elementary enrollment will result in a 2.0 FTE reduction.
2) A 3.0 Licensed FTE increase to keep K class sizes <= 25.
3) Foreign Language in Elementary Schools Grade 6 to increase staffing by 1.5 FTEs.
4) Junior High projected enrollment will decrease staffing by 2.46 FTEs.
5) High School projected enrollment will result in a 1.313 FTE decrease.

2. **Revenue Assumptions**
   a. General Education revenue per student formula in FY18-19 is set at $6,312 per student, increasing at 2.0% annually for FY20 and FY21.
   b. The revenue forecast for State Special Education Aid continues to be a moving target, as reports for 16-17 become final it appears that we may need to revise the state aid component down from original revenue projections.
   c. Compensatory revenue within General Education Aid is staying stable from FY17-18 to FY18-19 after experiencing a $378,769 reduction from FY16-17 to FY17-18.
   d. Revenue reduced by $35,000 due to free student activity admissions.

3. **Expenditure Assumptions**
   a. The expenditure budget has been developed using the above parameters in the Broad Fiscal Recommendations section.
   b. Salary and benefits per 1.00 FTE for FY18-19 for additions/reductions is estimated at $66,563.
   c. Targeted Staffing with the addition of 3.0 Licensed FTE’s for Kindergarten class size <= 25 increases to 9.0 FTE.

4. **OPEB Credit**
   a. Administration is not recommending any OPEB (Other Post Employment Benefits) credit be factored into the General Fund expenditure budget in FY19-FY21.
Supplemental Budget worksheet for March 20, 2018 School Board Workshop

1. Discussion item --- Admission fees for students
2. Discussion item --- Addition of 3 Licensed FTE’s for K class size <= 25

Additional FY18-19 Budget adjustments recommended and considered

Recommended:

- Factor in additional replacement savings for licensed teacher retirees
  
  16.65 FTE’s X $34,000/FTE = $566,100 replacement savings for FY18-19

  $566,100 - $325,198 previously budgeted = $240,902 additional

- Eliminate duplication of expenses for salaries and fringe that are budgeted in BOTH Fund 71 and in other budget packages, specifically Elementary, Junior High and High School

  Estimated savings of $406,749

- Reduce Supt. Contingency budget from $100,000 to $75,000

  Savings of $25,000

- Reduce contribution from General Fund to Severance ISF to $300,000

  Savings of $200,000 (was scheduled at $500,000)

Considered:

- Reduce General Supply budgets that typically are not spent out ($50,000)
- Reduce General Fund support of Communications/Marketing ($250,000)
- Restart chargeback to other funds for Work Comp premium (est. $150,000)
- Reduce Teaching & Learning budget by $100,000
- Take Other Post Employment Benefits (OPEB) credit to reach budget target
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<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
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<td>EXECUTIVE SUMMARY FOR FY19</td>
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<td>Total General Fund Expenses and Transfers OUT</td>
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<td>Gross Revenues less Gross Expenses</td>
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<td>(30,533)</td>
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### Fund Balances breakdown:

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<td><strong>Less FLES FY19 Expenses</strong></td>
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<td><strong>Restricted for Staff Development 6/30/18</strong></td>
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<tr>
<td><strong>Plus Staff Development 2% of Basic Revenue</strong></td>
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<td><strong>Less Regular Staff Development expenses</strong></td>
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<tr>
<td><strong>Less Prin eval time chgbk and IB Coord. repl. time chgbk</strong></td>
<td><strong>INCL ABOVE</strong></td>
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<tr>
<td><strong>Restricted for Staff Development 6/30/19</strong></td>
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<tr>
<td><strong>Non-Spendable for Prepaids and Inventory 6/30/18</strong></td>
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<tr>
<td><strong>Non-Spendable for Prepaids and Inventory 6/30/19</strong></td>
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<tr>
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<td><strong>Less projected change for FY19</strong></td>
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<td><strong>Restricted for Medical Assistance 6/30/19</strong></td>
<td>413,164</td>
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<tr>
<td><strong>Assigned for Various 6/30/18</strong></td>
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<tr>
<td><strong>Less FY19 expenses</strong></td>
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<td>0</td>
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<tr>
<td><strong>Assigned for Various 6/30/19</strong></td>
<td>339,632</td>
<td>0</td>
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<td>8,653,868</td>
<td>(30,533)</td>
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<tr>
<td><strong>Plus Revenues and Transfers IN</strong></td>
<td>89,406,025</td>
<td>89,436,558</td>
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<tr>
<td><strong>Less Expenses and Transfers OUT</strong></td>
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</tr>
<tr>
<td><strong>Plus reduce FLES Committed</strong></td>
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<tr>
<td><strong>Plus reduce Staff Development Restricted</strong></td>
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<td>0</td>
</tr>
<tr>
<td><strong>Plus reduce Assigned for OPEB and Severance</strong></td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Plus reduce Various Assigned</strong></td>
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<td>0</td>
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<tr>
<td><strong>Unassigned Fund Balance 6/30/18</strong></td>
<td>8,653,868</td>
<td>(30,533)</td>
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<tr>
<td><strong>Unassigned as a percentage of Gross Expenses</strong></td>
<td><strong>9.68%</strong></td>
<td><strong>(289,788)</strong></td>
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<td><strong>Unassigned Fund Balance 6/30/19</strong></td>
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2018-19
Area Learning Center (ALC) Budget
Executive Summary

Budget Area: Area Learning Centers (ALC)
Budget Manager(s): Nik Lightfoot, Ed.D., J.D., Assistant Superintendent
Budget Description: Includes two high school Alternative Learning Center (ALC) programs, two junior high school alternative learning programs, targeted services for students in elementary and junior high schools, extended learning programs for basic skills offered through the secondary summer school program (9th-12th grades), and targeted service extended learning options for students (1st-9th grades).

Financial Information

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<th>Historical Budget Information:</th>
<th>Budget</th>
<th>Inc.(Dec.)</th>
<th>%</th>
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<tr>
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<td>2017-18 Revised</td>
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Current Budget Information: Proposed Budget: 1,665,628

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<td>Increase/(Decrease) - %</td>
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Global Assumptions:
- Salaries - All Staff: 3.00%
- Benefits - All Staff: 3.50%

Budget Highlights
1. No changes

Future Budget Considerations
Budget Area: Business Services
Budget Manager(s): John Toop, Director of Business Services
Budget Description: The District’s Business Services department includes areas such as budgeting and accounting, payroll, accounts payable and receivable, legal services, Central Copy Center and school elections.

### Financial Information

#### Historical Budget Information:

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<td>2017-18</td>
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#### Current Budget Information:

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<th>Year</th>
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<td>2018-19</td>
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<td>$(17,577)</td>
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#### Global Assumptions:

- Salaries - All Staff: 3.00%
- Benefits - All Staff: 3.50%

#### Budget Highlights

1. Reduce FY18-19 Prof Services by $49,300 for no election.

### Future Budget Considerations
Budget Area: Worker’s Comp, Unemployment and Property/Casualty/Liability Insurances

Budget Manager(s): John Toop, Director of Business Services

Budget Description: This budget area tracks district obligations for Workman's Compensation premiums, unemployment costs (claims) for terminated employees and property/casualty/liability insurance for the Hopkins School District.

### Financial Information

#### Historical Budget Information:

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<th>Budget</th>
<th>Inc./(Dec.)</th>
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#### Current Budget Information:

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<td>2018-19</td>
<td>Proposed</td>
<td>740,278</td>
<td>34,061</td>
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### Global Assumptions:

- Global Assumptions not applicable

### Budget Highlights

1. Workman's Compensation premium projected at a 5% increase for FY18-19.
2. Some Workman's Comp premium may be charged back to School Nutrition and Community Education.
3. Unemployment budget is set at current amount of $25,000 per year.
4. Property/Liability insurance premium increase projected at a 5% increase for FY18-19.

### Future Budget Considerations
2018-19
Elementary Budget
Executive Summary

Budget Area: Elementary
Budget Manager(s): Alice Smith - Jody de St. Hubert
Eisenhower / XinXing - Paul Domer
Gatewood - Mark French
Glen Lake - Jeff Radel
L.H. Tanglen - Jim Hebeisen
Meadowbrook - Greta Evans-Becker

Budget Description: Provides instruction to students in kindergarten through 6th grade in basic skills such as literacy, mathematics, the sciences, the arts, and self-development skills.

Financial Information:

Historical Budget Information:

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<th>Inc./(Dec.)</th>
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<td>Increase/(Decrease) - %</td>
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Budget Highlights

1. 2.00 FTE decrease for enrollment, 1.5 FTE increase for FLES
2. Replacement savings of $114,145 ($147,835 S/F) out of $325,198 (balance in JH and HS Budget packages)
3. Additional Replacement savings of $84,557 ($109,513 S/F) out of $240,902 (balance in JH and HS Budget packages)
4. Chargeback of staff ($149,839 S/F) to Achievement and Integration budget
5. Principal salary for evaluation moved to Staff Development ($88,000)
6. Principal benefits for evaluation moved to Staff Development ($22,000)
7. OST (Out of School Time) salary moved to Capital Projects Levy ($189,646)
8. OST (Out of School Time) benefits moved to Capital Projects Levy ($53,821)

Future Budget Considerations
2018-19
English Language Learners (ELL) Budget
Executive Summary

Budget Area: English Language Learners (ELL)
Budget Manager(s): Karen Terhaar, Director of Teaching and Learning
Budget Description: The English Language Learner program includes licensed and paraprofessional staffing for ELL services.

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**Historical Budget Information:**

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<td>2017-18</td>
<td>Original</td>
<td>1,652,176</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>1,614,473</td>
<td>(37,703) -2.28%</td>
</tr>
</tbody>
</table>

**Current Budget Information:**

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Inc./Dec.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>Proposed Budget</td>
<td>1,664,583</td>
<td></td>
</tr>
<tr>
<td>Increase/(Decrease) - $</td>
<td>50,110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Increase/(Decrease) - %</td>
<td>3.10%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Global Assumptions:**

- Salaries - All Staff: 3.00%
- Benefits - All Staff: 3.50%

**Budget Highlights**

1. No changes.

**Future Budget Considerations**
2018-19
Fund 11 Tuition Programs Budget
Executive Summary

Budget Area: Fund 11 Tuition Programs
Budget Manager(s): Linda Gardner, Director of Special Services
Budget Description: Fund 11 covers the program of Epsilon, which serves both regular and special education students in a residential care and treatment setting. Costs associated with this program are billed to Intermediate District 287, as they oversee the educational services provided to these students.

### Financial Information

**Historical Budget Information:**

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>117,062</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>117,901</td>
<td>839</td>
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</table>

**Current Budget Information:**

<table>
<thead>
<tr>
<th></th>
<th>Proposed Budget</th>
<th>121,561</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase/(Decrease) - $</td>
<td>3,660</td>
<td></td>
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<tr>
<td>Increase/(Decrease) - %</td>
<td>3.10%</td>
<td></td>
</tr>
</tbody>
</table>

### Budget Highlights

1. No changes.

### Future Budget Considerations
2018-19
Fund 51 Lindbergh Center Budget
Executive Summary

Budget Area: Lindbergh Center
Budget Manager(s): John Toop, Director of Business Services
                Katie Williams, Director of Community Education
                Susan Easton, Facility Use Coordinator
Budget Description: The Lindbergh Center is a shared-use facility with the City of Minnetonka attached to Hopkins High School.
                    Costs are shared and billed at a 71% school district share / 29% City of Minnetonka share.

Financial Information

Historical Budget Information:

<table>
<thead>
<tr>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original</td>
<td>470,726</td>
<td></td>
</tr>
<tr>
<td>Revised</td>
<td>485,608</td>
<td>14,882</td>
</tr>
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</table>

Current Budget Information:

<table>
<thead>
<tr>
<th>Budget</th>
<th>Global Assumptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposed Budget</td>
<td>Salaries - All Staff 3.00%</td>
</tr>
<tr>
<td></td>
<td>Benefits - All Staff 3.50%</td>
</tr>
</tbody>
</table>

Increase/(Decrease) - $ 10,729
Increase/(Decrease) - % 2.21%

Budget Highlights

1. No changes.

Future Budget Considerations
Budget Area: Fund 71 - Achievement & Integration
Budget Manager(s): Nik Lightfoot, Ed.D, J.D. - Assistant Superintendent
Budget Description: Fund 71 is a sub-fund of the General Fund to track costs associated with the Achievement and Integration program. This is a revenue-based budget.

## Financial Information:

### Historical Budget Information:

<table>
<thead>
<tr>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Original</td>
<td>1,364,362</td>
<td></td>
</tr>
<tr>
<td>2017-18 Revised</td>
<td>1,364,362</td>
<td>(0) 0.00%</td>
</tr>
</tbody>
</table>

### Current Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Proposed Budget</th>
<th>Increase/(Decrease) - $</th>
<th>Increase/(Decrease) - %</th>
</tr>
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<tbody>
<tr>
<td>2018-19</td>
<td>1,318,861</td>
<td>(45,500)</td>
<td>-3.33%</td>
</tr>
</tbody>
</table>

### Global Assumptions:

- Salaries - All Staff: 3.00%
- Benefits - All Staff: 3.50%

### Budget Highlights

1. Reductions due to reduced revenue.

### Future Budget Considerations
2018-19
Fund 81 - Federal Special Education Budget
Executive Summary

Budget Area: Fund 81 - Federal Special Education
Budget Manager(s): Linda Gardner, Director of Special Services
Budget Description: Fund 81 is a sub-fund of the General Fund and is maintained as a balanced fund - meaning revenue equals expenditures. Local grants, Federal grants and Federal Special Education dollars are included in Fund 81. The Federal Special Education dollars are separated out from the Local and Federal Grants budget.

Financial Information:

Historical Budget Information:

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Original</td>
<td>1,917,325</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2017-18 Revised  | 1,917,325 | (0)         | 0.00%

Current Budget Information:

<table>
<thead>
<tr>
<th></th>
<th>Proposed Budget</th>
<th>1,917,325</th>
</tr>
</thead>
</table>

Increase/(Decrease) - $ 0
Increase/(Decrease) - % 0.00%

Global Assumptions:
Salaries - All Staff: 3.00%
Benefits - All Staff: 3.50%

Budget Highlights

1. No changes.

Future Budget Considerations
2018-19
Fund 81 - Local and Federal Grants Budget
Executive Summary

Budget Area: Fund 81 - Local and Federal Grants
Budget Manager(s): Karen Terhaar, Director of Teaching and Learning
John Toop, Director of Business Services

Budget Description: Fund 81 is a sub-fund of the General Fund and is maintained as a balanced fund - meaning revenue equals expenditures. Local grants, Federal grants and Federal Special Education dollars are included in Fund 81. The Local and Federal Grants portion is separated out from the Federal Special Education dollars.

Financial Information:

**Historical Budget Information:**

<table>
<thead>
<tr>
<th>2017-18</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original</td>
<td>1,483,806</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revised</td>
<td>1,602,140</td>
<td>118,334</td>
<td>7.98%</td>
</tr>
</tbody>
</table>

**Current Budget Information:**

| 2018-19   | Proposed Budget | 1,602,140 |

**Global Assumptions:**

Global Assumptions not applicable

Increase/(Decrease) - $ 0
Increase/(Decrease) - % 0.00%

Budget Highlights

1. No changes

Future Budget Considerations
2018-19
Fund 91 - Program Adjustments, Enhancements, One-Time Expenses and Transfers

Executive Summary

Budget Area: Fund 91 - Program Adjustments, Enhancements, One-Time Expenses and Transfers
Budget Manager(s): Supt. Rhoda Mhiripiri-Reed, Ed. L. D.
Budget Description: Program adjustments and enhancements are proposed on an annual basis and considered by the School Board as part of the preliminary and final budget approval. One-time expenses allow the district to spend excess fund balance on areas such as technology and not incur ongoing costs. Fund Transfers are explained to and approved by the School Board in the budgeting process.

Financial Information

Historical Budget Information:

<table>
<thead>
<tr>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Original</td>
<td>1,117,608</td>
<td></td>
</tr>
<tr>
<td>2017-18 Revised</td>
<td>3,824,588</td>
<td>2,706,980</td>
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Current Budget Information:

<table>
<thead>
<tr>
<th>2018-19 Proposed Budget</th>
<th>652,508</th>
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</thead>
<tbody>
<tr>
<td>Increase/(Decrease) - $</td>
<td>(3,172,080)</td>
</tr>
<tr>
<td>Increase/(Decrease) - %</td>
<td>-82.94%</td>
</tr>
</tbody>
</table>

Global Assumptions: Global Assumptions not applicable

Budget Highlights

<table>
<thead>
<tr>
<th>17-18 Original</th>
<th>17-18 Revised</th>
<th>18-19 Original</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-K @ Alice Smith, Eisenhower and Gatewood</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Elementary AVID</td>
<td>15,000</td>
<td>15,000</td>
</tr>
<tr>
<td>One Voice Transitional Funding (Transfer to Community Ed)</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Marketing (Transfer to Community Ed)</td>
<td>250,000</td>
<td>250,000</td>
</tr>
<tr>
<td>Transfer from General to ISF - Severance for FY18-19 Operating Referendum Adjustment</td>
<td>-</td>
<td>1,412,017</td>
</tr>
<tr>
<td>Transfer from General Fund to Self-Insured Retiree Severance for Normal Cost</td>
<td>852,608</td>
<td>500,000</td>
</tr>
<tr>
<td>Assignment for Benefit Audit/Reconciliation</td>
<td>-</td>
<td>493,649</td>
</tr>
<tr>
<td>Assignment for Transition Costs</td>
<td>-</td>
<td>373,540</td>
</tr>
<tr>
<td>Assignment for Playground Equipment</td>
<td>-</td>
<td>55,210</td>
</tr>
<tr>
<td>Assignment for Turf Fields Project</td>
<td>-</td>
<td>750,000</td>
</tr>
<tr>
<td>TRA Rate increase</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total Program Adjustments, Enhancements, One-Time Expenses and Transfers</td>
<td>1,117,608</td>
<td>3,849,416</td>
</tr>
</tbody>
</table>

Future Budget Considerations
**Budget Area:** Governance & Management  
**Budget Manager(s):** Nik Lightfoot, Ed.D., J.D., Assistant Superintendent  
**Budget Description:** Governance and Management encompasses the functions of the Board of Education, Superintendent's Office, Assistant Superintendent's office, Strategic Planning and graduation expenses.

### Financial Information

#### Historical Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>1,102,291</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>1,097,847</td>
<td>-4,444</td>
</tr>
</tbody>
</table>

#### Current Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Proposed Budget</th>
<th>Increase/(Decrease) - $</th>
<th>Increase/(Decrease) - %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>1,101,761</td>
<td>3,914</td>
<td>0.36%</td>
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</tbody>
</table>

**Global Assumptions:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Assumption</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries - All Staff</td>
<td>3.00%</td>
</tr>
<tr>
<td>Benefits - All Staff</td>
<td>3.50%</td>
</tr>
</tbody>
</table>

### Budget Highlights

<table>
<thead>
<tr>
<th>Item</th>
<th>17-18 Orig.</th>
<th>17-18 Rev.</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. School Board</td>
<td>115,774</td>
<td>118,810</td>
<td>121,621</td>
</tr>
<tr>
<td>2. Office of Superintendent</td>
<td>397,288</td>
<td>404,789</td>
<td>417,084</td>
</tr>
<tr>
<td>3. Superintendent Contingency</td>
<td>100,000</td>
<td>100,000</td>
<td>75,000</td>
</tr>
<tr>
<td>4. Asst. Superintendent</td>
<td>409,921</td>
<td>394,940</td>
<td>406,996</td>
</tr>
<tr>
<td>5. Strategic Plan</td>
<td>30,761</td>
<td>30,761</td>
<td>31,542</td>
</tr>
<tr>
<td>6. Graduation</td>
<td>48,547</td>
<td>48,547</td>
<td>49,518</td>
</tr>
<tr>
<td>Total Governance &amp; Mgmnt</td>
<td>1,102,291</td>
<td>1,097,847</td>
<td>1,101,761</td>
</tr>
</tbody>
</table>

### Future Budget Considerations
Budget Area: Hopkins Gifted and Talented Services

Budget Manager(s): Susan Gruidl, HGTS Coordinator

Budget Description: Provides curricular and instructional service beyond the regular classroom curricula for students in K-12, and offers a broad range of services to students at each building, including support for curriculum differentiation in partnership with the classroom teaching staff. Changes in HGTS enrollment over the past several years are primarily due to standardization of HGTS services criteria and reporting, as well as the implications of an overall district enrollment decline. The HGTS budget is also supported by state revenue, along with Advanced Placement student fees for the administration of AP testing and support services.

<table>
<thead>
<tr>
<th>Historical Budget Information:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget</td>
<td>Inc./(Dec.)</td>
</tr>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>1,187,212</td>
</tr>
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<td>2017-18</td>
<td>Revised</td>
<td>1,204,886</td>
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<table>
<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>Proposed Budget</td>
<td>1,240,089</td>
</tr>
<tr>
<td>Increase/(Decrease) - $</td>
<td>35,203</td>
<td></td>
</tr>
<tr>
<td>Increase/(Decrease) - %</td>
<td>2.92%</td>
<td></td>
</tr>
</tbody>
</table>

Budget Highlights

1. No changes.

Future Budget Considerations
2018-19
High School Budget
Executive Summary

Budget Area: High School
Budget Manager(s): Doug Bullinger, High School Principal
Budget Description: Encompasses art, business education, language arts, debate, drama, learning lab, mathematics, reading, speech, world languages, physical education, health science, technology education, instrumental and vocal music, science, social studies, alternative programs, distributive education, family and consumer science, business and office education, work experience, career counseling and job placement, media services, and audio visual and television production.

Financial Information

<table>
<thead>
<tr>
<th>Historical Budget Information:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Budget</td>
<td>Inc./(Dec.)</td>
<td>%</td>
</tr>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>9,156,900</td>
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</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>9,305,169</td>
<td>148,269</td>
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<table>
<thead>
<tr>
<th>Current Budget Information:</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>Proposed Budget</td>
<td>9,281,816</td>
<td></td>
</tr>
</tbody>
</table>

Increase/(Decrease) - $        | (23,353)        |
Increase/(Decrease) - %        | -0.25%          |

Budget Highlights

1. FTE decrease of 1.313 for declining enrollment
2. Replacement savings of $56,399 ($72,350 S/F) out of $325,198 (balance in Elem and JH Budget packages)
3. Additional Replacement savings of $41,780 ($53,819 S/F) out of $240,902 (balance in Elem and JH Budget packages)
4. Chargeback of staff ($94,194 S/F) to Achievement and Integration budget

Future Budget Considerations
2018-19
Human Resources Budget
Executive Summary

Budget Area: Human Resources
Budget Manager(s): Nik Lightfoot, Ed.D., J.D., Assistant Superintendent
Budget Description: Human Resources includes labor relations, collective bargaining, employee information management, master agreement administration, employee relations, staff recruitment and selection, leave administration, fringe benefit administration, wage administration, and civil rights compliance oversight.

Financial Information

<table>
<thead>
<tr>
<th>Historical Budget Information:</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Original</td>
<td>714,701</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18 Revised</td>
<td>790,267</td>
<td>75,566</td>
<td>10.57%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Budget Information:</th>
<th>Global Assumptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Proposed Budget</td>
<td>Salaries - All Staff</td>
</tr>
<tr>
<td>Increase/(Decrease) - $</td>
<td>Benefits - All Staff</td>
</tr>
<tr>
<td>Increase/(Decrease) - %</td>
<td>(83,595)</td>
</tr>
</tbody>
</table>

Budget Highlights

1. Reduce FY18-19 Consulting Fees by $100,000 due to completion of Benefit Reconciliation/Audit in FY17-18.

Future Budget Considerations
2018-19
Junior High Budget
Executive Summary

Budget Area: Junior High
Budget Manager(s): Leanne Kampfe, West Junior High Principal
Becky Melville, North Junior High Principal
Budget Description: Allows students to develop skills and explore their interests in the areas of reading, language arts, mathematics, science, social studies, art, music, health, business education, technology education, family and consumer sciences, physical education, and world language.

Financial Information

Historical Budget Information:

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>10,763,112</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>10,469,851</td>
<td>(293,261)</td>
</tr>
</tbody>
</table>

Current Budget Information:

<table>
<thead>
<tr>
<th></th>
<th>Proposed Budget</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td></td>
<td>10,284,963</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Increase/(Decrease) - $ (184,888)
Increase/(Decrease) - % -1.77%

Global Assumptions:

- Salaries - All Staff: 3.00%
- Benefits - All Staff: 3.50%

Budget Highlights

1. Reduction of 2.46 FTE's for declining enrollment ($157,013)
2. Regular Replacement savings of $80,566 ($104,713 S/F) out of $325,198 (balance in Elem and HS Budget packages)
3. Additional Replacement savings of $59,682 ($77,569 S/F) out of $240,902 total (balance in Elem and HS Budget packages)
4. Chargeback of staff ($162,716 S/F) to Achievement and Integration budget

Future Budget Considerations
2018-19
Operations & Maintenance Budget
Executive Summary

Budget Area: Operations & Maintenance
Budget Manager(s): Patrick Poquette, Supervisor of Building and Grounds
Budget Description: Provides custodial, building maintenance, and utility support services. In addition, to cleaning and sanitizing the district’s 11 buildings, it includes building and utility repair, lawn care, snow removal and sanding, courier deliveries, and laundry services.

Financial Information

Historical Budget Information:

<table>
<thead>
<tr>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Original</td>
<td>7,492,682</td>
<td></td>
</tr>
<tr>
<td>2017-18 Revised</td>
<td>7,352,900</td>
<td>(139,782) -1.87%</td>
</tr>
</tbody>
</table>

Current Budget Information:

<table>
<thead>
<tr>
<th>2018-19 Proposed Budget</th>
<th>7,545,166</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase/(Decrease) - $</td>
<td>192,266</td>
</tr>
<tr>
<td>Increase/(Decrease) - %</td>
<td>2.61%</td>
</tr>
</tbody>
</table>

Budget Highlights

1. No changes.

Future Budget Considerations
2018-19
Other District Wide Expenses Budget
Executive Summary

Budget Area: Other District Wide Expenses
Budget Manager(s): John Toop, Director of Business Services
Budget Description: This budget includes contracted police liaison officer costs for the High School and safe school personnel for the Junior High Schools. Also, payments for Safe Schools to ISD # 287 and Interest Expense is in this budget.

Financial Information

Historical Budget Information:

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Original</td>
<td>379,888</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18 Revised</td>
<td>411,634</td>
<td>31,746</td>
<td>8.36%</td>
</tr>
</tbody>
</table>

Current Budget Information:

<table>
<thead>
<tr>
<th></th>
<th>Proposed Budget</th>
<th>Global Assumptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>421,687</td>
<td>Salaries - All Staff 3.00%</td>
</tr>
<tr>
<td>Increase/(Decrease) - $</td>
<td>10,053</td>
<td>Benefits - All Staff 3.50%</td>
</tr>
<tr>
<td>Increase/(Decrease) - %</td>
<td>2.44%</td>
<td></td>
</tr>
</tbody>
</table>

Budget Highlights

1. No changes

Future Budget Considerations
**2018-19**

**Q-Comp Budget**

**Executive Summary**

**Budget Area:** Q-Comp

**Budget Manager(s):** Nik Lightfoot, Ed.D., J.D., Assistant Superintendent

**Budget Description:** This is a revenue based budget predicated on enrollment. The district receives $260 per student. Quality compensation is paid to teaching staff when measurable individual and building goals are met.

<table>
<thead>
<tr>
<th>Historical Budget Information:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>2017-18 Original</td>
</tr>
<tr>
<td>2017-18 Revised</td>
</tr>
</tbody>
</table>

**Current Budget Information:**

<table>
<thead>
<tr>
<th></th>
<th>Proposed Budget</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>1,746,940</td>
<td></td>
</tr>
</tbody>
</table>

Increase/(Decrease) - $ (66,551)
Increase/(Decrease) - % -3.67%

**Budget Highlights**

1. 

**Future Budget Considerations**
Budget Area: Retiree Severance and Health Insurance
Budget Manager(s): John Toop, Director of Business Services
Budget Description: This budget area tracks district contributions for retiree medical insurance per per collective bargaining agreements and the year-end OPEB credit calculation.

### Financial Information

#### Historical Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>758,246</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>1,057,456</td>
<td>299,210</td>
</tr>
</tbody>
</table>

#### Current Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
<th>Increase/(Decrease) - $</th>
<th>Increase/(Decrease) - %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>Proposed Budget</td>
<td>1,059,061</td>
<td>1,605</td>
</tr>
</tbody>
</table>

### Global Assumptions:
Global Assumptions not applicable

### Budget Highlights

1. FY17-18 cost for retiree contribution to VEBA accounts is $866,541.
2. FY18-19 cost for retiree contribution to VEBA accounts is also estimated at $866,541.
3. FY18-19 Normal Cost of one more year of service for retiree liability of est. $300,000 included in Fund 91 (Transfers)
4. FY18-19 Retiree health insurance payments budgeted at $192,520. (3-yr. moving avg.)

### Future Budget Considerations
2018-19
Secondary Vocational - Transition Disabled Budget
Executive Summary

Budget Area: Secondary Vocational - Transition Disabled
Budget Manager(s): Linda Gardner, Director of Special Services
Budget Description: Provides transition skills in jobs and job training, postsecondary services to students with disabilities, ages 14 to 21, in 14 disability categories, including identification, referral and vocational assessments of students needing transition services, and the development of individualized education plans in jobs and job training, as well as postsecondary.

Financial Information

**Historical Budget Information:**

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>236,938</td>
<td></td>
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<tr>
<td>2017-18</td>
<td>Revised</td>
<td>303,958</td>
<td>67,020</td>
</tr>
</tbody>
</table>

**Current Budget Information:**

<table>
<thead>
<tr>
<th></th>
<th>Proposed Budget</th>
<th>312,940</th>
<th>Increase/(Decrease) - $</th>
<th>8,981</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Increase/(Decrease) - %</td>
<td>2.95%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Global Assumptions:**

- Salaries - All Staff: 3.00%
- Benefits - All Staff: 3.50%

1. No changes.

Budget Highlights

Future Budget Considerations
2018-19
Secondary Vocational (Career and Technical Education) Budget
Executive Summary

Budget Area: Secondary Vocational (Career and Technical Education)
Budget Manager(s): Karen Terhaar, Director of Teaching and Learning
Budget Description: Career and Technical Education (CTE) provides support and assistance to high school students through career and technical education programs in Minnesota schools. CTE students gain academic and technical skills in various occupational pathways and develop solid college and career paths while still in school. The District receives funding under the federal Carl D. Perkins and Tech Prep programs, and local career and technical education levies.

Financial Information

Historical Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>1,093,061</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>928,175</td>
<td>(164,886)</td>
</tr>
</tbody>
</table>

Current Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Proposed Budget</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td></td>
<td>954,546</td>
<td></td>
</tr>
</tbody>
</table>

Increase/(Decrease) - $ 26,372
Increase/(Decrease) - % 2.84%

Budget Highlights

1. No changes.

Future Budget Considerations
**Budget Area:** Special Education  
**Budget Manager(s):** Linda Gardner, Director of Special Services  
**Budget Description:** Provides services to students, from birth to age 21, with disabilities in 14 categories, including identification, referral and assessments of students' needing services, and the development of individualized education plans.

### Financial Information

#### Historical Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Original</td>
<td>12,863,536</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18 Revised</td>
<td>12,251,205</td>
<td>(612,331)</td>
<td>-4.76%</td>
</tr>
</tbody>
</table>

#### Current Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
<th>Increase/(Decrease) - $</th>
<th>Increase/(Decrease) - %</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>12,705,821</td>
<td>454,616</td>
<td>3.71%</td>
</tr>
</tbody>
</table>

### Budget Highlights

1. No changes.

### Future Budget Considerations
Budget Area: Staff Development
Budget Manager(s): Karen Terhaar, Director of Teaching and Learning
Budget Description: Staff development includes building and District staff development opportunities. Effective for FY13-14, the 50/25/25 allocation to sites, districtwide and exemplary grants is no longer in statute.

### Financial Information

#### Historical Budget Information:

<table>
<thead>
<tr>
<th></th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 Original</td>
<td>898,745</td>
<td>305,650</td>
<td>34.01%</td>
</tr>
<tr>
<td>2017-18 Revised</td>
<td>1,204,395</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Current Budget Information:

<table>
<thead>
<tr>
<th></th>
<th>Proposed Budget</th>
<th>908,073</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase/(Decrease) - $</td>
<td>(296,322)</td>
<td></td>
</tr>
<tr>
<td>Increase/(Decrease) - %</td>
<td>-24.60%</td>
<td></td>
</tr>
</tbody>
</table>

#### Global Assumptions:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries - All Staff:</td>
<td>3.00%</td>
</tr>
<tr>
<td>Benefits - All Staff:</td>
<td>3.50%</td>
</tr>
</tbody>
</table>

### Future Budget Considerations

1. Staff development amount reflects current law allocation.

### Budget Highlights

30 of 76          3/20/18
Budget Area: Student Activities
Budget Manager(s): Dan Johnson, Director of Student Activities
Budget Description: Includes competitive sports, intramural activities, Debate, Theatre, and non-varsity sports programs.

### Financial Information

#### Historical Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>1,557,134</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>1,581,152</td>
<td>24,018</td>
<td>1.54%</td>
</tr>
</tbody>
</table>

#### Current Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>Proposed Budget</td>
<td>1,625,969</td>
</tr>
</tbody>
</table>

Increase/(Decrease) - $ 44,817
Increase/(Decrease) - % 2.83%

### Budget Highlights

1. No changes.

### Future Budget Considerations
2018-19
Targeted Staffing Budget
Executive Summary

Budget Area: Targeted Staffing
Budget Manager(s): Nik Lightfoot, Ed D, J.D., Assistant Superintendent
Budget Description: This budget package was created to provide staffing flexibility within the budget. Positions covered under the targeted staffing budget package are temporary positions.

Financial Information

Historical Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>372,066</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>372,066</td>
<td>0</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

Current Budget Information:

<table>
<thead>
<tr>
<th>Year</th>
<th>Type</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>Proposed Budget</td>
<td>589,770</td>
</tr>
</tbody>
</table>

Increase/(Decrease) - $: 217,703
Increase/(Decrease) - %: 58.51%

Budget Highlights

1. Add 3.0 Licensed FTE's for K class sizes < 25.

Future Budget Considerations
Teaching & Learning Budget
Executive Summary

Budget Area: Teaching & Learning
Budget Manager(s): Karen Terhaar, Director of Teaching and Learning
Budget Description: Includes Office of Teaching and Learning expenses, K-12 curriculum coordination and building leadership, instructional and classroom mentors, extended learning experiences, and assessment coordination and analysis.

Financial Information

<table>
<thead>
<tr>
<th>Historical Budget Information:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Budget</td>
<td>Inc./(Dec.)</td>
</tr>
<tr>
<td>Original</td>
<td>1,485,653</td>
<td></td>
</tr>
<tr>
<td>Revised</td>
<td>1,372,871</td>
<td>(112,782)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Current Budget Information:</th>
<th>Global Assumptions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19 Proposed Budget</td>
<td>Salaries - All Staff</td>
</tr>
<tr>
<td>Increase/(Decrease) - $</td>
<td>Salaries - All Benefits</td>
</tr>
<tr>
<td>Increase/(Decrease) - %</td>
<td>55,526</td>
</tr>
</tbody>
</table>

Budget Highlights
1. No changes.

Future Budget Considerations
Budget Area: Transportation
Budget Manager(s): Derrick Agate, Supervisor of Transportation
Budget Description: Includes the transportation of regular, disabled, nonpublic and desegregation students.

### Financial Information

**Historical Budget Information:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Budget</th>
<th>Inc./(Dec.)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18</td>
<td>Original</td>
<td>5,520,565</td>
<td></td>
</tr>
<tr>
<td>2017-18</td>
<td>Revised</td>
<td>5,774,993</td>
<td>254,428</td>
</tr>
</tbody>
</table>

**Current Budget Information:**

- 2018-19 Proposed Budget: 5,962,651

**Increase/(Decrease):**

<table>
<thead>
<tr>
<th>increase/(Decrease) - $</th>
<th>187,658</th>
</tr>
</thead>
<tbody>
<tr>
<td>increase/(Decrease) - %</td>
<td>3.25%</td>
</tr>
</tbody>
</table>

### Global Assumptions:

- Salaries - All Staff: 3.00%
- Benefits - All Staff: 3.50%

### Budget Highlights

1. Increase for the equivalent of one additional bus route for Meadowbrook OE students.

### Future Budget Considerations
Report to the School Board

Capital Projects Levy
June 20, 2013
Report Prepared by Sid Voss, Katie Williams, John Toop, Patrick Poquette, and Barb Mechura

Overview
District administration has been exploring a possible Capital Projects Levy for consideration by the Board. This report will detail the projects under consideration, review the process, and examine budget and tax implications.

Primary Issues to Consider
Discussion of a possible Capital Projects Levy in the fall of 2013 that would include funding for the following:

1) Educational technology and curriculum
2) Improved student nutrition facilities and equipment
3) Improvement and expansion of school and district safety and security systems.

Discussion of the Review and Comment documents, which are required submissions to the Department of Education for construction and capital project levy projects.

The workshop session will be an opportunity for Board members and District staff to discuss the projects and outcomes of a possible Capital Projects Levy referendum, as well as discuss the Review and Comment documents. This is in preparation for the School Board Regular Meeting on June 20, 2013, where the Review and Comment for the Capital Projects Levy will be on the Consent Agenda.

Approval by the Board of the Review and Comment does not commit the District to a Capital Projects Levy. Minnesota Department of Education approval of the project is required before the Board approves a levy referendum.

Supporting Documents
The full report begins on the next page

Minnesota Statue 123B.63 Capital Project Referendum (Attachment A)

Minnesota Statue 123.B71 Review and Comment for School District Construction (Attachment B)

Minnesota Statute 126C.10 General Education Revenue (Attachment C)

Capital Projects Levy Review and Comment Checklist (Attachment D)
Overview

Hopkins Public Schools, Independent School District 270 is proposing a possible Capital Projects Levy for the fall of 2013.

A Capital Project Levy referendum is authorized by Minnesota Statute 123B.63, must be used only for the purposes specified in Statute 126C.10, subdivision 14, and must be reviewed by the Commissioner of Education as required by Minnesota Statute 123B.71. (See Attachments for the statutes.)

This project proposes the Hopkins School Board consider a referendum in November 2013 for the amount of $1,750,000 in the first year of the levy, with the levy in effect for 10 years. The anticipated total levy for the 10 years would be $17,500,000.

The proposed Capital Projects Levy will be used in the following areas:
1) Educational technology and curriculum including the purchase of computers, telecommunications equipment, network infrastructure equipment, curriculum textbooks and materials, and library/media resources to permit the continuation and expansion of instructional strategies focused on increasing student access to digital resources, digital content, curriculum resources, and learning tools.

2) Improved student nutrition facilities and equipment, to support the preparation of student meals that are healthy and feature freshly prepared foods, rather than highly processed foods.

3) Improvement and expansion of school and district safety and security systems for students, staff, visitors, and community members, including capital improvements to entryways, monitoring equipment, and perimeter security.

The total levy will be distributed among the project areas as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Annual Expenditures</th>
<th>Total Expenditures Over the 10 Years of the Levy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Technology</td>
<td>$834,000</td>
<td>$8,340,000</td>
</tr>
<tr>
<td>Student Nutrition: Kitchens, Equipment</td>
<td>$430,051</td>
<td>$4,300,510</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>$386,967</td>
<td>$3,869,670</td>
</tr>
<tr>
<td>Contingency*</td>
<td>$98,982</td>
<td>$989,820</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$1,750,000</strong></td>
<td><strong>$17,500,000</strong></td>
</tr>
</tbody>
</table>

*Contingency reserved for construction and remodeling portions of the projects

Capital Needs in Technology and Curriculum
In 2010, Hopkins Public Schools conducted a successful Capital Projects Levy to support capital purchases related to technology and curriculum.

The approved levy had the potential to provide up to $6,500,000 for the purchase of computers, network equipment, servers, telecommunications equipment, library and media resources, textbooks, capital supplies, and personnel costs related to the operation and maintenance of computers, networks, and application software.

Over the past several budget cycles, the actual amount of this levy has decreased nearly $700,000 annually. The Capital Projects Levy amount is based on the Anticipated Tax Capacity of the District, and due to decreasing residential and business property values, the tax capacity of the District has decreased significantly, leading to a much smaller levy amount.

The District has identified $6,500,000 in annual capital expenditures related to technology, telecommunications, library/media, and curriculum:

| Infrastructure and Network | Telecommunications systems, local area network, power supplies, backup generator for data center/network core, wireless networks, network cabling, servers and storage area network, projectors, fiber optic network, contingency, and engineering. Includes long-term replacement/upgrade costs and annual, ongoing maintenance costs. | $1,154,898 |
| Curriculum, Library/Media | Curriculum capital materials, textbooks, library books, media capital equipment, support of STEM programing (Science, Technology, Engineering, and Mathematics). | $1,075,000 |
| Computers, Applications, and Support | Desktop computers, laptop computers, tablet devices, applications, repairs, maintenance, services, and support. | $4,240,033 |
The curriculum and technology requirements of the District will experience a significant shortfall of nearly $700,000, directly impacting the District’s ability to provide for our learners and staff.

The Capital Projects Levy will be of enormous importance to the Hopkins Schools and is fundamental for the District to maintain its excellent and innovative leadership in educational technology, digital content, digital access for students via tablet devices, and outstanding curriculum resources.

**Capital Needs in Student Nutrition**

The Student Nutrition Department of the District has been an innovative leader in moving to providing our students healthy, nutritious meals by progressing to food preparation that is not reliant on pre-processed, pre-prepared, pre-packaged foods. In order for this work to progress further, the District has needs for equipment replacement and kitchen facility upgrade/additions at multiple school sites.

Facility studies have been conducted at each school site to evaluate the following:

- Our production capacity to reduce use of highly processed foods and increase foods made from raw ingredients, utilizing local foods when possible.
- Our ability to offer and present these nutrient dense foods in a manner that builds student acceptance of foods prepared from scratch.
- Our capacity to both serve these meals and for the students to eat these meals in a reasonable timeframe.
- Our need to amplify efforts of a sound food safety system and to be in compliance with Minnesota Food Code.
- Our need to improve environment for workplace safety.
When compared to Minnesota Department of Education school building guidelines, we found out that our schools have

- Inadequate serving spaces for our students.
- Undersized and under-equipped kitchens, storage and refrigeration/freezer spaces.
- Equipment that is outdated, holds high repair costs, and is inappropriate for scratch cooking.
- Poor cafeteria lighting, sound & ventilation.
- Several areas that are out of compliance with Minnesota Food Code.

Benefits of the projects include the following:

- Students are offered and served more wholesome, nutritious meals, with minimal reliance on processed foods.
- Students are assured of a safer food-handling environment when adequate production and storage space is provided for food services. Great care needs to be taken to prevent cross-contamination of foods, viruses and bacteria to prevent foodborne illness outbreaks or to prevent serious allergic reactions.
- Updated school cafeteria environments will support healthy eating habits by providing clean, safe and pleasant settings with adequate time for students to eat. The new spaces will be adequate to accommodate all students and the pleasant surroundings will reflect the value of social aspects of eating.
Capital Needs in Student Safety and Security

The District has comprehensively planned and implemented school safety and security procedures including proactive safety and emergency preparedness training for students and staff, crisis planning, behavior and violence prevention, safety/security assessments, and crisis/emergency tabletop exercises with local public safety officials.

The District has identified the need to bolster and improve access control; perimeter safety and access; before and after school hours security and access; verification of school visitors; classroom and office door hardware; and camera monitoring of facilities.

Benefits of Safety and Security Improvements:

- Security technology and signage will improve visitor identification, access, and safety at each school during school/district program times.
- Additional exterior lighting will create a safer environment for students, staff and community members while using school facilities in the early morning and evening.
- Updated classroom and office door hardware will allow a faster lock-down response time, which has shown to be critical in keeping mass numbers of students safe during crisis events.
- Security cameras will monitor daytime, evening and weekend use of each school building.
- Updated two-way radios will enable crisis management teams to effectively communicate with each other and with emergency personnel responding to a building crisis.
- Security barriers at each school entrance will create a safer environment and inhibit unlawful vehicles from gaining access to the schools.
Intrusion alarms secure the building when unoccupied and prevent unlawful activity.

**Part 2: Projects to be Accomplished and Focus Areas**

**Focus Areas in the Technology and Curriculum Portion of the Levy**
The District will use this money to replace and enhance curriculum, instructional materials, and textbooks; make technology upgrades; replace technology equipment; provide technology support and staffing; and expand digital access via computers and tablet devices across all schools. The funds will be used to secure the future of Hopkins’ students by continued investment in the instructional and technology needs of the District.

As noted earlier, Hopkins Public Schools has identified a capital budget of $6,500,000 annually to accomplish our learning and teaching goals supported by technology and curriculum resources. Our 2010 Capital Projects Levy will be able to support part of this; however, the budget for these projects needs an additional $700,000.

This proposed Capital Project Levy is intend to make up this shortfall and adds approximately $134,000 annually to continue the expansion of providing greater access to digital content, curriculum, and resources by students through the use of tablet devices such as iPads and Chrome Books.

The annual $834,000 of the proposed capital project levy will be divided in the following manner:
Focus Areas in the Student Nutrition Portion of the Levy

Our priority is to assure all of our school kitchens and cafeterias support our whole and nutrient dense foods model for the purpose of fueling the growth of healthy bodies and brains—ready to learn, explore new skills and excel. Healthy, safe meals help to reinforce our children’s health and boost their learning capacity.

The project enhances the expansion of scratch cooking and an increase of fresh food choices, reducing the use of highly processed foods that contribute to childhood diseases and health conditions related to diet and lifestyle.

Capital improvements of kitchen, serving, and cafeteria areas will help to stabilize and manage student behaviors during the lunch/recess periods by expediting meal service and giving children more seat time to consume their meals.

The project proposes capital improvements to kitchen, serving, and cafeteria facilities, as well as capital investment in equipment for food storage, preparation, and serving.
Tanglen Elementary Kitchen/Cafeteria Remodel ($1,500,000)
The current kitchen is deficient in size and the equipment needs frequent and costly repairs to keep functioning. The kitchen space will be increased in order to facilitate the District's mission to provide wholesome meals for students; incorporating scratch cooking is one means to help support this mission. Scratch cooking requires increased production, cooler, and freezer spaces.

Studies support our work in trying to reduce the amount of time students stand in lunch lines to increase seat time so that they can finish their meals. There is currently one serving line in the kitchen and two serving lines will be incorporated into the remodel. This will help with long lines, give students more time to eat, encourage participation in the school lunch program, and reduce behavior incidents in the serving line.

<table>
<thead>
<tr>
<th>Alterations / Upgrades</th>
<th>$453,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kitchen Equipment</td>
<td>$420,000</td>
</tr>
<tr>
<td>Mechanical</td>
<td>$228,000</td>
</tr>
<tr>
<td>Electrical</td>
<td>$196,000</td>
</tr>
<tr>
<td>Site Development</td>
<td>0</td>
</tr>
<tr>
<td>Services / Fees / Testing / Permits</td>
<td>$154,000</td>
</tr>
<tr>
<td>Furniture Fixtures Equipment / Cabling</td>
<td>$49,000</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$1,500,000</strong></td>
</tr>
</tbody>
</table>

Project slated to begin in April 2014 with occupancy in November 2014

See Attachments E and F for the site and floor plans.

Glen Lake Elementary Kitchen/Cafeteria Remodel ($1,300,000)
The current kitchen is deficient in size and the equipment needs frequent and costly repairs to keep functioning. The kitchen space will be increased in order to facilitate the District's mission to provide wholesome meals for students; incorporating scratch cooking is one means to help support this mission. Scratch cooking requires increased production, cooler, and freezer spaces.
Studies support our work in trying to reduce the amount of time students stand in lunch lines to increase seat time so that they can finish their meals. There is currently one serving line in the kitchen and two serving lines will be incorporated into the remodel. This will help with long lines, give students more time to eat, encourage participation in the school lunch program, and reduce behavior incidents in the serving line.

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction-Addition</td>
<td>$493,000</td>
</tr>
<tr>
<td>Alterations / Upgrades</td>
<td>$232,000</td>
</tr>
<tr>
<td>Kitchen Equipment</td>
<td>$138,000</td>
</tr>
<tr>
<td>Mechanical</td>
<td>$36,000</td>
</tr>
<tr>
<td>Electrical</td>
<td>$29,000</td>
</tr>
<tr>
<td>Site Development</td>
<td>$168,000</td>
</tr>
<tr>
<td>Services / Fees / Testing / Permits</td>
<td>$166,000</td>
</tr>
<tr>
<td>Furniture Fixtures Equipment / Cabling</td>
<td>$38,000</td>
</tr>
<tr>
<td><strong>Total Cost</strong></td>
<td><strong>$1,300,000</strong></td>
</tr>
</tbody>
</table>

Project slated to begin in April 2015 with occupancy in November 2015

See Attachments G and H for the site and floor plans.

**North Junior High Kitchen Remodel ($1,070,000)**

The current kitchen is deficient in size and the equipment needs frequent and costly repairs to keep functioning. The kitchen space will be increased in order to facilitate the District's mission to provide wholesome meals for students; incorporating scratch cooking is one means to help support this mission. Scratch cooking requires increased production, cooler, and freezer spaces.

Studies support our work in trying to reduce the amount of time students stand in lunch lines to increase seat time so that they can finish their meals. There are currently two serving line in the kitchen and three serving lines will be incorporated into the remodel. This will help with long lines, give students more time to eat, encourage participation in the school lunch program, and reduce behavior incidents in the serving line.
Alterations / Upgrades $511,000  
Kitchen Equipment $383,000  
Mechanical $22,000  
Electrical 0  
Site Development 0  
Services / Fees / Testing / Permits $121,000  
Furniture Fixtures Equipment / Cabling $33,000  
**Total Cost** $1,070,000  

Project slated to begin in June 2016 with occupancy in November 2016  

See Attachments I and J for the site and floor plans.  

**Various District-Wide Kitchen Improvements ($430,510)**  
The budgets used to remodel six (6) of our kitchens were underfunded, thereby requiring us to re-employ pieces of equipment that were old, but still functional. These pieces of equipment have well outlived their lifespan, and are in need of frequent, costly repairs. The design of the cold serving lines some schools does allow for adequate cooling of the foods presented to students (i.e., salads and sandwiches); our health inspection shows that we are required to replace them in two years. Additionally, the original design of some kitchens did not allow for adequate cooler space to safely store food for the number of students that are now presently participating in school lunch. Inadequate space increases liability risks of cross contamination of food or improper cooling, leaving the student food supply at risk.  

The food preparation equipment at schools requires upgrading in order to move toward more scratch food preparation and less reliance on prepackaged and processed food sources.  

**Excellence. Every School. Every Student. Every Day**
Focus Areas in Safety and Security Portion of the Levy
To provide a more safe and secure environment for students and staff, a number of measures are required to improve the current system. Older school buildings were not built with the safety infrastructures required in today’s schools. Parents and community members want their schools to be safe places of learning and activity.

We plan to modify schools’ main entrances by installing automated check-in and keyless entry systems. A software system will record the name of visitors and print an ID badge. In addition, exterior lighting, door hardware, safety signage and intrusion alarms all need updating. We also will be adapting our landscaping to meet Crime Prevention through Environmental Design (CPTED) guidelines.

Student and staff safety is our highest priority. The costs of District-wide safety and security measures include:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Security technology, software and safety signage</td>
<td>$25,000</td>
</tr>
<tr>
<td>Improved exterior lighting</td>
<td>$15,000</td>
</tr>
<tr>
<td>Improved classroom and office door hardware</td>
<td>$55,000</td>
</tr>
<tr>
<td>Security camera’s</td>
<td>$20,000</td>
</tr>
<tr>
<td>Updated emergency communications/radios</td>
<td>$9,000</td>
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<tr>
<td>Security barriers at each school entrance</td>
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<tr>
<td>Intrusion alarms</td>
<td>$9,000</td>
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<tr>
<td><strong>Total Annual Cost</strong></td>
<td><strong>$143,500</strong></td>
</tr>
</tbody>
</table>

**Secured Entrances**
With hundreds of children participating in school programs and activities before and after school at each Hopkins school, the District needs to add staffing to secure the entrances before and after school. It is the policy of Hopkins Public Schools to provide a safe and healthy environment for its staff and students. Safety and health protection is an integral part of all operations. Additional staffing hours are required before school at each of the six elementary schools, after school at the elementary and secondary
schools until 6:00 pm, and during non-school days and summer when District students are participating in school-sponsored activities.

Personnel will be operating telecommunication systems, computers, and a variety of software applications to access student and program data, including the student information system, the Community Education database, and the visitor identification database.

Total Annual Cost: $243,467

**Part 3: Other Information**

**Decision Resources Survey**
Decision Resources conducted a survey of District residents during the month of March. The Board received the results of the entire survey at its workshop session on May 2.

Resident support for three components of a possible Capital Projects Levy were favorable:

- In the area of technology (computers and tablets) 76% were supportive, 22% opposed.
- For security and safety enhancement, 72% were supportive, 26% opposed.
- Remodeled kitchens/cafeterias, 65% supportive, 31% opposed.

**The Review and Comment Process**
Before the School Board may approve a capital projects referendum, the District must submit to the Minnesota Department of Education the Review and Comment Checklist, as required by Minnesota Statutes, Section 123B.71.

Upon submission of the Review and Comment, the Commissioner of Education will respond to the District, within 60 days of receiving the proposal, about the educational and economic advisability of the project.
The most salient aspects of the Review and Comment Checklist are contained in this report. The complete Review and Comment Checklist will be available for Board member review a few days prior to the June 20 meeting.

**Fiscal Impact**
The following chart illustrates the tax impact for a capital projects levy of $1,750,000 annually.

<table>
<thead>
<tr>
<th>Residential Homestead</th>
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<th>Monthly</th>
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<td>$500,000</td>
<td>$101</td>
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<table>
<thead>
<tr>
<th>Commercial/Industrial</th>
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<tr>
<td>$200,000</td>
<td>$43</td>
<td>$3.58</td>
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<tr>
<td>$500,000</td>
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<tr>
<td>$1,000,000</td>
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<td>$21.17</td>
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<table>
<thead>
<tr>
<th>Apartments</th>
<th>Annual</th>
<th>Monthly</th>
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</thead>
<tbody>
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<td>$126</td>
<td>$10.50</td>
</tr>
<tr>
<td>$1,000,000</td>
<td>$252</td>
<td>$21.00</td>
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</table>
123B.63 CAPITAL PROJECT REFERENDUM.

Subdivision 1. Creation of capital project referendum account. A district may create a capital project referendum account as a separate account in its general fund or its building construction fund. All proceeds from the capital project levy must be deposited in the capital project referendum account in its general fund. The portion of the proceeds to be used for building construction must be transferred to the capital project referendum account in its building construction fund. Interest income attributable to the capital project referendum account must be credited to the account.

Subd. 2. Uses of account. Money in the capital project referendum account must be used only for the purposes specified in section 126C.10, subdivision 14, for operating capital revenue, including the costs of acquisition and betterment for a project that has been reviewed under section 123B.71 and has been approved according to subdivision 3.

Subd. 3. Capital project levy referendum. (a) A district may levy the local tax rate approved by a majority of the electors voting on the question to provide funds for an approved project. The election must take place no more than five years before the estimated date of commencement of the project. The referendum must be held on a date set by the board. A district must meet the requirements of section 123B.71 for projects funded under this section. If a review and comment is required under section 123B.71, subdivision 8, a referendum for a project not receiving a positive review and comment by the commissioner must be approved by at least 60 percent of the voters at the election.

(b) The referendum may be called by the school board and may be held:

(1) separately, before an election for the issuance of obligations for the project under chapter 475; or

(2) in conjunction with an election for the issuance of obligations for the project under chapter 475; or

(3) notwithstanding section 475.59, as a conjunctive question authorizing both the capital project levy and the issuance of obligations for the project under chapter 475. Any obligations authorized for a project may be issued within five years of the date of the election.

(c) The ballot must provide a general description of the proposed project, state the estimated total cost of the project, state whether the project has received a positive or negative review and comment from the commissioner, state the maximum amount of the capital project levy as a percentage of net tax capacity, state the amount that will be raised by that local tax rate in the first year it is to be levied, and state the maximum number of years that the levy authorization will apply.

The ballot must contain a textual portion with the information required in this section and a question stating substantially the following:

"Shall the capital project levy proposed by the board of ........ School District No. .......... be approved?"

If approved, the amount provided by the approved local tax rate applied to the net tax capacity for the year preceding the year the levy is certified may be certified for the number of years, not to exceed ten, approved.
(d) If the district proposes a new capital project to begin at the time the existing capital project expires and at the same maximum tax rate, the general description on the ballot may state that the capital project levy is being renewed and that the tax rate is not being increased from the previous year's rate. An election to renew authority under this paragraph may be called at any time that is otherwise authorized by this subdivision. The ballot notice required under section 275.60 may be modified to read:

"BY VOTING YES ON THIS BALLOT QUESTION, YOU ARE VOTING TO RENEW AN EXISTING CAPITAL PROJECTS REFERENDUM THAT IS SCHEDULED TO EXPIRE."

(e) In the event a conjunctive question proposes to authorize both the capital project levy and the issuance of obligations for the project, appropriate language authorizing the issuance of obligations must also be included in the question.

(f) The district must notify the commissioner of the results of the referendum.

Subd. 4. **Excess levy proceeds.** Any funds remaining in the capital project referendum account that are not applied to the payment of the costs of the approved project before its final completion must be transferred to the district's debt redemption fund.

**History:** 1988 c 718 art 8 s 18; 1988 c 719 art 5 s 84; 1989 c 329 art 13 s 4; 1Sp1989 c 1 art 2 s 11; 1Sp1995 c 3 art 16 s 13; 1998 c 397 art 7 s 95,96,164; art 11 s 3; 1999 c 241 art 4 s 29; 2000 c 464 art 3 s 9; 2000 c 489 art 5 s 19,27; 1Sp2003 c 9 art 4 s 13-16; 1Sp2005 c 5 art 4 s 8; 2007 c 146 art 4 s 8; 1Sp2011 c 11 art 1 s 11; art 4 s 3
123B.71 REVIEW AND COMMENT FOR SCHOOL DISTRICT CONSTRUCTION.

Subd. 1. Consultation. A school district shall consult with the commissioner of education before developing any plans and specifications to construct, remodel, or improve the building or site of an educational facility for which the estimated cost exceeds $500,000. This consultation shall occur before a referendum for bonds, solicitation for bids, or use of capital expenditure facilities revenue according to section 126C.10, subdivision 14, clause (2). The commissioner may require the district to participate in a management assistance plan before conducting a review and comment on the project.

Subd. 2. Project. The construction, remodeling, or improvement of a building or site of an educational facility at an estimated cost exceeding $100,000 is a project under section 177.42, subdivision 2.

[See Note.]

Subd. 3. [Repealed, 1Sp2001 c 6 art 4 s 28]

Subd. 4. Plan submittal. For a project for which consultation is required under subdivision 1, the commissioner, after the consultation required in subdivision 1, may require a school district to submit preliminary and final plans for approval. The commissioner shall approve or disapprove the plans within 90 days after submission.

Final plans shall meet all applicable state laws, rules, and codes concerning public buildings, including sections 326B.101 to 326B.151.

Subd. 5. Final plans. If a construction contract has not been awarded within two years of approval, the approval shall not be valid. After approval, final plans and the approval shall be made available, if requested, to the commissioner of education. If substantial changes are made to the initial approved plans, documents reflecting the changes shall be submitted to the commissioner for approval. Upon completing a project, the school board shall certify to the commissioner that the project was completed according to the approved plans.

Subd. 6. Condemnation of school buildings. The commissioner may condemn school buildings and sites determined to be unfit or unsafe for that use.

Subd. 7. Rulemaking. The commissioner of education may adopt rules for public school buildings.

Subd. 8. Review and comment. A school district, a special education cooperative, or a cooperative unit of government, as defined in section 123A.24, subdivision 2, must not initiate an installment contract for purchase or a lease agreement, hold a referendum for bonds, nor solicit bids for new construction, expansion, or remodeling of an educational facility that requires an expenditure in excess of $500,000 per school site if it has a capital loan outstanding, or $1,400,000 per school site if it does not have a capital loan outstanding, prior to review and comment by the commissioner. The commissioner may exempt a facility maintenance project funded with general education aid and levy, alternative facilities bonding and levy program, or health and safety revenue from this provision after reviewing a written request from a school district describing the scope of work. A school board shall not separate portions of a single project into components to avoid the requirements of this subdivision.

Subd. 9. Information required. A school board proposing to construct a facility described in subdivision 8 shall submit to the commissioner a proposal containing information including at least the following:
(1) the geographic area and population to be served, preschool through grade 12 student enrollments for the past five years, and student enrollment projections for the next five years;

(2) a list of existing facilities by year constructed, their uses, and an assessment of the extent to which alternate facilities are available within the school district boundaries and in adjacent school districts;

(3) a list of the specific deficiencies of the facility that demonstrate the need for a new or renovated facility to be provided, and a list of the specific benefits that the new or renovated facility will provide to the students, teachers, and community users served by the facility;

(4) the relationship of the project to any priorities established by the school district, educational cooperatives that provide support services, or other public bodies in the service area;

(5) a description of the pedestrian, bicycle, and transit connections between the school and nearby residential areas that make it easier for children, teachers, and parents to get to the school by walking, bicycling, and taking transit;

(6) a specification of how the project maximizes the opportunity for cooperative use of existing park, recreation, and other public facilities and whether and how the project will increase collaboration with other governmental or nonprofit entities;

(7) a description of the project, including the specification of site and outdoor space acreage and square footage allocations for classrooms, laboratories, and support spaces; estimated expenditures for the major portions of the project; and the dates the project will begin and be completed;

(8) a specification of the source of financing the project; the scheduled date for a bond issue or school board action; a schedule of payments, including debt service equalization aid; and the effect of a bond issue on local property taxes by the property class and valuation;

(9) an analysis of how the proposed new or remodeled facility will affect school district operational or administrative staffing costs, and how the district's operating budget will cover any increased operational or administrative staffing costs;

(10) a description of the consultation with local or state transportation officials on multimodal school site access and safety issues, and the ways that the project will address those issues;

(11) a description of how indoor air quality issues have been considered and a certification that the architects and engineers designing the facility will have professional liability insurance;

(12) as required under section 123B.72, for buildings coming into service after July 1, 2002, a certification that the plans and designs for the extensively renovated or new facility's heating, ventilation, and air conditioning systems will meet or exceed code standards; will provide for the monitoring of outdoor airflow and total airflow of ventilation systems; and will provide an indoor air quality filtration system that meets ASHRAE standard 52.1;

(13) a specification of any desegregation requirements that cannot be met by any other reasonable means;

(14) a specification of how the facility will utilize environmentally sustainable school facility design concepts;
(15) a description of how the architects and engineers have considered the American National Standards Institute Acoustical Performance Criteria, Design Requirements and Guidelines for Schools of the maximum background noise level and reverberation times; and

(16) any existing information from the relevant local unit of government about the cumulative costs to provide infrastructure to serve the school, such as utilities, sewer, roads, and sidewalks.

Subd. 10. [Repealed, 1Sp2001 c 6 art 4 s 28]

Subd. 11. **Review of proposals.** In reviewing each proposal, the commissioner shall submit to the school board, within 60 days of receiving the proposal, the review and comment about the educational and economic advisability of the project. The review and comment shall be based on information submitted with the proposal and other information the commissioner determines is necessary. If the commissioner submits a negative review and comment for a portion of a proposal, the review and comment shall clearly specify which portion of the proposal received a negative review and comment and which portion of the proposal received a positive review and comment.

Subd. 12. **Publication.** (a) At least 20 days but not more than 60 days before a referendum for bonds or solicitation of bids for a project that has received a positive or unfavorable review and comment under section 123B.70, the school board shall publish a summary of the commissioner's review and comment of that project in the legal newspaper of the district. Supplementary information shall be available to the public.

(b) The publication requirement in paragraph (a) does not apply to alternative facilities projects approved under section 123B.59.

**History:** Ex1959 c 71 art 2 s 15; 1969 c 532 s 1; 1977 c 305 s 45; 1983 c 314 art 7 s 6; 1984 c 463 art 7 s 1; 1Sp1986 c 3 art 1 s 16; 1987 c 258 s 12; 1988 c 718 art 8 s 2; 1989 c 246 s 2; 1989 c 329 art 5 s 2; 1990 c 562 art 5 s 2-4; 1991 c 265 art 5 s 2,3; 1993 c 224 art 13 s 4; 1Sp1995 c 3 art 1 s 2; art 16 s 13; 1996 c 412 art 13 s 5; 1997 c 7 art 1 s 47; 1997 c 231 art 16 s 4; 1Sp1997 c 4 art 4 s 4-7; 1998 c 397 art 4 s 51; art 11 s 3; 1998 c 398 art 4 s 1; art 5 s 55; 2000 c 489 art 5 s 6; 1Sp2001 c 6 art 4 s 7-10; 2003 c 130 s 12; 1Sp2005 c 5 art 4 s 9-11; 2007 c 140 art 4 s 61; art 13 s 4; 2009 c 96 art 4 s 7-10; 1Sp2011 c 11 art 4 s 4

**NOTE:** Subdivision 2 was held unconstitutional because its enactment violated the single subject and title requirements of the Minnesota Constitution in Associated Builders and Contractors v. Ventura, 610 N.W.2d 293 (Minn. 2000).
126C.10 GENERAL EDUCATION REVENUE.

Subdivision 1. General education revenue. The general education revenue for each district equals the sum of the district's basic revenue, extended time revenue, gifted and talented revenue, small schools revenue, basic skills revenue, training and experience revenue, secondary sparsity revenue, elementary sparsity revenue, transportation sparsity revenue, total operating capital revenue, equity revenue, alternative teacher compensation revenue, and transition revenue.

Subd. 2. Basic revenue. The basic revenue for each district equals the formula allowance times the adjusted marginal cost pupil units for the school year. The formula allowance for fiscal year 2011 is $5,124. The formula allowance for fiscal year 2012 is $5,174. The formula allowance for fiscal year 2013 and subsequent years is $5,224.

Subd. 2a. Extended time revenue. (a) A school district's extended time revenue is equal to the product of $4,601 and the sum of the adjusted marginal cost pupil units of the district for each pupil in average daily membership in excess of 1.0 and less than 1.2 according to section 126C.05, subdivision 8.

(b) A school district's extended time revenue may be used for extended day programs, extended week programs, summer school, and other programming authorized under the learning year program.

Subd. 2b. Gifted and talented revenue. Gifted and talented revenue for each district equals the district's adjusted marginal cost pupil units for that school year times $12 for fiscal year 2008 and later. A school district must reserve gifted and talented revenue and, consistent with section 120B.15, must spend the revenue only to:

(1) identify gifted and talented students;

(2) provide education programs for gifted and talented students; or

(3) provide staff development to prepare teachers to best meet the unique needs of gifted and talented students.

Subd. 2c. Small schools revenue. A school district, not including a charter school, is eligible for small schools revenue equal to the product of:

(1) $5,224;

(2) the district's adjusted marginal cost pupil units for that year;

(3) the greater of zero or the ratio of (i) 1,000 less the district's adjusted marginal cost pupil units for that year, to (ii) 1,000; and

(4) 0.10.

Subd. 3. Compensatory education revenue. (a) The compensatory education revenue for each building in the district equals the formula allowance minus $415 times the compensation revenue pupil units computed according to section 126C.05, subdivision 3. Revenue shall be paid to the district and must be allocated according to section 126C.15, subdivision 2.

(b) When the district contracting with an alternative program under section 124D.69 changes prior to the start of a school year, the compensatory revenue generated by pupils attending the program shall be paid to the district contracting with the alternative program for the current school year, and shall not be paid to the district contracting with the alternative program for the prior school year.
(c) When the fiscal agent district for an area learning center changes prior to the start of a school year, the compensatory revenue shall be paid to the fiscal agent district for the current school year, and shall not be paid to the fiscal agent district for the prior school year.

Subd. 4. Basic skills revenue. A school district's basic skills revenue equals the sum of:

(1) compensatory revenue under subdivision 3; plus
(2) English learner revenue under section 124D.65, subdivision 5; plus
(3) $250 times the English learner pupil units under section 126C.05, subdivision 17.

Subd. 5. [Repealed, 1Sp2011 c 11 art 1 s 37]

Subd. 6. Definitions. The definitions in this subdivision apply only to subdivisions 7 and 8.

(a) "High school" means a public secondary school, except a charter school under section 124D.10, that has pupils enrolled in at least the 10th, 11th, and 12th grades. If there is no high school in the district and the school is at least 19 miles from the nearest school, the commissioner must designate one school in the district as a high school for the purposes of this section.

(b) "Secondary average daily membership" means, for a district that has only one high school, the average daily membership of pupils served in grades 7 through 12. For a district that has more than one high school, "secondary average daily membership" for each high school means the product of the average daily membership of pupils served in grades 7 through 12 in the high school, times the ratio of six to the number of grades in the high school.

(c) "Attendance area" means the total surface area of the district, in square miles, divided by the number of high schools in the district. For a district that does not operate a high school and is less than 19 miles from the nearest operating high school, the attendance area equals zero.

(d) "Isolation index" for a high school means the square root of 55 percent of the attendance area plus the distance in miles, according to the usually traveled routes, between the high school and the nearest high school. For a district in which there is located land defined in section 84A.01, 84A.20, or 84A.31, the distance in miles is the sum of:

(1) the square root of one-half of the attendance area; and
(2) the distance from the border of the district to the nearest high school.

(e) "Qualifying high school" means a high school that has an isolation index greater than 23 and that has secondary average daily membership of less than 400.

(f) "Qualifying elementary school" means a public elementary school, except a charter school under section 124D.10, that is located 19 miles or more from the nearest elementary school or from the nearest elementary school within the district and, in either case, has an elementary average daily membership of an average of 20 or fewer per grade.

(g) "Elementary average daily membership" means, for a district that has only one elementary school, the average daily membership of pupils served in kindergarten through grade 6. For a district that has more than one elementary school, "average daily membership" for each school means the average daily membership of pupils served in kindergarten through grade 6 multiplied by the ratio of seven to the number of grades in the elementary school.
Subd. 7. **Secondary sparsity revenue.** (a) A district's secondary sparsity revenue for a school year equals the sum of the results of the following calculation for each qualifying high school in the district:

1. the formula allowance for the school year, multiplied by
2. the secondary average daily membership of pupils served in the high school, multiplied by
3. the quotient obtained by dividing 400 minus the secondary average daily membership by 400 plus the secondary daily membership, multiplied by
4. the lesser of 1.5 or the quotient obtained by dividing the isolation index minus 23 by ten.

(b) A newly formed district that is the result of districts combining under the cooperation and combination program or consolidating under section 123A.48 must receive secondary sparsity revenue equal to the greater of: (1) the amount calculated under paragraph (a) for the combined district; or (2) the sum of the amounts of secondary sparsity revenue the former districts had in the year prior to consolidation, increased for any subsequent changes in the secondary sparsity formula.

Subd. 8. **Elementary sparsity revenue.** A district's elementary sparsity revenue equals the sum of the following amounts for each qualifying elementary school in the district:

1. the formula allowance for the year, multiplied by
2. the elementary average daily membership of pupils served in the school, multiplied by
3. the quotient obtained by dividing 140 minus the elementary average daily membership by 140 plus the average daily membership.

Subd. 8a. **Sparsity revenue for school districts that close facilities.** A school district that closes a school facility or whose sparsity revenue is reduced by a school closure in another district is eligible for elementary and secondary sparsity revenue equal to the greater of the amounts calculated under subdivisions 6, 7, and 8 or the total amount of sparsity revenue for the previous fiscal year if the school board of the district has adopted a written resolution stating that the district intends to close the school facility, but cannot proceed with the closure without the adjustment to sparsity revenue authorized by this subdivision. The written resolution must be approved by the board and filed with the commissioner of education prior to the start of the fiscal year for which aid under this subdivision is first requested. A school district whose sparsity revenue is affected by a closure in another district is not required to adopt a written resolution under this section.

Subd. 9. [Repealed, 1Sp2001 c 5 art 2 s 30 para (a)]

Subd. 10. [Repealed, 1Sp2001 c 5 art 2 s 30 para (a)]

Subd. 11. [Repealed, 1Sp2001 c 5 art 2 s 30 para (a)]

Subd. 12. [Repealed, 1Sp2001 c 5 art 2 s 30 para (a); 1Sp2001 c 6 art 1 s 55 subd 1]

Subd. 13. **Total operating capital revenue.** (a) Total operating capital revenue for a district equals the amount determined under paragraph (b) or (c), plus $73 times the adjusted marginal cost pupil units for the school year. The revenue must be placed in a reserved account in the general fund and may only be used according to subdivision 14.

(b) Capital revenue for a district equals $100 times the district's maintenance cost index times its adjusted marginal cost pupil units for the school year.
(c) The revenue for a district that operates a program under section 124D.128, is increased by an amount equal to $30 times the number of marginal cost pupil units served at the site where the program is implemented.

Subd. 13a. Operating capital levy. To obtain operating capital revenue for fiscal year 2007 and later, a district may levy an amount not more than the product of its operating capital revenue for the fiscal year times the lesser of one or the ratio of its adjusted net tax capacity per adjusted marginal cost pupil unit to the operating capital equalizing factor. The operating capital equalizing factor equals $10,194.

Subd. 13b. Operating capital aid. A district's operating capital aid equals its operating capital revenue minus its operating capital levy times the ratio of the actual amount levied to the permitted levy.

Subd. 14. Uses of total operating capital revenue. Total operating capital revenue may be used only for the following purposes:

1. to acquire land for school purposes;
2. to acquire or construct buildings for school purposes;
3. to rent or lease buildings, including the costs of building repair or improvement that are part of a lease agreement;
4. to improve and repair school sites and buildings, and equip or reequip school buildings with permanent attached fixtures, including library media centers;
5. for a surplus school building that is used substantially for a public nonschool purpose;
6. to eliminate barriers or increase access to school buildings by individuals with a disability;
7. to bring school buildings into compliance with the State Fire Code adopted according to chapter 299F;
8. to remove asbestos from school buildings, encapsulate asbestos, or make asbestos-related repairs;
9. to clean up and dispose of polychlorinated biphenyls found in school buildings;
10. to clean up, remove, dispose of, and make repairs related to storing heating fuel or transportation fuels such as alcohol, gasoline, fuel oil, and special fuel, as defined in section 296A.01;
11. for energy audits for school buildings and to modify buildings if the audit indicates the cost of the modification can be recovered within ten years;
12. to improve buildings that are leased according to section 123B.51, subdivision 4;
13. to pay special assessments levied against school property but not to pay assessments for service charges;
14. to pay principal and interest on state loans for energy conservation according to section 216C.37 or loans made under the Douglas J. Johnson Economic Protection Trust Fund Act according to sections 298.292 to 298.298;
15. to purchase or lease interactive telecommunications equipment.
(16) by board resolution, to transfer money into the debt redemption fund to: (i) pay the amounts needed to meet, when due, principal and interest payments on certain obligations issued according to chapter 475; or (ii) pay principal and interest on debt service loans or capital loans according to section 126C.70;

(17) to pay operating capital-related assessments of any entity formed under a cooperative agreement between two or more districts;

(18) to purchase or lease computers and related materials, copying machines, telecommunications equipment, and other noninstructional equipment;

(19) to purchase or lease assistive technology or equipment for instructional programs;

(20) to purchase textbooks;

(21) to purchase new and replacement library media resources or technology;

(22) to lease or purchase vehicles;

(23) to purchase or lease telecommunications equipment, computers, and related equipment for integrated information management systems for:

(i) managing and reporting learner outcome information for all students under a results-oriented graduation rule;

(ii) managing student assessment, services, and achievement information required for students with individualized education programs; and

(iii) other classroom information management needs;

(24) to pay personnel costs directly related to the acquisition, operation, and maintenance of telecommunications systems, computers, related equipment, and network and applications software; and

(25) to pay the costs directly associated with closing a school facility, including moving and storage costs.

Subd. 15. Uses of revenue. Except as otherwise prohibited by law, a district may spend general fund money for capital purposes.

Subd. 16. Maintenance cost index. (a) A district's maintenance cost index is equal to the ratio of:

(1) the total weighted square footage for all eligible district-owned facilities; and

(2) the total unweighted square footage of these facilities.

(b) The department shall determine a district's maintenance cost index annually. Eligible district-owned facilities must include only instructional or administrative square footage owned by the district. The commissioner may adjust the age of a building or addition for major renovation projects.

(c) The square footage weighting factor for each original building or addition equals the lesser of:

(1) one plus the ratio of the age in years to 100; or

(2) 1.5.
(d) The weighted square footage for each original building or addition equals the product of the unweighted square footage times the square footage weighting factor.

Subd. 17. **Transportation sparsity definitions.** The definitions in this subdivision apply to subdivisions 18 and 19.

(a) "Sparsity index" for a district means the greater of .2 or the ratio of the square mile area of the district to the resident pupil units of the district.

(b) "Density index" for a district means the ratio of the square mile area of the district to the resident pupil units of the district. However, the density index for a district cannot be greater than .2 or less than .005.

Subd. 18. **Transportation sparsity revenue allowance.** (a) A district's transportation sparsity allowance equals the greater of zero or the result of the following computation:

(i) Multiply the formula allowance according to subdivision 2, by .1469.

(ii) Multiply the result in clause (i) by the district's sparsity index raised to the 26/100 power.

(iii) Multiply the result in clause (ii) by the district's density index raised to the 13/100 power.

(iv) Multiply the formula allowance according to subdivision 2, by .0485.

(v) Subtract the result in clause (iv) from the result in clause (iii).

(b) Transportation sparsity revenue is equal to the transportation sparsity allowance times the adjusted marginal cost pupil units.

Subd. 19. [Repealed, 1Sp2001 c 5 art 2 s 30 para (a)]

Subd. 20. [Repealed, 1Sp2001 c 5 art 2 s 30 para (a)]

Subd. 21. [Repealed, 1Sp2001 c 5 art 2 s 30 para (a)]

Subd. 22. [Repealed, 1Sp2001 c 5 art 2 s 30 para (a)]

Subd. 23. [Repealed, 1Sp2001 c 6 art 1 s 55 subd 1]

Subd. 24. **Equity revenue.** (a) A school district qualifies for equity revenue if:

(1) the school district's adjusted marginal cost pupil unit amount of basic revenue, transition revenue, and referendum revenue is less than the value of the school district at or immediately above the 95th percentile of school districts in its equity region for those revenue categories; and

(2) the school district's administrative offices are not located in a city of the first class on July 1, 1999.

(b) Equity revenue for a qualifying district that receives referendum revenue under section 126C.17, subdivision 4, equals the product of (1) the district's adjusted marginal cost pupil units for that year; times (2) the sum of (i) $13, plus (ii) $75, times the school district's equity index computed under subdivision 27.

(c) Equity revenue for a qualifying district that does not receive referendum revenue under section 126C.17, subdivision 4, equals the product of the district's adjusted marginal cost pupil units for that year times $13.

(d) A school district's equity revenue is increased by the greater of zero or an amount equal to the district's resident marginal cost pupil units times the difference between ten percent of the statewide average amount of referendum revenue per resident marginal cost pupil unit for that
year and the district's referendum revenue per resident marginal cost pupil unit. A school district's revenue under this paragraph must not exceed $100,000 for that year.

(e) A school district's equity revenue for a school district located in the metro equity region equals the amount computed in paragraphs (b), (c), and (d) multiplied by 1.25.

(f) For fiscal year 2007 and later, notwithstanding paragraph (a), clause (2), a school district that has per pupil referendum revenue below the 95th percentile qualifies for additional equity revenue equal to $46 times its adjusted marginal cost pupil units.

(g) A district that does not qualify for revenue under paragraph (f) qualifies for equity revenue equal to $46 times its adjusted marginal cost pupil units.

Subd. 25. **Regional equity gap.** The regional equity gap equals the difference between the value of the school district at or immediately above the fifth percentile of adjusted general revenue per adjusted marginal cost pupil unit and the value of the school district at or immediately above the 95th percentile of adjusted general revenue per adjusted marginal cost pupil unit.

Subd. 26. **District equity gap.** A district's equity gap equals the greater of zero or the difference between the district's adjusted general revenue and the value of the school district at or immediately above the regional 95th percentile of adjusted general revenue per adjusted marginal cost pupil unit.

Subd. 27. **District equity index.** A district's equity index equals the ratio of the sum of the district equity gap amount to the regional equity gap amount.

Subd. 28. **Equity region.** For the purposes of computing equity revenue under subdivision 24, a district with its administrative office located in Anoka, Carver, Dakota, Hennepin, Ramsey, Scott, or Washington County on January 1, 2012, is part of the metro equity region. All other districts are part of the rural equity region.

Subd. 29. **Equity levy.** To obtain equity revenue for fiscal year 2005 and later, a district may levy an amount not more than the product of its equity revenue for the fiscal year times the lesser of one or the ratio of its referendum market value per resident marginal cost pupil unit to $476,000.

Subd. 30. **Equity aid.** A district's equity aid equals its equity revenue minus its equity levy times the ratio of the actual amount levied to the permitted levy.

Subd. 31. **Transition revenue.** (a) A district's transition allowance equals the greater of zero or the product of the ratio of the number of adjusted marginal cost pupil units the district would have counted for fiscal year 2004 under Minnesota Statutes 2002 to the district's adjusted marginal cost pupil units for fiscal year 2004, times the difference between: (1) the lesser of the district's general education revenue per adjusted marginal cost pupil unit for fiscal year 2003 or the amount of general education revenue the district would have received per adjusted marginal cost pupil unit for fiscal year 2004 according to Minnesota Statutes 2002, and (2) the district's general education revenue for fiscal year 2004 excluding transition revenue divided by the number of adjusted marginal cost pupil units the district would have counted for fiscal year 2004 under Minnesota Statutes 2002.

(b) A district's transition revenue for fiscal years 2006 through 2009 equals the sum of the product of the district's transition allowance times the district's adjusted marginal cost pupil units plus the district's transition for prekindergarten revenue under subdivision 31a.

(c) A district's transition revenue for fiscal year 2010 and later equals the sum of the product of the district's transition allowance times the district's adjusted marginal cost pupil units plus the
district's transition for prekindergarten revenue under subdivision 31a plus the district's transition for tuition reciprocity revenue under subdivision 31c.

Subd. 31a. Transition for prekindergarten revenue. For fiscal year 2007 and later, a school district's transition for prekindergarten revenue equals the sum of (1) the amount of referendum revenue under section 126C.17 and general education revenue, excluding transition revenue, for fiscal year 2004 attributable to pupils four or five years of age on September 1, 2003, enrolled in a prekindergarten program implemented by the district before July 1, 2003, and reported as kindergarten pupils under section 126C.05, subdivision 1, for fiscal year 2004, plus (2) the amount of compensatory education revenue under subdivision 3 for fiscal year 2005 attributable to pupils four years of age on September 1, 2003, enrolled in a prekindergarten program implemented by the district before July 1, 2003, and reported as kindergarten pupils under section 126C.05, subdivision 1, for fiscal year 2004 multiplied by .04.

Subd. 31b. Uses of transition for prekindergarten revenue. A school district that receives revenue under subdivision 31a must reserve that revenue for prekindergarten programs serving students who turn age four by September 1 and who will enter kindergarten the following year.

Subd. 31c. Transition for tuition reciprocity revenue. For the first year that a tuition reciprocity agreement with an adjoining state is in effect under section 124D.041 and later, a school district's transition for tuition reciprocity revenue equals the greater of zero or the difference between the sum of the general education revenue and net tuition revenue the district would have received for pupils enrolled under section 124D.041 for the first year the agreement is in effect if the agreement had not been in effect, and the sum of the district's general education revenue and net tuition revenue for the first year the agreement is in effect.

Subd. 32. Transition levy. To obtain transition revenue for fiscal year 2005 and later, a district may levy an amount not more than the product of its transition revenue for the fiscal year times the lesser of one or the ratio of its referendum market value per resident marginal cost pupil unit to $476,000.

Subd. 33. Transition aid. (a) For fiscal year 2004, a district's transition aid equals its transition revenue.

(b) For fiscal year 2005 and later, a district's transition aid equals its transition revenue minus its transition levy times the ratio of the actual amount levied to the permitted levy.

Subd. 34. Basic alternative teacher compensation aid. (a) For fiscal years 2007, 2008, and 2009, the basic alternative teacher compensation aid for a school district with a plan approved under section 122A.414, subdivision 2b, equals 73.1 percent of the alternative teacher compensation revenue under section 122A.415, subdivision 1. The basic alternative teacher compensation aid for an intermediate school district or charter school with a plan approved under section 122A.414, subdivisions 2a and 2b, if the recipient is a charter school, equals $260 times the number of pupils enrolled in the school on October 1 of the previous fiscal year, or on October 1 of the current fiscal year for a charter school in the first year of operation, times the ratio of the sum of the alternative teacher compensation aid and alternative teacher compensation levy for all participating school districts to the maximum alternative teacher compensation revenue for those districts under section 122A.415, subdivision 1.

(b) For fiscal years 2010 and later, the basic alternative teacher compensation aid for a school with a plan approved under section 122A.414, subdivision 2b, equals 65 percent of the alternative teacher compensation revenue under section 122A.415, subdivision 1. The basic
alternative teacher compensation aid for an intermediate school district or charter school with a plan approved under section 122A.414, subdivisions 2a and 2b, if the recipient is a charter school, equals $260 times the number of pupils enrolled in the school on October 1 of the previous year, or on October 1 of the current year for a charter school in the first year of operation, times the ratio of the sum of the alternative teacher compensation aid and alternative teacher compensation levy for all participating school districts to the maximum alternative teacher compensation revenue for those districts under section 122A.415, subdivision 1.

(c) Notwithstanding paragraphs (a) and (b) and section 122A.415, subdivision 1, the state total basic alternative teacher compensation aid entitlement must not exceed $75,636,000 for fiscal year 2007 and later. The commissioner must limit the amount of alternative teacher compensation aid approved under section 122A.415 so as not to exceed these limits.

Subd. 35. **Alternative teacher compensation levy.** For fiscal year 2007 and later, the alternative teacher compensation levy for a district receiving basic alternative teacher compensation aid equals the product of (1) the difference between the district's alternative teacher compensation revenue and the district's basic alternative teacher compensation aid times (2) the lesser of one or the ratio of the district's adjusted net tax capacity per adjusted pupil unit to $5,634.

Subd. 36. **Alternative teacher compensation aid.** (a) For fiscal year 2007 and later, a district's alternative teacher compensation equalization aid equals the district's alternative teacher compensation revenue minus the district's basic alternative teacher compensation aid minus the district's alternative teacher compensation levy. If a district does not levy the entire amount permitted, the alternative teacher compensation equalization aid must be reduced in proportion to the actual amount levied.

(b) A district's alternative teacher compensation aid equals the sum of the district's basic alternative teacher compensation aid and the district's alternative teacher compensation equalization aid.

**History:** 1987 c 398 art 1 s 11; 1988 c 486 s 58-60; 1988 c 718 art 1 s 1-3; 1989 c 329 art 1 s 5-12; 1990 c 375 s 3; 1990 c 562 art 8 s 28; 1991 c 130 s 37; 1991 c 265 art 1 s 12-19; 1992 c 499 art 6 s 20; art 7 s 31; art 12 s 13,14,29; 1993 c 224 art 1 s 12-17; 1993 c 374 s 2; 1994 c 647 art 1 s 21-24; 1995 c 212 art 4 s 64; 1Sp1995 c 3 art 1 s 25-44; art 13 s 7; art 16 s 13; 1996 c 412 art 1 s 23-25; art 9 s 6; 1997 c 1 s 4; 1997 c 2 s 6; 1Sp1997 c 4 art 1 s 36-45; art 4 s 22,23; 1998 c 299 s 30; 1998 c 397 art 7 s 145-151,164; art 11 s 3; art 12 s 3-5; 1998 c 398 art 1 s 28-31,39; art 4 s 8; 1Sp1998 c 3 s 17; 1999 c 241 art 1 s 13-34,54; 2000 c 254 s 37; 2000 c 464 art 3 s 3,4; 2000 c 489 art 2 s 15-20,28; art 5 s 9; 1Sp2001 c 5 art 2 s 9,10; art 3 s 82; 1Sp2001 c 6 art 1 s 15-21,42,55 subd 2; 2002 c 374 art 4 s 6; 2002 c 377 art 8 s 18; 2002 c 379 art 1 s 46,47; 1Sp2003 c 9 art 1 s 20-32; art 12 s 14; 1Sp2003 c 23 s 12,21; 2004 c 294 art 1 s 7; 2005 c 136 art 9 s 14; 1Sp2005 c 5 art 1 s 16-25; 2006 c 263 art 1 s 9-12; art 7 s 5; 2007 c 146 art 1 s 6-9; 2008 c 363 art 2 s 20,21; 2009 c 96 art 1 s 10,11; art 10 s 2; 1Sp2011 c 11 art 1 s 15-19; art 3 s 12; 2012 c 239 art 1 s 24, 33; 2012 c 292 art 1 s 8,9
REVIEW AND COMMENT CHECKLIST
Minnesota Statutes, Section 123B.71

The requirements for the facility review and comment process were amended in the 2009 legislative session.

Beginning in FY 2010, review and comments are only required for projects that have a cost in excess of $500,000 if the district has a capital loan outstanding or $1,400,000 per school site for districts with no capital loan outstanding. Projects less than $1,400,000 and greater than $500,000 per school site must complete a consultation process.

The review and comment information provided below has been reformatted with clarification to assist school boards and their staff in the development of a review and comment document that meets statutory requirements.

School districts are responsible for assuring that the proposed project meets the requirements as provided in the Guide for Planning School Construction Projects in Minnesota. If the project does not meet the minimum standards, the school board should provide information as to why a variance from the guideline should be considered.

Components of the Required Cover Letter and the Review and Comment Document

Cover Letter

A cover letter on district letterhead signed by the superintendent is required. Included in the letter should be:

⇒ A very brief description of the project.
⇒ The total cost of the construction project including bond issuance and related financing costs.
⇒ A statement that the school board has approved the review and comment document that is being submitted to the commissioner of education.
⇒ A brief description of how the project will be financed.
⇒ If the proposed financing requires voter approval, the following information is required:
  − is the election for a single or multiple question(s)
  − wording of question(s)
  − order of questions
⇒ The date of election or school board action.
A school board proposing a lease purchase, construction, expansion, or remodeling a facility with a cost in excess of $500,000 if it has a capital loan outstanding or $1,400,000 per school site if it does not have a capital loan outstanding, shall submit to the commissioner a proposal containing the following information:

1. The geographic area and population to be served,
   a. preschool through grade 12 student enrollment for the past five years, and
   b. student enrollment projections for the next five years.

2. A list of existing school facilities
   a. by year constructed,
   b. their uses, and
   c. an assessment of the extent to which alternate facilities are available within school district boundaries and in adjacent school districts.

3. A list of specific deficiencies of the facility
   a. demonstrating the need for a new or renovated facility to be provided,
   b. a list of specific benefits that the new or renovated facility will provide to
      i. students,
      ii. teachers, and
      iii. community users served by the facility.

4. The relationship of the project to any priorities established by
   a. the school district,
   b. educational cooperatives that provide support services, or
   c. other public bodies in the service area.

5. A description of pedestrian, bicycle and transit connections between the school and nearby residential areas that make it easier for children, teachers and parents to get to school by walking, bicycling and taking transit.

6. A specification of how the project will
   a. maximize the opportunity for cooperative use of existing park, recreation, and other public facilities, and
   b. how the project will increase collaboration with other governmental or nonprofit entities.

7. A narrative description of the project, including
   a. specifications of site and outdoor space acreage as provided in the Guide for Planning School Construction Projects in Minnesota. Only usable acreage should be included,
   b. square footage allocations for new and converted classrooms, including labs and support spaces,
   c. a floor plan of the project, if applicable,
   d. estimated expenditures in reasonable detail for the project, and
   e. date(s) the project will begin and be completed.

8. The source(s) of financing the project;
   a. if multiple sources of funding are to be used, provide all components of the financing plan,
   b. scheduled date and required notice for a bond issue or school board action,
   c. a schedule of bond payments, including estimated debt service equalization aid,
d. the effect of a bond issue (or lease levy) on local property taxes by property class and valuation,
e. total project cost must include:
   i. total construction cost, and
   ii. bond issuance/financing costs (if applicable), and
f. other financing information as required:
   i. Alternative Facilities Bonding and Levy funded projects should be described in sufficient
detail to allow cross-walking between the review and comment, alternative facilities
   database, and UFARS reporting.
   ii. Health and safety projects should be described in sufficient detail to allow cross-walking
   between the review and comment, health and safety database, and UFARS reporting.

9. An analysis of how the proposed new or remodeled facility will affect
a. school district operational or administrative staffing costs,
b. how the district’s operating budget will cover any increased operational or administrative
   staffing costs,
c. if the district is adding additional square footage, include assumptions and calculations used in
   the estimated general fund operation cost, and
   d. if the district is updating mechanical systems, provide detail on how the new HVAC system will
   impact general fund operating costs compared to the current system.

10. A description of the consultation with local or state road and transportation officials on
a. multimodal school site access, safety issues, and
b. ways the project will address those issues.

11. A description of how
   a. indoor air quality issues have been considered, and
   b. a written certification signed by the project architect that the architects and engineers designing
      the facility have professional liability insurance.

12. As required under Minnesota Statutes, section 123B.72, provide
   a. written certification signed by the project architect that the plans and designs for the
      extensively renovated or new facility’s
      i. heating, ventilation and air conditioning systems will meet or exceed code standards,
      ii. will provide for monitoring of outdoor airflow and total airflow of ventilation systems, and
      iii. will provide an indoor air quality filtration system that meet codes.

13. A specification, if applicable, of any desegregation requirements that cannot be met by any other
    reasonable means.

14. A specification, if applicable, of how the facility will utilize environmentally sustainable school facility
    design concepts.

15. A description of how the architects and engineers have considered the American National Standards
    Institute Acoustical Performance Criteria, Design Requirements and Guidelines for Schools of the
    maximum background noise level and reverberation times.

16. Any existing information from the relevant local unit of government about the cumulative costs to
    provide infrastructure to serve the school, such as utilities, sewer, roads, and sidewalks.
Review and comments for significant renovations of existing buildings should have a statement that the school board has reviewed cost data, discussed facility replacement verses renovation, determined that the projected project costs do not exceed 60 percent of the replacement value of the facility, and the school board has determined that facility renovation is in the best interest of the district.

If the renovation project approaches or exceeds 60 percent of the facility replacement cost or if the school site acreage varies significantly from the recommended site size guidelines, it is recommended that the district submit documentation regarding the educational adequacy of the facility, site size, and the economic rationale for the board decision regarding the decision to initiate and complete the proposed project.

**Time Planning**

The commissioner has, by statute, 60 days to rule on whether to give the school facility project a positive, negative, or unfavorable review and comment. This timeline is to provide the commissioner and staff sufficient time to review documentation, sites, facilities, and financial components as required by the specific proposal. It has been long standing policy that the timeline for commissioner approval does not start until ALL components of the review and comment document have been submitted to MDE. Superintendents and school boards should make appropriate plans to meet the 60-day commissioner approval timelines, publication timelines, and required election notice timelines.

Minnesota Statutes, section 123B.71 subdivision 5, requires if a construction contract has not been awarded within two years of approval, the review and comment approval letter shall not be valid. After approval, final plans and the approval shall be filed with the commissioner of education. If substantial changes are made to the approved plans, documents reflecting the changes shall be submitted to the commissioner for approval.

Upon completing a project, the school board shall certify to the commissioner that the project was completed according to the approved plans. This can be done with a letter after punch lists and commissioning are complete.

**Modifications to Submitted Document**

All modifications to a review and comment document that have been submitted to the department must:

1. Have a cover letter, signed by the superintendent, on district letterhead. The cover letter must accompany the new information.

2. Be approved by the local school district school board prior to submission to the department.

3. Provide documentation of formal school board approval of the modifications or changes to the review and comment document.
Report to the School Board: Capital Projects Levy
Tanglen Floor Plan
Attachment F
Complete $1.20M

Glen Lake Elementary School

Site Plan

Jun 9, 2009

Attachment G
Complete STANDARD 5,870 sf:

- Current 3,960
- Baseline 3,960
- Medium 3,960
- Complete 5,430

Addition - 2,205 sf:

- Prep (400 sf)
- Cooler (250 sf)
- Freezer (200 sf)
- Dry / Rec'v (500sf)
- Prep (400 sf)

Glen Lake Elementary School

Dock
- TT / LTR (1,910)
- Cooler (200 sf)
- Prep (400 sf)

Addition - 2,205 sf:

- Fire protection shutdown
- Make-up air kitchen
- A/C

Mechanical:
- Circuits
- Lighting
- Elec switchgear
- Kitchen equip.

Electrical:
- General
- Minor
- Moderate
- Major

Pumping

CD
- Kitchen equip.
- Kitchen equip.
- Kitchen equip.
- Kitchen equip.

Dock
- TT / LTR (1,910)
- Cooler (200 sf)
- Prep (400 sf)

Addition - 2,205 sf:

- Fire protection shutdown
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- A/C

Mechanical:
- Circuits
- Lighting
- Elec switchgear
- Kitchen equip.

Electrical:
- General
- Minor
- Moderate
- Major

Pumping

CD
- Kitchen equip.
- Kitchen equip.
- Kitchen equip.
- Kitchen equip.
North Junior High School

General:
- Replace Dish Machine
- New Wall Tile
- Address Structural Wall Cracking

Electrical:

Mechanical:
- Grease Trap

Convert to:
Serving, Prep

Convert to:
Accessible Toilet

Main Floor
DECEMBER 30, 2011

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Hopkins School Board Workshop Agenda
5 p.m. — June 20, 2013

I. Agenda

5:00 – 5:30 II. Board Technology Needs  
S. Voss

5:30 – 6:30 III. Capital Projects Levy ——  
Review & Comment  
J. Toop/S. Voss

6:30  7:15 IV. Funding Sources for Building Projects  
J. Toop

7:15  7:50 V. Board Goals, 2013-14  
S. Wootten

*** Times Noted Are Approximate ***

Official School Board Minutes

Special Meeting of the School Board
June 20, 2013

A Special Meeting of the Board of Education of Independent School District 270 was conducted on Thursday, June 20, 2013 in the Boardroom of the Eisenhower Community Center. The meeting was called to order at 8:04 p.m.

School Board members present: Chair Susan Wootten, Vice Chair Irma McIntosh Coleman, Treasurer Kris Newcomer, Directors Steve Adams, Betsy Anderson, Wendy Donovan, and Warren Goodroad. School Board members absent: None

Staff members present: Superintendent John Schultz and Director of Business Services/School Board Clerk John Toop

Approval of Agenda:
Goodroad moved, Newcomer seconded, to approve the agenda as presented. Carried.

Consent Calendar:
Anderson moved, Coleman seconded, to approve the Consent Calendar as presented:
√ Capital Projects Levy—Review & Comment—Exhibit “A”
√ Bids — Produce—Exhibit “B”
√ Bids — Gatewood Parking Lot—Exhibit “C”
√ Transportation Contract with MTI—Exhibit “D”
Carried.

Newcomer moved, Coleman seconded, to adjourn the meeting at 8:05 p.m. Carried.

___________________________________
John Toop, Clerk

Approved 09.12.13