



HOPKINS PUBLIC SCHOOLS

# BUDGET BOOK 2020-2021



Hopkins Public Schools serves the community by welcoming all learners, honoring culture, and inspiring remarkable growth and achievement. Our district is a special place and unique in many ways. We are academically focused, but also human-focused. There is no typical Hopkins student, and we value that diversity. We are a blend of faiths, cultures, and backgrounds, forming a district of individuals with rich stories. Everyone belongs in Hopkins.

**HOPKINS PUBLIC SCHOOLS INDEPENDENT SCHOOL DISTRICT 270**

Business Services  
1001 Highway 7  
Hopkins, MN 55305

[HopkinsSchools.org](http://HopkinsSchools.org)

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# Introduction



Hopkins Public Schools (HPS) is on a mission to move from Great to World Class. Inspired by Vision 2031, a bold innovation vision that calls us to action, HPS is preparing to highly educate our 7,000+ students for the dynamic demands of our globalized economy. As Hopkins professionals, we believe every student deserves a brilliant future. The 2020-2021 budget will give HPS the opportunity to transform our current education delivery systems into World Class instructional processes designed to cultivate student-centered learning.

As projected expenditures continue to exceed projected revenues provided by the State, district leaders were forced to identify \$2.5M in budget reductions for 2020-2021. More than 100 hours were spent poring over operating costs to identify reductions that would have minimal impact to the classroom. For example, the 2020-21 budget continues to fund full-time, highly qualified teachers and full-time teaching assistants to support Kindergarten classes of 25 students or fewer.

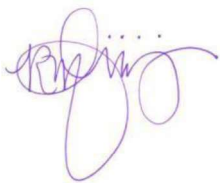
The Hopkins School District will continue to provide a strong foundation in core academic subjects. We offer immersive Spanish language instruction to all students Kindergarten to 6th grade. Our World Language programs include Spanish and Chinese immersion at Eisenhower Elementary, with Spanish immersion continuation at North Junior High School in the Juntos program, Chinese immersion continuation at West Junior High. The budget provides resources for the International Baccalaureate curriculum at both junior high schools. At the high school level, the budget provides resources for a rich and wide array of academic as well as enrichment courses, including Advanced Placement (AP) and College in the Schools (CIS), which offer college credit. Our 9th-12th grade students benefit from more than 250 courses. Upon graduation, Hopkins High School seniors are academically competent and demonstrate cognitive fluency, global mindedness, and other critical attributes that transfer across disciplines.

The Hopkins community overwhelmingly supports technology and high-quality curricular materials. A Capital Projects Levy, approved by Hopkins voters, bolsters our efforts to innovate within learning environments. These levy dollars ensure students have access to relevant and engaging curriculum and technology. Our District budget provides these resources to ensure our K-12 learners engage in teacher-supported, anytime-anywhere learning. All K-12th grade students have full access to their own digital device. This investment requires intentional instruction to prepare all students for age-appropriate use and digital literacy. These digital tools are meant to enhance instruction and provide world class access and opportunity to our deserving student scholars.

The Hopkins Board of Education and Hopkins community have high expectations for our children's education. Families and taxpayers signaled their trust in the Hopkins District by voting to approve recent referenda. Our respect for these high expectations and trust informs how we structured the 2020-2021 budget. It is always our goal to align limited resources with strategic instructional priorities. Please see that this report is organized to meet the Hopkins School Board and community's expectation for accountability and transparency in the Hopkins District budgeting process.

Because every student deserves a brilliant future!

Sincerely,



**Rhoda Mhiripiri-Reed, Ed.L.D.**  
Superintendent of Schools



**Tariro Chapinduka**  
Director of Business

# **Executive Summary Section**

# District Overview

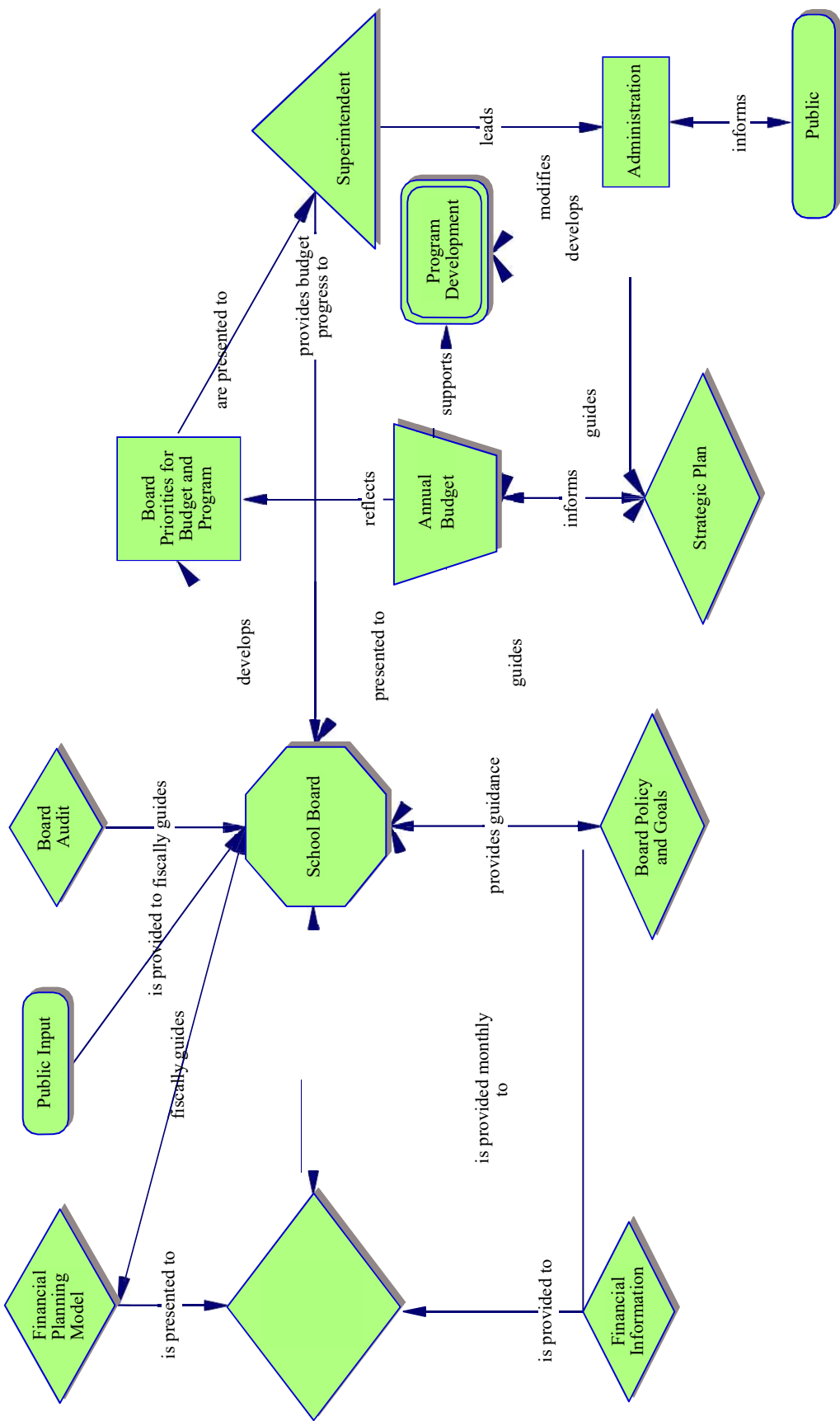


## District Overview

Hopkins Public Schools is a destination school district recognized internationally for its innovative approach to providing a world-class education. Its students, ages 0-21, are globally and culturally savvy, inclusive citizens who are flourishing because of the strong academic curriculum and uniquely rich, diverse culture. Every student has the opportunity to discover their strengths and reach their full potential. We serve the city of Hopkins, most of Minnetonka, about half of Golden Valley, and portions of Eden Prairie, Edina, Plymouth, and St. Louis Park.

Hopkins Public Schools has one early childhood center for families with children ages birth to 5, six elementary schools that serve students in pre-K and kindergarten through sixth-grade, one Chinese immersion school, a Spanish immersion elementary program, two junior high schools that serve students in seventh- through ninth-grade, and one high school that serves students in grades 10-12.

# Budget Development Process



Hopkins School District Budgeting Process

**Finance Plan and Budget Development Process for 2020-21** includes the following phases:

**PHASE 1:** The Citizen Financial Advisory Committee (CFAC) approved the Budget Planning Model (BPM) in November 2019 establishing a process for the 2020-21 budget. Vision2031 Strategic Plan was used as a blueprint to allocate the budget in accordance with District priorities.

**PHASE 2:** In October 2019, the District updated a Multiyear Enrollment Plan. The enrollment plan looks at city and county demographics on new housing, charter schools opening and closing, birth rates in the district boundaries, projected movement into and out of the district boundaries. The School Board approved the recommendations of the Citizens Financial Advisory Committee (CFAC) in January 2020.

**PHASE 3:** In January through March 2018, the District solicited feedback from the board by holding two Budget Workshops. The Internal Budget Team built a comprehensive budget aligned to the Finance Plan, Vision2031, School Board policies and input from CFAC and staff. This process began with the current staffing and service levels from 2019-20, identifying reductions and strategic investments to be made to balance to a \$02 million K-12 funding level for the 2019-21 biennium. The team built a budget based on analyzing student data and reviewing strategic measures, determining where improvement is needed to align to the District's Vision2031 Plan and incorporating a set of strategies to achieve the District goal.

**PHASE 4:** Beginning in April through May 2020, the final phase includes the delivery of the Budget Message by the

Superintendent and the 2020-21 Proposed Budget to the Board of Education. The Board will review the Proposed Budget, receive community testimony, and accept requests for additional information. Finally, the Board will approve the budget for adoption at the June regular Board meeting.

### **Budget Summary**

The 2020-21 General Fund Budget totals \$102,622,324 and has been developed including the following revenue and expenditure assumptions.

# Budget Development Timelines



# Hopkins Schools District Budget Timelines

Group Responsible	June 20	July 20	August 20	September 20
<b>Board</b>	Board approves budget for next fiscal year (FY21) Board Communicates Fiscal Parameters and Strategic Priorities for School Year (FY22)	----	----	Approve Preliminary Levy
<b>Business Office Operations</b>	Business Office Completes Runs of BPM at legislative funding level <sup>1</sup>	Submit MDE <sup>2</sup> Calculations for Preliminary Levy  Close Books from Previous Year  Audit Preparation	Audit Support	Audit Support
<b>District Audit</b>	----	Audit Begins	Audit in Progress	Audit in Progress
<b>District Administration Budget Development</b>	----	----	----	----
<b>Citizen's Financial Advisory Committee (CFAC)</b>	Review District Fiscal Conditions Review Runs of BPM <sup>3</sup>	-----	-----	-----
<b>Community and Parents</b>	Communications as appropriate	----	----	----
<b>Bd Audit Comm</b>	Plan development for audit	Give auditors direction	Select new CFAC member	----

<sup>1</sup> Legislature will adopt biennial budgets in May. Funding levels will determine programming to add or reduce. Preliminary projections can be developed.

<sup>2</sup> Minnesota Department of Education

<sup>3</sup> Budget Planning Model

<b>Group</b>	<b>October 20</b>	<b>November 20</b>	<b>December 20</b>
<b>Board</b>	----	Annual Fiscal Recommendations presented to Board from Administration  Board Audit Committee Receives Audit Report  Board Audit Committee completes analysis.	Board approves District Audit Board holds Truth in Taxation hearing Board certifies Final Property Tax levy  Board reviews and accepts CFAC's recommendation report.
<b>Business Office Operations</b>	Enrollment/Census Data/Budget Planning Updated  Fiscal Recommendations Developed	Fiscal Recommendations Presented to CFAC	Implements recommendations and development of budget based on BPM and accepted by Board.
<b>District Audit</b>	Audit in Progress  Preliminary Fund Balance Available	Audit Presented to Board Audit Committee	Audit Report Presented to Board
<b>District Administration Budget Development</b>	Budget Information Shared:  Fiscal Status, Budget Planning Model  Program Development Planning  Board Program Priorities Revisited	Budget Development: Program Modifications Prioritized	Budget Development: Program Modifications Prioritized
<b>Citizen's Financial Advisory Committee (CFAC)</b>	Review District Fiscal Conditions  Board Fiscal and Strategic Priorities Reviewed  Budget Planning Model Reviewed	Review District Fiscal Conditions  Budget Planning Model Finalized  Fiscal Recommendations Reviewed/Developed  Fiscal Recommendations Finalized	Review District Fiscal Conditions
<b>Community and Parents</b>	Communications as appropriate	Formal Communications Plan Developed Communications as appropriate	Communications as appropriate
<b>Bd Audit Comm</b>	----	----	Interviews with staff BAC in-depth review of audit Board workshop on audit

Group	January 21	February 21	March 21	April 21	May 21	June 21
<b>Board</b>	Board Update on Program/Budget Status	Board Update on Program/Budget Status	Board Provides Preliminary Approval of FY21 Budget at First Board Meeting	Board Establishes Budget and Strategic Priorities for FY21	----	Board approves budget for next fiscal year (FY22) Board Communicates Fiscal Parameters and Strategic Priorities for School Year (FY23)
<b>Business Office Operations</b>	Budget Manager meeting to determine method for 20-21 budget modifications	----	FY21 Budget Developed	----	----	Business Office Completes Runs of BPM at legislative funding level <sup>4</sup>
<b>District Audit</b>	----	----	----	----	----	----
<b>District Administration Budget Development</b>	Budget Development: Program Modifications Prioritized	Administration Finalizes Program and Budget Recommendation	Priorities for FY22 are Developed	Budget Managers complete detailed budget entry	----	----
<b>Citizen's Financial Advisory Committee (CFAC)</b>	Review District Fiscal Conditions	Review District Fiscal Conditions	Review District Fiscal Conditions	----	----	Review District Fiscal Conditions Review Runs of BPM <sup>5</sup>
<b>Community and Parents</b>	Communications Plan Developed	One Public Informational Meeting to Communicate Program Changes Held	Releases Describing Program for FY22 School Year Public Input taken (FY23)	Public Input taken (FY23)	Public Input taken (FY23)	Communications as appropriate
<b>Bd Audit Comm</b>	BAC/admin meet to plan next steps based on any audit findings	BAC post-audit self-evaluation meeting	----	BAC/admin meet to review action steps and plan for upcoming audit	----	----

<sup>4</sup> Legislature will adopt biennial budgets in May. Funding levels will determine programming to add or reduce. Preliminary projections can be developed.

<sup>5</sup> Budget Planning Model

# Capital Expenditure Timeline/ Procedures For 2021

BUDGET AREA	RESPONSIBLE CABINET MEMBER
Special Assessments	Director of Business Services
Fixed Annual Costs	Director of Business Services
Building Furniture Repair/Replacement	Director of Business Services
Athletic Equipment	Activities Director
Health and Safety Projects	Director of Business Services
Building Office/Processing Equipment	Director of Business Services
Buildings & Grounds Capital Projects	Supervisor of Building and Grounds
Special Services Equipment	Director of Special Services
Teaching & Learning Equipment	Director of Teaching & Learning
Districtwide Office/Processing Equipment	Administrative Cabinet
School Nutrition & Lifestyle Services	Director of Business Services
Districtwide Special Projects	Admin. Cabinet/School Board

January/2021	Buildings and Grounds Capital Projects due to Supervisor of B & G.
January/2021	All budget area requests due to responsible cabinet member.
February/2021	Each responsible cabinet member submit request total for budget area to Director of Business Services as well as a listing of items. Each cabinet member must indicate request items that should be approved in their opinion.
February/2021	Capital Outlay Planning Committee set allocations for each budget area. The allocations shall be based on an item analysis submitted by budget area to the Planning Committee.
March/2021	Board approval of capital outlay enabling resolution.
March/2021	Each responsible cabinet member identifies items to be purchased. Each area should have a contingency to cover cost overruns and unforeseen needs.
May/June/2021	All purchase orders for next year school opening should be prepared using the correct budget codes and signed by a responsible cabinet member. Each person responsible for allocations will receive correct expenditure account to use.
May/2021	Board approval of Capital Expenditure Plan.

During the budget year, each cabinet member responsible for a budget area should cover "overages" when expenditures for approved items are larger than the budget. There should be no carryover of funds between fiscal years.

Tariro Chapinduka, Director of Business Services  
Kevin Neuman, Supervisor of Buildings and Ground

# Financial Compliance Table for Fiscal Year 2020-21

School Board adopts Fiscal Year 2020-21 budget prior to July 1 per Minnesota Statute section 123B.77  
Subdivision 4

Proof: School Board meeting minutes reflect approval of the budget prior to July 1.		√
A.1	Preliminary unaudited UFARS data is submitted to MDE by September 15 of each year (Minnesota Statutes, section 123B.77, subdivision 2).	
A.2	Final audited UFARS data is submitted to MDE by November 30, 2020 (Minnesota Statutes, section 123B.77, subdivision 3).	
A.3	The Fiscal Compliance Table is completed by November 30, 2020.	
A.4	The audited financial statement is submitted to MDE by December 31, 2020 (Minnesota Statutes, Section 123B.77, subdivision 3).	
A.5	District/school uses state-approved financial software (Minnesota Statutes, section 125B.05, subdivision 3).	√
B.1	The district/school has a zero or positive balance in the General Fund Unassigned Fund Balance account 422.	
B.2	The district/school has a zero or positive aggregate fund balance in each of the funds 2, 4, and 7.	
B.3	The district has positive or zero balances in Restricted/Reserved accounts having Statutory requirements to maintain a positive or zero balance.	
C.1	The district/school's final UFARS Turnaround Edit Report has no errors.	
C.2	The district/school's final audited UFARS data agrees with the independent audit data.	

# All Funds Budget

# Citizens Financial Advisory Committee 2020-21 Budget Recommendations to the School Board

January 21, 2020

## Executive Summary

The Citizens Financial Advisory Committee (CFAC) in partnership with Hopkins Public Schools administrators was established to leverage the financial experience and expertise of a group of community members and provide recommendations to the School Board regarding the financial planning and performance of the Hopkins School District. The recommendations upon acceptance by the school board will be used by Tariro Chapinduka, Director of Business Services, to develop the 2020-21 budget.

## CFAC Members

Luke Jacobson

Valerie Dahlman

Molly Rutzick

Warren Goodroad

Elliot Berman (Student Representative)

The committee has formally met three times with Superintendent Rhoda Mhiripiri-Reed, Assistant Superintendent Nik Lightfoot and Director of Business Services Tariro Chapinduka. School Board members who serve on CFAC for 2019-20 are Directors Steve Adams and Chris LaTondresse.

The committee review has focused on the following information:

- Audited results for Fiscal year ending June 30, 2019
- General Fund Assigned/Unassigned fund balance as of June 30, 2019
- Budget Pro-Forma and Planning for (FY2021) thru FY 2024
- HEA and HASA contract negotiations
- Number of students enrolled and future enrollment projections
- Current and projected per student funding from the State
- Staffing comparison with neighboring school districts
- Salary and fringe benefit costs of teachers, support staff and administration
- Pension funding on a District (OPEB) and State level (TRA/PERA)
- General discussion about other factors affecting the District's financial health.

Assumptions and Recommendations for FY21 Budget to the School Board:

- State per student funding in the projection years of FY21 and FY22 to increase at 2% each year.
- Projected enrollment increase of 66 students in FY20
- 3.5% annual increase in FY20 AND FY21 in total salaries and wages
- Fringe benefits to increase by 5% (34% compounded) for FY21
- All other costs to increase at 2% on an annual basis except Utilities and Transportation which will increase at 4%
- Audited Unassigned General fund balance for FY19 Financial statements is 7.7%.

## CFAC Conclusion

The District has a total General Fund balance of \$11.1 million or 11.63% as of June 30, 2019 (See Exhibit A). The General Fund Unassigned fund balance decreased from \$8,373,311 (8.6%) at June 30, 2018, to \$7,748,076 (7.7%) at June 30, 2019. The most recent legislative session increased the per pupil formula allowance by 2% for FY2020 and FY2021. These increases in funding will not keep pace with the inflation of District labor contracts and District utility and transportation costs, therefore adjustments will need to be made to match expenses with projected revenue streams. Going into the future, the District will be budgeting using the revenue model instead of the expenditure model which has been the case in the past. Changing the budget model will help the district align our resources with our needs. CFAC, however, will continue to recommend that additional funds need to be added to the Unassigned Fund Balance to maintain an Unassigned fund balance at or near 10%, which is in

line with the District's auditor recommendation of 8-15%, and which is comparable with neighboring districts. As projected in the FY2020 budget, expenditures exceeded projected revenues. Thus, it is necessary to find continued efficiencies in services and programs for both FY2020 and FY2021. CFAC supports the move to restructure the district and its budget. If this does not occur, the Unassigned Fund Balance will quickly decrease below board policy of 6% during this timeframe.

Further, CFAC recommends that the Board continue its move toward fully funding the District's long-term liabilities for Other Post-Employment Benefits (OPEB) and Severance using a four-year phase out model. These two long-term liabilities combined are approximately 76% funded based on the last actuarial valuation date of 7-1-18 (Exhibit E1). CFAC agrees with the actuarial recommendation that these liabilities should strive to be minimally funded at the 90% level. OPEB and Severance are real costs the District pays out on an annual basis, and these costs should be considered in current labor contracts while they are being negotiated. Finally, any excesses in annual budgets can be used to bring these liabilities closer to the 100% funding level (see Exhibit E and E1).



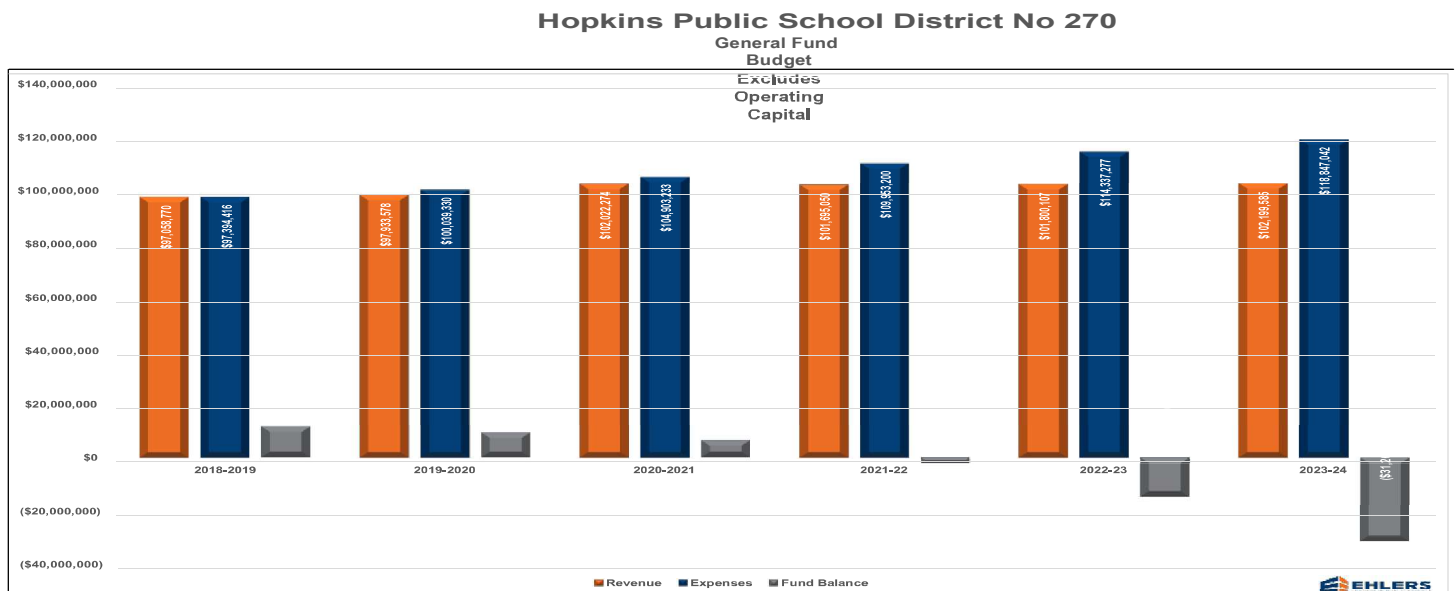
## Background to CFAC Recommendations

The Citizens Financial Advisory Committee (CFAC) has conducted a review of the current and projected financial condition of the Hopkins School District. CFAC's recommendations to the Hopkins School Board are based on consensus of the group to determine the underlying budget assumptions that inform the budget projections for 2020-21 (and beyond). Hopkins is inspired by Vision 2031 which is moving the district from Great to World Class. The recommendations are based on current and near-term political and economic factors that impact the present and future financial situation of both the State of Minnesota and the Hopkins School District as well as the district's strategic vision. Our recommendations are largely influenced by four primary conditions:

1. The outlook for significant revenue increases remains pessimistic.
2. There is a need to make cost reductions for the District to meet Vision 2031 goals.
3. Given that salary and fringe benefit costs make up 82% of the District's expenses for 2019-20 and beyond, any growth in this area in excess of the rate of state increases will seriously threaten the financial and programmatic viability of the District over a 3 to 5 year period of time.
4. The District is projecting a slight increase in enrollment in the near future which may not be sustainable in the long run. Projection years beginning in 2019-20 show a slight increase of 191 students or .7%, over two years. It should be noted that enrollment for FY18-19 and FY19-20 came in above projections, with a slight increase.

## Budget Projection Model

The Budget Projection Model (BPM) that the District utilizes and that CFAC has reviewed currently has expenditure increases for 1) increasing enrollment and 2) expenses exceeding revenues based on the assumptions provided in the areas highlighted later in the report. It should be noted that CFAC has looked at results in the BPM for both a 2% Revenue / 3% Salary and 5% Fringe increase. All scenarios have expenses exceeding available revenue in FY20-21. Due to this outcome, District administration, as of this writing, will need to look at expenditure reductions in FY20-21 to present a balanced budget to the School Board.



CFAC encourages the District to continue using the Budget Projection Model to monitor the 3 to 5 year projected Unassigned Fund Balance and make sure it is funded adequately at a minimal \$8 million, or 10% of annual operating expenses. This is higher than School Board policy of a 6% floor; however, CFAC believes this is critical to assure the District can financially support and protect the quality curriculum and programs offered its students as well as meet the Vision 2031 strategic goals.

CFAC believes the following suggestions should also be considered:

- In an era of historically small increases in State revenue, the fund balance should not be used to simply cover ongoing cost increases because it will be quickly depleted.
- The District should change the practice of using OPEB and Severance Liability trust funds to cover the gap in the budgets.
- The District should continue to maintain the detailed BPM to show intermediate and long-term impacts of different financial options.

## Analysis

Due to anticipated enrollment increases in FY20 and FY21, we can expect district revenue to slightly increase in those two years and at the same time costs continue to outpace our revenue. While we start from a structurally unbalanced budget in FY20, to structurally balance the budget going forward absent structural changes, we must have a mix of enrollment and funding increases sufficient to cover our outstanding labor commitments and the rising costs of supplies and materials. Unfortunately, we can only expect the formula amount through which we receive the bulk of our state aid to increase by a mere 2%. Even if enrollment were to hold steady this would be insufficient to fund our existing cost structure going forward. Our BPM assumes few structural changes, so the ongoing cost increases quickly begin to show themselves as annual deficits.

## General Fund Balance Reserves, Local Retirement Funding and Teachers Retirement Association (TRA)

### General Fund Balance Reserves

The General Fund Unassigned fund balance is the cumulative sum of the annual excess or deficiency of revenues over expenses. Any fund balance, whether Unassigned, Committed, Assigned or Restricted can only be used once, thus the reason why there is always encouragement to use fund balance for one-time expenses such as equipment, curriculum, retirement funding or emergencies. Paying for ongoing labor contract costs that exceed available revenue does not constitute an emergency but a structural deficit.

Hopkins General Fund Unassigned fund balance, after audited results for FY18-19, stands at \$7,748,076, or 7.7% of FY19 total General Fund expenses (see Exhibit A). District administration has communicated to CFAC that the District's auditor stated that she would prefer to see the Unassigned Fund Balance in the 8-15% range. The District is below that range in the Unassigned fund balance. When you factor in the Committed fund balance for Hopkins and other comparison districts, Hopkins retains a healthy fund balance (see Exhibit A).

The Minnesota Department of Education (MDE) complicates this issue by reporting the sum of

Unassigned, Committed, and Assigned fund balances divided by unrestricted expenses as an available fund balance percentage to spend. This confuses lay readers of financial statements, making them think the reporting district has all of these dollars available in their Unassigned Fund Balance, when in fact there may be very good reasons why a district assigns or commits fund balance dollars out of their Unassigned Fund Balance.

## Local District Retirement Funding

In FY18-19, the District continued to try to keep pace with the funding of its local retirement liabilities.

The combined liability amounts for OPEB and Severance of \$37 million based on the actuarial valuation as of 7-1-18 and the funded amount of \$28.7 million equals a 78% funded level (See Exhibit E1).

The District transferred \$2.1 million from the Severance fund to balance the budget in FY19-20. With that revenue coming out of the Severance fund, the overall funded percentage drops to under 76%. The District's actuarial firm recommends at least 90%. Further, the annual cost of one more year of service for all employees of the District is approximately \$2.2 million, of which the District is only budgeting for \$500,000 (see Exhibit E). CFAC believes the District should continue to strive to fund its local retirement liabilities up to the 100% level.

CFAC has the following recommendations for the School Board regarding fund balances and funding of District retirement liabilities:

- Place any annual surplus amounts into the OPEB Revocable Trust Fund and the Internal Service Fund for Severance to continue the move to a 100% funded level. This will be done in phases.
- Change the practice of funding budget gaps using Unassigned Fund Balance, OPEB or Severance Trust Funds.
- Cost the annual local retirement obligations (OPEB/Severance) into future labor contracts on an ongoing basis.

It should be noted that the Internal Service Fund for Severance is an in-house fund, therefore the dollars in this fund can be re-directed back to the General Fund if necessary, still providing the District with emergency flexibility. Further, and importantly, the dollars in the Internal Service Fund for Severance provide cash flow for the District.

## Teachers Retirement Association (TRA) Long-Term Liability Funding

The Teachers Retirement Association currently has its statewide long-term liability funded at only approximately 80%. In order to move toward 100% funding, the TRA Board of Trustees advanced (and the legislature subsequently approved in the 2018 legislative session) language that would lower the annual cost of living adjustment (COLA) for retired teachers from 2 percent to 1 percent for 5 years, increasing by 0.1 percent each year up to 1.5 percent as of 1/1/28. The active-teacher contribution rate would increase to 7.75 percent effective 7/1/23. It also calls for an increase in the employer (school district) contribution rate, from 7.5 percent to 8.75 percent (a 17% increase in the contribution rate), phased in incrementally over 6 years. The legislation provides State funding for the higher employer contribution through a pension adjustment in the school aid formula. Effective July 1, 2011, the legislature increased the employer rate from 5.5 percent to 7.5 percent, with no

corresponding increase in state aid.

CFAC has discussed this legislation and the corresponding adjustment in the school aid formula resulting in no net increase in funding for schools.

**CFAC Recommendation:** CFAC recommends the Board consider striving to fund its local pension liabilities (OPEB/Severance) to the 100% level while keeping the Unassigned Fund Balance at or slightly under 10%. Using General Fund annual surpluses, if any, to fund local pension liabilities up to the 100% level is a prudent use of favorable audit results. Using General Fund reserves to fund ongoing expenses will result in a declining fund balance and can result in a downgrade of the District's bond rating, increasing interest costs to taxpayers when the District bonds for infrastructure maintenance or when the District refinances existing debt.

## Total General Fund Revenue Sources and History

Exhibit D shows General Fund revenues by major source for FY20. State funding comprises 67.2% of our revenue. Another 28.5% of District revenue comes from local property taxes and other local sources including activity participation fees, gate receipts, gifts, and interest income. Federal sources comprise only 4.2% of District revenue. CFAC notes that the District has fully maximized its operating referendum levy authority.

**CFAC Recommendation:** Since the legislature has determined funding for FY2020-21, CFAC is recommending a 2% increase in the per pupil allowance for projection years FY20-21 through FY21-22.

## Student Enrollment and Impact on Revenue

CFAC recommends accepting the District's assumption that the District increased enrollment by approximately 191 students over two years. Enrollment is and should be monitored and the forecast needs to be adjusted annually by District personnel.

Many Minnesota school districts are experiencing declining enrollment due to demographic changes. In the Hopkins School District there is the additional impact of choice and competition. Revenue increases to the per pupil formula allowance are then offset by the fewer numbers of students attending, resulting in even smaller actual gross revenue increases. Hopkins had experienced declining enrollment in the last decade (see Exhibit B). One promising thing to note however, is that for FY18-19 and FY19-20 the District experienced Fall enrollment numbers that were above projections. We expect enrollment to increase in FY20-21 before declining slightly then stabilizing.

In a competitive, choice-driven environment, CFAC recognizes the investments the District is now making to stabilize enrollment and improve and increase academic performance and rigor. The District is launching a community-wide innovative strategic plan. Vision 2031 represents our strategic move from Great to World Class. While Hopkins is truly a great place to learn and work, the District aspires to improve to World Class in all that we do. World Class does not mean elite or exclusive. It means the best, and every Hopkins student deserves the best. Vision 2031 is a collective vision and is championed by students, staff, parents, and community members District-wide. Vision 2031 articulates six specific beliefs, six unique innovation drivers, and six compelling core values. District stakeholders have started implementing the strategic action plan that will

operationalize our collective move to World Class.

Because every student deserves a brilliant future, the District's instructional and programming investments include:

- Strategic staffing to maintain Kindergarten class sizes at optimal levels;
- World Language in the Elementary Schools, including Immersion programs;
- Science, Technology, Engineering, Arts and Math (STEAM) opportunities for students;
- Pre-K investments and outreach leveraging Community Education programs and dollars;
- International Baccalaureate (IB) at both Junior High schools;
- Safety and security enhancements at all buildings.

**CFAC Recommendation:** Based upon the enrollment analysis and assumptions presented, CFAC supports the administration's recommendation for projecting enrollment for FY19 to FY23. It is also further recommended that enrollment projections and underlying assumptions continue to be updated on an annual basis. Further, CFAC recommends the District expand its strategic efforts to retain students and grow enrollment.

## Total General Fund Expense and Revenue History

Exhibit F shows general fund expenditures by object through actual FY2018-19. Total General Fund Expenditures increased \$4,312,037 or 4.5% from the previous year. There were slight increases and decreases when budgeted expenditure were compared to the actual expenditures. There were also increases in salaries and benefits due to bargaining agreement settlements with employee unions. The district also moved certain positions which had been funded outside of the general fund back into the general fund category. Total General Fund Revenue increased by \$3,259,942 or 3.4% from the previous year (see Exhibit D).

## Salary and Fringe Benefit Expenses

School districts are labor intensive, with 80-85% (82% on an actual basis for Hopkins in FY18-19) of their expenses for salaries and benefits.

**CFAC Recommendation:** The District accepted an agreement with the Hopkins Education Association (HEA) and Hopkins Association of School Administrators (HASA) in November 2019. Estimated contract increases for all bargaining groups are factored into the Budget Projection Model for FY19-20 through FY22-23 that CFAC has reviewed at a rate of 3.5% for salaries and benefits, along with other scenarios that are higher and lower. This estimate of 3.5% will result in expenses exceeding revenues in FY19-20. Due to increased enrollment projections, the district revenue and expenditure will see a slight positive shift for FY20-21 but that shift will be temporary and unsustainable.

It should be noted that in order to achieve a balanced budget and for the District Unassigned Fund Balance to be replenished from FY19-20 to FY20-21 the district will need to make reductions in staffing and programs.

## Other Costs

CFAC recognizes the amount of cost efficiencies the District has implemented in the past. The District has now finalized implementing more energy efficient lighting in all District buildings.

Implementing the contract for solar garden participation as a way to mitigate future electric rate increases has been slowed by Xcel Energy and regulatory agencies. However, the District has selected a vendor and is in negotiation with them to install solar rooftop arrays on 2-3 selected buildings in the near future. The District will also automate some of the Procurement and Purchasing processes as well as work with vendors in price negotiations and strategic sourcing which will save costs long-term.

**CFAC Recommendation:** CFAC recommends continuing to look for ways to bring additional efficiencies to control other costs. For budgeting purposes, after looking at the last five years of expenses, CFAC recommends projecting a 2% increase for Purchased Services, a 4% increase for utility and transportation costs, and a 2% increase for supply costs for FY19-20 through FY22-23. CFAC also recommends the District identify cost-effective ways to meet the goals of the Vision 2031 strategic plan.

## Final Summary of CFAC Recommendations

In closing, CFAC recognizes that the Hopkins School District is working diligently to thrive in a competitive, choice-driven environment. CFAC affirms the investments the District is now making to stabilize and grow enrollment as well as increase student performance. The District's community-wide innovative strategic plan, Vision 2031, represents our strategic move from Great to World Class. In order to sustain Hopkins as truly a great place to learn and work, the District and CFAC must work together to right-size the District's budget while ensuring alignment between strategic priorities and available resources. To conclude, CFAC recommends the following immediate and long-term actions:

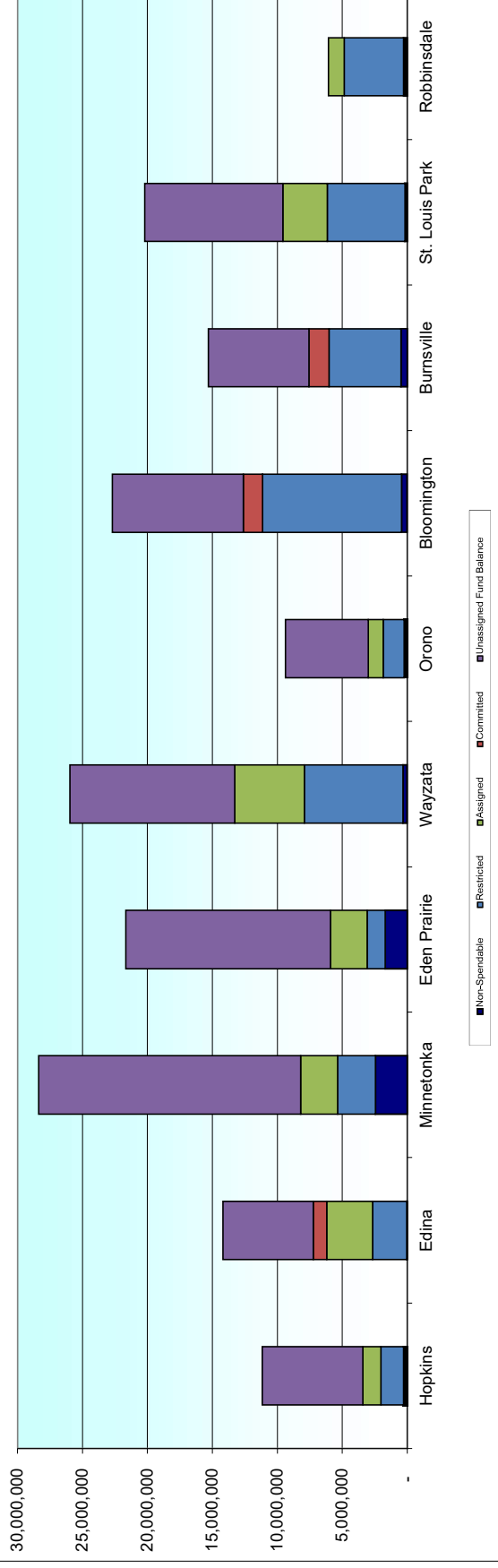
- Restructure the District budget from expenditure to a revenue model, while considering a realignment of District personnel and other substantive resources.
- Align available resources to support Vision 2031 priorities;
- Bring Unassigned Fund Balance to 10% over time.
- The School Board consider striving to fund its local pension liabilities to the 100% level while keeping the Unassigned Fund Balance at or slightly under 10%. The following actions will help achieve this:
  - The School Board continue its move toward fully funding the District's long-term liabilities for Other Post-Employment Benefits (OPEB) and Severance using a four-year phase out model. Again, the goal here is to bring these liabilities closer to the 100% funding level.
  - Place any annual surplus amounts into the OPEB Revocable Trust Fund and the Internal Service Fund for Severance to continue the move to a 100% funded level. This will be done in phases.
  - Change the practice of funding budget gaps using Unassigned Fund Balance, OPEB or Severance Trust Funds.
  - Cost the annual local retirement obligations (OPEB/Severance) into future labor contracts on an ongoing basis.
- Continue to look for ways to bring additional efficiencies to control other costs. Project a 2% increase for Purchased Services, a 4% increase for utility and transportation costs, and a 2% increase for supply costs for FY19-20 through FY22-23.

- Project a 2% increase in the per pupil allowance for projection years FY20-21 through FY21-22.
- Continue to update enrollment projections and underlying assumptions on an annual basis. Expand District strategic efforts to retain students and grow enrollment.



# Exhibit

District Comparison  
FY19 Fund Balance Breakdown



	Hopkins	Edina	Minnetonka	Eden Prairie	Wayzata	Orono	Bloomington	Burnsville	St. Louis Park	Robbinsdale
Non-Spendable	284,935	31,133	2,434,164	1,676,290	316,399	225,690	426,006	469,393	160,802	264,546
Restricted	1,721,160	2,624,734	2,916,480	1,403,680	7,600,701	1,618,044	10,712,055	5,545,064	5,979,060	4,579,465
Assigned	1,407,061	3,534,808	2,840,798	2,826,714	5,369,294	1,130,600	10	-	3,422,803	1,210,419
Committed	-	1,037,614	-	-	-	-	1,478,149	1,550,194	-	-
Unassigned Fund Balance	7,748,080	6,954,177	20,175,859	15,751,476	12,681,756	6,399,433	10,078,846	7,738,652	10,638,903	-
<b>Total Fund Balance</b>	<b>11,161,236</b>	<b>14,182,466</b>	<b>28,367,301</b>	<b>21,658,160</b>	<b>25,968,150</b>	<b>9,373,767</b>	<b>22,695,066</b>	<b>15,303,303</b>	<b>20,201,568</b>	<b>6,054,430</b>
Total Fund Balance MDE SOD calc	9,440,076	11,557,732	25,450,821	20,254,480	18,367,449	7,755,723	11,983,011	9,758,239	14,222,508	1,474,965
MDE Expenditure Denominator	81,156,042	98,223,666	115,377,537	98,200,311	133,911,351	33,235,969	127,973,644	102,758,358	58,543,881	133,467,295
Total Fund Balance % MDE SOD calc	11.63%	11.77%	22.06%	20.63%	13.72%	23.34%	9.36%	9.50%	24.29%	1.11%
Unassigned Fund Balance % per MDE	9.55%	7.08%	17.49%	16.04%	9.47%	19.25%	7.88%	7.53%	18.17%	0.00%
Fund Balance % with Committed per MDE	9.55%	8.14%	17.49%	16.04%	9.47%	19.25%	9.03%	9.04%	18.17%	0.00%
Report Run Date	12/2/19	11/8/19	11/19/19	11/22/19	11/20/19	11/7/19	11/26/19	11/29/19	11/26/19	12/2/19
Total General Fund Expenses	101,158,221	113,439,232	142,382,286	122,810,798	157,201,517	38,702,045	183,599,935	132,076,287	67,071,025	173,235,030
Unassigned Fund Balance %	7.66%	6.13%	14.17%	12.83%	8.07%	16.54%	6.16%	5.86%	15.86%	0.00%
<b>Fund Balance % with Committed</b>	<b>7.66%</b>	<b>7.04%</b>	<b>14.17%</b>	<b>12.83%</b>	<b>8.07%</b>	<b>16.54%</b>	<b>7.06%</b>	<b>7.03%</b>	<b>15.86%</b>	<b>0.00%</b>

## Footnotes:

**Nonspendable** - portions of fund balance related to prepaids, inventories, long term receivables, and corpus of any permanent fund.

**Restricted** - funds are constrained from outside parties (statute, grantors, bond agreements, etc.).

**Committed** - funds are established and modified by a resolution approved by the Board of Education.

**Assigned** - consists of internally imposed constraints. The Board of Education passed a resolution authorizing the Supt. and Dir. of Business Services to assign fund balances and their intended uses.

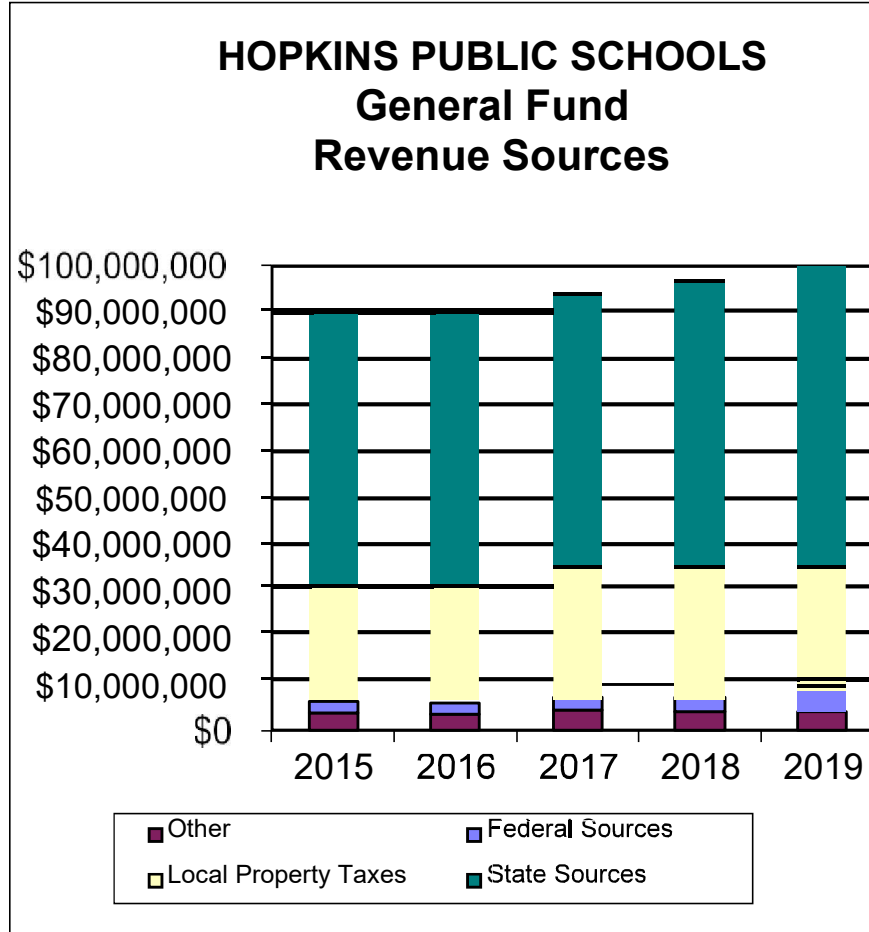
**Unassigned** - is the residual classification for the general fund and also reflects negative residual amounts in other funds.

Source: MDE Uniform Financial Accounting and Reporting Standards Compliance Report 6/30/19



## Exhibit

	2015	2016	2017	2018	2019
Local Property Taxes	\$23,720,510	\$23,687,302	\$25,608,340	\$27,058,222	\$27,698,676
State Sources	59,904,963	61,641,459	61,072,518	62,224,846	63,985,373
Federal Sources	2,464,613	2,355,868	2,775,987	2,935,205	3,891,693
Other	3,854,657	3,591,347	4,471,906	4,220,378	4,122,851
Total Revenues	<u>\$89,944,743</u>	<u>\$91,275,976</u>	<u>\$93,928,751</u>	<u>\$96,438,651</u>	<u>\$99,698,593</u>



# Exhibit

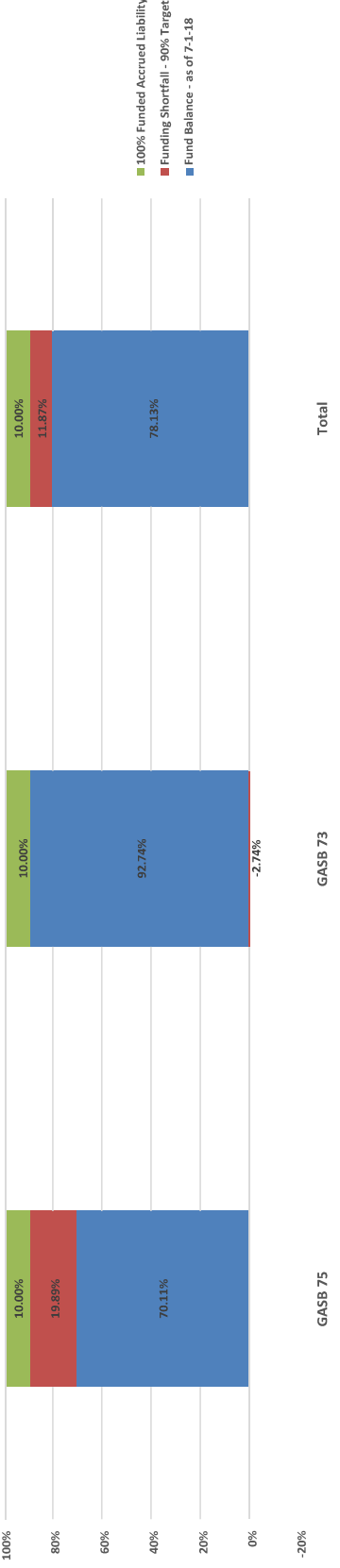
## Severance Liability

Community Education Coordinators and Providers; and Kids Co./SteppingStone Employees		Administrators and Superintendent				ABE/ECFE Teachers		Other Individuals (Groups 1, 3, 4, and 50)		Total
Counts		Clerical Employees	Custodians	and Superintendents	Nutrition Services	Para-professionals	Teachers	Teachers		
Active	96	77	60	22	58	189	569	11	48	1,130
Retiree	2	5	0	3	0	0	80	1	2	93
Total	98	82	60	25	58	189	649	12	50	1,223
<b>Present Value of Future Benefits</b>										
Active	\$ 2,194,629	\$ 1,997,163	\$ 1,677,504	\$ 764,836	\$ 842,839	\$ 1,188,546	\$ 25,800,427	\$ 163,876	\$ 1,505,838	\$ 36,135,658
Retiree	33,014	132,378	0	343,588	0	0	4,611,490	28,224	62,146	5,210,840
Total	2,227,643	2,129,541	1,677,504	1,108,424	842,839	1,188,546	30,411,917	192,100	1,567,984	41,346,498
<b>Total OPEB Liability</b>										
Active	1,148,889	1,258,414	975,767	363,575	368,728	443,054	14,047,561	75,232	650,828	19,332,048
Retiree	33,014	132,378	0	343,588	0	0	4,611,490	28,224	62,146	5,210,840
Total	1,181,903	1,390,792	975,767	707,163	368,728	443,054	18,659,051	103,456	712,974	24,542,888
Service Cost	84,495	85,092	56,306	28,966	46,166	75,983	866,607	7,930	72,842	1,324,387
<b>Expected Benefit Payments</b>										
Active (expected to retire)	16,487	67,110	56,303	2,056	15,994	12,268	187,987	3,061	16,421	377,687
Retiree	25,541	57,268	0	66,306	0	0	1,694,097	6,018	25,782	1,875,012
Total	42,028	124,378	56,303	68,362	15,994	12,268	1,882,084	9,079	42,203	2,252,699

# Hopkins Public Schools #270 (Exhibit )

## GASB 75, GASB 73 and the OPEB Credit as of 7/1/18

### Funding of Accrued Liability - GASB 75 and GASB 73



Description	GASB 75	GASB 73	Total
Fund Balance - as of 7-1-18	70.11%	92.74%	78.13%
Funding Shortfall - 90% Target	19.89%	-2.74%	11.87%
100% Funded Accrued Liability	10.00%	10.00%	10.00%

GASB 75	
Total OPEB Accrued Liability (7-1-18)	23,729,651
Normal Cost	1,324,387

Current \$ allocated from Budget	-
----------------------------------	---

OPEB Trust Fund Balance	17,679,206
- OPEB Credit in 2019-20 Budget	(1,042,509)
Projected OPEB Trust Fund Balance	16,636,697
Projected % of Accrued Liability Funded	70.11%

90% Recommended Funding Level	21,356,686
Funding Overage (Shortfall)	(4,719,989)

80% Recommended Funding Level	18,983,721
Funding Overage (Shortfall)	(2,347,024)

Combined Funding Excess (Shortfall) to be at 80%	(686,986)
Combined Funding Excess (Shortfall) to be at 90%	(4,363,404)

### Normal Cost - GASB 75 and GASB 73:

Description	2015-16	2016-17	2017-18	2018-19	2019-20
Normal Cost - GASB 75	1,507,388	1,507,388	1,507,388	1,324,387	1,324,387
Normal Cost - GASB 73	532,611	532,611	532,611	684,714	684,714
TOTAL - Normal Cost	2,039,999	2,039,999	2,039,999	2,009,101	2,009,101
Normal Cost reflected in the Budget	500,000	500,000	500,000	300,000	500,000
Add'l Normal Cost Required in Budget	1,539,999	1,539,999	1,539,999	1,709,101	1,509,101

NOTE: Normal Cost is the additional cost associated with one more year of service.

GASB 73	
Total Severance Accrued Liability (7-1-18)	13,034,523
Normal Cost	684,714

Current \$ allocated from Budget	500,000
----------------------------------	---------

Severance Fund Balance	13,688,072
- Transfer Out - Op Ref Adj Due to Enroll	(2,100,416)
- ARC for 2019-20 (in Budget)	500,000
- ARC for 2020-21	-
Projected Severance Fund Balance	12,087,656
Projected % of Accrued Liability Funded	92.74%

90% Recommended Funding Level	11,731,071
Funding Overage (Shortfall)	356,585

80% Recommended Funding Level	10,427,618
Funding Overage (Shortfall)	1,660,038

### OPEB Credit History:

Run Avg.	Year	Credit Avail	\$ Amt. - Credit Taken	Credit taken	Available	Taken
Available	2008-09	1,782,267	1,782,267	Credit taken	5-Year Avg.	5-Year Avg.
1,768,375	2009-10	1,754,483	1,754,483	Credit taken	1,335,514	228,270
1,619,251	2010-11	1,321,004	1,321,004	Credit taken	3-Year Avg.	3-Year Avg.
1,562,351	2011-12	1,391,650	1,391,650	Credit taken	1,339,236	124,490
1,550,361	2012-13	1,502,403	1,502,403	Credit taken		
1,521,812	2013-14	1,379,063	1,379,063	Credit taken		
1,487,381	2014-15	1,280,798	1,280,798	Credit taken		
1,449,587	2015-16	1,185,030	1,185,030	Credit taken		
1,421,475	2016-17	1,196,575	-	Credit taken		
1,442,938	2017-18	1,636,102	350,000	Credit taken		
	2018-19	Hildi, Inc #	-	Credit taken		
	2019-20	Unknown	(1,042,509)	Credit taken		
TOTAL			14,429,375		6,504,246	45.08%

FACTORED INTO BUDGET ~ Need to keep in mind with Revised 2019-20 Budget

Historical OPEB Explicit/Implicit VEBA: Credits for Fund 1 ONLY

# Exhibit

## General Fund- Expenditure by Object

	2019				2018	2017
	Budget	Actual	Over (Under) Budget	%	Actual	Actual
Salaries	\$ 61,659,157	\$ 61,605,777	\$ (53,380)	(0.1)%	\$ 56,003,918	\$ 55,499,835
Employee Benefits	17,867,782	18,478,019	610,237	3.4	17,237,100	15,985,381
Purchased Services	14,827,206	15,533,142	705,936	4.8	14,234,921	13,027,130
Supplies and Materials	2,781,984	2,364,851	(417,133)	(15.0)	2,902,686	1,980,618
Capital Expenditures	2,826,547	2,023,895	(802,652)	(28.4)	4,756,591	2,197,569
Other Expenditures	864,582	1,152,537	287,955	33.3	1,710,968	1,196,980
Total Expenditures	\$ 100,827,258	\$ 101,158,221	\$ 330,963	0.3 %	\$ 96,846,184	\$ 89,887,513

# Board of Education

# Hopkins Board of Education

## Hopkins School Board

The Hopkins School Board — comprised of seven members elected at large by District residents — is the governing authority of Hopkins Public Schools. The responsibilities of the Board are primarily focused on three areas:

- Budget adoption, revenue management, and expenditure authorization
- Superintendent selection, contract, and evaluation
- Establishing District policy

The District Superintendent serves as an ex officio, non-voting member of the Board.



**Hopkins School Board members** (from top to bottom, left to right): Jen Bouchard, Chair; Chris LaTondresse, Vice Chair; Tanya Khan, Director; Fartun Ahmed, Director; Katie Pederson, Director; Shannon Andreson, Clerk; Steve Adams, Treasurer

# Adopted Budget 2020-21

Prepared by:

**Business Services**

## System Leaders

Dr. Rhoda Mhiripiri - Reed

*Superintendent*

Tariro Chapinduka

*Business Services Director*

Dr. Nik Lightfoot

*Assistant Superintendent*

Karen Terhaar

*Innovation, Design and Learning Director*

Stephanie Herrera

*Principal Leadership Director*

Fhonda Contreras

*Special Services Director*

Jolene Goldade

*Marketing and Communication Director*

Ivar Nelson

*Information Technology Director*

Alex Fisher

*Community Education and Engagement Director*

Dr. Stanley Brown

*Equity Coordinator*

# **Student Activities**



# Hopkins Public Schools

## Department of Student Activities

### Programs

There are 40 varsity athletics programs offered through the student activities department in the Hopkins Public Schools. There are 18 programs for girls, 14 for boys, and 11 that are co-ed.

#### Girls Programs

Alpine Skiing  
Basketball  
Fall Cheerleading  
Winter Cheerleading  
Cross Country  
Dance Team  
Golf  
Gymnastics  
Hockey  
Lacrosse  
Nordic Skiing  
Soccer  
Softball  
Swim & Dive  
Synchronized Swimming  
Tennis  
Track & Field  
Volleyball

#### Boys Programs

Alpine Skiing  
Baseball  
Basketball  
Cross Country  
Football  
Golf  
Hockey  
Lacrosse  
Nordic Skiing  
Soccer  
Swim & Dive  
Tennis  
Track & Field  
Wrestling

#### Co-ed Programs

CI Adapted Soccer  
PI Adapted Soccer  
CI Adapted Hockey  
PI Adapted Hockey  
CI Adapted Softball  
PI Adapted Softball  
CI Adapted Bowling  
PI Adapted Bowling  
Clay Target Shooting  
Robotics  
One-Act Play  
Music

The athletic program participation in the District meets the proportionality criteria, stating that the percentages of male/female participants in the athletic programs should match that of the general population of the school.

### Fine Arts & MSHSL Category II Activities

There are multiple opportunities for students in the fine arts. Unless noted, each of these programs is open to both boys and girls.

#### Choir Programs

- Bel Canto
- Geoff (boys)
- Medori (girls)
- Chamber Choir

Debate

- MSHSL Section & State Tournaments

Orchestra

Band Programs

- Jazz Band
- Lean Mean Performance Machine (pep band)
- Concert Band

Theater Programs

- Fall Musical
- MSHSL One-Act Play Contest
- Winter Play
- Spring Shakespeare

## Junior High Programs

The athletic department sponsors programs for the 7th and 8th grade students at each junior high in the District.

<b><u>Girls Programs</u></b>	<b><u>Boys Programs</u></b>	<b><u>Co-ed Programs</u></b>
Basketball	Basketball	Soccer
Cross Country	Cross Country	
Softball	Tennis	
Swimming	Track and Field	
Tennis	Wrestling	
Track & Field		
Volleyball		

Students in 7th and 8th grade are able to request a tryout for a varsity team in any of the sports offered, other than football or boys ice hockey. There are several 7th and 8th grade students that participate in high school athletic programs throughout the year. The membership and makeup of the “junior high athletic conference” is usually in flux and this past year was no different. At the present time, Hopkins’ junior high teams are competing with Eden Prairie, Wayzata, Edina and Minnetonka, as part of the Lake Conference membership, but we also have added or retained St. Louis Park, Robbinsdale, Bloomington, and Richfield schools as part of the JH conference.

## Adapted Athletics

The Hopkins School District is part of a cooperative agreement with Robbinsdale, and Mound/Westonka, and St. Louis Park School Districts to provide the adapted athletics program. Currently, there is a program offered each of the three seasons with soccer in the fall, floor hockey in the winter and softball in the spring. Hopkins provides bussing for adapted students to and from the practices that are held at Hostermann School in New Hope. The District also provides bussing to the games in adapted athletics. The Hopkins Department of Student Activities has also offered adapted bowling for those students that wish to participate in a more local program. This is the only adapted athletic program the District has attempted to operate independently. The bowling program is an “individual participation” program, so a large number of participants are not necessary.

## Finance

The entire student activities program – high school, junior high, intramurals, administration, equipment, uniforms, officials, event management, transportation, coaching stipends, and any other related costs – operates on a budget of just over \$1,400,000 annually

Through participation fees, the activities contribute approximately \$300,000 annually to the District's general fund.

Through ticket sales, the activities department contributes approximately \$85,000 annually to the general fund.

Financial aid is awarded to those student participants that qualify for the free and reduced lunch program. For those that qualify for free lunch, the participation fee is \$25 per activity. For those that qualify for reduced lunch, the participation fee is decreased by 50%.

## Chemical Awareness

The activities department has been responsible for the chemical awareness program for all programs. As a result of budget reductions, the chemical specialist positions at each of the secondary schools that were enlisted to assist with the delivery of the chemical program have been reduced or eliminated and this responsibility now falls fully on the activities director.

Over the past 20 years, the Activities Director has conducted the chemical awareness and parent information meetings for each of the programs. In 2018-19, the mental health needs of students was brought to the forefront and changed the tone of the meetings to include information and assistance in this area. There is information pertaining to chemical health, eligibility, Minnesota High School League rules and regulations, protocol and appropriate interactions with coaches, and other relevant information is shared at these sessions. The chemical awareness meetings are mandatory for each participant and one or more of their parents/guardians in each season of participation.

## Hopkins Athletic Hall of Fame

In the fall of 2005, the first ever Hopkins Athletic Hall of Fame committee was assembled and asked to identify those former and/or current student/athletes, coaches, administrators, and related personnel that would be worthy of induction. The committee was made up of former coaches, administrators, and student/athletes from various times in the history of Hopkins athletics. In May of 2006, the first induction class was called to Hopkins High School for the first ceremony. Since then, there has been an induction ceremony each spring. There are currently 49 persons that have been inducted. The next induction class for 2019 includes Bud Hamilton, Darryl Laddin, Dave Lund, and Scott Westermann.

In 2018-19, Hopkins High School ranked as the 22st largest high school in the Minnesota State High School League, by "enrollment formula", which quantifies a reduction to actual enrollment numbers for students that qualify for free & reduced lunch program.

# All Funds Budget

# Fund Structure

The District has established various funds in accordance with the requirements of the Minnesota Department of Education (MDE). The funds are organized by account groups and are considered separate accounting entities for reporting purposes.

## **General Fund Budgeted Total: \$102,622,324 (70%)**

The general fund is divided into separate accounts for reporting. The accounts are listed below:

- **Non-Categorical Revenue \$63,460,024 (61.8%):** This is the District's primary operational fund. This account is used for instructional programs, daily school operations and general functions of the district.
- **Operating Referendum Revenue \$14,823,170 (14.4%):** These are voter approved resources committed by the district to help manage class size and support academic programs and technology.
- **Special Education Revenue \$8,932,018 (8.7%):** These dollars are committed to providing required services to students with disabilities.
- **Compensatory Education Revenue \$3,673,882 (3.6%):** The resources are generated for students eligible for free and reduced price lunch. The revenue is used to manage class size and improve achievement gap among disadvantaged students.
- **Integration Aid Revenue \$1,402,516 (1.4%):** The resources are generated to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds at Hopkins Public Schools.
- **Extended Time Revenue \$381,728 (0.4%):** The resources are used for extended day, week or year programs such as summer school and after school programs.
- **English Learners Revenue \$394,548 (0.4%):** The resources are received based on the number of students learning English in the district. Hopkins acknowledges that this amount is not sufficient to provide services to the English Learners so we are committed to using additional resources for the English Learners program.
- **Grants/Funded Projects Revenue \$3,941,669 (3.8%):** The resources are used to supplement state and local resources. Restrictions on use of the resources depends on the specific grant.

## **Food Service Fund Budget Total: \$4,510,939 (3%)**

This fund is used to record financial activities of the district's food service program. Food service includes activities for the purpose of preparation and service of milk, meals and snacks in connection with school and community service activities.

## **Community Service Fund Budget Total: \$11,227,730 (8%)**

This fund is comprised of program designed for learners of all ages and abilities. Program data is included from Early Childhood, Youth Programs, Adult Enrichment, Adult Basic Education, Translation and Marketing.

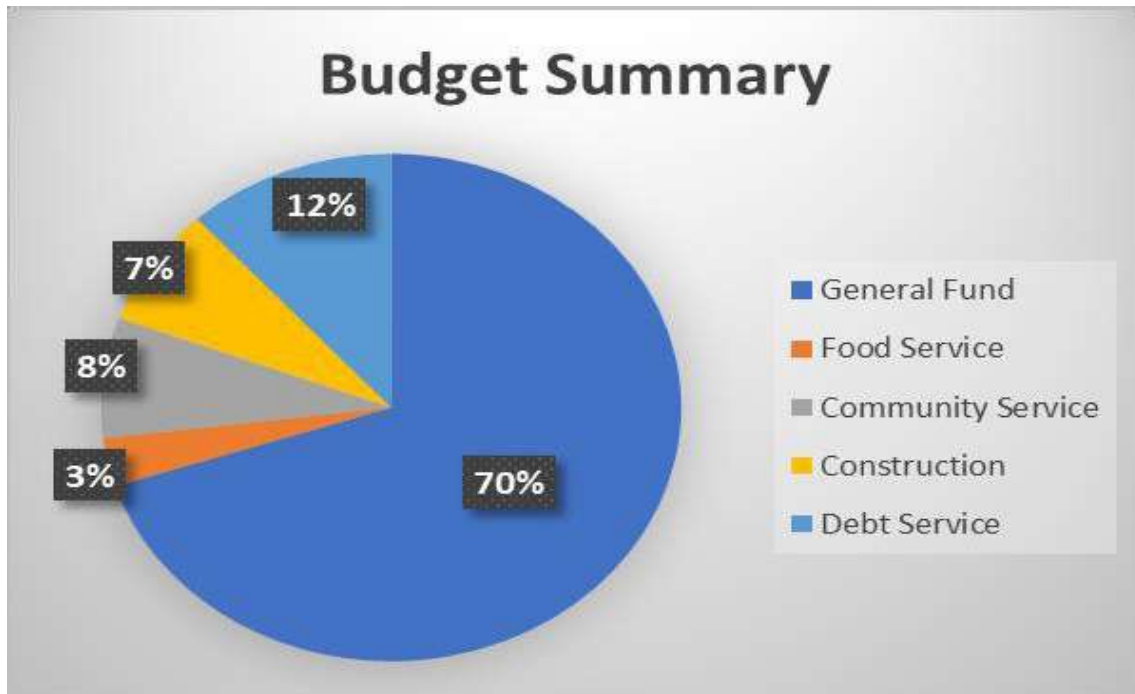
## **Building Construction Fund Budget: \$11,165,040 (7%)**

The Building Construction Fund is used to record all operations of a district's building construction

program that are funded by the sale of bonds, Long Term Facility Maintenance, or major capital projects costing \$2,000,000 or more. This is the fund that pays for land purchases, construction of new schools, or renovations of existing schools.

**Debt Service Fund budgeted amount: \$17,096,420 (12%)**

When the district sells bonds to finance new facilities or major renovation of existing facilities, the district also receives authority to levy a direct general tax upon the property of the district for the repayment of principal and interest on the bonds as due.



# **Student Enrollment Projections**

# Enrollment

As a primary source of Hopkins Public Schools funding, enrollment is a key component of our operations. Enrollment is tracked on a monthly basis and is benchmarked against annual October 1st history (Appendix #). This data set is used to generate enrollment predictions. Prediction work identifies end of year Average Daily Membership (ADM) totals. These totals are used to predict and plan for enrollment funding.

In addition to funding, the enrollment work generates the essential data that is used when staffing our programs. Enrollment past data and future predictions inform our anticipated classroom staffing levels (Appendix #).

Our ongoing work with enrollment tracking is to further refine our ability to look at individual building efficiencies with classroom staffing and building facility use. As building enrollment changes over years of service, we are continually looking toward how building use and present and future programming can most effectively be located and provided.

## Enrollment Projections

Enrollment projections assist our work in anticipating available financial resources and allocating program staffing levels.

In order to develop enrollment projections, previous years' historical data is linked with birth-rate information, weighted ratios, and any other relevant information to make reasoned estimates for the upcoming school year, as well as the next five years.

Prior years estimates are compared to the October benchmark and the end of year average daily membership counts. This comparison demonstrates a continued high level of accuracy.

In November or early December, the Hopkins School Board reviews the enrollment history and projections. This information is discussed and prepared to bring forward to the Citizens Financial Advisory Committee to use when the Committee drafts its recommendations for the next year's budget and fiscal planning.

Finally, on an as needed basis, enrollment projects assist with the review and development of facility planning. Information is used to generate anticipated building attendance and capacity numbers. Building capacity and enrollment help to plan for facility adjustments that are necessary to accommodate fluctuations in building boundary adjustments and staffing needs.



Enrollment Projections - Based on October 1  
November 2019

Grade	Actual		Proj.		Enrollment Projections												NEW	Old	Diff.	2023-24	2023-24	Diff.	2024-25										
	2017-18	2018-19	2019-20	2020-20	Diff.	NEW	Old	2020-21	2020-21	Diff.	NEW	Old	2021-22	2021-22	Diff.	NEW								Old	2022-23	2022-23	Diff.	NEW	Old	2023-24	2023-24	Diff.	2024-25
	Enrollment History				Enrollment Projections																												
Kindergarten	489	500	554	500	54	515	500	15	515	500	15	515	500	15	515	500	15	515	500	15	515	500	15	515	500	15	515						
Grade 1	474	497	520	501	19	562	501	61	517	501	16	517	501	16	517	501	16	517	501	16	517	501	16	517	501	16	517						
Grade 2	498	480	487	487	0	510	491	19	549	491	58	503	491	12	503	491	12	503	491	12	503	491	12	503	491	12	503						
Grade 3	474	491	490	469	21	484	477	7	503	481	22	542	481	61	496	481	15	496	481	15	496	481	15	496	481	15	496						
Grade 4	504	482	481	489	-8	481	468	13	475	485	-10	497	488	9	539	487	52	501	487	52	501	487	52	501	487	52	501						
Grade 5	470	506	483	483	0	479	490	-11	479	469	10	474	486	-12	496	489	7	537	489	7	537	489	7	537	489	7	537						
Grade 6	457	479	513	511	2	487	487	0	483	496	-13	483	474	9	477	492	-15	500	492	-15	500	492	-15	500	492	-15	500						
Grade 7	533	503	524	518	6	560	559	1	529	516	13	525	507	18	526	464	62	518	464	62	518	464	62	518	464	62	518						
Grade 8	535	528	518	504	14	530	526	4	567	567	0	535	524	11	532	515	17	533	515	17	533	515	17	533	515	17	533						
Grade 9	537	543	537	524	13	515	489	26	527	510	17	563	560	3	532	508	24	528	508	24	528	508	24	528	508	24	528						
Grade 10	494	543	557	545	12	545	522	23	527	500	27	539	510	29	578	548	30	548	548	30	548	548	30	548	548	30	548						
Grade 11	574	490	536	540	-4	550	542	8	538	519	19	520	497	23	533	507	26	571	507	26	571	507	26	571	507	26	571						
Grade 12	541	577	499	490	9	540	540	0	555	542	13	543	519	24	525	498	27	537	498	27	537	498	27	537	498	27	537						
Total K-3	1,935	1,968	2,051	1,957	94	2,071	1,969	102	2,084	1,973	111	2,077	1,973	104	2,031	1,973	58	2,031	1,973	58	2,031	1,973	58	2,031	1,973	58	2,031						
Total 4-6	1,431	1,467	1,477	1,483	-6	1,447	1,445	2	1,437	1,450	-13	1,454	1,448	6	1,512	1,468	44	1,538	1,468	44	1,538	1,468	44	1,538	1,468	44	1,538						
Total 7-9	1,605	1,574	1,579	1,546	33	1,605	1,574	31	1,623	1,593	30	1,623	1,591	32	1,590	1,487	103	1,579	1,487	103	1,579	1,487	103	1,579	1,487	103	1,579						
Total 10-12	1,609	1,610	1,592	1,575	17	1,635	1,604	31	1,620	1,561	59	1,602	1,526	76	1,636	1,553	83	1,656	1,553	83	1,656	1,553	83	1,656	1,553	83	1,656						
Total K-12	6,580	6,619	6,699	6,561	138	6,758	6,592	166	6,764	6,577	187	6,756	6,538	218	6,769	6,481	288	6,804	6,481	288	6,804	6,481	288	6,804	6,481	288	6,804						
Total K-6	3,366	3,435	3,528	3,440	88	3,518	3,414	104	3,521	3,423	98	3,531	3,421	110	3,543	3,441	102	3,569	3,441	102	3,569	3,441	102	3,569	3,441	102	3,569						
Total 7-12	3,214	3,184	3,171	3,121	50	3,240	3,178	62	3,243	3,154	89	3,225	3,117	108	3,226	3,040	186	3,235	3,040	186	3,235	3,040	186	3,235	3,040	186	3,235						
Total K-12	6,580	6,619	6,699	6,561	138	6,758	6,592	166	6,764	6,577	187	6,756	6,538	218	6,769	6,481	288	6,804	6,481	288	6,804	6,481	288	6,804	6,481	288	6,804						
Kindergarten	489	500	554	500	54	515	500	15	515	500	15	515	500	15	515	500	15	515	500	15	515	500	15	515	500	15	515						
12th (Prev. Yr.)	588	541	577	577		499	490		540	540		555	542		543	519		525	519		525	519		525	519		525						
12-K Difference	-99	-41	-23	-77		16	10		-25	-40		-40	-42		-28	-19		-10	-19		-10	-19		-10	-19		-10						
Total 1-6	2,877	2,935	2,974	2,940	34	3,003	2,914	89	3,006	2,923	83	3,016	2,921	95	3,028	2,941	87	3,054	2,941	87	3,054	2,941	87	3,054	2,941	87	3,054						
Total 7-12	3,214	3,184	3,171	3,121	50	3,240	3,178	62	3,243	3,154	89	3,225	3,117	108	3,226	3,040	186	3,235	3,040	186	3,235	3,040	186	3,235	3,040	186	3,235						
Total 1-12	6,091	6,119	6,145	6,061	84	6,243	6,092	151	6,249	6,077	172	6,241	6,038	203	6,254	5,981	273	6,289	5,981	273	6,289	5,981	273	6,289	5,981	273	6,289						
Total K-12	6,580	6,619	6,699	6,561	138	6,758	6,592	166	6,764	6,577	187	6,756	6,538	218	6,769	6,481	288	6,804	6,481	288	6,804	6,481	288	6,804	6,481	288	6,804						
Projected Annual Enrollment Change (Increase/(Decrease)) - NEW																			13			35											
Cumulative Enrollment Change																			70			105											

**Enrollment Projections - Supporting Data  
Past Enrollment Trends**

**Past Enrollment Experience:**

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	5-Yr (FY15 to FY20)
7,269 (46)	7,208 (61)	7,105 (103)	6,954 (151)	6,845 (109)	6,821 (24)	6,811 (10)	6,695 (116)	6,580 (115)	6,619 39	6,699 80	(122)
-0.63%	-0.84%	-1.43%	-2.13%	-1.57%	-0.35%	-0.15%	-1.70%	-1.72%	0.59%	1.21%	

**Fall Seat Count K-12:**

Annual Change

Annual Rate of Change

12 minus K Migration:	Diff 12 minus K to Ann Chng
(151)	(156)
105	53
	(127)
	18
	54
	(78)
	(38)
	(71)
	(35)
	(80)
	(41)
	(23)
	103
	(208)
	86

**EOY Adjusted ADM:**

Less: Early Childhood (EC)

Less: Voluntary Pre-K

**Net EOY Adjusted ADM:**

Annual Change

Annual Rate of Change

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18*	2018-19*	5-Year (FY14 to FY19)
7,374.37	7,325.69	7,192.21	7,037.73	6,972.41	6,992.89	6,925.65	6,778.89	6,780.91	6,826.92	(145.49)
56.82	64.18	56.46	46.78	45.46	57.59	64.60	65.09	70.79	50.08	
									37.72	
7,317.55	7,261.51	7,135.75	6,990.95	6,926.95	6,935.30	6,861.05	6,713.80	6,710.12	6,739.12	
(48.71)	(56.04)	(125.76)	(144.80)	(64.00)	8.35	(74.25)	(147.25)	(3.68)	29.00	
-0.66%	-0.76%	-1.72%	-2.01%	-0.91%	0.12%	-1.06%	-2.13%	-0.05%	0.43%	

**Increase Fall to EOY ADM:**

(includes early childhood)

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18*	2018-19*	5-Year (FY14 to FY19)
48.55	53.51	30.75	36.95	81.95	114.30	50.05	18.80	130.12	120.12	38.17

\*Note: Starting in 2017-18, EOY Adj. ADM includes 21.72 Resident W-ALT and 60.39 Non-Resident W-ALT that it NOT included in the Fall Seat Count Numbers. The increase from Fall to EOY would be 35.09 if you subtract the Resident and Non-Resident W-ALT. W-ALT also reflected in 2018-19 - 28.52 Resident W-ALT and 45.54 Non-Resident W-ALT, and 37.72 Voluntary Pre-K (VPK) also including in the 2018-19 EOY Adjusted ADM.

**Open Enrollment:**

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
303.26	343.83	250.70	265.89	290.57	260.64	231.24	200.50	242.76
35	41	(93)	15	25	(30)	(29)	(31)	42
13.23%	13.38%	-27.09%	6.06%	9.28%	-10.30%	-11.28%	-13.29%	21.08%

Net Open Enroll (Adj. ADM)

Annual Change

Annual Rate of Change

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
1,310	1,354	1,397	1,482	1,511	1,569	1,607	1,650	1,710	1,797
55	44	43	85	29	58	38	43	60	87
4.38%	3.36%	3.18%	6.08%	1.96%	3.84%	2.42%	2.68%	3.64%	5.09%

Open Enroll - IN (Fall K-12)

Annual Change

Annual Rate of Change

Note: Net Open Enrollment numbers are not available for 2018-19, as we do not have information regarding Open Enrollment OUT. The numbers listed above do NOT include charter or tuition students.

Enrollment Projections - Supporting Data  
Past Enrollment Trends

**Kindergarten Enrollment and Corresponding County Births:**

Kindergarten Annual Change Annual Rate of Change	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	
	479	487	544	537	550	473	489	500	554	
	(28)	8	57	(7)	13	(77)	16	11	54	
		1.67%	11.70%	-1.29%	2.42%	-14.00%	3.38%	2.25%	10.80%	
Birth Year County Births - Hennepin Annual Change Annual Rate of Change	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
	16,839	16,894	16,523	16,301	15,904	15,827	16,235	16,509	16,736	16,827
	394	55	(371)	(222)	(397)	(77)	408	274	227	91
	2.40%	0.33%	-2.20%	-1.34%	-2.44%	-0.48%	2.58%	1.69%	1.38%	0.54%

**Current Year's (2019-20) Enrollment Experience:**

**Comparison -- 2019-20 Projection versus Actual (Fall Seat Count):**

	Actual	Proj.			Open Enroll - IN			
		2019-20	Over / (Under)	% Diff.	Grade	2019-20	% per Grade	% Total IN
Kindergarten	554	500	(54)	-10.80%	Kindergarten	143	25.81%	7.96%
Grade 1	520	501	(19)	-3.79%	Grade 1	129	24.81%	7.18%
Grade 2	487	487	-	0.00%	Grade 2	135	27.72%	7.51%
Grade 3	490	469	(21)	-4.48%	Grade 3	132	26.94%	7.35%
Grade 4	481	489	8	1.64%	Grade 4	119	24.74%	6.62%
Grade 5	483	483	-	0.00%	Grade 5	141	29.19%	7.85%
Grade 6	513	511	(2)	-0.39%	Grade 6	142	27.68%	7.90%
Grade 7	524	514	(10)	-1.95%	Grade 7	139	26.53%	7.74%
Grade 8	518	500	(18)	-3.60%	Grade 8	150	28.96%	8.35%
Grade 9	537	532	(5)	-0.94%	Grade 9	136	25.33%	7.57%
Grade 10	557	545	(12)	-2.20%	Grade 10	168	30.16%	9.35%
Grade 11	536	540	4	0.74%	Grade 11	145	27.05%	8.07%
Grade 12	499	490	(9)	-1.84%	Grade 12	118	23.65%	6.57%
Total K-3	2,051	1,957	(94)	-4.80%	Total K-3	539	26.28%	29.99%
Total 4-6	1,477	1,483	6	0.40%	Total 4-6	402	27.22%	22.37%
Total 7-9	1,579	1,546	(33)	-2.13%	Total 7-9	425	26.92%	23.65%
Total 10-12	1,592	1,575	(17)	-1.08%	Total 10-12	431	27.07%	23.98%
Total K-12	6,699	6,561	(138)	-2.10%	Total K-12	1,797	26.82%	100.00%
Total K-6	3,528	3,440	(88)	-2.56%	Total K-6	941	26.67%	52.37%
Total 7-12	3,171	3,121	(50)	-1.60%	Total 7-12	856	26.99%	47.63%
Total K-12	6,699	6,561	(138)	-2.10%	Total K-12	1,797	26.82%	100.00%
Kindergarten	554	500	(54)					
12th (Prev. Yr.)	524	524	-					
12-K Difference	30	(24)	(54)					
Total 1-6	2,974	2,940	(34)	-1.16%				
Total 7-12	3,171	3,121	(50)	-1.60%				
Total 1-12	6,145	6,061	(84)	-1.39%				
Total K-12	6,699	6,561	(138)	-2.10%				

# Summary Data - Resident ADM and EOY Total Adjusted ADM

## Hopkins School District

Resident	Resident ADM - Hopkins												
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Served in District	6,010.73	5,899.12	5,806.76	5,953.37	5,497.33	5,367.16	5,302.68	5,251.54	5,037.97	4,938.85	4,939.24	4,939.24	4,939.24
Annual Change	(279.69)	(111.61)	(92.36)	(211.39)	(98.04)	(130.17)	(64.48)	(51.14)	(213.57)	(312.69)	0.39	0.39	0.39
% of Residents Served	82.56%	81.45%	80.11%	78.26%	76.31%	76.17%	75.32%	74.89%	72.03%	70.23%	69.83%	69.83%	69.83%
Revised Options Elsewhere	849.40	926.09	985.93	1,057.51	1,203.32	1,258.04	1,306.05	1,328.15	1,421.15	1,497.27	1,506.36	1,506.36	1,506.36
Adjustment - WMEP Tuition	76.97	79.37	77.52	72.15	74.03	68.40	51.09	-	-	-	-	-	-
Options Elsewhere	772.43	846.72	908.41	985.36	1,129.29	1,189.64	1,254.96	1,328.15	1,421.15	1,497.27	1,506.36	1,506.36	1,506.36
Annual Change	90.44	74.29	61.69	76.95	143.93	60.35	65.32	73.19	93.00	169.12	9.09	9.09	9.09
% Options Elsewhere	11.67%	12.79%	13.60%	14.79%	16.70%	17.85%	18.55%	18.94%	20.32%	21.29%	21.30%	21.30%	21.30%
Charter	244.40	267.82	303.26	301.18	417.09	339.87	338.05	347.56	447.03	512.47	534.21	534.21	534.21
Annual Change	46.72	23.42	35.44	(2.08)	115.91	(77.22)	(1.82)	9.51	99.47	164.91	21.74	21.74	21.74
Tuition NET of WMEP	175.91	150.03	152.91	195.50	85.86	80.55	91.39	82.60	88.43	62.16	63.18	63.18	63.18
Adjustment - WMEP Tuition	76.97	79.37	77.52	72.15	74.03	68.40	51.09	-	-	-	-	-	-
Tuition	252.88	229.40	230.43	267.65	159.89	148.95	142.48	82.60	88.43	62.16	63.18	63.18	63.18
Annual Change	27.83	(23.48)	1.03	37.22	(107.76)	(10.94)	(6.47)	(59.88)	5.83	(20.44)	1.02	1.02	1.02
W-ALT (Svd in COOP Res Is Fiscal)	-	-	-	-	-	-	-	-	-	-	-	-	-
Annual Change	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	0.52	0.77	2.30	2.72	0.10	-	1.32	1.32	1.32
Annual Change	-	-	-	-	0.52	0.25	1.53	0.42	(2.20)	(2.30)	1.32	1.32	1.32
Total Resident	7,280.44	7,243.06	7,248.86	7,149.56	7,204.12	7,046.39	7,040.47	7,012.57	6,994.68	7,032.47	7,072.83	7,072.83	7,072.83
Annual Change	(114.70)	(37.38)	5.80	(99.30)	54.56	(157.73)	(5.92)	(27.90)	(17.89)	19.90	40.36	40.36	40.36
Cumulative Change - Residents	(288.85)	(326.23)	(320.43)	(419.73)	(365.17)	(522.90)	(528.82)	(556.72)	(574.61)	(554.71)	(514.35)	(514.35)	(514.35)

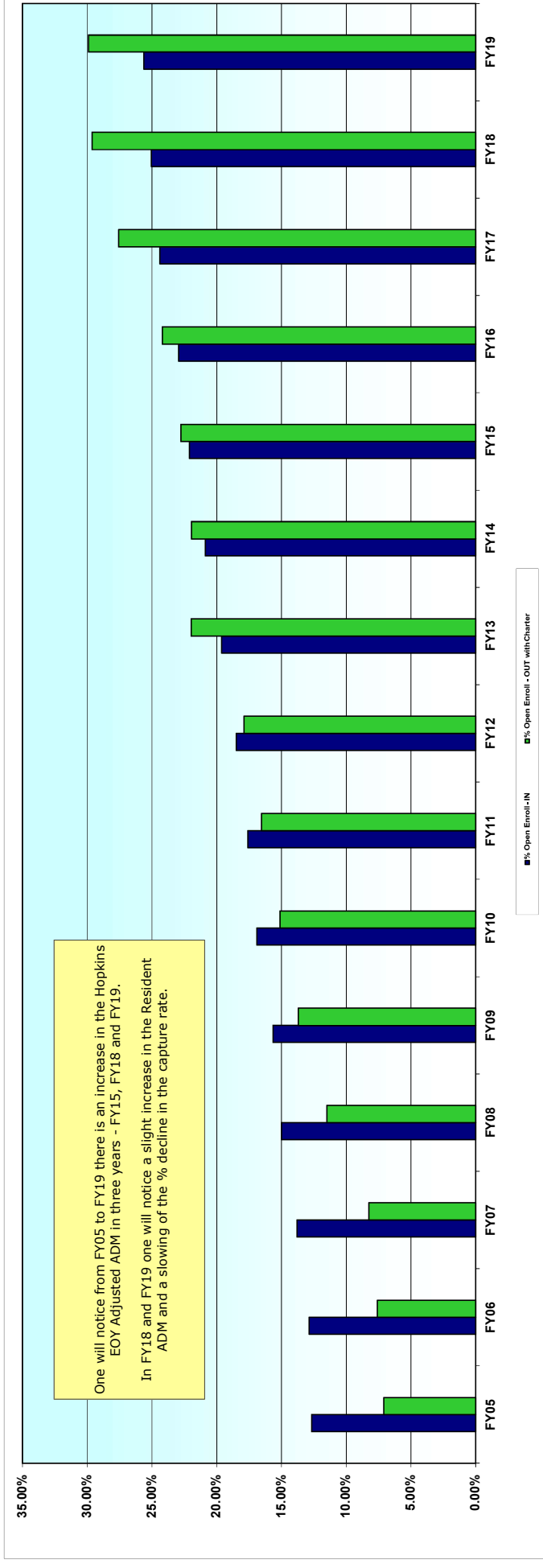
Non-Resident	Non-Resident ADM - Hopkins												
	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Options	1,162.29	1,245.85	1,288.50	1,329.19	1,379.99	1,455.53	1,545.43	1,588.79	1,652.39	1,697.77	1,749.12	1,749.12	1,749.12
Annual Change	15.05	83.56	42.65	40.69	50.80	75.54	89.90	43.36	63.60	108.98	51.35	51.35	51.35
Tuition	21.83	26.08	27.65	1.52	1.06	0.58	0.84	0.75	0.83	0.28	0.85	0.85	0.85
Annual Change	(0.30)	4.25	1.57	(26.13)	(0.46)	(0.48)	0.26	(0.09)	0.08	(0.47)	0.57	0.57	0.57
W-ALT (Svd in COOP this fiscal)	-	-	-	-	-	-	-	-	-	-	-	-	-
Annual Change	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Annual Change	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Non-Resident	1,184.12	1,271.93	1,316.15	1,330.71	1,381.05	1,456.11	1,546.27	1,589.54	1,653.22	1,758.46	1,795.51	1,795.51	1,795.51
Annual Change	14.75	87.81	44.22	14.56	50.34	75.06	90.16	43.27	63.68	105.24	37.05	37.05	37.05
% Non-Resident	13.99%	14.94%	15.37%	15.69%	16.09%	17.13%	18.01%	18.48%	19.12%	20.00%	20.25%	20.25%	20.25%
Total Res and Non-Res	8,464.56	8,514.99	8,565.01	8,480.27	8,585.17	8,502.50	8,586.74	8,602.11	8,647.90	8,790.93	8,868.34	8,868.34	8,868.34
Exclusions from Adj. ADM *	(1,115.63)	(1,219.99)	(1,316.84)	(1,360.21)	(1,621.47)	(1,598.49)	(1,644.94)	(1,676.46)	(1,869.01)	(2,010.02)	(2,041.42)	(2,041.42)	(2,041.42)
Total Adjusted ADM	7,348.93	7,295.00	7,248.17	7,120.06	6,963.70	6,904.01	6,941.80	6,925.65	6,778.89	6,780.91	6,826.92	6,826.92	6,826.92
Annual Change	(230.43)	(53.93)	(46.83)	(128.11)	(156.36)	(59.69)	37.79	(16.15)	(146.76)	2.02	46.01	46.01	46.01

\* Note: Total Adjustment ADM is equal to the Total Resident and Non-Resident less Options Elsewhere, Charter, and Non-Resident Tuition. Private, Parochial, and Home School Students are NOT included in the Voluntary Pre-K (VPK) is included in the above numbers effective in 2018-19 (first year of the program). VPK is 37.72 in 2018-19

2017-18 District ADM Summary Report dated 12/20/2018

2018-19 District ADM Summary Report dated 9/23/2019

# Open Enrollment IN and OUT as a % of Hopkins' Total Enrollment and Resident ADM Served as a % of Hopkins Total Resident ADM 15 Year Summary - FY05 to FY19

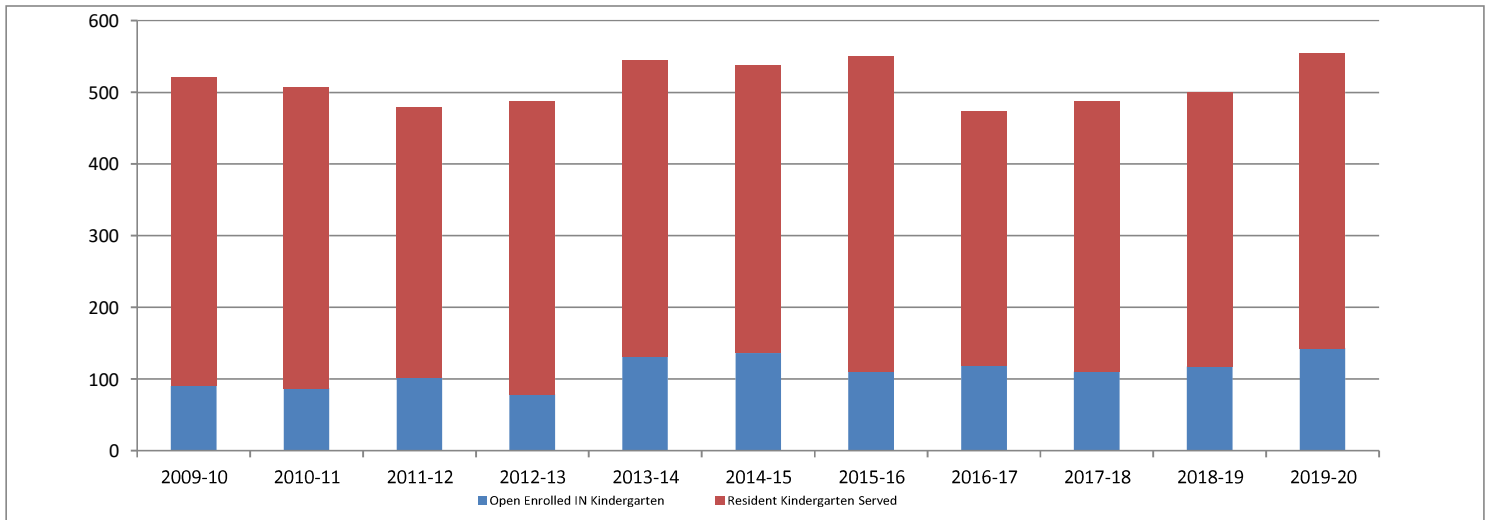


\* Open Enrollment OUT to Charter schools is reflected separately in OE-Charter. Also, 417.09 ADM reported in FY13 was overstated due to NASHA SHKOLA incorrectly reporting all of their 96.19 ADM of their charter school students as residents of the Hopkins School District, while only about 8 students were residents of the Hopkins School District. This was never corrected by MDE for FY13.

Note: All values reflected are based upon Adjusted ADM and have been pulled from the School ADM Report from the MDE website. For FY00 to FY04 ADM was calculated using 1.5 ADM as the maximum a student could generate in a given year including extended time. For FY05 and forward the maximum a student could generate was 1.2 ADM, a 20% overall reduction in possible ADM or a 60% reduction in extended time ADM that a student could generate assuming they were a 1.0 initially. Since Districts were paid on the higher number from FY00 to FY04, that number is reflected in the ADM for those years.

The open enrollment numbers OUT listed above do NOT include Charter or Tuition students. Charter is listed separately. The FY18 numbers are from the District ADM Summary report dated 12/20/2018. The FY19 numbers are from the District ADM Summary report dated 9/23/19. FY18 numbers include 21.72 Resident W-ALT and 60.30 Non-Resident W-ALT. The FY19 numbers include 28.52 Resident W-ALT. The FY19 numbers also include Voluntary Pre-K (VPK) enrollment numbers of 37.72.

### Hopkins Public Schools - Kindergarten Enrollment Fall Seat Count 2008-09 to 2019-20



#### Actual Kindergarten Enrollment -- Fall Seat Count:

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Kindergarten Enrollment	520	507	479	487	544	537	550	473	487	500	554
Open Enrolled IN Kindergarten	90	87	102	78	131	136	111	119	110	117	143
Resident Kindergarten Served	430	420	377	409	413	401	439	354	377	383	411
% Kindergarteners - Resident	82.69%	82.84%	78.71%	83.98%	75.92%	74.67%	79.82%	74.84%	77.41%	76.60%	74.19%

#### Kindergarten Open Enrollment IN -- Breakdown by Elementary School

Building	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20
Alice Smith	4	7	0	4	8	12	11	9	5	7	14
Eisenhower (XX incl 07-08 thru 12-13)	22	23	29	15	3	1	2	4	2	5	6
XinXing					20	23	9	25	20	15	33
Gatewood	4	8	5	2	4	5	3	1	3	8	4
Glen Lake	0	2	3	3	4	7	8	5	5	6	7
Meadowbrook	50	41	54	48	85	74	65	62	61	58	59
Tanglen	10	6	11	6	7	14	13	13	14	18	20
<b>Total</b>	<b>90</b>	<b>87</b>	<b>102</b>	<b>78</b>	<b>131</b>	<b>136</b>	<b>111</b>	<b>119</b>	<b>110</b>	<b>117</b>	<b>143</b>

#### K-6 Open Enrollment IN by Building 2019-20

Building	AS	IKE	GW	GL	MB	TG	XX	Total
Kindergarten	14	6	4	7	59	20	33	143
Grade 1	9	6	6	7	66	19	16	129
Grade 2	11	4	4	10	71	16	19	135
Grade 3	12	5	4	12	64	17	18	132
Grade 4	5	4	5	11	61	19	14	119
Grade 5	10	5	8	9	68	20	21	141
Grade 6	19	7	5	7	70	23	11	142
<b>Total</b>	<b>80</b>	<b>37</b>	<b>36</b>	<b>63</b>	<b>459</b>	<b>134</b>	<b>132</b>	<b>941</b>

	Min	Average	Max
K County Demographics 2020-21	500	532	579
K Zip Code Demographics 2020-21	499	540	580
Hazel's Projection Range for 2020-21	531		538
Kindergarten Pool Method 2020-21	520	532	555

Historical Projections Compared to Actual	Min/Low	Average	Max/High	Proj.	Actual
Nik/Pam Projection for 2019-20	473	500	547	500	554
Hazel Projection for 2019-20	528		535		
Nik/Pam Projection for 2018-19	456	496	535	490	500
Hazel Projection for 2018-19	528		535		
Nik/Pam Projection for 2017-18	463	483	505	470	487
Hazel Projection for 2017-18	500		507		
Nik/Pam Projection for 2016-17	455	499	551	497	473
Hazel Projection for 2016-17	494		501		



## Enrollment Projections -- Forecasting Model

Current School Year:

2019-20

Projection Method Used:

K-3            4 Yr Wt. N-Avg  
4-6            Wt. Ratio 2 Years  
7-9            Wt. Ratio 7 Years  
10-12        Wt. Ratio 4 Years

CURRENT Year's Original Projections: **Fall Seat Count (November 2019)**

Grade	Enroll History		Projection Years				
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	500	554	515	515	515	515	515
Grade 1	497	520	562	517	517	517	517
Grade 2	480	487	510	549	503	503	503
Grade 3	491	490	484	503	542	496	496
Grade 4	482	481	481	475	497	539	501
Grade 5	506	483	479	479	474	496	537
Grade 6	479	513	487	483	483	477	500
Grade 7	503	524	560	529	525	526	518
Grade 8	528	518	530	567	535	532	533
Grade 9	543	537	515	527	563	532	528
Grade 10	543	557	545	527	539	578	548
Grade 11	490	536	550	538	520	533	571
Grade 12	577	499	540	555	543	525	537
<b>Total K-12</b>	<b>6,619</b>	<b>6,699</b>	<b>6,758</b>	<b>6,764</b>	<b>6,756</b>	<b>6,769</b>	<b>6,804</b>
Annual Change K-12			59.00	6.00	(8.00)	13.00	35.00
Cumulative Change K-12			59.00	65.00	57.00	70.00	105.00

CURRENT Year's Original Projections: **EOY Adjusted ADM (November 2019)**

Grade	Actual	Projected	Enrollment Projections				
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Voluntary Pre-K	37.72	37.72	37.72	37.72	37.72	37.72	37.72
Early Childhood (EC)	50.08	50.08	50.08	50.08	50.08	50.08	50.08
Handicapped K	45.22	45.22	45.22	45.22	45.22	45.22	45.22
Kindergarten	455.36	509.42	470.38	470.38	470.38	470.38	470.38
Grade 1	490.46	508.02	559.40	513.14	513.40	513.40	513.40
Grade 2	486.24	488.48	502.79	550.22	503.96	503.96	503.96
Grade 3	494.37	491.30	484.28	495.28	542.71	496.46	496.46
Grade 4	482.95	487.18	485.77	479.07	493.35	543.58	501.27
Grade 5	514.98	502.79	493.00	491.58	484.79	499.25	550.08
Grade 6	483.28	500.28	597.08	487.40	485.99	479.29	493.57
Grade 7	509.81	518.07	543.81	541.95	530.24	528.71	519.67
Grade 8	537.91	522.31	525.05	551.14	549.25	537.39	535.83
Grade 9	542.65	541.64	518.61	521.33	547.23	545.36	533.58
Grade 10	535.28	564.78	549.55	528.57	532.10	558.09	545.52
Grade 11	486.04	506.69	541.12	526.52	506.43	509.81	534.71
Grade 12	600.51	548.98	544.03	581.01	565.33	543.76	547.38
W-ALT	74.06	70.00	70.00	70.00	70.00	70.00	70.00
<b>Total K-12 (no HK, no ALC w/ W-ALT)</b>	<b>6,693.90</b>	<b>6,759.93</b>	<b>6,884.87</b>	<b>6,807.59</b>	<b>6,795.16</b>	<b>6,799.44</b>	<b>6,815.81</b>
<b>Total K-12 (w/ HK, no ALC w/ W-ALT)</b>	<b>6,739.12</b>	<b>6,805.15</b>	<b>6,930.09</b>	<b>6,852.81</b>	<b>6,840.38</b>	<b>6,844.66</b>	<b>6,861.03</b>
<b>Total PK,EC-12 (no ALC w/ W-ALT)</b>	<b>6,826.92</b>	<b>6,892.95</b>	<b>7,017.89</b>	<b>6,940.61</b>	<b>6,928.18</b>	<b>6,932.46</b>	<b>6,948.83</b>
Annual Change K-12		66.03	124.94	(77.28)	(12.43)	4.28	16.37
Cumulative Change K-12		66.03	190.97	113.69	101.26	105.54	121.91
Fall to EOY ADM K-12	74.90	60.93	126.87	43.59	39.16	30.44	11.81
Fall to EOY ADM PK, EC-12 (no ALC w/ W-ALT)	207.92	193.95	259.89	176.61	172.18	163.46	144.83

STAFF COUNTS BY YEAR AND BARGAINING UNIT/CONTRACT TYPE					
	2015-16	2016-17	2017-18	2018-19	2019-20
SUPERINTENDENT	1	1	1	1	1
DIRECTORS/ASST DIRECTORS	8	8	9	10	11
HASA (PRINCIPALS/ASST PRINCIPALS	18	18	18	17	17
ATHLETIC COACHES	170	157	162	171	162
COMMUNITY ED COORD	10	11	8	8	8
COMMUNITY ED PROVIDER	184	182	161	159	175
KIDS&CO/STEPSTONES	185	208	200	210	192
MAINTENANCE/CUSTODIAL	88	89	87	94	92
DISTRICT MANAGERS	5	7	6	7	7
PARAPROFESSIONAL	355	337	323	339	335
SCHOOL NUTRITION	105	114	109	89	103
CLERICAL	119	108	110	113	104
UNAFFILIATED DISTRICT SUPPORT	48	61	77	77	82
HEA (CERTIFIED STAFF)	695	674	662	678	691
TOTAL	1711	1701	1688	1734	1742



# Tax Rate Trends

Hopkins Public Schools Taxable  
Market Value Of Properties  
Last Ten Fiscal Years

Payable Year	(1) Residential Property	(2) Commercial Property	Total Assessed Value	Total Direct School Tax Rate
2010	\$ 7,040,592,200	\$ 2,680,915,100	\$ 9,721,507,300	23.050%
2011	6,532,859,500	2,519,158,100	9,052,017,600	26.456%
2012	6,068,959,262	2,486,074,800	8,555,034,062	29.270%
2013	5,852,199,127	2,521,418,100	8,373,617,227	29.730%
2014	5,853,960,954	2,585,214,200	8,439,175,154	32.358%
2015	6,722,136,651	2,857,098,000	9,579,234,651	30.340%
2016	6,717,731,163	2,858,753,300	9,576,484,463	28.514%
2017	6,987,222,057	3,051,045,950	10,038,268,007	25.611%
2018	7,511,299,258	3,007,028,100	10,518,327,358	29.035%
2019	8,265,407,905	3,060,481,589	11,325,889,494	27.022%

Notes:

- (1) Residential includes single family homes, townhomes and condominiums, and all other property including vacant land, farm, utilities, personal property and railroad property.
- (2) Commercial property above includes both commercial and industrial property.
- (3) Data for the estimated actual value of taxable property was not readily available.

Hopkins Public Schools  
Direct and Overlapping Property Tax Rates  
Last Ten Fiscal Years  
(rate per \$1000 of assessed value)

Fiscal Year Ended June 30,	General Fund Basic Rate	Community Service	General Obligation Debt Service	OPEB	Total Direct School Tax Rate
2010	9.034	1.246	11.861	0.910	23.051
2011	11.539	1.377	12.553	0.984	26.453
2012	11.871	1.453	14.910	1.036	29.270
2013	12.423	1.553	14.677	1.077	29.730
2014	14.970	1.771	12.780	2.837	32.358
2015	13.906	1.423	10.564	4.134	30.027
2016	13.530	1.357	9.547	4.080	28.514
2017	11.121	1.243	9.169	4.078	25.611
2018	13.145	1.361	11.207	3.322	29.035
2019	12.481	1.097	10.291	3.153	27.022

# Debt Service

# Hopkins Public Schools

## Debt Procedures

June 30, 2020

### Debt Procedures and Process

#### Major Steps Followed in the Debt Issuance and/or Refunding Process

1. Our financial consultants are vigilant to monitor our outstanding debt with the current market trends. When a possible opportunity presents itself, they will contact the district.
2. The Director of Business Services works closely with the Superintendent and the School Board to determine if debt should be issued for upcoming construction projects.
3. The Director of Business Services will work with the district's Financial Advisors to determine whether to proceed.
4. If the decision is to proceed, the proposed transaction is then reviewed, and documents are prepared by Bond Counsel.
5. Superintendent and Board are informed and their permission to proceed is requested.
6. A date is set for the bond sale.
7. Market conditions are monitored between the time the bond sale is requested and the sale date.
8. The District's Board approves a formal resolution of the sale.
9. The Director of Business Services notifies appropriate finance staff upon completion of the sale with all pertinent information on the issue including type (i.e. new, refunding, crossover refunding), amount of issue, costs associated with the issue, etc.
10. The Accountant will initiate the electronic transfers to make the debt payments.
11. Appropriate entries are booked into the general ledger by the Accountant and reviewed by the Controller. The School Board also approves the debt payments via monthly approval of electronic transfers.
12. The escrow agent invoices the district for principal and interest payments due, typically twice a year.
13. The district's Controller ensures all debt service payments are issued and forwards appropriate supporting documentation to the Accountant who processes all appropriate entries related to payments are made to the general ledger.

Hopkins Bond Issues Outstanding						
Outstanding For the 2020-2021 Fiscal Year						
Description of Debt	Date Issued	Final Maturity	Principal Interest Rate	Amount of Original Issue	Issue of (Redeemed)	Anticipated Outstanding at 6/30/2021
Alt. Facilities, Series 2011A	Apr-11	Feb-28	4.00%-5.00%	29,410,000	-	29,410,000
Gen. Obligation, Series 2011B	Apr-11	Feb-21	2.00%-3.00%	3,000,000	(3,000,000)	-
Gen. Obligation, Series 2012A	May-12	Feb-22	.45%-1.8%	6,120,000	(5,400,000)	720,000
Alt. Facilities, Series 2013A	May-13	Feb-30	3.00%-3.25%	15,890,000	-	15,890,000
Refunding GO, Series 2013B	May-13	Feb-26	1.5%-4.00%	18,940,000	(9,320,000)	9,620,000
Alt. Facilities, Series 2015A	May-15	Feb-23	2.00%-3.00%	10,120,000	(3,620,000)	6,500,000
Gen. Obligation, Series 2015B	May-15	Feb-30	2.00%-4.00%	4,425,000	(1,310,000)	3,115,000
Gen. Oblig. Rfnd., Series 2015C	Nov-15	Feb-22	4.00%-5.00%	18,305,000	(14,880,000)	3,425,000
Lg.TermFac Maint, Series 2017A	Jan-17	Feb-32	3.00%-4.00%	14,140,000	-	14,140,000
Gen. Obligation, Series 2018A	Feb-18	Feb-34	3.45%	29,030,000	(1,955,000)	27,075,000
Gen. Oblig. Rfnd., Series 2018B	Nov-18	Feb-27	3.25%-5.00%	18,835,000	(1,095,000)	17,740,000
Lg.TermFac Maint, Series 2019A	Mar-19	Feb-35	3.1%	17,895,000	-	17,895,000
Lg.TermFac Maint, Series 2020A	Dec-20	Feb-36	3.00%	15,345,000	-	15,345,000
<b>Total</b>				<b>\$ 201,455,000</b>	<b>\$ (40,580,000)</b>	<b>\$ 160,875,000</b>

Hopkins Public Schools Debt Service Payment Schedule								
Description of Debt	2021	2022	2023	2024	2025	2026	2027-2028	Total
Alt. Facilities, Series 2011A	1,245,850	1,245,850	4,810,850	5,093,250	4,588,650	4,907,850	15,080,700	36,973,000
Gen. Obligation, Series 2011B	345,050	-	-	-	-	-	-	345,050
Gen. Obligation, Series 2012A	734,320	732,960	-	-	-	-	-	1,467,280
Alt. Facilities, Series 2013A	516,425	516,425	516,425	516,425	516,425	516,425	17,701,063	20,799,613
Refunding GO, Series 2013B	2,131,950	2,133,950	2,138,150	2,139,350	2,142,550	2,147,550	-	12,833,500
Alt. Facilities, Series 2015A	3,887,400	4,420,000	2,343,250	-	-	-	-	10,650,650
Gen. Obligation, Series 2015B	345,700	356,000	368,500	387,700	395,700	402,900	1,765,550	4,022,050
Gen. Oblig. Rfnd., Series 2015C	3,570,500	3,562,000	-	-	-	-	-	7,132,500
Lg.TermFac Maint, Series 2017A	533,650	533,650	533,650	533,650	533,650	533,650	16,595,700	19,797,600
Gen. Obligation, Series 2018A	1,712,688	1,782,388	1,811,888	1,436,638	1,447,888	1,449,438	28,027,600	37,668,525
Gen. Oblig. Rfnd., Series 2018B	1,517,788	1,524,788	3,996,788	4,011,788	4,018,038	4,050,538	3,257,538	22,377,263
Lg.TermFac Maint, Series 2019A	555,100	555,100	555,100	555,100	555,100	555,100	21,864,150	25,194,750
Lg.TermFac Maint, Series 2020A	-	212,273	460,350	460,350	460,350	460,350	18,857,925	20,911,598
<b>Total</b>	<b>17,096,420</b>	<b>17,575,383</b>	<b>17,534,950</b>	<b>15,134,250</b>	<b>14,658,350</b>	<b>15,023,800</b>	<b>123,150,225</b>	<b>220,173,378</b>

<i>Hopkins Public Schools Debt Service Principal Schedule</i>								
Description of Debt	2021	2022	2023	2024	2025	2026	2027-2037	Total
Alt. Facilities, Series 2011A	-	-	3,565,000	3,990,000	3,645,000	4,110,000	14,100,000	29,410,000
Gen. Obligation, Series 2011B	335,000	-	-	-	-	-	-	335,000
Gen. Obligation, Series 2012A	710,000	720,000	-	-	-	-	-	1,430,000
Alt. Facilities, Series 2013A	-	-	-	-	-	-	15,890,000	15,890,000
Refunding GO, Series 2013B	1,700,000	1,770,000	1,845,000	1,920,000	2,000,000	2,085,000	-	11,320,000
Alt. Facilities, Series 2015A	3,620,000	4,225,000	2,275,000	-	-	-	-	10,120,000
Gen. Obligation, Series 2015B	235,000	250,000	270,000	300,000	320,000	340,000	1,635,000	3,350,000
Gen. Oblig. Rfnd., Series 2015C	3,270,000	3,425,000	-	-	-	-	-	6,695,000
Lg.Term Fac Maint , Series 2017A	-	-	-	-	-	-	14,140,000	14,140,000
Gen. Obligation, Series 2018A	765,000	850,000	905,000	575,000	615,000	635,000	23,495,000	27,840,000
Gen. Oblig. Rfnd., Series 2018B	660,000	700,000	3,200,000	3,375,000	3,550,000	3,760,000	3,155,000	18,400,000
Lg.Term Fac Maint , Series 2019A	-	-	-	-	-	-	17,895,000	17,895,000
Lg.Term Fac Maint , Series 2020A	-	-	-	-	-	-	15,345,000	15,345,000
<b>Total</b>	<b>11,295,000</b>	<b>11,940,000</b>	<b>12,060,000</b>	<b>10,160,000</b>	<b>10,130,000</b>	<b>10,930,000</b>	<b>105,655,000</b>	<b>172,170,000</b>

<i>Hopkins Public Schools Debt Service Interest Schedule</i>								
Description of Debt	2021	2022	2023	2024	2025	2026	2027-2037	Total
Alt. Facilities, Series 2011A	1,245,850	1,245,850	1,245,850	1,103,250	943,650	797,850	980,700	7,563,000
Gen. Obligation, Series 2011B	10,050	-	-	-	-	-	-	10,050
Gen. Obligation, Series 2012A	24,320	12,960	-	-	-	-	-	37,280
Alt. Facilities, Series 2013A	516,425	516,425	516,425	516,425	516,425	516,425	1,811,063	4,909,613
Refunding GO, Series 2013B	431,950	363,950	293,150	219,350	142,550	62,550	-	1,513,500
Alt. Facilities, Series 2015A	267,400	195,000	68,250	-	-	-	-	530,650
Gen. Obligation, Series 2015B	110,700	106,000	98,500	87,700	75,700	62,900	130,550	672,050
Gen. Oblig. Rfnd., Series 2015C	300,500	137,000	-	-	-	-	-	437,500
Lg.Term Fac Maint , Series 2017A	533,650	533,650	533,650	533,650	533,650	533,650	2,455,700	5,657,600
Gen. Obligation, Series 2018A	947,688	932,388	906,888	861,638	832,888	814,438	4,532,600	9,828,525
Gen. Oblig. Rfnd., Series 2018B	857,788	824,788	796,788	636,788	468,038	290,538	102,538	3,977,263
Lg.Term Fac Maint , Series 2019A	555,100	555,100	555,100	555,100	555,100	555,100	3,969,150	7,299,750
Lg.Term Fac Maint , Series 2020A	-	212,273	460,350	460,350	460,350	460,350	3,512,925	5,566,598
<b>Total</b>	<b>5,801,420</b>	<b>5,635,383</b>	<b>5,474,950</b>	<b>4,974,250</b>	<b>4,528,350</b>	<b>4,093,800</b>	<b>17,495,225</b>	<b>48,003,378</b>

# **Organizational Section**

# **District Mission Statement**





## **District Mission Statement**

Hopkins Public Schools serves the community by welcoming all learners, honoring culture, and inspiring remarkable growth and achievement. Our district is a special place and unique in many ways. We are academically focused, but also human-focused. There is no typical Hopkins student, and we value that diversity. We are a blend of faiths, cultures, and backgrounds, forming a district of individuals with rich stories. Everyone belongs in Hopkins.

# **HPS Strategic Plan (Vision 2031)**

# VISION2031

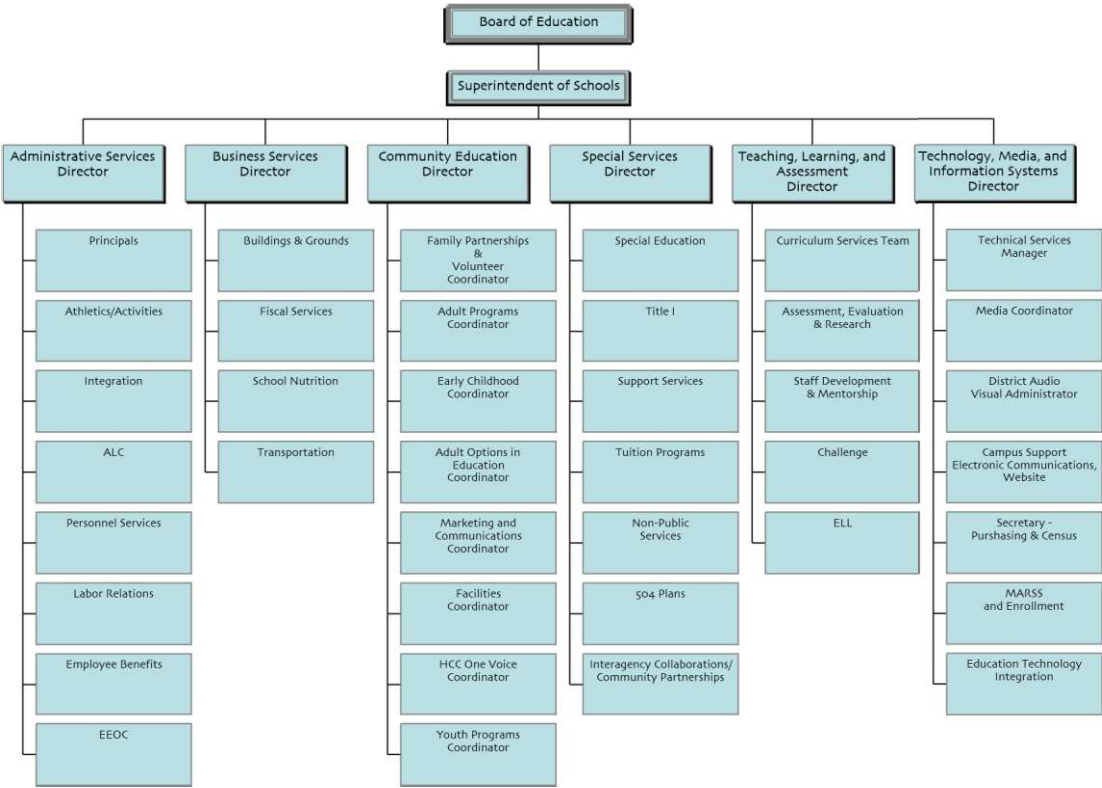
## **Hopkins Public Schools Strategic Plan: Vision 2031**

In our quest to go from Great to World Class, we are embarking on Vision 2031 — a vision of innovation to reimagine Hopkins Public Schools starting from the ground up. Every child in Hopkins deserves a brilliant future, and the future will demand a different type of student. Vision 2031 represents what Hopkins Public Schools will look like in the year 2031.

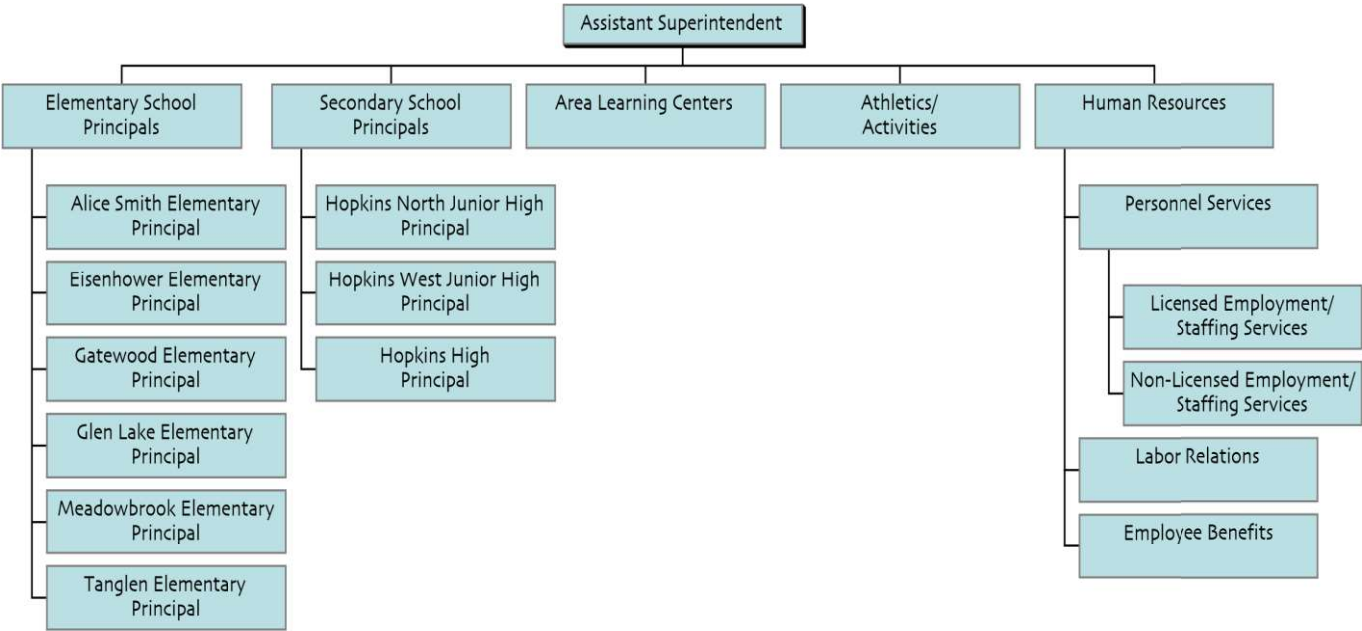
Learn more at: <https://www.hopkinsschools.org/worldclass/vision-2031>

# **District Organizational Chart**

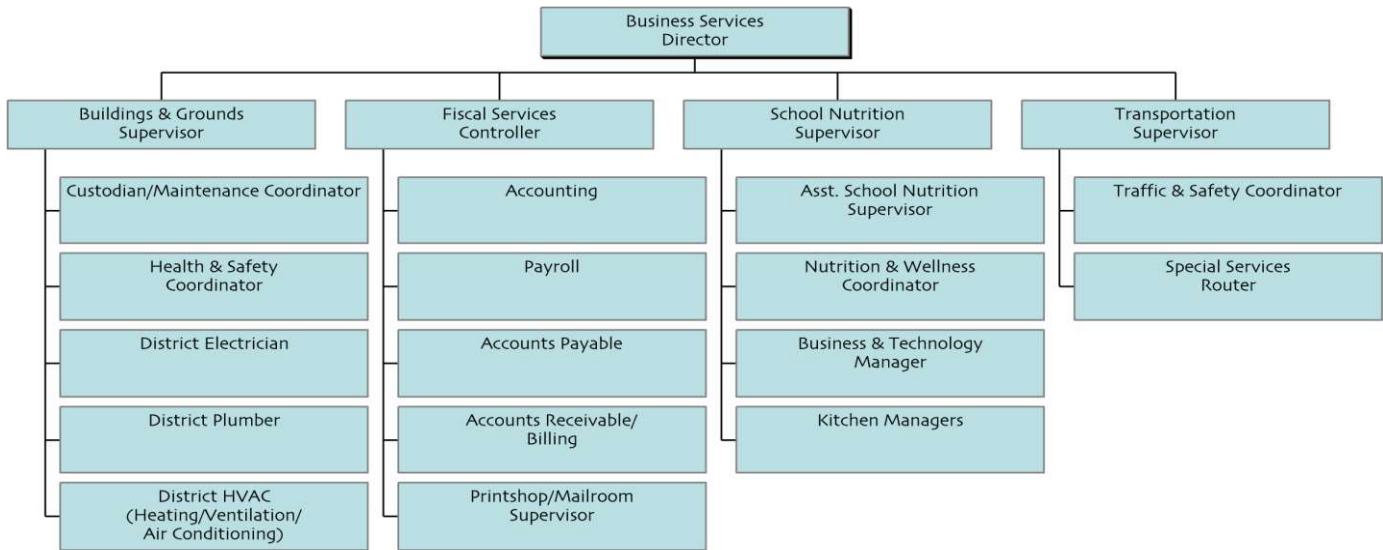
# Hopkins Public Schools Organizational Chart



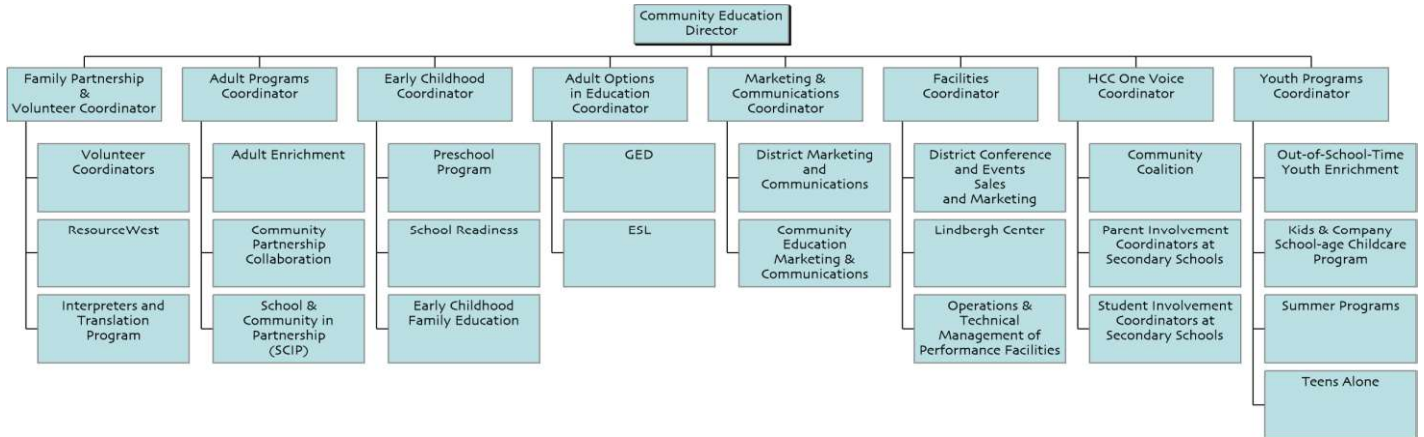
## Administrative Services



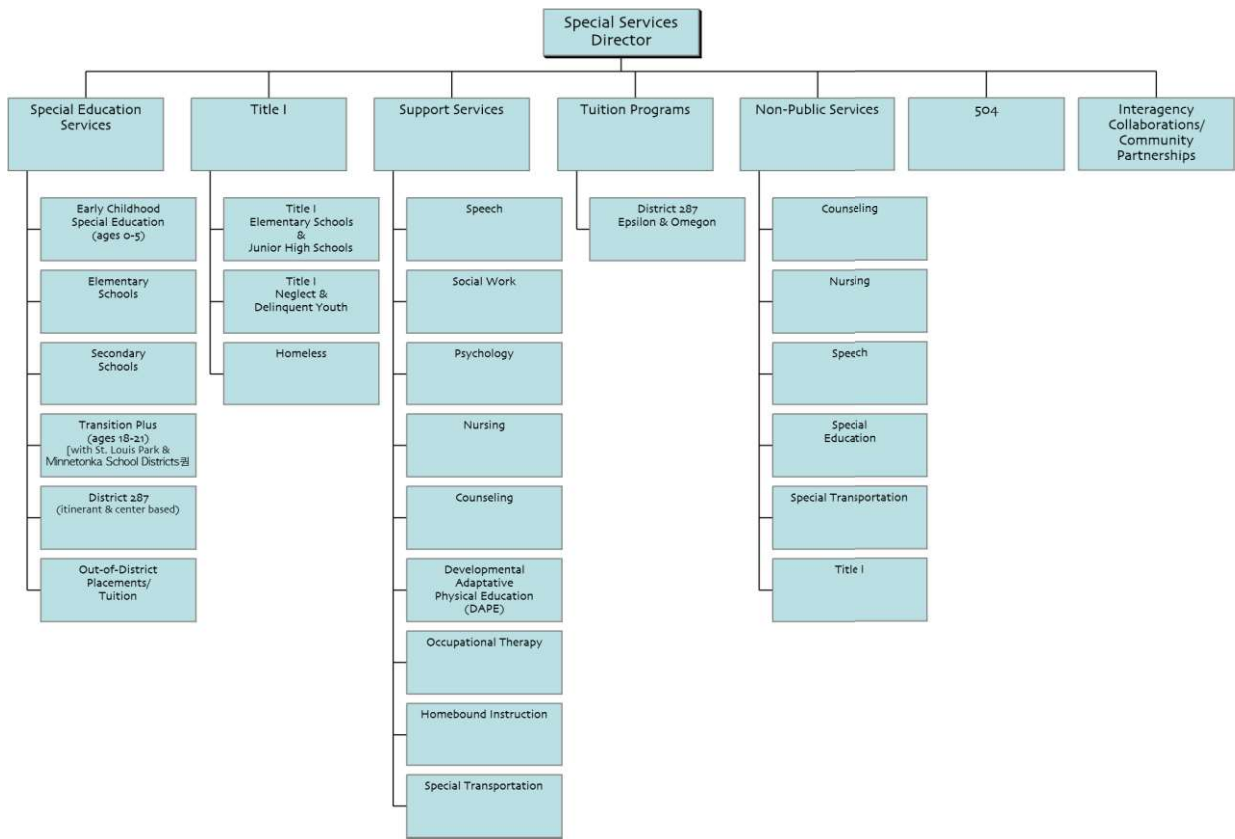
# Business Services



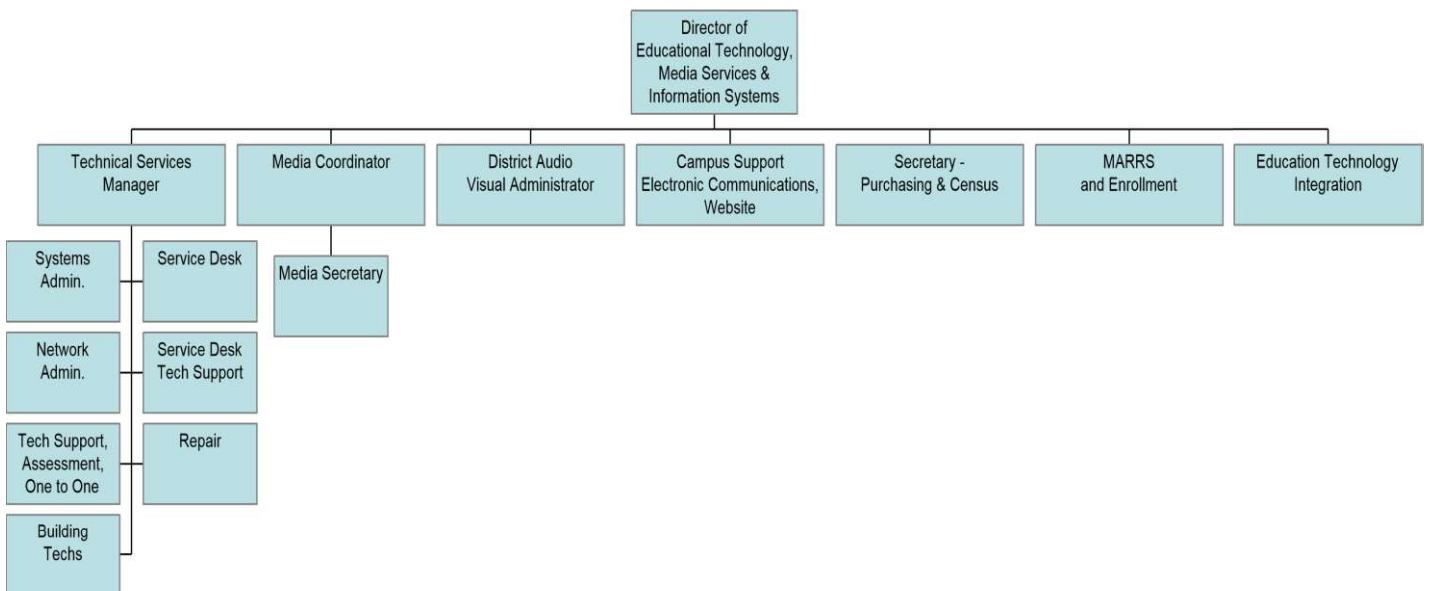
# Community Education



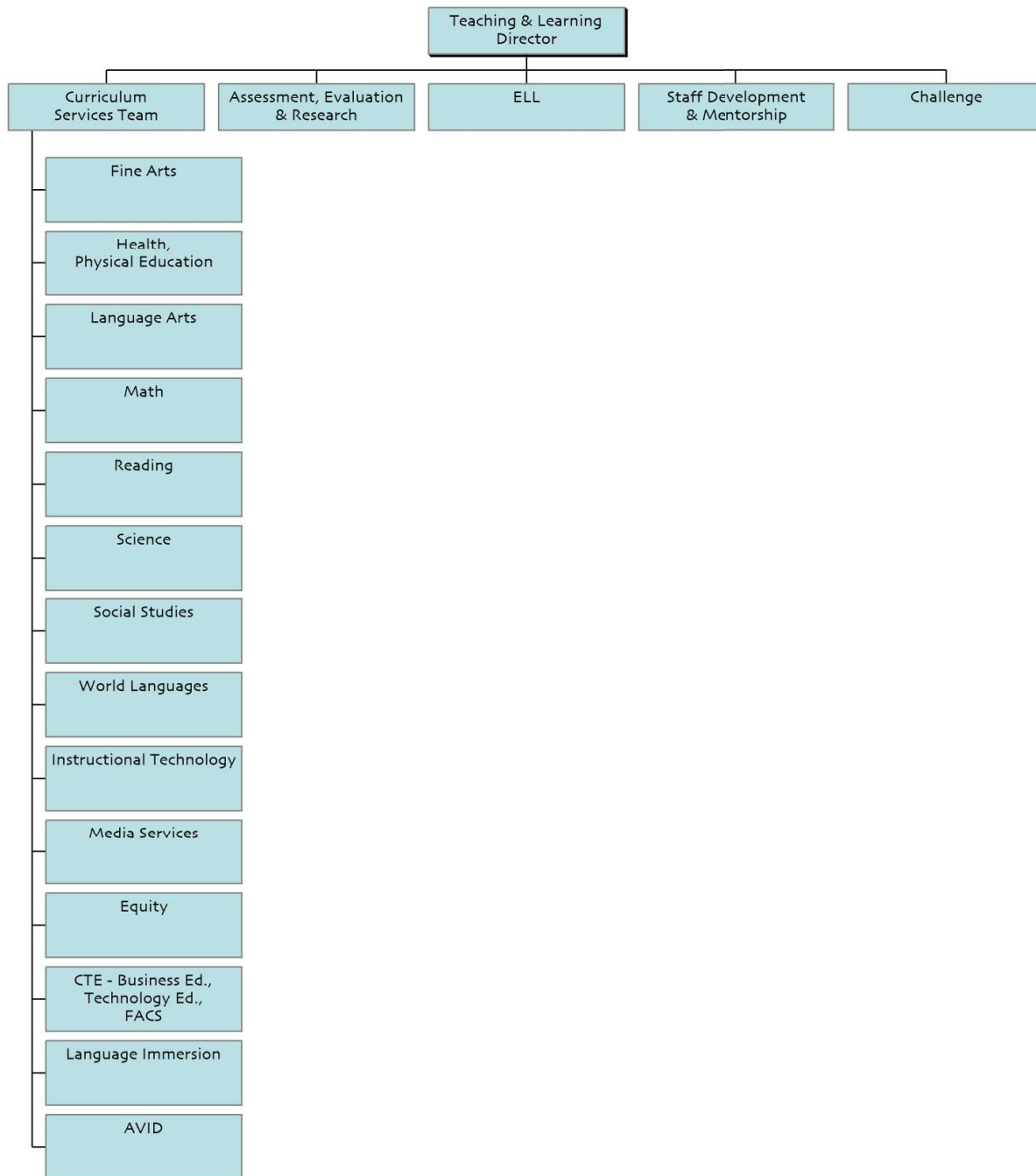
# Special Services



# Technology, Media, and Information Systems



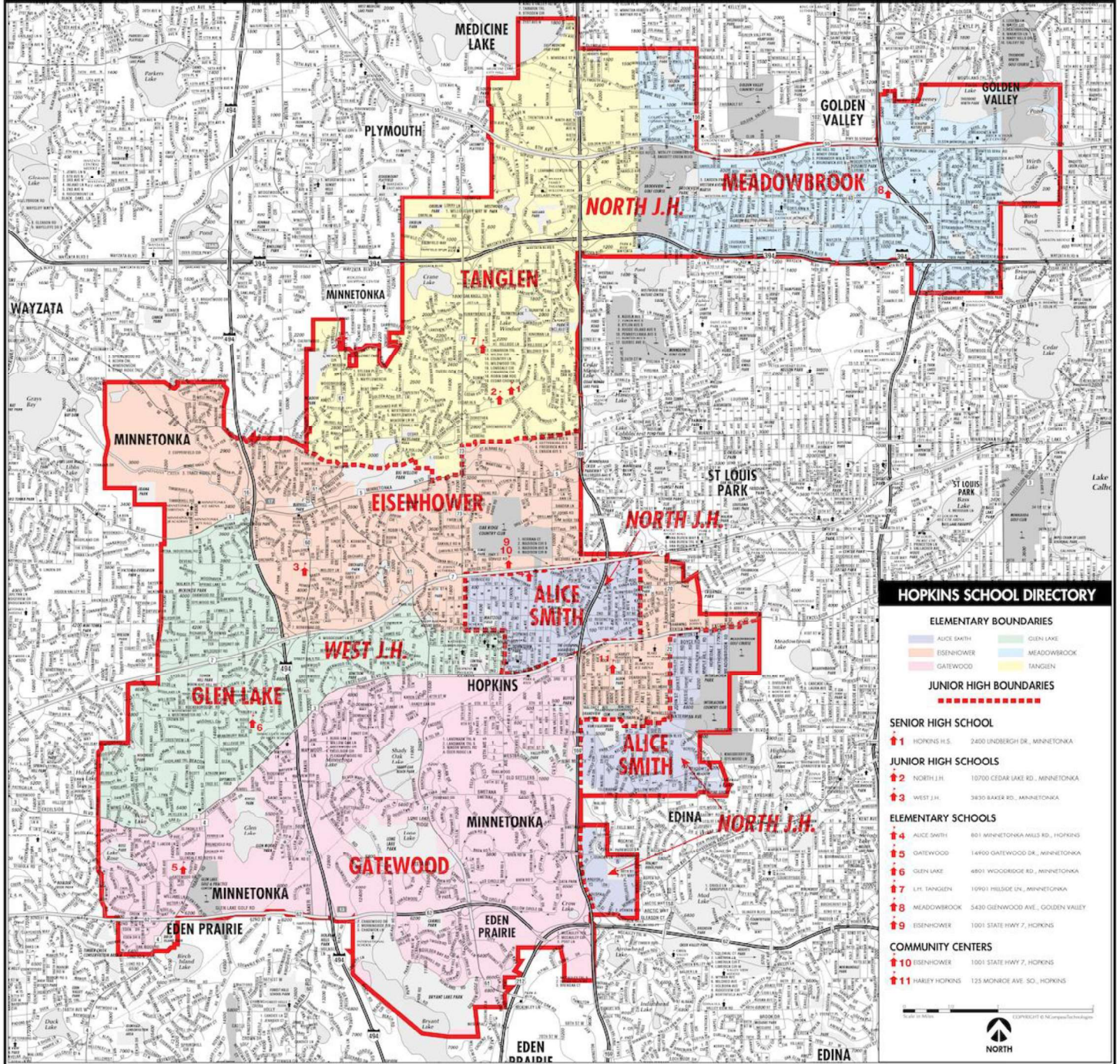
# Teaching, Learning, & Assessment





# **District Boundary Map**

# HOPKINS PUBLIC SCHOOLS



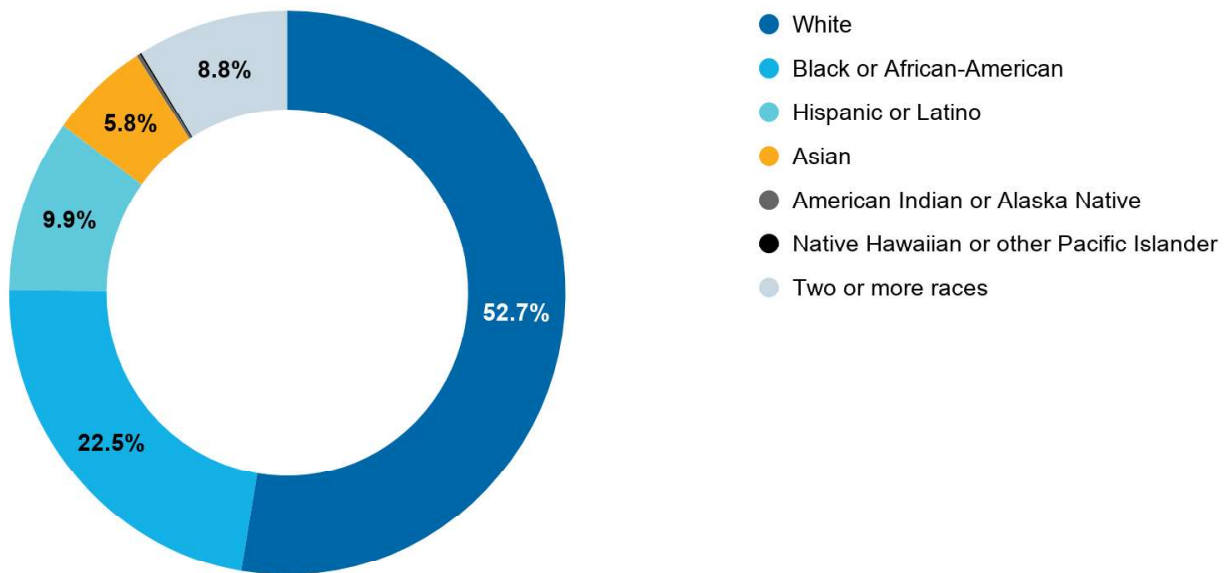
# District Information

## Number of Students

6,974

K-12 Students in the  
Hopkins Public Schools District

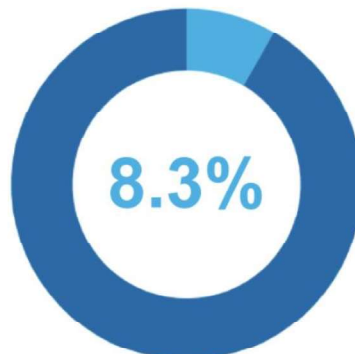
## Student Demographics



## Enrollment



Free/Reduced-Price Meals



English Learners



Special Education

# **Financial and Budget Policies**

**DISTRICT CODE: 701**  
**ESTABLISHMENT AND ADOPTION OF SCHOOL DISTRICT BUDGET**

*Policy reflects Minnesota statute and aligns with other District 270 policies.*

**I. PURPOSE**

The purpose of this policy is to establish lines of authority and procedures for the establishment of the School District's revenue and expenditure budgets.

**II. GENERAL STATEMENT OF POLICY**

The policy of this School District is to establish its revenue and expenditure budgets in accordance with the applicable provisions of law. Budget planning is an integral part of program planning so that the annual budget will effectively express and implement School Board goals and the priorities of the School District.

**III. REQUIREMENT**

- A. The superintendent or such other school official as designated by the superintendent or the School Board must each year prepare preliminary revenue and expenditure budgets for review by the School Board. The preliminary budgets must be accompanied by such written commentary as may be necessary for them to be clearly understood by the members of the School Board and the public. The School Board must review the projected revenues and expenditures for the School District for the next fiscal year and make such adjustments in the expenditure budget as necessary to carry out the education program within the revenues projected.
- B. The School District must maintain separate accounts to identify revenues and expenditures for each building as directed by statute.
- C. Prior to July 1 of each year, the School Board must approve and adopt its initial revenue and expenditure budgets for the next school year. The adopted expenditure budget document must be considered the School Board's expenditure authorization for that school year. No funds may be expended for any purpose in any school year prior to the adoption of the budget document which authorizes that expenditure for that year, or prior to the adoption of an amendment to that budget document by the School Board to authorize that expenditure for that year.

Each year, the School District must publish its adopted revenue and expenditure budgets for the current year, the actual revenues, expenditures,



and fund balances for the prior year, and the projected fund balances for the current year in the form prescribed by the commissioner. Publication of this information must occur within one week of the acceptance of the final audit by the School Board, or November 30, whichever is earlier. A statement must be included in the publication that the complete budget in detail may be inspected by any resident of the School District upon request to the superintendent. A summary of this information and the address of the School District's official website where the information can be found must be published in a newspaper of general circulation in the School District and on the School District's official website. The School District must also publish an announcement in the newspaper that includes the Internet address where the information has been posted. At the same time as this publication, the School District must publish any additional information required by statute.

- D. The Board must review the School District's proposed property tax levy, current budget and the proposed property taxes payable in the following calendar year as directed by statute.
- E. The School District must also post the materials specified in Paragraph III.D. above on the School District's official website, including a link to the School District's school report card on the Minnesota Department of Education's website.

#### **IV. IMPLEMENTATION**

- A. The School Board places the responsibility for administering the adopted budget with the superintendent. The superintendent may delegate duties related thereto to other school officials, but maintains the ultimate responsibility for this function.
- B. The budgeting system will be supported by a program-oriented accounting structure organized and operated on a fund basis as provided for in Minnesota statutes through the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts (UFARS).
- C. The superintendent or the superintendent's designee is authorized to make payments of adopted budgeted claims or salaries prior to School Board approval of the Treasurer's report.
- D. Supplies and capital equipment can be ordered prior to budget adoption only by authority of the School Board. If additional personnel are provided in the proposed budget, actual hiring may not occur until the budget is adopted unless otherwise approved by the School Board. Other funds to be expended in a subsequent school year may not be encumbered prior to budget adoption unless specifically approved by the School Board.

The School District's revenue budget must be amended from time to time during a fiscal year to reflect updated or revised revenue estimates. The superintendent or designee must make recommendations to the School Board for appropriate revisions. If necessary, the School Board must also make necessary revisions in the expenditure budget if it appears that expenditures would otherwise exceed revenues and fund balances.

Adopted: November 2004

Revised: January 24, 2008, May 3, 2012

Reviewed: February 18, 2016



**DISTRICT CODE: 702**  
**FISCAL ACCOUNTING AND REPORTING SYSTEM**

*Policy reflects Minnesota statute and aligns with other District 270 policies.*

**I. PURPOSE**

The purpose of this policy is to adopt the Uniform Financial Accounting and Reporting Standards.

**II. GENERAL STATEMENT OF POLICY**

It is the policy of this School District to comply with the Uniform Financial Accounting and Reporting Standards for Minnesota School Districts.

**III. MAINTENANCE OF BOOKS AND ACCOUNTS**

The School District shall maintain its books and records and do its accounting in compliance with the Uniform Accounting and Reporting Standards for Minnesota School Districts (UFARS) in compliance with applicable state laws and rules relating to reporting of revenues and expenditures.

**IV. PETTY CASH ACCOUNT MANAGEMENT**

- A. Petty cash funds will be established for the purpose of making change or immediate payment of comparatively small amounts of incidental expenditures that are impractical to pay in any other manner and will be managed as directed by statute or sound accounting practices.
- B. Administrative regulations must be in accord with accepted accounting and control practices.

**V. PERMANENT FUND TRANSFERS**

Fund transfers shall be made in compliance with UFARS and all other requirements specified by statute.

**VI. REPORTING**

The School Board shall provide for an annual audit of the books and records of the school district to assure compliance of its records with UFARS. The school district shall also provide for the publication of the financial information specified in Minn. Statutes.

Adopted: November 2004

Revised: February 2, 2008, May 3, 2012

Reviewed: February 18, 2016

## **DISTRICT CODE: 703**

### **ANNUAL AUDIT**

*Policy reflects Minnesota statute and aligns with other District 270 policies.*

#### **I. PURPOSE**

The purpose of this policy is to provide for an annual audit of the books and records of the School District in order to comply with law, to provide a permanent record of the School District's financial position and to provide guidance to the District when correcting errors and discrepancies is necessary.

#### **II. GENERAL STATEMENT OF POLICY**

It is the policy of this School District to comply with all laws relating to the annual audit of the books and records of the School District.

#### **III. REQUIREMENT**

- A. The School Board must hire independent certified public accountants to audit, examine and report findings from the books and records of the School District. The School Board may enter into a contract with a person or firm to provide the agreed upon services.
- B. After the close of each fiscal year, the books, records and accounts of the School District must be audited by said independent certified public accountants in accordance with applicable standards, timelines and legal requirements. The superintendent and members of the administration must cooperate with the auditors.
- C. The School District must, prior to September 15 of each year, submit unaudited financial data for the preceding year to the Commissioner of the Department of Education (the Commissioner) on forms prescribed by the Commissioner. The report must also include those items required by Minn. Stat.
- D. The School District must, prior to November 30 of each year, provide, to the Commissioner audited financial data for the preceding fiscal year. The School District must, prior to December 31 of each year, provide to the Commissioner and the State Auditor an audited financial statement in a form that will allow comparison with and correction of material differences in the unaudited data. The audited financial statement must also provide a statement of assurance pertaining to compliance with uniform financial accounting and reporting standards and a copy of the management letter

submitted to the School District by its auditor.

- E. The audit must be conducted in compliance with generally accepted governmental auditing standards, the Federal Single Audit Act and the Minnesota Legal Compliance Guide issued by the Office of the State Auditor.
- F. The School Board must approve the audit report by resolution or require a further or amended report for future Board approval.
- G. The administration must report to the School Board regarding any actions necessary to correct any deficiencies or exceptions noted in the audit.
- H. The accounts and records of the School District must also be subject to audit and inspection by the State Auditor to the extent provided in Minn. Stat.
- I. In addition to the previous requirements, the School Board will also establish a Board Audit Committee. The Board Audit Committee will serve as an internal control practice to ensure sound School District fiscal practices are maintained.

Adopted: January 5, 1967

Revised: April 25, 1985; November 2004; February 21, 2008, May 3, 2012, February 18, 2016

**DISTRICT CODE: 705**  
**DEPOSITORY OF FUNDS AND INVESTMENTS**

*Policy reflects Minnesota statute and aligns with other District 270 policies.*

**I. PURPOSE**

The purpose of this policy is to establish guidelines for revenue generation, revenue management and the investment of School District funds.

**II. GENERAL STATEMENT OF POLICY**

The Board will designate and approve certain legally permissible financial institutions as depositories for District funds. A depository must be capable of furnishing any of the kinds of temporary investments permitted by statute.

**III. SCOPE**

This policy applies to all investments of the surplus funds of the School District, regardless of the fund accounts in which they are maintained, unless certain investments are specifically exempted by the School Board through formal action.

**IV. OBJECTIVES**

- A. The funds of the School District must be deposited or invested in accordance with this policy, and any other applicable law or written governmental agency administrative procedures.
- B. The primary criteria for the investment of the funds of the School District, in priority order, are as follows:
  - 1. Safety and Security. Safety of principal is the first priority. The investments of the School District will be undertaken in a manner that seeks to ensure the preservation of the capital in the overall investment portfolio.
  - 2. Liquidity. The funds will be invested to assure that funds are available to meet immediate payment requirements, including payroll, accounts payable and debt service.
  - 3. Return and Yield. The investments will be managed in a manner to attain a market rate of return through various economic and budgetary cycles, while preserving and protecting the capital in the investment

portfolio and taking into account constraints on risk and cash flow requirements.

## **V. DELEGATION OF AUTHORITY**

- A. The director of Business Services is designated as the investment officer of the School District and is responsible for investment decisions and activities under the direction of the School Board. The investment officer will operate the School District's investment program consistent with this policy. The investment officer may delegate certain duties to a designee or designees, but will remain responsible for the operation of the program.

- B. Officials and Employees

All officials and employees that are a part of the investment process will act professionally and responsibly as custodians of the public trust, and will refrain from personal business activity that could conflict with the investment program or which could reasonably cause others to question the process and integrity of the investment program. The investment officer will avoid any transaction that could impair public confidence in the School District.

- C. Standard of Conduct

The standard of conduct regarding School District investments to be applied by the investment officer will be the "prudent person standard." Under this standard, the investment officer will exercise that degree of judgment and care, under the circumstances then prevailing, that persons of prudence, discretion and intelligence would exercise in the management of their own affairs, investing not for speculation and considering the probable safety of their capital as well as the probable investment return to be derived from their assets. The prudent person standard must be applied in the context of managing the overall investment portfolio of the School District. The investment officer, acting in accordance with this policy and exercising due diligence, judgment and care commensurate with the risk, will not be held personally responsible for a specific security's performance or for market price changes.

Deviations from expectations must be reported in a timely manner and appropriate actions must be taken to control adverse developments.

## **VI. QUALIFIED INSTITUTIONS AND BROKER-DEALERS**

- A. The School District must maintain a list of the financial institutions that are approved for investment purposes.
- B. Prior to completing an initial transaction with a broker, the School District will

- provide to the broker a written statement of investment restrictions that will include a provision that all future investments are to be made in accordance with Minnesota statutes governing the investment of public funds. The broker must annually acknowledge receipt of the statement of investment restrictions and agree to handle the School District's account in accordance with these restrictions. The School District may not enter into a transaction with a broker until the broker has provided this annual written agreement to the School District. The notification form to be used will be the State Auditor's form. A copy of this investment policy, including any amendments thereto, must be provided to each authorized broker.
- C. Any financial institution authorized to do business in Minnesota and can legally provide for investments so permitted by statute may be designated a depository of District funds by the School Board. Such designation must take place at the organizational meeting. However, the Board may, from time to time, designate additional depositories, or remove such designation.
  - D. Those financial institutions in other states and which provide any of the same investments as those that can be provided by Minnesota institutions may also be designated depositories.

## **VII. DEPOSITORIES**

The School District and the depository will each comply with the provisions of Minnesota statute and any other applicable law, including any provisions relating to designation of a depository, qualifying institutions, depository bonds, and approval, deposit, assignment, substitution, addition and withdrawal of collateral.

### **Depository of Funds**

- A. The Board may either directly designate a given financial institution as a depository or may indirectly so designate by accepting as depositories those legally authorized institutions which may, from time to time, be utilized by an investment placement service, of which the Board has approved, such as the Minnesota School District Liquid Asset Fund PLUS (MSDLAF). The District must have the right to request the removal of any depository from the list of those so approved.
- B. The School District will minimize deposit Custodial Credit Risk, which is the risk of loss of failure of the depository bank (or credit union), by obtaining collateral or bond for all uninsured amounts on deposit, and by obtaining necessary documentation to show compliance with state law and a perfected security interest under federal law.
- C. The District must not invest in any institution which, at the time of investment,

is in a negative net worth position.

- D. Depositories must furnish confirmation documents within seven (7) business days of investment, to include copies of any CD, safekeeping receipts, and/or wire transfer confirmations.
- E. Depositories must provide the District with financial reports as may be deemed necessary or appropriate.
- F. Authorized financial institutions must agree to all terms and conditions herein stated prior to being designated a depository.
- G. Upon approval by the Board, the District may invest surplus funds in those depositories in such instruments as appropriate to circumstances and as authorized by statute.

## **VIII. COMPETITIVE SELECTION OF INVESTMENT INSTRUMENTS**

### **A. Permissible Investment Instruments**

The School District may invest its available funds in those instruments specified by Minnesota statute as these sections may be amended from time to time, or any other law governing the investment of School District funds.

- B. Before the School District invests any surplus funds in a specific investment instrument, a competitive bid or quotation process must be utilized. If a specific maturity date is required, either for cash flow purposes or for conformance to maturity guidelines, quotations or bids must be requested for instruments that meet the maturity requirement. If no specific maturity is required, a market trend analysis, which includes a yield curve, will normally be used to determine which maturities would be most advantageous. Quotations or bids will be requested for various options with regard to term and instrument. The School District will accept the quotation or bid which provides the highest rate of return within the maturity required and within the limits of this policy. Generally all quotations or bids will be computed on a consistent basis, i.e., a 360-day or a 365-day yield. Records will be kept of the quotations or bids received, the quotations or bids accepted and a brief explanation of the decision that was made regarding the investment. If the School District contracts with an investment advisor, bids are not required in those circumstances specified in the contract with the advisor.

## **IX. INVESTMENT OF DISTRICT FUNDS**

- A. Those investments are allowable which are specified by statute or as amended, in accordance with the statutes for deposit and security

provisions.

- B. Those institutions with which the District will make repurchase agreements shall be required to sign the Public Securities Association Master Repurchase Agreement prior to placement of funds. A Federal Reserve Collateral Account will be established for the safekeeping of securities pledged for repurchase agreements.
- C. The District will attempt, as far as possible, to secure investments which are insured or registered or for which the securities are held by the District or its agent in the District's name.
- D. A minimum of two financial institutions will be solicited for quotations prior to any investment of District funds.
- E. At no time shall more than 25% of the total portfolio be invested in repurchase agreements.
- F. The assets of an other postemployment benefits (OPEB) trust or trust account established pursuant to Minn. Stat. to pay postemployment benefits to employees or officers after their termination of service, with a trust administrator other than the Public Employees Retirement Association, may be invested in instruments authorized under Minn. Stat.. Investment of funds in an OPEB trust account under Minn. Stat., as well as the overall asset allocation strategy for OPEB investments, must be governed by an OPEB Investment Policy Statement (IPS) developed between the investment officer, as designated here in, and the trust administrator.

## **X. SAFEKEEPING AND COLLATERALIZATION**

- A. All investment securities purchased by the School District will be held in third-party safekeeping by an institution designated as custodial agent. The custodial agent may be any federal reserve bank, any bank authorized under the laws of the United States or any state to exercise corporate trust powers, a primary reporting dealer in United States Government securities to the Federal Reserve Bank of New York, or a securities broker-dealer defined by statute. The institution or dealer must issue a safekeeping receipt to the School District listing the specific instrument, the name of the issuer, the name in which the security is held, the rate, the maturity, serial numbers and other distinguishing marks, and other pertinent information.
- B. The School District will eliminate investment Custodial Credit Risk by permitting brokers that obtained investments for the School District to hold them only to the extent there is SIPC and excess SIPC coverage available. Securities purchased that exceed available SIPC coverage's must be transferred to the School District's custodian.



- C. Deposit-type securities will be collateralized as required by Minnesota statute for any amount exceeding federal deposit coverage.
- D. Repurchase agreements will be secured by the physical delivery or transfer against payment of the collateral securities to a third party or custodial agent for safekeeping. The School District may accept a safekeeping receipt instead of requiring physical delivery or third-party safekeeping of collateral on overnight repurchase agreements of less than \$1,000,000.
- E. The District will not deposit funds that are at any time uninsured or under collateralized.
- F. Substitutions of collateral will be permitted, but will not lessen the collateralization requirements.
- G. Releases of collateral may be made only with the approval of the Treasurer or clerk of the School Board.

## **XI. MONITORING AND ADJUSTING INVESTMENTS**

The investment officer must routinely monitor existing investments and the contents of the School District's investment portfolio, the available markets and the relative value of competing investment instruments.

## **XII. INTERNAL CONTROLS**

The investment officer will establish a system of internal controls that will be documented in writing. The internal controls must be reviewed by the School Board and will be annually reviewed for compliance by the School District's independent auditors and the Board Audit Committee. The internal controls must be designed to prevent and control losses of public funds due to fraud, error, misrepresentation, unanticipated market changes or imprudent actions by officers, employees or others. The internal controls may include, but are not limited to, provisions relating to controlling collusion, separating functions, separating transaction authority from accounting and record keeping, custodial safekeeping, avoiding bearer form securities, clearly delegating authority to applicable staff members, limiting securities losses and remedial action, confirming telephone transactions in writing, supervising and controlling employee actions, minimizing the number of authorized investment officials, and documenting transactions and strategies.

## **XIII. PORTFOLIO DIVERSIFICATION: MATURITIES**

- A. Limitations on instruments, diversification and maturity scheduling will depend on whether the funds being invested are considered short-term or

- long-term funds. All funds will normally be considered short-term except those reserved for building construction projects or specific future projects and any unreserved funds used to provide financial-related managerial flexibility for future fiscal years.
- B. The School District must diversify its investments to avoid incurring unreasonable risks inherent in over-investing in specific instruments, individual financial institutions or maturities.
  - C. The investment officer will prepare and present a report to the School Board for review and approval. The report will specify the maximum percentage of the School District's investment portfolio that may be invested in a single type of investment instrument, such as U.S. Treasury Obligations, certificates of deposit, repurchase agreements, banker's acceptances, commercial paper, etc.
  - D. Investment maturities will be scheduled to coincide with projected School District cash flow needs, taking into account large routine or scheduled expenditures, as well as anticipated receipt dates of anticipated revenues. Maturities for short-term and long-term investments will be timed according to anticipated need. Within these parameters, portfolio maturities will be staggered to avoid undue concentration of assets and a specific maturity sector. The maturities selected will provide for stability of income and reasonable liquidity.

#### **XIV. REPORTING REQUIREMENTS**

- A. The investment officer will generate transaction reports for management purposes. In addition, the School Board will be provided a monthly report that will include data on investment instruments being held as well as any narrative necessary for clarification.
- B. The report shall also summarize changes in investment instruments and asset allocation strategy approved by the investment officer for an OPEB trust in the most recent quarter.
- C. Within ninety (90) days after the end of each fiscal year of the School District, the investment officer will prepare and submit to the School Board a comprehensive annual report on the investment program and investment activity of the School District for that fiscal year.
- D. If necessary, the investment officer will establish systems and procedures to comply with applicable federal laws and regulations governing the investment of bond proceeds and funds in a debt service account for a bond issue. The record keeping system must be reviewed annually by the independent auditor or by another party contracted or designated to review investments for arbitrage rebate or penalty calculation purposes.

## **XV. ELECTRONIC FUNDS TRANSFERS**

- A. The District will comply with the provisions of statute, as amended, with respect to electronic funds transfers.
- B. The District will make use of electronic funds transfers and depository transfer check plans to the greatest extent possible to maximize interest revenues and to minimize excess cash balances at the same time minimizing accounting and asset management costs.

Adopted: April 25, 1985

Revised: January 17, 1991; May 18, 1995; November 2004; February 7, 2008, May 3, 2012

Reviewed: February 18, 2016

**DISTRICT CODE: 714**  
**FINANCIAL MANAGEMENT GOALS:**  
**UNASSIGNED FUND BALANCE**

*Policy reflects Minnesota statute and aligns with other District 270 policies.*

**I. PURPOSE**

The purpose of this policy is to establish the terms and maintenance of the general fund's unassigned fund balance, to create new fund balance classifications, to allow for more useful fund balance reporting, and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

**II. GENERAL STATEMENT OF POLICY**

An unassigned fund balance is an important unobligated cushion that allows the District to maintain financial and program stability and flexibility. An unassigned fund balance also provides a necessary cushion to cover anticipated normal operating cash flow deficits. In addition, it provides a necessary cushion for unanticipated budget revenue and expenditure variances. Since the District has little opportunity to make sufficient budget adjustments affecting a current year, the unassigned fund balance should provide a cushion to cover the possible variances during the current and subsequent budget year.

The policy of this School District is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

**III. DEFINITIONS**

A. "Assigned" fund balance amounts are comprised of unrestricted funds constrained by the School District's intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the School District's intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.

B. "Committed" fund balance amounts are comprised of unrestricted funds

used for specific purposes pursuant to constraints imposed by formal action of the School Board and that remain binding unless removed by the School Board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.

- C. “Enabling legislation” means legislation that authorizes a School District to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.
- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a School District fund.
- E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.

“Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

#### **IV. CLASSIFICATION OF FUND BALANCES**

The School District must classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

#### **V. MINIMUM FUND BALANCE**

The School District will maintain a minimum unassigned general fund balance of 6 percent of the annual budget.

The unassigned fund balance is differentiated into a “cash-flow reserve” and a “contingency reserve.”

A “cash flow reserve” threshold of 6% as a minimum unassigned fund balance must be established to ensure that the District has the time and flexibility to correct revenue and expenditure fluctuations and does not place the District in jeopardy of dropping into a negative unassigned fund balance positions. A 6% minimum “cash flow reserve” fund balance also allow the Board to minimize short-term borrowing and to reduce related interest expense.

Accordingly, the administration must plan and manage annual revenue and expenditure budgets that provide for a general fund unassigned fund balance of no less than a “cash flow reserve” of 6% of annual expenditures.

Actual amounts above 6% will be considered a “contingency reserve”. “Contingency reserves” should be used for the following specific purposes:

- to allow for the time and flexibility to correct for the revenue and expense fluctuations as noted above
- to protect the system in cases of sudden shortfalls in revenue (e.g., unforeseen shortfall in enrollment or reduction in state appropriation within the current biennium)
- to cover unanticipated expenses (e.g., one-time legal fees, major disasters, unanticipated increases in utility costs)
- to provide for extraordinary one-time investments

If the “contingency reserve “ is determined to be utilized for a specific purpose in a given budget year other than using the contingency amounts to assist with general budget fluctuations, plans for the reserve must be included in Board deliberations.

## **VI. ORDER OF RESOURCE USE**

If resources from more than one fund balance classification could be spent, the School District will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

## **VII. COMMITTING FUND BALANCE**

A majority vote of the School Board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the Board.

## **VIII. ASSIGNING FUND BALANCE**

The School Board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. The Board also delegates the power to assign fund balances to the following: Superintendent and Director of Business Services. Assignments so made shall be reported to the School Board on an annual basis, either separately or as part of ongoing reporting by the assigning party if other than the School Board.

An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

## **IX. REVIEW**

The School Board will conduct an annual review of the sufficiency of the minimum unassigned general fund balance level.

## **X. MONITORING AND LONG-TERM OVERSIGHT**

If the fiscal planning model, at the time of preliminary budget approval, shows a general fund unassigned fund balance "cash flow reserve" that falls below 6% within the three - year planning cycle, the administration will notify the Board in writing of the need to take the appropriate financial steps to return the reserve balance to 6% in order to ensure long- term fiscal stability.

Adopted: March 2, 1989

Revised: November 2004; February 15, 2007, May 21, 2009, May 19, 2011, May 3, 2011, April 12, 2012

Reviewed: March 3, 2016

## **DISTRICT CODE: 752 PURCHASING**

***Policy reflects Minnesota statute and aligns with other District 270 policies***

All purchases for Independent School District 270 will conform to applicable Minnesota Statutes relating to bidding, contracting, and purchasing.

The requirements of Minnesota Statutes will be extended to require that two or more written quotations be secured where the estimated per unit or accumulated item cost exceeds \$25,000, except as follows:

- a. Purchase of perishable food items, except milk, for school lunches, and instructional courses.
- b. Emergency items where delay could have adverse consequences to the physical plant, the instructional program, or students and other personnel on the premises.

The District will purchase from a successful bidder or quoter those items for which the bid or quote was made, and from no other, provided the bid or quote does not change.

To establish and monitor compliance with applicable laws, policies, generally accepted accounting principles, and sound business practices, the business office shall institute necessary and appropriate forms, procedures, and systems for District-wide application.

The Board will cooperate with the school districts, intermediate units, and governmental groups in joint purchasing for educational purposes. The District will take advantage of cooperative purchasing arrangements whenever such buying appears to be to the benefit of the District.

Adopted: January 22, 1970

Revised: April 25, 1985; May 18, 1995, February 19, 2009, March 5, 2015

Reviewed: March 3, 2016

**Regulations begin on next page**



## **DISTRICT CODE: 752 - REGULATIONS PURCHASING**

The following purchasing regulations are designed to provide guidelines for the purchase and disposal of supplies, materials, and equipment. Certain procedures or limitations are necessary in the purchasing process for both legal and administrative reasons. The limitations outlined below are intended as the minimal limitations in an effort to achieve the purchasing goal of the most prudent and efficient use of all District funds. Efforts should be made beyond these limitations to assure that each individual transaction reflects and protects the integrity of Independent School District 270 and the individual.

- A. No purchases are to be made or orders placed without first submitting the proper requisition form and obtaining a purchase order number from the business office. Requisitions are to be originated or signed by the principal except in operating, maintenance, business, and administrative services where department heads may create requisitions.
- B. Purchasing may be done directly without purchase orders in these instances only:
  - 1. Purchase of food for home economic classes.
  - 2. Purchases of non-sealed bid food items for the food service program.
- C. The following additional limitations will be administered by the Business Office and shall govern School District purchasing:
  - 1. Contracts over \$175,000

Formal sealed bids are required by statute for all items or accumulation of items estimated to exceed \$175,000 except those items excluded by law and attorney general's opinion. Impractical items are those that meet one or more of the following criteria:

- a. Availability from only one vendor.
- b. Time delay could cause physical damage to a building.
- c. Time delay could cause adverse effect on the instructional program.
- d. Order required compatibility to existing equipment, furnishings or construction.

If the value of the equipment or materials is estimated to exceed \$175,000, sealed bids shall be solicited by two weeks' published notice in the official newspaper or as directed by current statute. This notice shall state the time and place of receiving bids and contain a brief description of the subject matter.

The purchase shall be awarded to the highest responsible bidder, be duly thexecuted in writing, and be otherwise conditioned as required by law.

A record shall be kept of all bids, with names of bidders and amounts of bids, and an indication of the successful bid. A bid containing an alteration or erasure of any price contained in the bid which is used in determining the highest responsible bid shall be rejected unless the alteration or erasure is corrected by being crossed out and the correction printed in ink or typewritten adjacent thereto and initialed in ink by the person signing the bid.

In the case of identical high bids from two or more bidders, the School Board may, at its discretion, utilize negotiated procurement methods with the tied high bidders so long as the price paid does not go below the high tied bid price. In the case where only a single bid is received, the School board may, at its discretion, negotiate a mutually agreeable contract with the bidder so long as the price paid does not fall below the original bid. If no satisfactory bid is received, the Board may readvertise.

All bids obtained shall be kept on file for a period of at least one year after their receipt. Every contract made without compliance with the foregoing provisions shall be void.

Data submitted by a business to a school in response to a request for bids are private until opened. Once opened, the name of the bidder and the dollar amount specified become public; all other data are private until completion of the selection process, meaning the school has completed its evaluation and ranked the responses. After completion of the selection process, all data submitted by all bidders are public except trade secret data. If all responses are rejected prior to completion of the selection process, all data remain private, except the name of the bidder and the dollar amount specified which were made public at the bid opening for one year from the proposed opening date or until re-solicitation results in completion of the selection process or until a determination is made to abandon the purchase, whichever occurs sooner, at which point the remaining data becomes public.

2. Contracts from \$25,000 and \$174,999.

For items or accumulation of items estimated between \$25,000 to \$174,999, the contract may be made either upon sealed bids or by direct negotiation, by obtaining two or more written quotations. All quotations obtained shall be kept on file for a period of at least one year after receipt thereof.

3. Contracts less than \$25,000

If the amount of the contract is estimated to be less than \$25,000, the contract may be made either by quotations or in the open market, but if practicable shall be based on at least two quotations which shall be kept on file for at least one year. In cases of reorder, a previous quote will be sufficient to meet the requirements of this Policy, provided the quote is less than six months old.

In cases where annual bids for supplies and equipment have been secured, the vendor whose bid has been accepted shall receive all reorders during the year, provided that the bid price is maintained. In cases where the vendor cannot supply at

the bid price, the purchase will be treated as a new transaction, with limitations 1-3 applicable.

There will be no telephone quotations except in the case of urgency.

#### Disposition of Obsolete Equipment

The District may contract to sell supplies, materials, and equipment which is surplus, obsolete or unused through an electronic selling process in which purchasers compete to purchase the supplies, materials or equipment at the highest purchase price in an open and interactive environment. See Policy 802, Disposition of Equipment and Materials.

The superintendent shall be authorized to properly dispose of used books, material, and equipment deemed to have little or no value.

No officer or employee of the District shall sell or procure for sale or possess or control sale to any other officer or employee of the District any property or materials owned by the School District unless the property and materials are not needed for public purposes and are sold to the school district employees after reasonable public notice.

# Financial Section

# Fund Structure

# Fund Structure

Hopkins Public Schools uses the account code structure for funds as defined in the Minnesota Department of Education's Uniform Financial Accounting and Reporting Standards (UFARS) manual.

## Chapter 1 – Fund Dimension

The Governmental Accounting Standards Board's (GASB) Codification of Governmental Accounting and Financial Reporting Standards, Section 1300, defines a fund as:

A fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.

Funds are established in the Uniform Financial Accounting and Reporting Standards (UFARS) in accordance with statutory requirements and Generally Accepted Accounting Principles (GAAP). Transfers between funds are allowed only as specified in Minnesota Statutes, sections 123B.79 and 123B.80. In general, revenues may be transferred from the General Fund to any operating fund only to eliminate a deficit. Such a transfer requires school board action.

Under Minnesota Laws 2011, First Special Session, Chapter 11, Article 5, Section 11 as amended by Laws 2012, Chapter 239, Article 1, Section 31, temporary authority was granted for FY 2014 through FY 2015 to request and receive commissioner approval of a Permanent Fund Transfer. Refer to Source Code 651 and Object Code 911 for further guidance.

For state UFARS accounting and reporting, the funds and account groups are divided into categories and are numbered as listed below. Neither an appropriate reclassification, chargeback nor an allocation of expenditures is considered to be a fund transfer.

## Funds and Account Groups

### Operating Funds

- 01 General Fund
- 02 Food Service Fund
- 04 Community Service Fund

### Non-Operating Funds

- 06 Building Construction Fund
- 07 Debt Service Fund
- 47 Post-Employment Benefits Debt Service Fund

### Fiduciary Funds

- 08 Trust Fund
- 09 Agency Fund
- 45 Post-Employment Benefits Irrevocable Trust Fund

## Proprietary Funds

- 20 Internal Service Fund
- 25 Post-Employment Benefits Revocable Trust Fund
- 98 General Fixed Assets Group
- 99 General Long-Term Debt Group

## Code Title and Definition

- 01 General Fund

## Overview

The General Fund is used to account for all revenues and expenditures of the school district not accounted for elsewhere. The General Fund is used to account for educational activities, district instructional and student support programs, expenditures for the superintendent, district administration, normal operations and maintenance, pupil transportation, capital expenditures, and legal school district expenditures not specifically designated to be accounted for in any other fund. A district may use General Fund balances for capital purposes except when the requirements for a specific categorical revenue state that it may not be used for capital purchases.

The General Fund is used to show the financial activities of a school district's pupil transportation program; however, chargebacks must be made against other operating funds when appropriate.

Revenue for operating capital and revenue from bonds for certain capital facilities must be recorded in the Restricted/Reserved Account for Operating Capital in the General Fund. Revenue for

Long-Term Facilities Maintenance must be recorded in the Restricted/ Reserved Account for these purposes in the General Fund.

Capital expenditures may be made from either the Unassigned Fund Balance 422 in the General Fund, or from one of the appropriate Restricted/Reserved accounts in the General Fund. To indicate that the expenditure is made from the Unassigned General Fund, Finance Code 000, District-Wide, should be used. To indicate that the expenditure is made from the Restricted/ Reserved Account for Operating Capital, use Finance Code 302, Operating Capital. To indicate that the expenditure is made from the Restricted/Reserved Account for Long-Term Facilities Maintenance, use these Finance Codes: 347, Physical Hazards; 349, Other Hazardous Materials; 352, Environmental Health & Safety Management; 358, Asbestos Removal; 363, Fire Safety; 366, Indoor Air Quality; 368, Building Envelope; 369, Building Hardware and Equipment; 370, Electrical; 379, Interior Surfaces; 380, Mechanical Systems; 381, Plumbing; 382, Professional Services and Salary; 383, Roofing Systems; or 384, Site Projects.

When the sale of bonds is consummated with the proceeds to be used for school building construction, a Building Construction Fund must be established (see Building Construction Fund 06).

If the Restricted Fund Balance in the Food Service or the Restricted/ Reserved Account Community Service Fund is in deficit, the deficit may be eliminated by a transfer from the General Fund (Minn. Stat. § 123B.79). See the following description of each fund to determine when a fund transfer is required. Such a transfer requires school board action.

When providing services for other funds, the General Fund must credit a chargeback account to reflect expenditures for the benefit of the other funds and debit the chargeback account in the other funds using the proper Finance code. Examples of this situation would be transportation services provided for community education or for food service.

Extra-curricular activities under the control of the school board must be recorded in the General Fund (Minn. Stat. § 123B.49, subd. 2). If the extra-curricular activities are not under school board control, only the direct salary costs and indirect costs for use of school facilities are to be recorded in this fund. Other revenues and expenditures for extra-curricular activities not under board control should not be reported as part of UFARS reporting (Minn. Stat. § 123B.49, subd. 4).

## 02 Food Service Fund

The Food Service Fund is used to record financial activities of a school district's food service program. Food service includes activities for the purpose of preparation and service of milk, meals, and snacks in connection with school and community service activities.

All expenditures relating to meal preparation must be recorded in the Food Service Fund. Eligible expenditures include application processing, meal accountability, food preparation, meal service, and kitchen custodial service (Minn. Stat. § 124D.111, subd. 3).

Generally excluded from the Food Service Fund are the costs of lunchroom supervision, lunchroom custodial services, lunchroom utilities, or any other administrative costs that are the responsibility of the General Fund. These costs may only be included if a surplus exists in the Food Service Fund at the end of a fiscal year for three successive years. The district may then reclassify these costs for the third fiscal year, not to exceed the amount of the surplus in the Food Service Fund (Minn. Stat. § 124D.111, subd. 3).

Capital expenditures for the purchase of food service equipment must be made from the General Fund and not the Food Service Fund unless the restricted balance in the Food Service Fund at the end of the last fiscal year is greater than the cost of the equipment to be purchased. (Minn. Stat. § 124D.111, subd. 3(d)).

If a deficit in the Food Service Fund exists on June 30, and if that deficit is not eliminated by operations during the following year, it must then be eliminated by a permanent fund transfer from the General Fund. However, if a district had contracted with a food service management company during the period in which the deficit accrued, the deficit must be eliminated by a payment from the food service management company (Minn. Stat. § 124D.111, subd. 3(f)).

As an alternative to a fund transfer, a district may incur a deficit for up to three years without making the permanent transfer if the district submits to the commissioner by January 1 of the second fiscal year a plan for eliminating that deficit at the end of the third fiscal year (Minn. Stat. § 124D.111, subd. 3(g)).

## Federal Food Service Excess

The school food authority shall limit its net cash resources to an amount that does not exceed three (3) months average expenditures for its nonprofit school food service or such other amount as may be approved by the state agency in accordance with U.S. Code (USC), section 210.19(a). This amount is calculated using nine (9) months as a service year.



## 04 Community Service Fund

The Community Service Fund is used to record all financial activities of the Community Service program. The Community Service Fund is comprised of five components, each with its own fund balance:

- Community Education, Restricted/Reserved Fund Balance 431 Community Education, Restricted Fund Balance 464
- Early Childhood Family Education (ECFE), Restricted/Reserved Fund Balance 432
- School Readiness, Restricted/Reserved Fund Balance 444
- Adult Basic Education (ABE), Restricted/Reserved Fund Balance 447

Community Education includes only those activities authorized in Minnesota Statutes, section 124D.19. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program. This section may also be used for K-12 summer school enrichment activities which, although educational in nature, are not for credit and are not required for graduation. A district may spend up to 10 percent of its community education revenue (levy, aids, and fees) to purchase or lease computers and related items, equipment for instructional programs, and library books used exclusively for community education (Minn. Stat. § 124D.20, subd. 8).

Early Childhood Family Education includes only activities authorized in Minnesota Statutes, section 124D.13. The focus of these activities is to improve parenting skills of new and expectant parents, and to provide learning experiences for parents and children. The fund balance for Early Childhood Family Education is limited by Minnesota Statutes, section 124D.135, subdivision 8.

School Readiness includes activities authorized in Minnesota Statutes, section 124D.15. Activities in this reserve fund should be based on the needs of children, identified through a screening process. These activities will include social services, a development and learning plan, health referral services, a nutrition component and parental involvement. The fund balance for School Readiness is limited by Minnesota Statutes, section 124D.16, subdivision 6.

The Adult Basic Education Restricted/Reserved Fund Balance 447 will include all activities in the Adult Basic Education (Minn. Stat. § 124D.52).

The Community Service Fund includes all other community programs not described above, such as Preschool Screening and Nonpublic Pupil Aid programs. The fund balance for these community programs is recorded in Restricted Fund Balance Account Code 464.

When federal monies are expended for community service purposes as a part of a program primarily for elementary/secondary children, the General Fund is used. Federal programs, such as Adult Basic Education, which are predominately or totally directed toward adult groups, are recorded in the appropriate account of the Community Service Fund.

Funds may be transferred from the General Fund to the Community Service Fund for the employer contributions for Teachers Retirement Association (TRA) and FICA-Medicare for members of TRA who are paid from the Community Service Fund and who are not paid for by a fully funded grant or special project. The funds transferred must be recorded in the specific program areas from which the employer contribution expenditures were incurred (Minn. Stat. § 123B.79, subd. 3.) If a deficit exists in the Restricted/ Reserved Fund Balance 431 of the Community Service Fund, a transfer may be made from the General Fund. Such transfer requires school board action.

## 06 Building Construction Fund

The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds, capital loans, or major capital projects costing \$2,000,000 or more.

Construction for buildings and additions may be comprised of the following: expenditures for general construction; advertisement for contracts; payments on contracts of construction; installations of plumbing, heating, lighting, ventilating and electrical systems; expenditures for lockers, elevators, and other equipment; architectural and engineering services; travel expenses; paint and decorating expenses, technology and technology upgrades; and any other related costs. Include the costs of floating the bond issue in this fund by reclassification from the General Fund.

Note: This is a partial list of items.

All revenues and expenditures for projects being funded under the Capital Loan Program, must be reported in this fund. If levy dollars are received for capital loan projects by the "pay-as-you-go" method, instead of bonds, then a transfer must be made from the General Fund to the Building Construction Fund for the amount of the levy received in the General Fund.

Certificates of Participation (C.O.P.) issued for construction must be recorded here.

Long Term Facilities Maintenance (LTFM) Program (Minn. Stat. § 123B.595) expenditures that are funded by bonds or major capital projects costing \$2,000,000 or more must be recorded in the Building Construction Fund.

Where a balance from a bond issue remains in the Building Construction Fund after the project has been completed and all claims against the Building Construction Fund have been paid, the balance must be permanently transferred (residual equity transfer) by official board resolution to the Debt Service Fund

and used to pay the bonded indebtedness incurred in the project (Minn. Stat. § 475.65). There can be no borrowing from the Building Construction Fund. Any cash balance or investment in a Building Construction Fund is held in trust for authorized building projects for which the bonds were sold and must not be used to support cash deficits in other funds (Minn. Stat. § 123B.78, subd. 4).

## 07 Debt Service Fund

The Debt Service Fund is used to record revenues and expenditures for a school district's outstanding bonded indebtedness, whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the district for the payment of principal and interest on such bonds as due. The revenue from such a tax and related state aid must be separately accounted for in the Debt Service Fund (Minn. Stat. § 475.61).

When an excess is accumulated in a Debt Service Fund due to interest earnings, lower than anticipated tax delinquency, or excess building funds, the levy for debt service may be reduced in whole or in part as dictated by fund balances and debt retirement requirements. When there are accumulations in the fund as the process of debt repayment nears an end, the accumulations should be used to reduce debt levies. When there is any balance left in the Debt Service Fund after

all obligations have been discharged, such balance shall be permanently transferred to the General Fund, with an equal levy reduction to the General Education Levy (Minn. Stat. § 475.61).

Net revenue is included in this fund (revenue minus operating expenditures) from rental or lease of property not currently being used for school purposes when there is outstanding debt on the property. The net revenue should be used to reduce the Debt Service Levy in accordance with Minnesota Statutes, section 123B.51, subdivision 4. Revenue from sale or reimbursement from loss of property shall be deposited in this fund if the property has outstanding bonds. Amounts in excess of the amount required to retire the bonds may remain in the Debt Service Fund or be deposited in the Balance Sheet Code 424, Restricted/Reserved for Operating Capital, in the General Fund according to Minnesota Statutes, section, 123B.51, subdivision 6. There can be no borrowing from the Debt Service Fund. Any cash balance or investment in the Debt Service Fund is held in trust for the bondholders and must not be used to support cash deficits in other funds (Minn. Stat. § 123B.78, subd. 4).

## 08 Trust Fund

The Trust Fund is used to record the revenues and expenditures for trust agreements where the school board has accepted the responsibility to serve as trustee. The property in the trust agreement typically comes to the district by gift. For example, a community member may create a scholarship trust to be awarded to an outstanding student every year or the local parent group may establish a trust to purchase computer equipment.

Trust funds are composed of two types: expendable and nonexpendable. Expendable trust funds are used where both principal and earnings may be spent. Nonexpendable trust funds are used to account for trusts which require that only earnings and not principal be spent.

To be in accordance with GAAP, expendable trust funds must use the modified accrual basis of accounting used by governmental funds. Nonexpendable trust funds use the full accrual basis of accounting, the same as proprietary funds.

## 09 Agency Fund

The Agency Fund is used to account for assets where the school district has a formal agency agreement with other governmental units, employees, students or others. As an agent, the district holds property for others and performs duties as directed. Therefore, this fund does not report operations, only asset and liability account balances. Examples of the use of an Agency Fund include deferred compensation and activity fund accounting. It is inappropriate for school districts to maintain accounts in their general ledger for boosters, foundations, or other third parties.

## 20 Internal Service Fund

An internal service fund is used to account for the financing of goods or services provided by one department to another within the school district or to other governmental units on a cost-reimbursement basis. School districts are not required to use internal service funds. The most common use of an internal service fund by school districts is for self-insurance programs.

An internal service fund is designed to provide cost-reimbursement; thus, the fund must not maintain a material surplus or deficit. The definition of “cost” includes depreciation expense on

equipment purchased; therefore, the fund uses the full accrual method of accounting. This concept of full-cost reimbursement requires that the Internal Service Fund only be used when the school district intends to recover the full cost of providing the service (including depreciation expense) through user charges. If the fund has a material deficit or surplus without demonstrable intent and ability to eliminate the balance through user fees over a reasonable period of time, the amount of deficit or surplus must be charged back to the participating funds.

Internal service funds may charge for asset use in excess of historical cost depreciation to ensure that adequate funds (historical cost plus inflation) are available for replacement of assets. This method of providing for replacement cost is allowed because the surpluses in the fund are only temporary. Districts should be aware of potential overcharges from internal service funds and their impact on federal grants and fund balances. If the Internal Service Fund retained earnings are excessive by federal standards, some costs may be disallowed on federal grants.

The use of an internal service fund does result in duplication of expenses within the school district. The expense is first reported in the Internal Service Fund to recognize the cost of providing goods and services. This same expense is then duplicated in the form of user charges to other funds. The advantage in using the Internal Service Fund is the isolation of expenses in the fund where the character of the transactions is clearer to the users of financial statements.

If a school district uses an internal service fund for self-insurance purposes, the expenses or claims are charged as expenditures in the other funds and recognized as revenue in the Internal Service Fund. Also, any excess of premiums over actual losses must represent a reasonable provision for anticipated catastrophic losses or be the result of a systematic funding method designed to match revenues and expenses over a reasonable period of time.

## **25 Post-Employment Benefits Revocable Trust Fund**

This trust fund is used for reporting resources set aside and held in a revocable trust arrangement for post-employment benefits. District contributions to this fund must be expensed to an operating fund.

## **45 Post-Employment Benefits Irrevocable Trust Fund**

This trust fund is used for reporting resources set aside and held in an irrevocable trust arrangement for post-employment benefits. District contributions to this fund must be expensed to an operating fund.

## **47 Post-Employment Benefits Debt Service Fund**

Activity to record levy proceeds and the repayment of the Other Postemployment Benefits (OPEB) bonds will be accounted for in this fund.

## **Account Groups**

Two different account groups are defined in this section of the manual. Account group classifications are established to account for the district's general fixed assets and general long-term indebtedness. An account group is not a fund, but rather comprises a self-balancing group of accounts. The account groups are numbered as follows:

## **Code Title and Definition**

### **98 General Fixed Assets Group**

The General Fixed Assets account group is comprised of the accounts (Balance Sheet Accounts 140-149 and 171-174) maintained for a district's investment in land, buildings, equipment, and construction work in progress. These assets are recorded in this account group at historical cost, including all costs to ready the asset for its intended use. However, where the items have been received as gifts, the fixed asset should be recorded at the appraised value at the date of receipt.

### **99 General Long-Term Debt Group**

The General Long-Term Debt account group is comprised of the accounts (Balance Sheet Accounts 150-162) maintained for outstanding bonds, state loans payable, separation pay, and severance payables.

# Revenue Structure

# Fund Structure

The District has established various funds in accordance with the requirements of the Minnesota Department of Education (MDE). The funds are organized by account groups and are considered separate accounting entities for reporting purposes.

## **General Fund Budgeted Total: \$102,622,324 (70%)**

The general fund is divided into separate accounts for reporting. The accounts are listed below:

- **Non-Categorical Revenue** \$63,460,024 (61.8%): This is the District's primary operational fund. This account is used for instructional programs, daily school operations and general functions of the district.
- **Operating Referendum Revenue** \$14,823,170 (14.4%): These are voter approved resources committed by the district to help manage class size and support academic programs and technology.
- **Special Education Revenue** \$8,932,018 (8.7%): These dollars are committed to providing required services to students with disabilities.
- **Compensatory Education Revenue** \$3,673,882 (3.6%): The resources are generated for students eligible for free and reduced price lunch. The revenue is used to manage class size and improve achievement gap among disadvantaged students.
- **Integration Aid Revenue** \$1,402,516 (1.4%): The resources are generated to pursue racial and economic integration, increase student achievement, create equitable educational opportunities, and reduce academic disparities based on students' diverse racial, ethnic, and economic backgrounds at Hopkins Public Schools.
- **Extended Time Revenue** \$381,728 (0.4%): The resources are used for extended day, week or year programs such as summer school and after school programs.
- **English Learners Revenue** \$394,548 (0.4%): The resources are received based on the number of students learning English in the district. Hopkins acknowledges that this amount is not sufficient to provide services to the English Learners so we are committed to using additional resources for the English Learners program.
- **Grants/Funded Projects Revenue** \$3,941,669 (3.8%) The resources are used to supplement state and local resources. Restrictions on use of the resources depends on the specific grant.

## **Food Service Fund Budget Total: \$4,510,939 (3%)**

This fund is used to record financial activities of the district's food service program. Food service includes activities for the purpose of preparation and service of milk, meals and snacks in connection with school and community service activities.

## **Community Service Fund Budget Total: \$11,227,730 (8%)**

This fund is comprised of program designed for learners of all ages and abilities. Program data is included from Early Childhood, Youth Programs, Adult Enrichment, Adult Basic Education, Translation and Marketing.

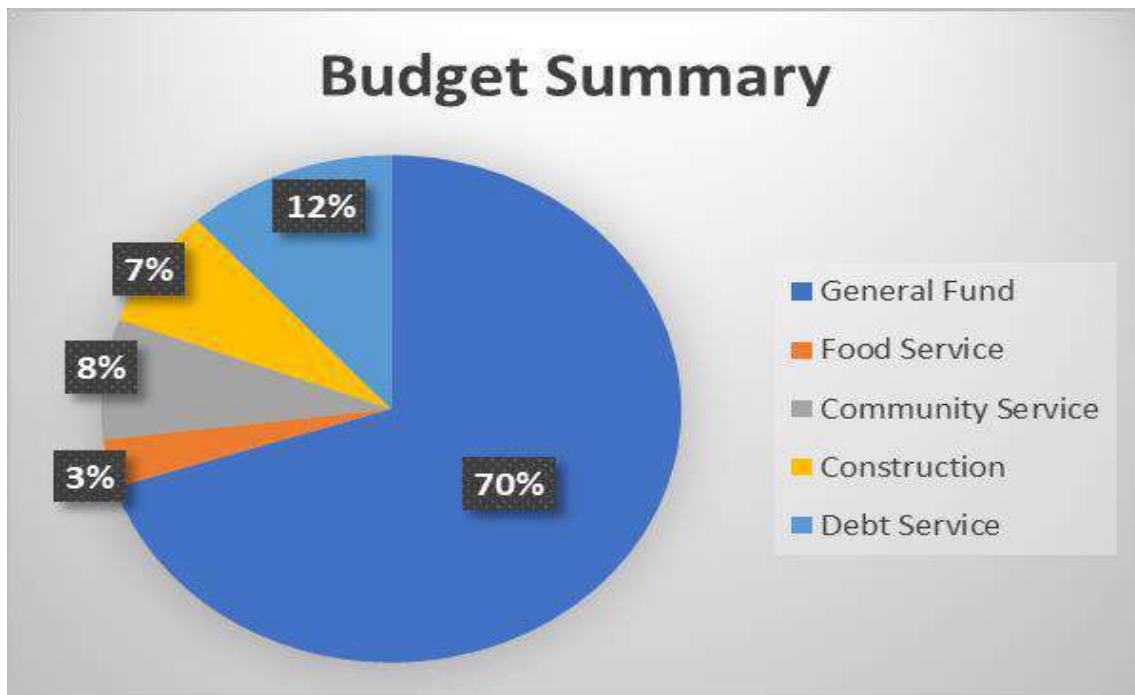
## **Building Construction Fund Budget: \$11,165,040 (7%)**

The Building Construction Fund is used to record all operations of a district's building construction program that are funded by the sale of bonds, Long Term Facility Maintenance, or major capital

projects costing \$2,000,000 or more. This is the fund that pays for land purchases, construction of new schools, or renovations of existing schools.

**Debt Service Fund budgeted amount: \$17,096,420 (12%)**

When the district sells bonds to finance new facilities or major renovation of existing facilities, the district also receives authority to levy a direct general tax upon the property of the district for the repayment of principal and interest on the bonds as due.





# Financial Reporting

# Report on the Financial Statements

Financial statements includes the governmental activities for each major fund and the aggregate remaining fund information of Hopkins Public Schools, and the related notes to the financial statements, which collectively comprise Hopkins Public Schools' basic financial statements.

## Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

## Overview of the Financial Statements

The financial section of the annual report consists of four parts – Independent Auditors' Report, required supplementary information which includes the management's discussion and analysis (this section), the basic financial statements, and supplementary information. The basic financial statements include two kinds of statements that present different views of the District:

- The first two statements are Government-wide financial statements that provide both short-term and long-term information about the District's overall financial status.
- The remaining statements are fund financial statements that focus on individual parts of the District, reporting the District's operations in more detail than the Government-wide statements.
- The governmental funds statements tell how basic services such as regular and special education were financed in the short term as well as what remains for future spending.
- Proprietary funds statements offer short- and long-term financial information about the activities the District operates like businesses.
- Fiduciary funds statements provide information about the financial relationships in which the District acts solely as a trustee or agent for the benefit of others to whom the resources belong.

## Government-Wide Statements

The Government-wide statements report information about the District as a whole, using accounting methods similar to those used by private-sector companies. The statement of net position includes all the District's assets, deferred outflows of resources, liabilities, and deferred inflows of resources. All the current year's revenues and expenses are accounted for in the statement of activities regardless of when cash is received or paid.

The two Government-wide statements report the District's net position and how it has changed. Net position – the difference between the District's assets, deferred outflows of resources, liabilities, and deferred inflows of resources – is one way to measure the District's financial health or position.

- Over time, increases or decreases in the District's net position are an indicator of whether its financial position is improving or deteriorating, respectively.
- To assess the overall health of the District you need to consider additional nonfinancial factors such as changes in the District's property tax base and the condition of school buildings and other facilities.

In the Government-wide financial statements the District's activities are shown in one category:

- **Governmental Activities** – Most of the District's basic services are included here, such as regular and special education, transportation, administration, food services, and community education. Property taxes and state aids finance most of these activities.

## Fund Financial Statements

The fund financial statements provide more detailed information about the District's funds – focusing on its most significant or “major” funds – not the District as a whole. Funds are accounting devices the District uses to keep track of specific sources of funding and spending on a particular program:

- Some funds are required by state law and by bond covenants.
- The District establishes other funds to control and manage money for a particular purpose (e.g., repaying its long-term debts) or to show that it is properly using certain revenues (e.g., federal grants).

The District has three kinds of funds:

- **Governmental Funds** – Most of the District's basic services are included in governmental funds, which generally focus on (1) how cash and other financial assets that can readily be converted to cash flow in and out and (2) the balances left at year-end that are available for spending. Consequently, the governmental funds statements provide a detailed short-term view that helps to determine whether there are more or fewer financial resources that can be spent in the future to finance the District's programs. Because this information does not encompass the additional long-term focus of the
- Government-wide statements, we provide additional information at the bottom of the governmental funds statements to explain the relationship (or differences) between them.
- The District uses internal service funds to report activities that provide supplies and services for the District's other programs and activities. The District currently has an internal service fund for self- insurance of health and dental benefits, for its OPEB Revocable Trust and for a Retiree Severance Fund.
- **Fiduciary Funds** – The District is the trustee, or fiduciary, for assets that belong to others, such as the scholarship funds and the flexible benefit plan. The District is responsible for ensuring that the assets reported in these funds are used only for their intended purposes and by those to whom the assets belong. All the District's fiduciary activities are reported in a separate statement of fiduciary net position and a statement of changes in fiduciary net position. We exclude these activities from the Government-wide financial statements because the District cannot use these assets to finance its operations.

**Fund Balance**

## Fund Balance

In the fund financial statements, governmental funds report fund balances in classifications that disclose constraints for which amounts in those funds can be spent. These classifications are as follows:

- **Nonspendable** – portions of fund balance related to prepaids, inventories, long-term receivables, and corpus on any permanent fund.
- **Restricted** – funds are constrained from outside parties (statute, grantors, bond agreements, etc.).
- **Committed** – funds are established and modified by a resolution approved by the Board of Education.
- **Assigned** – consists of internally imposed constraints. The Board of Education passed a resolution authorizing the Superintendent and Director of Business Services to assign fund balances and their intended uses.
- **Unassigned** – is the residual classification for the general fund and also reflects negative residual amounts in other funds.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, it is the District's policy to use restricted first, then unrestricted fund balance.

When an expenditure is incurred for purposes for which committed, assigned, and unassigned amounts are available, it is the District's policy to use committed first, then assigned, and finally unassigned amounts.

The District formally adopted a fund balance policy for the General Fund. The policy establishes a year-end minimum unassigned fund balance of 6% of the annual budget.

# General Fund Budget

# General Funds Revenue Summary

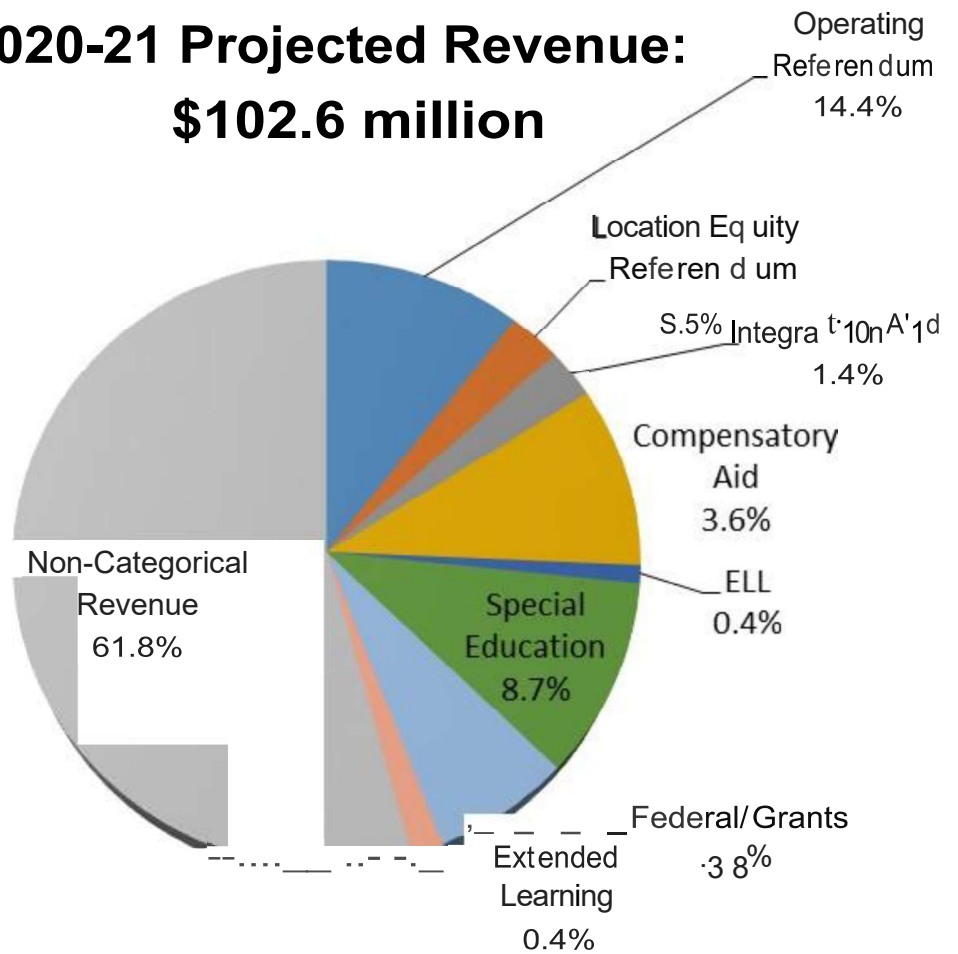
Elementary and secondary education in Minnesota IS funded through a combination of state-collected taxes (primarily income and sales) and locally collected property taxes. Revenue to school districts is received in three major categories.

1. State Education Finance Appropriations (funded with state-collected taxes)
2. General Education Aid – the largest share is intended to provide the basic financial support for the education programs
3. Categorical Aids – these revenue formulas are generally used to meet costs that vary significantly between districts (special education) or support certain types of programs (adult basic education, achievement and integration, Q-Comp)
4. State Paid Property Tax Credits (funded with state-collected taxes) – these reduce the amount of property taxes paid. To make up for this reduction, the state pays the difference between what is levied in property taxes and what is actually received in property taxes to school districts.
5. Property Tax Levies – these are paid with voter approval and are usually up to limits or for expenditures in categories authorized in law by the Legislature. The largest share of the property tax levies made by school districts is from voter-approved levies: the excess operating referendum and debt service levies.

FY2020-21 General Fund Categorical Revenue Summary		
Operating Referendum	\$14,823,170	14.4%
Location Equity	\$5,612,769	5.5%
Integration Aid	\$1,402,516	1.4%
Compensatory Aid	\$3,673,882	3.6%
LEP	\$394,548	0.4%
Special Education	\$8,932,018	8.7%
Federal/Grants	\$3,941,669	3.8%
Extended Time	\$381,728	0.4%
Non-Categorical Revenue	\$63,460,024	61.8%
Total Revenue	<b>\$102,622,324</b>	<b>100.0%</b>

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## 2020-21 Projected Revenue: \$102.6 million





# General Fund Expenditure Summary

<b>HOPKINS ISD #270</b>		
<b>GENERAL FUND</b>		
<b>EXECUTIVE SUMMARY FOR REVISED FY21 BUDGET</b>	<b>Revised</b>	
	<b>Expenditures</b>	
	<b>General Fund</b>	<b>Percent of the Budget</b>
	<b>FY20-21</b>	
AREA LEARNING CENTER	\$ 1,854,183	2%
BUSINESS SERVICES	\$ 1,269,537	1%
CENTRALIZED ENROLLMENT		
TECHNOLOGY CPL	\$ 5,665,891	5%
DISTRICTWIDE INSURANCES	\$ 740,141	1%
ELEMENTARY	\$ 22,681,940	21%
ENGLISH LANGUAGE LEARNERS (ELL)	\$ 1,787,617	2%
FUND 11 TUITION PROGRAMS	\$ 133,542	0%
FUND 71 EQUITY & INTEGRATION	\$ 1,402,516	1%
FUND 81 FED SPEC ED	\$ 1,794,156	2%
FUND 81 FEDERAL GRANTS	\$ 1,654,618	1%
FUND 81 LOCAL GRANTS		
GOVERNANCE AND MANAGEMENT	\$ 1,230,982	1%
HIGH SCHOOL	\$ 9,691,727	10%
HOPKINS GIFTED AND TALENTED SERVICES	\$ 1,250,514	1%
HUMAN RESOURCES	\$ 701,956	1%
JUNIOR HIGH	\$ 10,245,121	10%
LINDBERGH CENTER	\$ 481,899	0%
MEDICAL ASSISTANCE	\$ 289,727	0%
OPERATIONS & MAINTENANCE	\$ 8,261,162	8%
OTHER DISTRICTWIDE EXPENSES	\$ 215,866	0%
Q-COMP	\$ 2,029,628	2%
RETIREE SEVERANCE & MEDICAL	\$ 1,377,744	1%
SECONDARY VOCATIONAL	\$ 937,471	1%
SECONDARY VOCATIONAL - TRANSITION DISABLED	\$ 450,489	0%
SPECIAL EDUCATION	\$ 13,579,834	13%
STAFF DEVELOPMENT	\$ 1,008,062	1%
STUDENT ACTIVITIES	\$ 1,581,605	2%
TARGETED STAFFING	\$ 587,986	1%
IDL	\$ 1,091,977	1%
TECHNOLOGY NON-CPL	\$ 255,836	0%
TRANSPORTATION	\$ 6,506,611	6%
FUND 91 PROGRAM ADJ., ENHANCEMENTS, ONE-TIME AND TFERS	\$ 1,861,986	2%
General Fund Total Expenses	<b>\$102,622,324</b>	100%
Projected General Fund Revenue	\$102,622,324	
Projected General Fund Expenditures	\$102,622,324	
Projected Surplus/(Deficit)	\$ -	

# **General Fund Function Summary**

Hopkins Public Schools											
10-Year Actual and Budgeted Expenses by Budget Package											
Excludes Operating Capital, Long-Term Facilities Maintenance (LTFM) and Capital Projects Levy											
Category	Category	2011-12 FY Activity	2012-13 FY Activity	2013-14 FY Activity	2014-15 FY Activity	2015-16 FY Activity	2016-17 FY Activity	2017-18 FY Activity	2018-19 FY Activities	2019-20 Revised Budget	2020-21 Original Budget
	9092 Area Learning Center	1,563,993	1,604,902	1,445,203	1,615,759	1,674,927	1,690,686	2,080,776	2,040,267	1,940,515	1,854,183
	9090 Business Services	955,698	980,324	1,040,994	963,195	1,036,541	989,999	1,024,913	1,127,841	1,253,481	1,269,537
	9021 Centralized Enrollment	0	57	111,999	114,703	147,121	0	0	0	0	0
	9097 Districtwide Insurances	658,741	712,957	830,282	930,020	770,667	758,181	710,054	645,877	578,184	740,141
	7075 Elementary	15,839,174	16,422,786	16,710,445	18,789,156	19,571,390	19,940,549	20,089,238	20,277,192	21,807,395	22,681,940
	4043 English Language Learners	1,400,729	1,502,790	1,532,806	1,612,940	1,670,221	1,650,871	1,573,885	1,632,082	1,730,280	1,787,617
	5011 Fund 11 Tuition Programs	150,375	184,835	102,085	106,768	109,706	113,519	117,903	120,447	123,730	133,542
	5152 Fund 51 Lindbergh Center	427,546	471,071	451,531	466,321	433,971	455,732	428,529	449,783	465,361	481,899
	7074 Fund 71 Equity & Integration	1,315,403	1,239,819	1,262,906	1,283,777	1,233,055	1,281,458	1,340,704	1,318,860	1,386,729	1,402,516
	5000 Fund 81 Fed Spec Ed	1,847,804	1,561,972	1,264,499	1,225,934	1,165,277	1,603,625	1,658,093	1,917,325	1,725,483	1,794,156
	4000 Fund 81 Federal Grants	1,638,685	1,286,553	1,332,837	1,236,369	1,192,521	1,172,361	1,286,014	2,109,153	2,412,884	1,654,618
	0 Fund 81 Local Grants	373,272	606,335	434,714	346,660	263,970	328,578	312,637	312,696	0	0
	1470 G & M - Asst Supt	323,393	370,011	365,658	393,255	354,122	367,642	406,869	421,412	460,487	453,383
	1270 G & M - Graduation	55,764	45,604	41,629	45,251	41,523	38,521	39,705	49,518	51,957	39,763
	1570 G & M - School Board	121,401	119,645	108,711	118,429	111,672	104,258	115,878	121,326	123,799	114,563
	1370 G & M - Strategic Plan	28,269	57,823	62,745	26,789	29,858	40,951	65,602	31,542	62,544	59,644
	1170 G & M - Supt Contingency	109,648	100,126	74,583	98,418	78,524	79,473	82,222	75,000	75,000	36,355
	1070 G & M - Supt	337,454	354,275	342,218	354,801	374,434	395,169	398,215	405,896	562,039	527,275
	7071 High School	8,574,765	8,580,711	8,453,891	8,489,386	8,793,566	8,895,798	9,370,553	9,246,431	9,846,632	9,691,727
	4042 Talent Development	960,448	958,579	999,459	1,048,938	1,156,779	1,137,525	1,193,974	1,286,824	1,309,846	1,250,514
	6060 Human Resources/Relations	401,516	433,918	433,113	552,293	572,620	577,177	863,709	783,059	706,977	701,956
	7073 Junior High	9,290,293	9,682,458	10,148,199	10,389,295	10,391,343	10,423,679	10,291,838	10,417,832	10,657,931	10,245,121
	Medical Assistance							100,845	269,831	280,370	289,727
	9093 Operations and Maintenance	5,958,123	6,365,654	6,518,559	6,688,098	7,001,179	7,190,889	7,542,912	7,835,263	8,449,256	8,261,162
	9098 Other District Wide Expenses	880,240	942,191	880,084	801,883	357,971	403,533	359,861	366,495	211,633	215,866
	9091 QComp	2,195,596	2,042,504	1,909,510	2,005,067	1,861,645	1,776,587	1,675,747	2,054,026	2,018,164	2,029,628
	9099 Retiree Sev Health	32,038	-129,756	233,710	643,684	689,136	780,621	840,899	1,333,663	266,966	1,377,744
	5051 Sec Voc Trans Disabled	323,703	334,468	260,646	242,962	223,521	227,546	303,721	381,564	415,980	450,489
	4072 Sec Vocational	660,810	686,363	667,902	798,662	1,132,815	1,043,798	926,970	827,052	904,141	937,471
	5050 Special Educ/Pupil Support	11,524,280	11,346,274	11,916,666	12,396,791	12,739,956	11,900,060	12,408,032	12,906,838	13,246,065	13,579,834
	4041 Staff Development Fund 41	628,980	954,463	772,063	924,976	1,015,774	922,620	940,751	1,144,060	1,054,454	1,008,062
	7077 Student Activities	1,295,465	1,376,683	1,440,572	1,447,235	1,480,864	1,485,807	1,600,823	1,643,849	1,685,294	1,581,605
	7076 Targeted Staffing	530,983	573,071	661,122	635,064	759,895	146,453	399,163	668,885	532,938	587,986
	4040 Innovation Design and Learning	972,912	1,303,785	1,440,617	1,528,778	1,443,187	1,584,502	1,214,458	1,336,750	1,109,928	1,091,977
	9022 Technology Non-CPL	0	0	0	0	0	0	224,255	400,000	278,801	255,836
	Technology Non-CPL								4,918,758	5,322,292	5,665,891
	9094/5 Transportation	4,851,362	4,617,968	5,075,354	5,221,418	4,938,774	5,574,836	5,270,081	5,529,555	6,690,897	6,506,610
	979797 CLA	0	0	0	0	1,098,248	307,226	292,652	0	0	0
	9010 Fund 91 Pilots/One Time/Tiers	9,563,945	1,678,039	1,958,964	2,306,844	7,065,379	4,626,886	3,723,485	1,632,429	785,990	1,861,986
	Total	85,792,808	79,369,258	81,286,276	85,849,919	92,982,152	90,017,116	91,275,966	98,039,381	100,534,423	102,622,324

# Sources of Fund



		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
SRC		FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	Revised Budget	Revised Budget	Original Budget
619	COST OF SALES	-7,750	0	0	-79,194	-85,097	-78,802	-71,178	-71,178	-78,294	-78,294
620	SALES OF MATERIALS	9,686	5,792	37	105,634	106,096	111,580	94,072	94,072	78,294	78,294
621	SALES OF MATERIALS	35,154	33,807	41,899	29,734	22,517	3,358	20,258	3,358	23,675	23,675
622	SALE OF MATERIAL	18,453	15,615	18,790	8,762	7,348	9,867	8,122	9,867	5,212	5,212
624	SALE OF EQUIPMENT	0	23,200	3,450	0	0	0	0	0	0	0
625	INSURANCE RECOVERY	0	0	28,836	1,113	473	0	17,862	0	0	0
649	PERM TRANSF/OTHER FD	0	0	0	0	0	0	0	2,100,416	0	0
651	COMMN APRVD TSF IN	0	750,382	411,060	100,000	0	0	0	0	0	0
6--		55,543	828,796	504,072	166,049	51,337	46,003	69,136	2,136,535	28,887	28,887
	TECH CPL									5,322,292	5,665,891
	Total	79,516,866	81,615,745	80,673,276	86,618,010	87,524,357	89,622,858	90,270,779	91,398,005	98,264,820	102,622,324

# Uses of Fund

Hopkins Public Schools											
10-Year Actual and Budgeted Expenses by Object											
Excludes Operating Capital, Long-Term Facilities Maintenance (LTFM)											
OBJ	OBJ	2011-12 FY Activity	2012-13 FY Activity	2013-14 FY Activity	2014-15 FY Activity	2015-16 FY Activity	2016-17 FY Activity	2017-18 FY Activity	2018-19 FY Activity	2019-20 Revised Budget	2020-21 Original Budget
	110	ADMINISTRATION/SUPERVISION	2,954,675	3,058,427	3,238,804	3,297,790	3,474,123	3,424,741	3,606,112	3,847,804	3,681,397
	140	LICENSED CLASSROOM TEACHER	29,301,198	29,618,254	29,775,029	30,846,692	31,696,410	32,210,087	32,197,748	33,289,048	33,760,844
	141	NON-LICENSED CLASSROOM PERSONN	951,145	1,007,354	973,718	1,061,594	1,037,587	866,503	836,031	1,046,782	1,081,176
	143	LICENSED INSTRUCTIONAL SUPPORT	1,636,535	1,556,865	1,572,462	1,801,412	1,956,498	2,023,701	1,819,313	2,281,914	1,973,506
	144	NON-LICENSED INSTRUCTIONAL SUP	508,053	518,566	549,502	560,758	571,364	279,713	328,642	469,853	471,298
	145	LICENSED SUBSTITUTE	799,401	715,367	692,559	667,626	630,368	645,434	667,100	814,289	655,435
	146	NON LIC SUB CLASS/INSTRUCTION	67,664	60,803	98,146	147,291	150,212	122,257	152,472	205,262	197,945
	151	OCCUPATIONAL THERAPIST	87,530	92,484	88,208	126,298	112,628	127,369	129,685	113,830	117,814
	152	SPEECH/LANGUAGE PATHOLOGIST	1,038,797	982,194	971,642	955,573	963,728	983,882	873,454	1,122,867	1,200,329
	154	SCHOOL NURSE	480,876	498,274	517,663	554,633	555,545	557,085	529,430	549,093	568,311
	156	SOCIAL WORKER	742,156	666,288	586,942	562,709	490,078	572,444	588,916	892,660	923,903
	157	SCHOOL PSYCHOLOGIST	309,275	356,730	352,932	369,065	413,757	325,583	350,056	371,773	384,785
	160	MENTAL HEALTH PRACTIONER	19,422	15,866	432	0	0	0	0	0	0
	161	CERTIFIED PARA PCA	1,537,595	1,567,266	1,578,956	1,693,610	1,716,778	1,731,937	1,809,235	2,113,184	2,187,145
	162	CERTIFIED ONE TO ONE PARAPROF	0	0	0	0	13,249	17,423	31,872	140,387	145,301
	163	FOREIGN LANGUAGE INTERPRETER	21,385	34,706	38,335	37,998	34,452	28,886	38,926	35,496	31,361
	165	SCHOOL COUNSELOR	1,141,948	1,066,969	1,005,090	916,239	1,039,209	1,049,482	1,198,709	1,306,697	1,352,431
	170	NON-INSTRUCTIONAL SUPPORT	5,478,856	5,637,003	5,903,727	6,300,872	6,352,350	6,434,592	6,506,243	7,491,169	7,244,550
	171	CUSTODIAL/COOKS	0	0	0	69	3,176	4,734	0	0	0
	172	PHYSICIAN (EVAL ONLY)	31,473	20,600	10,435	11,485	9,483	8,317	8,007	9,512	5,325
	173	OVERTIME	74,105	107,673	123,524	110,106	109,228	112,682	120,663	124,526	62,307
	174	DAPE SPECIALIST	173,786	169,580	226,447	165,607	216,156	91,443	94,355	96,355	103,218
	175	CULTURAL LIASON	33,334	40,461	40,324	44,006	42,087	31,431	34,216	38,170	32,580
	176	SUBSTITUTE	123,731	122,483	108,913	126,992	118,661	140,071	172,980	128,019	113,823
	185	OTHER SALARY PAYMENTS	3,038,708	3,196,786	3,061,729	3,286,356	3,314,259	3,202,709	3,107,122	3,082,696	2,899,578
	186	NON LICEN/CERT OTHER SALARY	0	17,565	20,718	20,164	24,265	28,336	27,377	30,744	34,056
	187	NON INSTR SUPPORT SUB	0	0	2,853	2,982	4,299	0	0	0	0
	191	SEVERANCE PAY	0	0	0	620,495	488,730	590,605	600,849	1,019,813	1,030,472
	195	SALARY CHARGEBACK	-352,932	-420,776	-421,261	-204,986	-176,922	-165,763	0	-200,393	-225,351
1--		SALARIES AND WAGES	50,198,716	50,707,788	51,117,829	54,083,436	55,361,758	55,445,684	55,829,513	58,581,896	60,033,539
	210	FICA	3,707,725	3,759,968	3,750,143	3,905,091	4,016,474	4,022,756	4,071,044	75,040	4,381,320
	214	PERA	710,600	729,689	747,771	804,126	820,848	799,951	821,560	10,881	903,180
	218	TRA	2,398,769	2,616,345	2,806,324	3,099,227	3,188,588	3,227,007	3,202,052	59,743	3,790,920
	220	HEALTH INSURANCE	4,349,176	4,710,837	5,444,179	5,564,971	5,633,095	5,356,369	5,866,035	52,572	6,779,345
	230	LIFE INSURANCE	126,642	127,496	104,456	113,418	113,718	105,135	138,130	1,299	228,986
	235	DENTAL INSURANCE	489,703	490,073	513,269	531,914	597,524	580,136	591,598	6,232	756,902
	240	LONG-TERM DISABILITY	141,032	141,717	125,953	134,463	130,154	120,793	119,537	1,041	196,343
	250	TAX SHELTERED ANNUITIES	49,801	50,682	87,136	112,176	125,120	131,635	127,286	0	104,948
	251	VEBA CONTRIBUTION	497,022	683,669	665,839	694,457	845,103	702,810	1,362,206	9,925	875,458



OBI	OBJ	2011-12 FY Activity	2012-13 FY Activity	2013-14 FY Activity	2014-15 FY Activity	2015-16 FY Activity	2016-17 FY Activity	2017-18 FY Activity	2018-19 FY Activity	2019-20 Revised Budget	2020-21 Original Budget
	269 DEPENDENT CARE		0	2,411	0	0	0	0	0	0	0
	270 WORKERS COMPENSATION	344,645	403,753	513,414	483,898	481,563	477,165	435,970	343,213	291,637	313,305
	280 UNEMPLOYMENT COMP INS	91,646	75,576	49,886	21,844	19,178	26,498	38,830	32,664	32,664	33,317
	289 OPEB CONTRIBUTIONS	0	0	0	0	0	0	0	0	0	1,846,986
	291 CONT EMPL RETIREE BENEFITS	452,763	330,333	232,694	21,910	199,448	189,058	240,050	313,850	313,850	347,272
	295 BENEFITS CHGBK	-74,746	-123,333	-134,836	-50,154	-45,592	-55,255	-174,482	16,018,210	17,155,615	0
	299 OTHER EMPLOYEE BENEFITS	50,825	20,785	232,484	302,096	1,402,753	286,036	337,520	6,226	481	62,169
2--	EMPL BENEFITS	13,335,603	14,017,590	15,141,123	15,739,437	17,527,974	15,970,094	17,177,336	16,930,896	17,794,247	20,620,451
	303 FED SUB CONTRACT <25K	276,139	118,920	43,392	56,863	59,673	56,010	94,657	158,731	77,649	62,960
	304 FED SUB CONTRACT >25K	201,823	58,583	35,859	34,024	37,629	62,747	42,763	103,376	26,081	26,603
	305 CONSULT FEES-FEES FOR SERVICES	996,894	986,224	1,123,008	1,119,551	1,205,061	1,165,958	1,375,149	1,719,584	1,427,803	973,101
	306 LITIGATION COST	0	0	0	624	1,550	0	0	0	1,554	1,586
	307 CONTRACTED SUBS SPED PROGRAMS	0	0	0	0	0	0	72,412	73,860	85,003	86,703
	312 BANK SERVICE CHARGES	8,229	10,424	11,159	25,190	32,958	32,933	38,860	39,607	37,294	38,040
	320 COMMUNICATION SERV	63,037	67,453	66,946	67,164	66,479	60,506	128,474	149,772	136,692	139,385
	329 POSTAGE AND EXPRESS	42,478	59,037	25,935	38,446	38,218	33,821	35,150	42,033	45,883	46,811
	330 WATER/SEWER SERVICE	190,370	172,010	180,752	169,767	162,871	179,581	120,063	179,167	182,886	186,683
	331 REFUSE REMOVAL	99,457	51,229	47,144	51,747	77,136	81,279	96,378	98,306	100,272	102,277
	332 ELECTRICITY	1,027,593	1,111,044	1,170,787	1,229,341	1,301,646	1,292,500	1,250,727	1,299,882	1,350,986	1,404,115
	333 NATURAL GAS	528,603	579,276	699,319	641,023	441,356	499,439	588,292	610,870	623,166	635,709
	340 PROP/LIAB/AUTO INS	236,036	248,334	281,769	424,278	269,926	254,518	235,254	270,000	253,883	393,518
	350 REPAIR/MAINT SERVICE	422,808	613,869	531,410	551,854	658,848	745,533	892,192	864,403	1,125,220	1,147,724
	351 INS CLAIMS B&G	0	0	0	0	0	0	0	0	0	0
	358 25K FOREIGN LANG INTERPRETER	54,486	35,823	26,637	41,203	11,253	12,664	15,145	7,694	2,310	2,400
	360 TRANS CONTR/PUB & PRIV CARRIER	4,456,453	4,117,738	4,550,162	4,749,259	4,592,881	5,257,874	4,961,447	5,160,664	6,216,619	6,350,931
	363 SNOW REMOVAL	89	0	0	0	0	0	0	0	0	0
	364 TRANS CONTRACT FED >25K	0	14,282	12,674	0	0	0	0	0	0	0
	365 INTERDEPT TRANSP CHGBK	-1	1	0	0	0	0	1	4,946	31,516	32,146
	366 TRAVEL & CONFERENCES	536,100	548,714	493,247	489,770	574,280	434,013	658,526	851,279	815,001	652,695
	368 TRAVEL OUT STATE HOMELESS	0	20,436	10,297	2,047	0	0	0	8,621	0	0
	369 ENTRY FEES STUDENT TRAVEL ALLO	193,410	212,848	261,528	249,494	290,448	350,646	370,370	406,484	375,765	383,922
	370 OPERATING LEASES OR RENTALS	94,800	90,903	80,858	79,209	76,305	23,495	23,061	83,868	85,451	87,160
	373 SPEECH/LANG PATHOLOGIST <25K	0	6,175	20,881	0	0	0	0	0	0	0
	376 LICENSED NURSING SERVICES <25K	0	5,063	3,623	1,720	0	0	0	0	0	0
	380 ADVERTISING	14,564	14,475	10,402	11,810	10,050	6,299	4,882	5,969	5,779	5,895
	389 STAFF TUITION & REIMBURSEMENTS	0	0	4,000	4,150	0	0	0	0	0	0
	390 PAY ED MN SCH DIST	1,332,197	1,381,157	1,260,808	1,344,203	906,149	812,797	1,347,683	1,245,934	1,127,386	1,149,934
	391 PAY ED MN DIST REIMB	0	1,500	78,949	177,207	24,879	70,984	87,006	104,358	446,807	455,618
	392 PAY ED OUTSTATE DIST	2,927	616	4,470	46,998	61,876	14,779	0	0	16,330	16,657
	393 SP ED CONTRACTED SERVICES	66,103	32,440	71,353	99,149	43,199	1,704	18,451	45,843	0	0
	394 PAY ED OTHER AGENCIES	66,322	59,780	50,750	67,739	147,629	112,633	156,070	159,191	189,780	193,576
	396 SPEC ED SALARY FROM ALT DISTRI	261,109	184,342	189,084	197,447	187,294	227,586	162,642	162,642	166,105	169,427
	397 SPEC ED BENEFIT PURCHASED	91,913	61,807	68,733	81,890	72,295	87,862	57,756	57,756	60,114	61,316
	398 INTERDEPT MISC CHGBK	64,942	71,234	-5,796	-11,204	2,088	4,771	6,736	10,495	8,300	8,012
3--	SERVICES-BUDGET ONLY	11,328,881	10,935,737	11,410,140	12,041,963	11,353,977	11,882,932	12,840,147	13,925,335	15,021,635	14,814,905

OBJ	OBJ	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	Revised Budget	Original Budget
401	GENERAL SUPPLIES	720,324	735,857	763,682	753,892	788,708	796,385	805,479	851,554	981,388	543,144
402	UNIFORMS	0	0	0	0	13,916	5,849	14,168	10,000	10,200	8,522
405	NON INST COMP SOFT & LICENSE	0	0	0	0	8,046	6,589	0	0	17,975	18,335
430	INSTRUCTIONAL SUPPLIES	611,571	644,497	524,952	454,541	467,423	457,822	473,788	666,197	667,313	349,667
433	INDIV INSTR SUPPLIES	111,736	77,230	89,962	90,331	61,724	61,354	79,577	104,146	104,575	85,858
440	FUELS	96,028	126,188	44,532	31,968	18,603	26,078	31,027	31,647	38,012	28,967
442	GAS & OIL	0	95	553	178	58	56	254	200	200	204
460	TEXTBOOKS/WORKBOOKS	19,504	31,402	26,415	4,997	190	9,944	5,784	45,271	31,411	1,809
461	STANDARDIZED TESTS	41,326	81,164	79,184	69,070	24,745	125,209	68,479	109,200	115,500	90,025
465	NON INSTRUCTIONAL TECH DEVICES	0	0	0	0	0	0	0	0	47,619	37,818
466	INSTRUCTIONAL TECH DEVICES	0	0	0	0	0	0	1,200	0	0	0
470	LIBRARY BOOKS	823	534	98	0	0	7,332	4,687	2,286	2,382	2,482
489	PERIODICAL/NEWSPAPER	1,285	76	1,234	570	516	791	1,274	548	1,172	1,015
490	FOOD PURCHASES	60,135	65,667	85,156	79,327	74,174	66,251	77,779	70,713	69,834	55,707
4--	SUPPLIES-BUDGET ONLY	1,662,732	1,762,710	1,615,768	1,484,874	1,458,103	1,563,660	1,563,496	1,891,762	2,087,581	1,223,552
520	BLDG IMPROVEMENTS	3,680	0	4,927	3,100	204,748	48,150	859,012	100,000	0	0
530	EQUIPMENT PURCHASED	113,092	428,741	84,317	40,563	105,064	49,558	105,869	10,888	48,378	13,043
532	BUS EQUIPMENT	2,911	0	0	0	0	0	0	0	0	0
533	FURNITURE	0	0	0	0	297	2,909	0	0	0	0
535	CAPITAL LEASES	257,817	0	0	0	0	0	0	0	0	0
540	COMP HDW/SFTW PURCH	1,277	0	0	0	0	0	0	0	0	0
548	PUPIL TRANS VEH	0	0	0	0	53,935	0	61,805	50,000	63,671	0
550	OTHER VEHICLES PURCHASED	0	49,153	0	0	0	0	0	0	0	0
555	CAPT NON INSTR TECH HARDWARE	222,447	87,076	50,469	12,688	36,067	197,936	13,492	14,402	14,175	14,281
556	TECH EQUIP SPED DIRECT INSTRUC	2,290	0	1,856	3,319	3,210	7,716	11,116	3,407	10,592	10,804
589	LEASE TRANSACTIONS	-257,817	0	0	0	0	0	0	0	0	0
599	CONTINGENCY	0	0	15,708	600	556	0	0	0	0	0
5--		345,697	564,970	157,277	60,270	403,877	306,269	1,051,294	178,697	136,815	38,128
820	DUES & MEMBERSHIP	106,098	114,603	98,563	103,486	85,351	82,265	190,292	360,105	192,506	177,178
825	RECRUITMENT EXP	0	0	0	600	6,275	6,381	17,714	15,000	15,300	15,606
891	TRA STATE CONTRIBUTION	0	0	0	0	0	307,226	292,652	0	0	0
895	INDIRECT COST CHARGEBACK	608	0	0	0	0	0	0	-8,496	39	-16,010
896	TAXES/SPECIAL ASSESSMENTS	0	0	0	0	0	17,212	14,954	15,702	16,486	17,310
898	SCHOLARSHIPS	21,122	27,206	26,464	27,835	31,264	29,536	34,710	33,178	0	0
899	MISCELLANEOUS EXPENSE	104,967	57,572	69,112	34,905	32,200	44,245	25,838	33,764	35,943	31,774
8--		232,795	199,381	194,139	166,826	155,090	486,865	576,160	449,253	260,274	225,858
910	PERM TRANSFERS TO OTHER FUNDS	8,688,384	856,840	1,650,000	2,273,113	6,721,373	4,361,612	2,137,175	1,050,000	652,666	0
911	COMMN APRVD TSF OUT	0	324,242	0	0	0	0	0	0	0	0
9--		8,688,384	1,181,082	1,650,000	2,273,113	6,721,373	4,361,612	2,137,175	1,050,000	652,666	0
	TECH CPL									532,292	566,589
	Total	85,792,808	79,369,258	81,286,276	85,849,919	92,982,152	90,017,116	91,175,121	93,007,839	100,534,422	102,622,324

# Budget Allocations

**2020-21**  
**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).

<b>Financial</b>
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Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 1,066,965	\$ 983,009	\$ 825,763	\$ 917,252	\$ 792,220
Benefits	\$ 253,832	\$ 243,714	\$ 198,726	\$ 220,744	\$ 248,760
Contracted Services	\$ 363,699	\$ 844,365	\$ 750,898	\$ 789,412	\$ 805,096
Supplies and Materials	\$ 6,190	\$ 9,688	\$ 5,845	\$ 13,069	\$ 8,067
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ 38	\$ 39	\$ 40
<b>Total</b>	<b>\$ 1,690,686</b>	<b>\$ 2,080,776</b>	<b>\$ 1,781,270</b>	<b>\$ 1,940,515</b>	<b>\$ 1,854,183</b>
<b>% Change over Previous Year</b>		<b>18.75%</b>	<b>-16.81%</b>	<b>8.21%</b>	<b>-4.66%</b>

## Business Services Budget Executive Summary

**Budget Area:** Business Services

**Budget Manager(s):** Tariro Chapinduka, 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 690,629	\$ 672,047	\$ 777,385	\$ 812,625	\$ 860,725
Benefits	\$ 200,573	\$ 204,948	\$ 229,995	\$ 240,421	\$ 266,614
Contracted Services	\$ 116,365	\$ 158,339	\$ 137,605	\$ 196,611	\$ 146,924
Supplies and Materials	\$ 18,626	\$ 13,577	\$ 21,406	\$ 20,819	\$ 12,609
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ (36,194)	\$ (23,998)	\$ (15,994)	\$ (16,995)	\$ (17,335)
<b>Total</b>	<b>\$ 989,999</b>	<b>\$ 1,024,913</b>	<b>\$ 1,150,397</b>	<b>\$ 1,253,481</b>	<b>\$ 1,269,537</b>
<b>% Change over Previous Year</b>		<b>3.53%</b>	<b>12.24%</b>	<b>8.96%</b>	<b>1.28%</b>

## Technology CPL Budget Executive Summary

**Budget Area:** Technology CPL

**Budget Manager(s):** Ivar Nelson, Director of IT  
Tariro Chapinduka, Director of Business Services

**Budget Description:**

### Financial

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	not available	\$ 125,128	\$ 3,402,081	\$ 3,717,262	\$ 3,924,991
Benefits		\$ 38,818	\$ 1,031,219	\$ 1,183,529	\$ 1,335,194
Contracted Services		\$ 64,381	\$ -	\$ -	\$ -
Supplies and Materials		\$ 1,247,919	\$ 438,890	\$ 397,751	\$ 405,706
Capital Outlay		\$ -	\$ -	\$ -	\$ -
Other		\$ -	\$ 46,568	\$ 23,750	\$ -
<b>Total</b>		<b>\$ 1,476,246</b>	<b>\$ 4,918,758</b>	<b>\$ 5,322,292</b>	<b>\$ 5,665,891</b>
<b>% Change over Previous Year</b>			<b>233.19%</b>	<b>8.20%</b>	<b>6.46%</b>

## Districtwide Insurances Budget Executive Summary

**Budget Area:** Worker's Comp, Unemployment and Property/Casualty/Liability Insurances

**Budget Manager(s):** Tariro Chapinduka, 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	\$ 503,663	\$ 474,800	\$ 371,585	\$ 324,301	\$ 346,622
Contracted Services	\$ 254,518	\$ 235,254	\$ 278,697	\$ 253,883	\$ 393,518
Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 758,181</b>	<b>\$ 710,054</b>	<b>\$ 650,282</b>	<b>\$ 578,184</b>	<b>\$ 740,141</b>
<b>% Change over Previous Year</b>		<b>-6.35%</b>	<b>-8.42%</b>	<b>-11.09%</b>	<b>28.01%</b>

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
WORKERS COMPENSATION	\$ 477,165	\$ 435,970	\$ 345,189	\$ 291,637	\$ 313,305
UNEMPLOYMENT COMP INS	\$ 26,498	\$ 38,830	\$ 26,396	\$ 32,664	\$ 33,317
PROP/LIAB/AUTO INS	\$ 254,518	\$ 235,254	\$ 278,697	\$ 253,883	\$ 393,518
<b>Total</b>	<b>\$ 758,181</b>	<b>\$ 710,054</b>	<b>\$ 650,282</b>	<b>\$ 578,184</b>	<b>\$ 740,141</b>

## Elementary Budget Executive Summary

**Budget Area:** Elementary

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

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

### Financial

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 15,195,462	\$ 15,161,847	\$ 15,469,412	\$ 16,408,853	\$ 16,804,038
Benefits	\$ 4,333,253	\$ 4,456,512	\$ 4,746,954	\$ 4,874,799	\$ 5,447,939
Contracted Services	\$ 211,648	\$ 282,779	\$ 271,249	\$ 299,247	\$ 296,720
Supplies and Materials	\$ 198,106	\$ 188,100	\$ 178,792	\$ 224,222	\$ 132,962
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 2,080	\$ -	\$ 150	\$ 274	\$ 279
<b>Total</b>	<b>\$ 19,940,549</b>	<b>\$ 20,089,238</b>	<b>\$ 20,666,557</b>	<b>\$ 21,807,395</b>	<b>\$ 22,681,940</b>
<b>% Change over Previous Year</b>		<b>0.75%</b>	<b>2.87%</b>	<b>5.52%</b>	<b>4.01%</b>



## 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.

### Financial

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 1,308,091	\$ 1,237,101	\$ 1,197,047	\$ 1,350,716	\$ 1,357,882
Benefits	\$ 342,780	\$ 336,784	\$ 326,584	\$ 379,564	\$ 429,734
Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 1,650,871</b>	<b>\$ 1,573,885</b>	<b>\$ 1,523,631</b>	<b>\$ 1,730,280</b>	<b>\$ 1,787,617</b>
<b>% Change over Previous Year</b>		<b>-4.66%</b>	<b>-3.19%</b>	<b>13.56%</b>	<b>3.31%</b>

## Fund 11 Tuition Programs Budget Executive Summary

**Budget Area:** Fund 11 Tuition Programs

**Budget Manager(s):** Fhonda Contreras, 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

Fund 11 crosswalks to Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 89,793	\$ 92,705	\$ 94,905	\$ 98,020	\$ 101,450
Benefits	\$ 23,726	\$ 25,198	\$ 24,893	\$ 25,710	\$ 32,092
Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 113,519</b>	<b>\$ 117,903</b>	<b>\$ 119,798</b>	<b>\$ 123,730</b>	<b>\$ 133,542</b>
<b>% Change over Previous Year</b>		<b>3.86%</b>	<b>1.61%</b>	<b>3.28%</b>	<b>7.93%</b>

**Fund 71 - Achievement & Integration Budget  
Executive Summary**

**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**

<b>Fund 71 crosswalks to Fund 01</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Actual 2018-19</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Salary	\$ 886,001	\$ 992,553	\$ 957,177	\$ 1,019,570	\$ 1,006,865
Benefits	\$ 248,469	\$ 281,923	\$ 266,462	\$ 285,590	\$ 316,628
Contracted Services	\$ 126,043	\$ 49,043	\$ 58,549	\$ 64,124	\$ 60,844
Supplies and Materials	\$ 10,725	\$ 6,783	\$ 3,756	\$ 6,723	\$ 7,004
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 10,725	\$ 11,697	\$ 11,997	\$ 10,722	\$ 11,174
<b>Total</b>	<b>\$ 1,281,963</b>	<b>\$ 1,341,999</b>	<b>\$ 1,297,941</b>	<b>\$ 1,386,729</b>	<b>\$ 1,402,516</b>
<b>% Change over Previous Year</b>		<b>4.68%</b>	<b>-3.28%</b>	<b>6.84%</b>	<b>1.14%</b>

**2020-21**  
**Fund 81 - Federal Special Education Budget**  
**Executive Summary**

**Budget Area:** Fund 81 - Federal Special Education

**Budget Manager(s):** Phonda Contreras, 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**

<b>Fund 81 Federal Special Education crosswalks to Fund 01</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Actual 2018-19</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Salary	\$ 721,140	\$ 944,867	\$ 1,183,333	\$ 904,957	\$ 917,639
Benefits	\$ 820,239	\$ 636,625	\$ 658,843	\$ 700,533	\$ 754,125
Contracted Services	\$ 46,895	\$ 64,041	\$ 54,724	\$ 93,371	\$ 95,238
Supplies and Materials	\$ 15,354	\$ 12,450	\$ 12,995	\$ 26,510	\$ 27,040
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 110	\$ 110	\$ 110	\$ 112	\$ 114
<b>Total</b>	<b>\$ 1,603,738</b>	<b>\$ 1,658,093</b>	<b>\$ 1,910,005</b>	<b>\$ 1,725,483</b>	<b>\$ 1,794,156</b>
<b>% Change over Previous Year</b>		<b>3.39%</b>	<b>15.19%</b>	<b>-9.66%</b>	<b>3.98%</b>

## 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  
Tariro Chapinduka, 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

Fund 81 - Local and Federal Grants crosswalks to Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 913,474	\$ 980,198	\$ 1,459,791	\$ 1,401,912	\$ 1,012,040
Benefits	\$ 180,449	\$ 201,840	\$ 337,125	\$ 448,612	\$ 315,568
Contracted Services	\$ 179,951	\$ 198,200	\$ 206,649	\$ 210,782	\$ 153,611
Supplies and Materials	\$ 122,013	\$ 151,835	\$ 240,748	\$ 252,963	\$ 132,800
Capital Outlay	\$ 30,590	\$ 11,138	\$ 45,251	\$ 46,156	\$ 10,600
Other	\$ 74,349	\$ 55,440	\$ 51,431	\$ 52,460	\$ 30,000
<b>Total</b>	<b>\$ 1,500,826</b>	<b>\$ 1,598,651</b>	<b>\$ 2,340,995</b>	<b>\$ 2,412,884</b>	<b>\$ 1,654,618</b>
<b>% Change over Previous Year</b>		<b>6.52%</b>	<b>46.44%</b>	<b>3.07%</b>	<b>-31.43%</b>

Program Breakdown	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Local Grants	\$ 360,313	\$ 366,039	\$ 408,542	\$ 352,787	\$ 352,787
Title I	\$ 823,894	\$ 885,408	\$ 908,384	\$ 876,392	\$ 876,392
Title I N&D	\$ 105,315	\$ 77,763	\$ 42,814	\$ 36,776	\$ 36,776
Title II	\$ 150,388	\$ 204,223	\$ 182,904	\$ 170,400	\$ 170,400
Title III	\$ 60,916	\$ 65,218	\$ 75,893	\$ 66,651	\$ 66,651
Title IV	\$ -	\$ -	\$ -	\$ 61,225	\$ 61,225
SCRL Grant - Literacy Grant	\$ -	\$ -	\$ 722,458	\$ 848,653	\$ 90,387
<b>TOTAL</b>	<b>\$ 1,500,826</b>	<b>\$ 1,598,651</b>	<b>\$ 2,340,995</b>	<b>\$ 2,412,884</b>	<b>\$ 1,654,618</b>

## Governance & Management Budget Executive Summary

**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, Principal Leadership office, Strategic Planning and graduation expenses.

### Financial

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 606,512	\$ 623,599	\$ 749,441	\$ 816,157	\$ 794,468
Benefits	\$ 143,866	\$ 142,694	\$ 169,155	\$ 180,535	\$ 202,458
Contracted Services	\$ 194,536	\$ 259,989	\$ 123,508	\$ 244,914	\$ 161,927
Supplies and Materials	\$ 39,686	\$ 40,795	\$ 25,620	\$ 54,202	\$ 31,315
Capital Outlay	\$ -	\$ -	\$ 1,091	\$ -	\$ -
Other	\$ 41,414	\$ 41,414	\$ 37,193	\$ 40,019	\$ 40,814
<b>Total</b>	<b>\$ 1,026,014</b>	<b>\$ 1,108,491</b>	<b>\$ 1,106,008</b>	<b>\$ 1,335,826</b>	<b>\$ 1,230,982</b>
<b>% Change over Previous Year</b>		<b>8.04%</b>	<b>-0.22%</b>	<b>20.78%</b>	<b>-7.85%</b>

	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
School Board	\$ 104,258	\$ 115,878	\$ 83,871	\$ 123,799	\$ 114,563
Office of Superintendent	\$ 395,169	\$ 398,215	\$ 385,280	\$ 399,007	\$ 357,547
Superintendent Contingency	\$ 79,473	\$ 82,222	\$ 16,912	\$ 75,000	\$ 36,355
Asst. Superintendent	\$ 367,642	\$ 406,869	\$ 399,375	\$ 460,487	\$ 453,383
Office of Principal Leadership	\$ -	\$ -	\$ 157,526	\$ 163,032	\$ 169,728
Strategic Plan	\$ 40,951	\$ 65,602	\$ 21,077	\$ 62,544	\$ 59,644
Graduation	\$ 38,521	\$ 39,705	\$ 41,967	\$ 51,957	\$ 39,763
<b>Total Governance &amp; Mgmt</b>	<b>\$ 1,026,014</b>	<b>\$ 1,108,491</b>	<b>\$ 1,106,008</b>	<b>\$ 1,335,826</b>	<b>\$ 1,230,982</b>

## 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 6,608,186	\$ 6,848,079	\$ 6,859,939	\$ 7,071,589	\$ 6,890,060
Benefits	\$ 1,839,766	\$ 1,935,796	\$ 2,007,011	\$ 2,068,933	\$ 2,173,840
Contracted Services	\$ 334,059	\$ 461,911	\$ 388,908	\$ 528,094	\$ 532,586
Supplies and Materials	\$ 89,374	\$ 112,257	\$ 117,059	\$ 153,102	\$ 69,830
Capital Outlay	\$ 8,743	\$ -	\$ 2,925	\$ 2,984	\$ 3,043
Other	\$ 15,670	\$ 12,510	\$ 14,331	\$ 21,930	\$ 22,368
<b>Total</b>	<b>\$ 8,895,798</b>	<b>\$ 9,370,553</b>	<b>\$ 9,390,173</b>	<b>\$ 9,846,632</b>	<b>\$ 9,691,727</b>
<b>% Change over Previous Year</b>		<b>5.34%</b>	<b>0.21%</b>	<b>4.86%</b>	<b>-1.57%</b>

**2020-21  
Talent Development  
Executive Summary**

**Budget Area:** Talent Development (TD)

**Budget Manager(s):** Karen Terhaar, Director – Innovation, Design and Learning

**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 Gifted & Talented enrollment over the past several years are primarily due to standardization of Gifted & Talented services criteria and reporting, as well as the implications of an overall district enrollment decline. The Talent Development budget is also supported by state revenue, along with Advanced Placement student fees for the administration of AP testing and support services.

**Financial**

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 808,422	\$ 839,098	\$ 885,153	\$ 916,176	\$ 848,088
Benefits	\$ 208,323	\$ 217,484	\$ 223,306	\$ 235,755	\$ 268,074
Contracted Services	\$ 108,187	\$ 116,900	\$ 124,281	\$ 119,266	\$ 112,874
Supplies and Materials	\$ 12,268	\$ 19,842	\$ 37,127	\$ 37,986	\$ 20,802
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 325	\$ 650	\$ 650	\$ 663	\$ 676
<b>Total</b>	<b>\$ 1,137,525</b>	<b>\$ 1,193,974</b>	<b>\$ 1,270,517</b>	<b>\$ 1,309,846</b>	<b>\$ 1,250,514</b>
<b>% Change over Previous Year</b>		<b>4.96%</b>	<b>6.41%</b>	<b>3.10%</b>	<b>-4.53%</b>



**2020-21**  
**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**

<b>Fund 01</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Actual 2018-19</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Salary	\$ 282,800	\$ 371,577	\$ 414,207	\$ 353,031	\$ 358,163
Benefits	\$ 84,774	\$ 116,380	\$ 128,861	\$ 113,189	\$ 116,765
Contracted Services	\$ 197,548	\$ 325,174	\$ 253,118	\$ 195,848	\$ 182,888
Supplies and Materials	\$ 1,866	\$ 4,126	\$ 3,966	\$ 4,008	\$ 2,420
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 10,189	\$ 46,452	\$ 40,823	\$ 40,902	\$ 41,720
<b>Total</b>	<b>\$ 577,177</b>	<b>\$ 863,709</b>	<b>\$ 840,975</b>	<b>\$ 706,977</b>	<b>\$ 701,956</b>
<b>% Change over Previous Year</b>		<b>49.64%</b>	<b>-2.63%</b>	<b>-15.93%</b>	<b>-0.71%</b>

## Junior High Budget Executive Summary

**Budget Area:** Junior High

**Budget Manager(s):** Leanne Kampfe, West Junior High Principal  
Irene Stewart, 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 7,719,462	\$ 7,578,798	\$ 7,639,399	\$ 7,782,444	\$ 7,445,651
Benefits	\$ 2,236,197	\$ 2,240,291	\$ 2,278,377	\$ 2,319,962	\$ 2,360,131
Contracted Services	\$ 302,905	\$ 314,284	\$ 300,196	\$ 356,406	\$ 355,181
Supplies and Materials	\$ 148,372	\$ 157,561	\$ 138,866	\$ 199,118	\$ 84,157
Capital Outlay	\$ 16,488	\$ 904	\$ -	\$ -	\$ -
Other	\$ 255	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 10,423,679</b>	<b>\$ 10,291,838</b>	<b>\$ 10,356,838</b>	<b>\$ 10,657,931</b>	<b>\$ 10,245,121</b>
<b>% Change over Previous Year</b>		<b>-1.26%</b>	<b>0.63%</b>	<b>2.91%</b>	<b>-3.87%</b>

## Fund 51 Lindbergh Center Budget Executive Summary

**Budget Area:** Lindbergh Center

**Budget Manager(s):** Tariro Chapinduka, Director of Business Services  
Alex Fisher, Director of Community Education  
Dre Jefferson, 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

Fund 51 crosswalks to Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 258,467	\$ 240,354	\$ 266,697	\$ 266,025	\$ 273,056
Benefits	\$ 69,355	\$ 64,141	\$ 70,305	\$ 70,128	\$ 83,380
Contracted Services	\$ 110,612	\$ 109,565	\$ 88,586	\$ 113,992	\$ 116,272
Supplies and Materials	\$ 17,298	\$ 14,469	\$ 14,918	\$ 15,216	\$ 9,190
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 455,732</b>	<b>\$ 428,529</b>	<b>\$ 440,506</b>	<b>\$ 465,361</b>	<b>\$ 481,899</b>
<b>% Change over Previous Year</b>		<b>-5.97%</b>	<b>2.79%</b>	<b>5.64%</b>	<b>3.55%</b>

## Medical Assistant (Third-Party Billing) Executive Summary

**Budget Area:** Medical Assistance (Third Party Billing)

**Budget Manager(s):** Fhonda Contreras, Director of Special Services

**Budget Description:** Federal and state law require all public MN schools to seek reimbursement from public and private health insurers for the cost of services provided by local educational agency. Schools are then reimbursed for the federal share of these eligible health-related services the school provides for a child that has a disability - with an active IEP or IFSP - and is eligible for Medical Assistance. Minnesota Statute provides guidelines for district use of any third-party revenue the district receives. This was previously included in the Special Education State budget package. To ensure all state and federal guidance/statutes are adhered to it was determined that best practice would be to have a stand alone budget.

### Financial

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	Not Available	\$ 24,838	\$ 179,736	\$ 181,127	\$ 187,466
Benefits		\$ 3,761	\$ 47,005	\$ 51,657	\$ 53,723
Contracted Services		\$ 3,767	\$ 1,004	\$ 1,024	\$ 1,045
Supplies and Materials		\$ 1,353	\$ 33,207	\$ 37,505	\$ 38,256
Capital Outlay		\$ 63,375	\$ 5,184	\$ 5,288	\$ 5,393
Other		\$ 3,751	\$ 3,695	\$ 3,769	\$ 3,844
<b>Total</b>	<b>\$ -</b>	<b>\$ 100,845</b>	<b>\$ 269,831</b>	<b>\$ 280,370</b>	<b>\$ 289,727</b>
<b>% Change over Previous Year</b>			<b>167.57%</b>	<b>3.91%</b>	<b>3.34%</b>

## Operations & Maintenance Budget Executive Summary

**Budget Area:** Operations & Maintenance

**Budget Manager(s):** Kevin Neuman, 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 3,064,604	\$ 3,177,746	\$ 3,365,735	\$ 3,450,659	\$ 3,504,760
Benefits	\$ 922,561	\$ 1,047,249	\$ 1,105,300	\$ 1,133,189	\$ 1,083,965
Contracted Services	\$ 2,646,867	\$ 2,796,955	\$ 3,065,087	\$ 3,209,199	\$ 3,299,441
Supplies and Materials	\$ 556,383	\$ 520,962	\$ 643,864	\$ 656,210	\$ 372,995
Capital Outlay	\$ 474	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 7,190,889</b>	<b>\$ 7,542,912</b>	<b>\$ 8,179,986</b>	<b>\$ 8,449,256</b>	<b>\$ 8,261,162</b>
<b>% Change over Previous Year</b>		<b>4.90%</b>	<b>8.45%</b>	<b>3.29%</b>	<b>-2.23%</b>

## Other District Wide Expenses Budget Executive Summary

**Budget Area:** Other District Wide Expenses

**Budget Manager(s):** Tariro Chapinduka, 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, contractual incentive payments for District administration, payments for Safe Schools to ISD # 287 and Interest Expense is in this budget. Effective with the 2019-20 Revised Budget, contractual incentive payments for District administration were removed and added to base salary.

### Financial

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 145,684	\$ 131,100	\$ 135,100	\$ -	\$ -
Benefits	\$ 22,687	\$ 23,280	\$ (50,224)	\$ -	\$ -
Contracted Services	\$ 235,162	\$ 205,481	\$ 206,217	\$ 211,633	\$ 215,866
Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 403,533</b>	<b>\$ 359,861</b>	<b>\$ 291,093</b>	<b>\$ 211,633</b>	<b>\$ 215,866</b>
<b>% Change over Previous Year</b>		<b>-10.82%</b>	<b>-19.11%</b>	<b>-27.30%</b>	<b>2.00%</b>

**2020-21  
Q-Comp Budget  
Executive Summary**

**Budget Area:** Q-Comp

**Budget Manager(s):** Nik Lightfoot, Ed.D., J.D., Assistant Superintendent  
Karen Terhaar, Director of Teaching and Learning

**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.

**Financial**

<b>Fund 01</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Salary	\$ 1,478,514	\$ 1,384,578	\$ 1,670,292	\$ 1,686,397
Benefits	\$ 298,353	\$ 256,058	\$ 315,776	\$ 327,480
Contracted Services	\$ 11,346	\$ 25,723	\$ 17,096	\$ 15,000
Supplies and Materials	\$ 3,897	\$ 841	\$ 1,000	\$ 751
Capital Outlay	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ 14,000	\$ 14,000	\$ -
<b>Total</b>	<b>\$ 1,792,110</b>	<b>\$ 1,681,200</b>	<b>\$ 2,018,164</b>	<b>\$ 2,029,628</b>
<b>% Change over Previous Year</b>		<b>-6.19%</b>	<b>20.04%</b>	<b>0.57%</b>

*Effective in 2019-20, Actual Peer Coaches charged to Q-Comp*

<b>Description</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Projected Revenue - Q-Comp	\$ 1,762,981	\$ 1,836,931
Projected Revenue - SpEd Aid from Q-Comp Exp for SpEd staff (est. at 60%)	\$ 179,369	\$ 179,369
<b>Total Projected Revenue</b>	<b>\$ 1,942,350</b>	<b>\$ 2,016,300</b>
Projected Expenditures	\$ 2,018,164	\$ 2,029,628
Projected Revenue minus Expense - Under Spent / (Over Spent)	\$ (75,814)	\$ (13,328)

**2020-21**  
**Retiree Severance and Health Insurance Budget**  
**Executive Summary**

**Budget Area:** Retiree Severance and Health Insurance

**Budget Manager(s):** Tariro Chapinduka, Director of Business Services

**Budget Description:** This budget area tracks district contributions for retiree medical insurance and severance payments per collective bargaining agreements as well as any year-end OPEB credit.

**Financial**

<b>Fund 01</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Actual 2018-19</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Salary	\$ 590,605	\$ 600,849	\$ 995,625	\$ (46,884)	\$ 1,030,472
Benefits	\$ 190,016	\$ 240,050	\$ 309,612	\$ 313,850	\$ 347,272
Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 780,621</b>	<b>\$ 840,899</b>	<b>\$ 1,305,237</b>	<b>\$ 266,966</b>	<b>\$ 1,377,744</b>
<b>% Change over Previous Year</b>		<b>7.72%</b>	<b>55.22%</b>	<b>-79.55%</b>	<b>416.07%</b>

*In FY20, OPEB savings (credit) budgeted at \$1,042,509 due to delay in operating referendum revenue, if enrollment meets projections. It is assumed that no OPEB Credit will be taken in 2020-21.*



## 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 660,740	\$ 553,468	\$ 485,884	\$ 478,826	\$ 495,121
Benefits	\$ 177,528	\$ 139,210	\$ 137,695	\$ 135,695	\$ 156,336
Contracted Services	\$ 176,438	\$ 208,591	\$ 257,164	\$ 254,620	\$ 259,713
Supplies and Materials	\$ 29,092	\$ 25,701	\$ 28,790	\$ 35,000	\$ 26,301
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 1,043,798</b>	<b>\$ 926,970</b>	<b>\$ 909,533</b>	<b>\$ 904,141</b>	<b>\$ 937,471</b>
<b>% Change over Previous Year</b>		<b>-11.19%</b>	<b>-1.88%</b>	<b>-0.59%</b>	<b>3.69%</b>

## Secondary Vocational - Transition Disabled Budget Executive Summary

**Budget Area:** Secondary Vocational - Transition Disabled

**Budget Manager(s):** Fhonda Contreras, 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 167,855	\$ 218,254	\$ 267,865	\$ 277,376	\$ 287,084
Benefits	\$ 35,251	\$ 49,794	\$ 65,035	\$ 67,316	\$ 90,815
Contracted Services	\$ 24,440	\$ 35,619	\$ 30,825	\$ 70,797	\$ 72,088
Supplies and Materials	\$ -	\$ 54	\$ 82	\$ 492	\$ 502
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 227,546</b>	<b>\$ 303,721</b>	<b>\$ 363,807</b>	<b>\$ 415,980</b>	<b>\$ 450,489</b>
<b>% Change over Previous Year</b>		<b>33.48%</b>	<b>19.78%</b>	<b>14.34%</b>	<b>8.30%</b>

## Special Education Budget Executive Summary

**Budget Area:** Special Education

**Budget Manager(s):** Fhonda Contreras, 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 9,121,852	\$ 9,058,387	\$ 9,119,345	\$ 9,923,689	\$ 10,229,780
Benefits	\$ 2,182,803	\$ 2,564,660	\$ 2,675,104	\$ 2,508,383	\$ 2,527,621
Contracted Services	\$ 523,260	\$ 594,824	\$ 789,430	\$ 780,998	\$ 795,797
Supplies and Materials	\$ 28,157	\$ 45,618	\$ 27,149	\$ 27,692	\$ 21,225
Capital Outlay	\$ 10,625	\$ 2,016	\$ 5,200	\$ 5,304	\$ 5,410
Other	\$ 33,363	\$ 34,710	\$ 127,150	\$ -	\$ -
<b>Total</b>	<b>\$ 11,900,060</b>	<b>\$ 12,300,215</b>	<b>\$ 12,743,378</b>	<b>\$ 13,246,065</b>	<b>\$ 13,579,834</b>
<b>% Change over Previous Year</b>		<b>3.36%</b>	<b>3.60%</b>	<b>3.94%</b>	<b>2.52%</b>

## Staff Development Budget Executive Summary

**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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 617,759	\$ 621,340	\$ 626,600	\$ 633,049	\$ 655,205
Benefits	\$ 156,195	\$ 157,858	\$ 159,769	\$ 161,413	\$ 178,851
Contracted Services	\$ 126,239	\$ 147,813	\$ 296,369	\$ 244,424	\$ 158,127
Supplies and Materials	\$ 17,637	\$ 13,740	\$ 15,192	\$ 15,496	\$ 15,806
Capital Outlay	\$ 118	\$ -	\$ -	\$ -	\$ -
Other	\$ 4,672	\$ -	\$ 70	\$ 71	\$ 73
<b>Total</b>	<b>\$ 922,620</b>	<b>\$ 940,751</b>	<b>\$ 1,098,000</b>	<b>\$ 1,054,454</b>	<b>\$ 1,008,062</b>
<b>% Change over Previous Year</b>		<b>1.97%</b>	<b>16.72%</b>	<b>-3.97%</b>	<b>-4.40%</b>

## Student Activities Executive Summary

**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.

<b>Financial</b>
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Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 980,868	\$ 1,049,199	\$ 1,093,008	\$ 1,109,712	\$ 1,061,887
Benefits	\$ 162,675	\$ 186,394	\$ 187,227	\$ 190,088	\$ 196,800
Contracted Services	\$ 283,977	\$ 298,699	\$ 302,668	\$ 322,397	\$ 284,983
Supplies and Materials	\$ 49,030	\$ 59,608	\$ 41,165	\$ 55,849	\$ 30,544
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 8,080	\$ 5,628	\$ 7,105	\$ 7,247	\$ 7,392
<b>Total</b>	<b>\$ 1,484,630</b>	<b>\$ 1,599,528</b>	<b>\$ 1,631,173</b>	<b>\$ 1,685,294</b>	<b>\$ 1,581,605</b>
<b>% Change over Previous Year</b>		<b>7.74%</b>	<b>1.98%</b>	<b>3.32%</b>	<b>-6.15%</b>

## 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 119,174	\$ 311,473	\$ 603,888	\$ 400,846	\$ 447,149
Benefits	\$ 27,309	\$ 87,718	\$ 200,250	\$ 132,093	\$ 140,837
Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -
Supplies and Materials	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 146,483</b>	<b>\$ 399,191</b>	<b>\$ 804,138</b>	<b>\$ 532,938</b>	<b>\$ 587,986</b>
<b>% Change over Previous Year</b>		<b>172.52%</b>	<b>101.44%</b>	<b>-33.73%</b>	<b>10.33%</b>

## Innovation, Design and Learning Executive Summary

**Budget Area:** Innovation, Design and Learning (IDL - formerly 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

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 1,135,367	\$ 872,941	\$ 812,194	\$ 754,290	\$ 740,500
Benefits	\$ 254,794	\$ 206,147	\$ 211,969	\$ 196,857	\$ 231,042
Contracted Services	\$ 7,262	\$ 27,354	\$ 17,756	\$ 18,111	\$ 16,961
Supplies and Materials	\$ 187,034	\$ 107,378	\$ 137,911	\$ 140,669	\$ 103,475
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 45	\$ 638	\$ -	\$ -	\$ -
<b>Total</b>	<b>\$ 1,584,502</b>	<b>\$ 1,214,458</b>	<b>\$ 1,179,830</b>	<b>\$ 1,109,928</b>	<b>\$ 1,091,977</b>
<b>% Change over Previous Year</b>		<b>-23.35%</b>	<b>-2.85%</b>	<b>-5.92%</b>	<b>-1.62%</b>

## Technology Non-CPL Budget Executive Summary

**Budget Area:** Technology Non-CPL

**Budget Manager(s):** Ivar Nelson, Director of IT  
Tariro Chapinduka, Director of Business Services

**Budget Description:** This budget package covers expenses not allowed under the Capital Projects Levy but are technology related. These expenses include telephone maintenance contracts, travel for conferences and training, supplies and maintenance fees for Finance, Payroll and HR systems.

### Financial

Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	not available	\$ -	\$ -	\$ -	\$ -
Benefits		\$ -	\$ -	\$ -	\$ -
Contracted Services		\$ -	\$ 114,159	\$ 125,436	\$ 127,945
Supplies and Materials		\$ -	\$ 65,078	\$ 87,674	\$ 60,887
Capital Outlay		\$ -	\$ -	\$ -	\$ -
Other		\$ -	\$ 98,615	\$ 65,691	\$ 67,005
<b>Total</b>		<b>\$ -</b>	<b>\$ 277,852</b>	<b>\$ 278,801</b>	<b>\$ 255,836</b>
<b>% Change over Previous Year</b>				<b>0.34%</b>	<b>-8.24%</b>



<b>Fund 03 crosswalks to Fund 01</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Actual 2018-19</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Salary	\$ 205,983	\$ 214,709	\$ 235,575	\$ 301,259	\$ 234,177
Benefits	\$ 66,026	\$ 70,434	\$ 76,116	\$ 97,339	\$ 72,185
Contracted Services	\$ 5,254,780	\$ 4,938,473	\$ 5,939,949	\$ 6,177,789	\$ 6,154,260
Supplies and Materials	\$ 15,003	\$ 18,259	\$ 21,453	\$ 20,566	\$ 14,514
Capital Outlay	\$ 15,722	\$ 12,892	\$ 82,133	\$ 77,084	\$ 13,681
Other	\$ 17,322	\$ 15,314	\$ 201	\$ 16,861	\$ 17,693
<b>Total</b>	<b>\$ 5,574,836</b>	<b>\$ 5,270,081</b>	<b>\$ 6,355,427</b>	<b>\$ 6,690,897</b>	<b>\$ 6,506,511</b>
<b>% Change over Previous Year</b>		<b>-5.47%</b>	<b>20.59%</b>	<b>5.28%</b>	<b>-2.76%</b>

<b>Fund 03 crosswalks to Fund 01</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Actual 2018-19</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Salary	\$ 205,983	\$ 214,709	\$ 235,575	\$ 301,259	\$ 234,177
Benefits	\$ 66,026	\$ 70,434	\$ 76,116	\$ 97,339	\$ 72,185
Contracted Services	\$ 5,254,780	\$ 4,938,473	\$ 5,939,949	\$ 6,177,789	\$ 6,154,260
Supplies and Materials	\$ 15,003	\$ 18,259	\$ 21,453	\$ 20,566	\$ 14,614
Capital Outlay	\$ 15,722	\$ 12,892	\$ 82,133	\$ 77,084	\$ 13,681
Other	\$ 17,322	\$ 15,314	\$ 201	\$ 16,861	\$ 17,693
<b>Total</b>	<b>\$ 5,574,836</b>	<b>\$ 5,270,081</b>	<b>\$ 6,355,427</b>	<b>\$ 6,690,897</b>	<b>\$ 6,506,611</b>
<b>% Change over Previous Year</b>		<b>-5.47%</b>	<b>20.59%</b>	<b>5.28%</b>	<b>-2.75%</b>

**2020-21**  
**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):** Tariro Chapinduka, Director of Business Services

**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**

Fund 91 crosswalks to Fund 01	Actual 2016-17	Actual 2017-18	Actual 2018-19	Revised 2019-20	Original 2020-21
Salary	\$ 1,275	\$ 37,827	\$ 48,276	\$ 5,345	\$ 11,194
Benefits	\$ 184	\$ 571,074	\$ 5,943	\$ 1,817	\$ 1,850,792
Contracted Services	\$ 38,499	\$ 16,440	\$ 81,111	\$ 122,162	\$ -
Supplies and Materials	\$ 1,807	\$ -	\$ 9,299	\$ 1,490	\$ -
Capital Outlay	\$ 223,509	\$ 960,969	\$ 50,344	\$ -	\$ -
Other	\$ -	\$ -	\$ 370	\$ 2,510	\$ -
Transfers	\$ 4,361,612	\$ 2,137,175	\$ 1,050,000	\$ 652,666	\$ -
<b>Total</b>	<b>\$ 4,626,886</b>	<b>\$ 3,723,485</b>	<b>\$ 1,245,343</b>	<b>\$ 785,990</b>	<b>\$ 1,861,986</b>
<b>% Change over Previous Year</b>		<b>-19.53%</b>	<b>-66.55%</b>	<b>-36.89%</b>	<b>136.90%</b>

	19-20 Revised	20-21 Original
Elementary AVID	15,000	15,000
Marketing (Transfer to Community Ed)	125,000	-
OPEB Contribution/Self-Insured Retiree Severance	178,561	1,861,986
Strategic Vision 2031	118,324	-
VPK (Transfer VPK Revenue to Community Education in FY19-20 Only)	349,105	-
<b>Total Program Adjustments, Enhancements, One-Time Expenses and Transfers</b>	<b>785,990</b>	<b>1,861,986</b>

# **Capital Projects (Fund 6)**

# Building Construction Fund (06)

## Fund Analysis Description

This fund is established in a District where building construction has been authorized by a bond issue and/or a Capital Projects Levy. If a district qualifies for funding under the Long-Term Facilities Maintenance Program, the majority of revenue and expense for this program is also accounted for in this fund.

All costs related to construction and the equipping of facilities from the sale of bond proceeds must be recorded in this fund.

There shall be no borrowing from this fund. Any cash balance or investment in a building construction fund is held in trust for authorized projects and must not be used to support cash deficits in other funds.

On November 7, 2017, the voters of the Hopkins School District approved combining the November 2010 and November 2013 Capital Projects Levy for Curriculum and Technology, Safety and Security, and Kitchen Improvements, with a slight increase and renew this combined levy for 10 years. The voters also approved a \$30 million bond for capital improvements at various school sites. \$6.9 million of this bond goes towards paying off the Meadowbrook and Tanglen lease levies for a previous building purchase and building of a gymnasium. Another major part of bond proceeds will go towards an addition at Meadowbrook Elementary. A final major part of bond proceeds will be for kitchen improvements and cafeteria expansion, along with athletic and activity area improvements at Hopkins High School. The majority of projects for the bond referendum were completed in the Summer of 2019. This is a restricted account.

The Long-Term Facilities Maintenance activities for Phase VIII will start in the Summer of 2021 in accordance with the District's revised State approved rolling 10-year facilities plan. Bonding for Phase VII was completed in the Spring of 2021, with Phase VIII activity scheduled for the Summers of 2021 and 2022. This is also a restricted account.

## Fund Summary

### 2020-21 Long-Term Facilities Maintenance Restricted Fund

Estimated Fund Balance (6/30/20)	1,500,000
Long-Term Facility Maintenance Revenues	18,000,000
Long-Term Facility Maintenance Expenses	8,500,000
Estimated Fund Balance (6/30/21)	11,000,000

### **2020-21 Capital Projects Levy for Technology, Curriculum and Other Restricted Fund**

Estimated Fund Balance (6/30/20)	(500,000)
Capital Project Levy Revenues	5,549,177
Capital Project Levy Expenses	4,009,749
Estimated Fund Balance (6/30/21)	(1,039,428)

### **2020-21 Construction Bond Fund Restricted Fund**

Estimated Fund Balance (6/30/20)	0
Construction Bond Revenues	0
Construction Bond Expenses	0
Estimated Fund Balance (6/30/21)	0

# Long-Term Facilities Maintenance Plan

FY 2021 thru 2030



sitelogiq







## Expenditures by Fiscal Year

School Name	Fiscal Year Expenditures			Total
	2021	2022	2023	
District-Wide	\$507,261	\$1,472,424	\$1,067,299	\$ 3,046,983
Alice Smith	\$9,303	\$561,841	\$821,830	\$ 1,392,973
Bus Garage	\$12,500	\$479,766	\$691,524	\$ 1,183,790
Eisenhower Elem	\$29,925	\$319,660	\$412,158	\$ 761,744
Eisenhower CC	\$0	\$139,751	\$209,627	\$ 349,378
Gatewood	\$7,156	\$10,734	\$0	\$ 17,890
Glen Lake	\$15,750	\$620,193	\$894,852	\$ 1,530,795
Harley Hopkins	\$60,034	\$120,016	\$44,948	\$ 224,998
High School	\$2,742,341	\$4,113,511	\$0	\$ 6,855,852
Katherine Curren	\$24,720	\$74,534	\$56,180	\$ 155,435
Meadowbrook	\$626,949	\$986,100	\$68,514	\$ 1,681,563
North Jr. High	\$238,642	\$406,922	\$73,438	\$ 719,002
Tanglen	\$7,156	\$10,734	\$0	\$ 17,890
West Jr. High	\$184,278	\$422,668	\$219,376	\$ 826,321
<b>Project Totals</b>	<b>\$ 4,466,016</b>	<b>\$ 9,738,853</b>	<b>\$ 4,559,744</b>	<b>\$18,764,612</b>

Funding Type	Fiscal Year Expenditures			Total
	2021	2022	2023	
Bond	\$4,466,016	\$9,738,853	\$4,559,744	\$18,764,612
Pay As You Go	\$0	\$0	\$0	\$ -
<b>Totals</b>	<b>\$ 4,466,016</b>	<b>\$ 9,738,853</b>	<b>\$ 4,559,744</b>	<b>\$18,764,612</b>

## Expenditures by Calendar Year

School Name	Calendar Year Expenditures		Total
	2021	2022	
District-Wide	\$1,268,152	\$1,778,831	\$ 3,046,983
Alice Smith	\$23,257	\$1,369,716	\$ 1,392,973
Bus Garage	\$31,250	\$1,152,540	\$ 1,183,790
Eisenhower Elem	\$74,814	\$686,930	\$ 761,744
Eisenhower CC	\$0	\$349,378	\$ 349,378
Gatewood	\$17,890	\$0	\$ 17,890
Glen Lake	\$39,375	\$1,491,420	\$ 1,530,795
Harley Hopkins	\$150,085	\$74,913	\$ 224,998
High School	\$6,855,852	\$0	\$ 6,855,852
Katherine Curren	\$61,801	\$93,634	\$ 155,435
Meadowbrook	\$1,567,374	\$114,189	\$ 1,681,563
North Jr. High	\$596,606	\$122,396	\$ 719,002
Tanglen	\$17,890	\$0	\$ 17,890
West Jr. High	\$460,695	\$365,626	\$ 826,321
<b>Project Totals</b>	<b>\$ 11,165,040</b>	<b>\$ 7,599,573</b>	<b>\$18,764,612</b>

Funding Type	Calendar Year Expenditures		Total
	2021	2022	
Bond	\$11,165,040	\$7,599,573	\$18,764,612
Pay As You Go	\$0	\$0	\$ -
<b>Totals</b>	<b>\$ 11,165,040</b>	<b>\$ 7,599,573</b>	<b>\$18,764,612</b>

## Expenditures by Fiscal Year

School Name	Fiscal Year Expenditures										Total	
	2021	2021	2022	2023	2024	2025	2026	2027	2028	2029		2030
District-Wide	\$869,507	\$507,261	\$1,472,424	\$1,686,883	\$1,583,290	\$2,045,282	\$2,704,936	\$2,827,757	\$2,982,050	\$3,164,511	\$3,205,885	\$ 23,049,785
Alice Smith	\$132,374	\$9,303	\$561,841	\$833,135	\$243,352	\$940,412	\$905,192	\$84,820	\$118,324	\$201,456	\$342,906	\$ 4,373,114
Bus Garage	\$305,459	\$12,500	\$479,766	\$1,824,016	\$1,768,584	\$132,678	\$57,818	\$40,681	\$42,716	\$44,852	\$47,094	\$ 4,756,162
Eisenhower Elem	\$225,302	\$29,925	\$319,660	\$412,158	\$0	\$0	\$50,135	\$75,202	\$0	\$326,917	\$874,360	\$ 2,313,660
Eisenhower CC	\$90,032	\$0	\$139,751	\$209,627	\$0	\$0	\$0	\$0	\$4,239,587	\$6,359,381	\$2,059,939	\$ 13,098,316
Gatewood	\$158,939	\$7,156	\$10,734	\$3,860	\$315,449	\$464,490	\$138,533	\$421,832	\$321,049	\$0	\$40,723	\$ 1,882,764
Glen Lake	\$173,425	\$15,750	\$620,193	\$1,561,623	\$1,373,735	\$768,553	\$318,057	\$1,639,571	\$2,446,354	\$4,576	\$47,587	\$ 8,969,424
Harley Hopkins	\$3,431	\$60,034	\$120,016	\$166,498	\$182,326	\$128,942	\$193,413	\$0	\$0	\$44,140	\$70,423	\$ 969,223
High School	\$1,345,613	\$2,742,341	\$4,113,511	\$1,633,116	\$3,974,726	\$7,709,783	\$8,145,180	\$472,411	\$3,085,213	\$4,329,920	\$4,403,288	\$ 41,955,104
Katherine Curren	\$210,836	\$24,720	\$74,534	\$56,180	\$0	\$756,031	\$1,161,093	\$237,597	\$331,905	\$54,548	\$0	\$ 2,907,443
Meadowbrook	\$108,224	\$626,949	\$986,100	\$126,553	\$349,924	\$913,643	\$785,617	\$227,252	\$326,035	\$420,151	\$630,227	\$ 5,500,675
North Jr. High	\$273,359	\$238,642	\$406,922	\$697,629	\$1,033,745	\$555,512	\$627,840	\$652,442	\$947,494	\$411,157	\$616,736	\$ 6,461,479
Tanglen	\$28,319	\$7,156	\$10,734	\$7,495	\$11,242	\$55,160	\$454,758	\$807,482	\$374,180	\$0	\$40,723	\$ 1,797,248
West Jr. High	\$980,855	\$184,278	\$422,668	\$357,481	\$802,105	\$892,422	\$1,320	\$390,901	\$583,382	\$255,977	\$744,392	\$ 5,615,780
Project Totals	\$ 4,905,677	\$ 4,466,016	\$ 9,738,853	\$ 9,576,253	\$ 11,638,477	\$ 15,362,907	\$ 15,543,892	\$ 7,877,948	\$ 15,798,288	\$ 15,617,585	\$ 13,124,281	\$ 123,650,176

Funding Type	Fiscal Year Expenditures											Total
	2021	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
Bond	\$ 4,002,587	\$4,466,016	\$9,738,853	\$9,576,253	\$11,638,477	\$15,362,907	\$15,543,892	\$7,877,948	\$15,798,288	\$15,617,585	\$13,124,281	\$ 122,747,086
Pay As You Go	\$903,091	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ 903,091
Totals	\$ 4,905,677	\$ 4,466,016	\$ 9,738,853	\$ 9,576,253	\$ 11,638,477	\$ 15,362,907	\$ 15,543,892	\$ 7,877,948	\$ 15,798,288	\$ 15,617,585	\$ 13,124,281	\$ 123,650,176

Some Phase VII (previously approved)  
Expenditures will fall into FY 2021

# 10-YEAR PLAN – BY LTFM CATEGORY

## Expenditures by Fiscal Year

Finance Code	LTFM Description	Fiscal Year Expenditures											Total
		2021	2021	2022	2023	2024	2025	2026	2027	2028	2029	2030	
347-A	Physical Hazards	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ -
349-A	Other Hazardous Materials	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ -
352-A	Environmental H&S Mgmt	\$388,309	\$150,000	\$382,500	\$410,813	\$445,135	\$452,198	\$438,722	\$437,925	\$461,496	\$505,676	\$555,892	\$ 4,628,664
358-A	Asbestos Removal and Encapsulation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ -
363-A	Fire Safety	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ -
366-A	Indoor Air Quality	\$20,923	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ 20,923
358-B	Asbestos Removal and Encapsulation (>\$100K)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ -
363-B	Fire Safety (>\$100K)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ -
366-B	Indoor Air Quality (>\$100K)	\$0	\$2,275,285	\$3,816,581	\$1,996,495	\$2,686,999	\$6,838,289	\$8,906,356	\$1,634,372	\$6,144,700	\$5,724,822	\$2,337,604	\$ 42,361,501
367	Accessibility	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ -
368	Building Envelope	\$254,986	\$162,500	\$653,292	\$824,749	\$523,853	\$943,786	\$1,154,631	\$852,787	\$1,246,839	\$891,537	\$612,221	\$ 8,121,178
369	Building Hardware and Equip	\$1,159,945	\$12,500	\$37,388	\$398,794	\$570,728	\$254,927	\$518,221	\$429,393	\$791,662	\$1,208,873	\$833,478	\$ 6,215,907
370	Electrical	\$142,099	\$115,621	\$412,935	\$557,178	\$389,695	\$240,324	\$622,608	\$826,407	\$310,690	\$338,478	\$213,618	\$ 4,169,653
379	Interior Surfaces	\$1,288,744	\$35,230	\$527,052	\$1,199,308	\$1,048,882	\$846,953	\$648,689	\$1,569,340	\$2,249,296	\$756,312	\$2,408,915	\$ 12,578,720
380	Mechanical Systems	\$563,673	\$429,975	\$644,963	\$5,276	\$7,914	\$0	\$0	\$0	\$0	\$0	\$0	\$ 1,651,801
381	Plumbing	\$108,036	\$0	\$50,508	\$333,851	\$404,948	\$39,611	\$19,337	\$9,592	\$14,387	\$0	\$0	\$ 980,270
382	Professional Services and Salary	\$0	\$94,890	\$261,895	\$304,881	\$320,125	\$336,131	\$352,937	\$370,584	\$389,113	\$408,569	\$428,997	\$ 3,268,120
383	Roof Systems	\$858,279	\$243,442	\$813,053	\$671,836	\$658,399	\$1,488,995	\$752,094	\$0	\$0	\$420,151	\$630,227	\$ 6,536,477
384	Site Projects	\$120,684	\$946,574	\$2,138,687	\$2,873,073	\$4,581,802	\$3,921,696	\$2,130,297	\$1,747,549	\$4,190,106	\$5,363,167	\$5,103,330	\$ 33,116,963
Project Totals		\$ 4,905,677	\$ 4,466,016	\$ 9,738,853	\$ 9,576,253	\$ 11,638,477	\$ 15,362,907	\$ 15,543,892	\$ 7,877,948	\$ 15,798,288	\$ 15,617,585	\$ 13,124,281	\$ 123,650,176

Funding Type	Fiscal Year Expenditures									Total		
	2021	2021	2022	2023	2024	2025	2026	2027	2028		2029	2030
Bond	\$ 4,002,587	\$4,466,016	\$9,738,853	\$9,576,253	\$11,638,477	\$15,362,907	\$15,543,892	\$7,877,948	\$15,798,288	\$15,617,585	\$13,124,281	\$ 122,747,086
Pay As You Go	\$903,091	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$ 903,091
Totals	\$ 4,905,677	\$ 4,466,016	\$ 9,738,853	\$ 9,576,253	\$ 11,638,477	\$ 15,362,907	\$ 15,543,892	\$ 7,877,948	\$ 15,798,288	\$ 15,617,585	\$ 13,124,281	\$ 123,650,176

approved) Expenditures will fall into FY 2021

PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

**Hopkins School District No. 270**  
Preliminary Financing Plan for Future Projects

Future Bond Issues

Type of Bond	Amount	Dated	Int. Rate
Fac. Maintenance	\$15,345,000	02/15/21	3.00%
Fac. Maintenance	\$15,300,000	02/15/23	3.25%
Fac. Maintenance	\$10,745,000	02/15/25	3.50%
Fac. Maintenance	\$19,465,000	02/15/27	3.75%
Fac. Maintenance	\$11,475,000	02/15/29	3.75%
Fac. Maintenance	\$12,075,000	02/15/31	3.75%

Levy	Pay. Year	Fiscal Year	Capacity Value <sup>1</sup> (\$000s)	Est. Tax % Chg	Debt Service Levies - Existing Bonds <sup>2</sup>					Other Levies					Facilities Maintenance Funding					Combined Totals		
					Building Bonds	Alt. Fac. / FM Bonds	Est. Refunding Savings <sup>7</sup>	Est. Debt Excess <sup>3</sup>	Net Levy	Tax Rate	Lease Levy <sup>4</sup>	Capital Project Levy <sup>5</sup>	General Fund Revenue <sup>7</sup>	Principal	Interest	Addl. Debt Excess <sup>3</sup>	Debt Levy	Total	Tax Rate			
2020	2021	2022	128,656	7.6%	6,680,685	10,907,571	-	(369,850)	17,218,406	13.38	1,498,362	11,175,168	1,840,667	-	-	-	-	31,732,603	24.66			
2021	2022	2023	135,088	5.0%	6,381,215	11,476,251	(556,000)	(1,037,390)	16,264,075	12.04	1,498,362	12,022,586	3,533,853	-	442,448	6	-	33,318,875	24.66			
2022	2023	2024	136,439	1.0%	1,902,482	15,638,923	(557,000)	(803,586)	16,180,819	11.86	1,498,362	12,623,714	2,856,253	-	460,350	-	483,368	33,642,515	24.66			
2023	2024	2025	137,804	1.0%	1,508,469	13,492,041	(555,000)	(789,363)	13,656,147	9.91	1,498,362	12,749,951	5,593,477	-	938,263	6	-	33,981,304	24.66			
2024	2025	2026	141,938	3.0%	1,520,282	12,972,133	(557,000)	(675,023)	13,260,392	9.34	1,498,362	12,877,451	6,382,907	-	957,600	-	(21,752)	35,002,840	24.66			
2025	2026	2027	146,196	3.0%	1,521,909	13,346,668	(555,000)	(652,159)	13,661,419	9.34	1,498,362	13,263,774	6,668,892	-	1,319,050	6	(44,268)	36,053,659	24.66			
2026	2027	2028	147,658	1.0%	1,549,157	13,283,721	(556,000)	(669,086)	13,607,792	9.22	1,498,362	13,661,687	6,282,948	-	1,333,675	-	(43,255)	36,407,893	24.66			
2027	2028	2029	149,134	1.0%	1,529,207	13,426,796	-	(667,479)	13,730,524	9.21	1,498,362	13,798,384	6,408,288	-	2,035,226	6	(61,070)	36,774,767	24.66			
2028	2029	2030	150,626	1.0%	1,545,219	12,913,688	-	(673,020)	13,785,887	9.15	1,498,362	13,936,287	5,817,585	-	2,063,613	-	(60,268)	37,144,646	24.66			
2029	2030	2031	152,132	1.0%	3,627,107	8,532,248	-	(650,651)	11,508,704	7.56	1,498,362	14,075,650	5,824,281	-	2,477,191	6	(94,794)	37,514,746	24.66			
2030	2031	2032	152,132	0.0%	3,874,001	8,174,408	-	(547,171)	11,501,238	7.56	1,498,362	14,216,407	6,100,000	1,775,000	2,421,475	-	(207,349)	37,514,956	24.66			
2031	2032	2033	152,132	0.0%	5,928,694	6,114,098	-	(542,178)	11,500,613	7.56	1,498,362	14,216,407	6,100,000	1,810,000	48,084,678	6	(188,953)	37,513,565	24.66			
2032	2033	2034	152,132	0.0%	5,681,498	6,363,630	-	(541,926)	11,503,202	7.56	1,498,362	14,216,407	6,100,000	1,410,000	2,766,738	-	(188,918)	37,514,627	24.66			
2033	2034	2035	152,132	0.0%	5,694,098	6,348,720	-	(542,031)	11,500,787	7.56	1,498,362	14,216,407	6,100,000	1,455,000	2,724,438	-	(188,850)	37,515,115	24.66			
2034	2035	2036	152,132	0.0%	-	2,795,678	-	-	2,253,751	1.48	1,498,362	14,216,407	10,100,000	6,280,000	2,680,788	-	(188,980)	37,288,366	24.51			
2035	2036	2037	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	8,830,000	2,492,388	-	(414,893)	37,288,382	24.51			
2036	2037	2038	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	9,215,000	2,205,913	-	(516,313)	37,290,414	24.51			
2037	2038	2039	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	9,520,000	1,900,063	-	(516,404)	37,289,430	24.51			
2038	2039	2040	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	9,855,000	1,563,563	-	(516,360)	37,287,899	24.51			
2039	2040	2041	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	10,225,000	1,194,000	-	(516,291)	37,288,428	24.51			
2040	2041	2042	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	10,610,000	810,563	-	(516,315)	37,290,045	24.51			
2041	2042	2043	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	11,005,000	412,688	-	(516,387)	37,286,953	24.51			
2042	2043	2044	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2043	2044	2045	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2044	2045	2046	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2045	2046	2047	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2046	2047	2048	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2047	2048	2049	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2048	2049	2050	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2049	2050	2051	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2050	2051	2052	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2051	2052	2053	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2052	2053	2054	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2053	2054	2055	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2054	2055	2056	152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
2055	2056		152,132	0.0%	-	-	-	-	-	-	1,498,362	14,216,407	10,100,000	-	-	-	-	25,814,769	16.97			
Totals					48,944,023	155,786,571	(3,894,000)	(9,702,840)	191,133,754		53,941,032	499,811,142	297,809,151	84,405,000	81,284,705	(4,801,417)	118,653,711	1,161,348,790				

- 1 Tax capacity values include the actual value for taxes payable in 2020, with estimated percentage changes for later years as shown above.
- 2 Initial debt service levies are set at 105 percent of the principal and interest payments during the next fiscal year.
- 3 The debt excess adjustments for taxes payable in 2020 is the actual amount. Estimates for future years are based on 4.5% of the prior years' total debt service levy.
- 4 Lease levy amounts for future years are based on the best available estimates of future payments for all current and planned future leases.
- 5 These estimates assume that the current Capital Projects Levy would be renewed at the same tax rate when it expires.
- 6 For each of the Facilities Maintenance bond issues, interest payments due during the first year would be paid from funds on hand in the debt service fund or bond proceeds.

Preliminary Plan for 2021 FM Bond Issue  
\$15,345,000 2021 Facilities Maintenance Bonds  
5 Future Facilities Maintenance Bond Issues

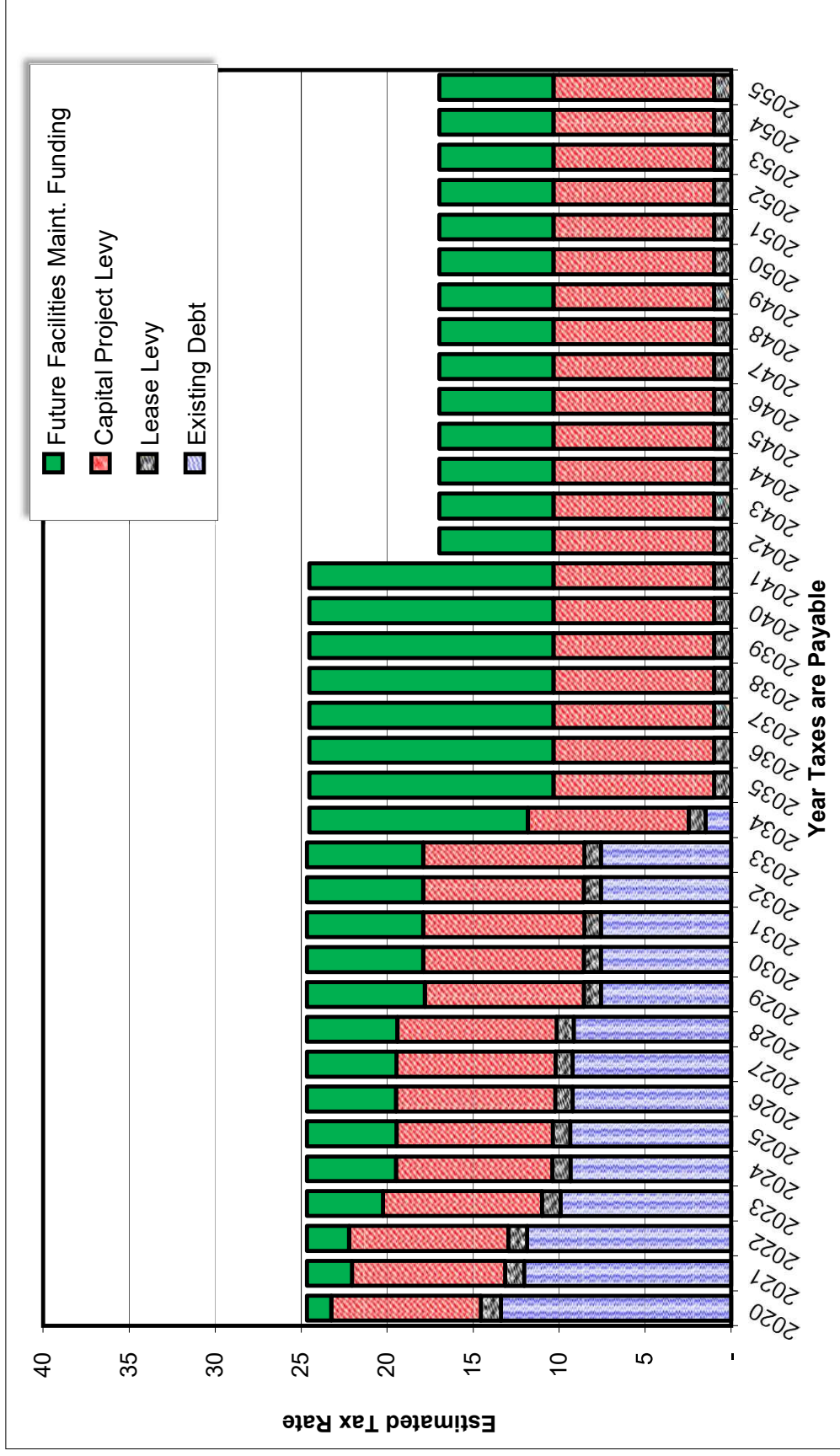
PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

Hopkins School District No. 270

Estimated Tax Rates for Capital and Debt Service Levies

Preliminary Plan for 2021 FM Bond Issue  
\$15,345,000 2021 Facilities Maintenance Bonds  
5 Future Facilities Maintenance Bond Issues

Date Prepared: May 12, 2020



# PRELIMINARY INFORMATION - FOR DISCUSSION ONLY

## Hopkins School District No. 270

Estimated Payment and Levy Schedule for 2019 Facilities Maintenance Bonds  
May 12, 2020

Levy Pay- able Year	Fiscal Year	Principal	Interest	Paid from Other Funds	Initial Debt Levy
2020	2021	0	0	0	0
2021	2022	0	442,448	442,448 *	0
2022	2023	0	460,350		483,368
2023	2024	0	460,350		483,368
2024	2025	0	460,350		483,368
2025	2026	0	460,350		483,368
2026	2027	0	460,350		483,368
2027	2028	0	460,350		483,368
2028	2029	0	460,350		483,368
2029	2030	2,415,000	460,350		3,019,118
2030	2031	1,775,000	387,900		2,271,045
2031	2032	1,810,000	334,650		2,251,883
2032	2033	1,410,000	280,350		1,774,868
2033	2034	1,455,000	238,050		1,777,703
2034	2035	6,280,000	194,400		6,798,120
2035	2036	200,000	6,000		216,300
2036	2037	0	0	0	0
Totals		15,345,000	5,566,598		21,492,608

\* The interest due during fiscal year 2022 would be paid from bond proceeds or funds on hand in the debt service fund.

**PRELIMINARY INFORMATION - FOR DISCUSSION ONLY**

**Hopkins School District No. 270**  
Financing Plan for Facilities Maintenance Projects

**Preliminary Plan for 2021 FM Bond Issue**  
**\$15,345,000 2021 Facilities Maintenance Bonds**  
**5 Future Facilities Maintenance Bond Issues**

**May 12, 2020**

Levy Pay Year	Fiscal Year	Deferred Maint.	Estimated Costs from Plan		Total Costs	Funding Sources		General Fund Rev.
			Health & Safety	287		Future Bonds	Other Funds*	
2019	2020	\$0	\$0	\$0	\$0	\$0	\$0	0
2020	2021	9,371,693	0	89,901	9,461,594	2,143,435	5,477,492	1,840,667
2021	2022	9,738,853	0	100,000	9,838,853	6,305,000	0	3,533,853
2022	2023	9,576,253	0	100,000	9,676,253	6,820,000	0	2,856,253
2023	2024	11,638,477	0	100,000	11,738,477	6,145,000	0	5,593,477
2024	2025	15,362,907	0	100,000	15,462,907	9,080,000	0	6,382,907
2025	2026	15,543,892	0	100,000	15,643,892	8,975,000	0	6,668,892
2026	2027	7,877,948	0	100,000	7,977,948	1,695,000	0	6,282,948
2027	2028	15,798,288	0	100,000	15,898,288	9,490,000	0	6,408,288
2028	2029	15,617,585	0	100,000	15,717,585	9,900,000	0	5,817,585
2029	2030	13,124,281	0	100,000	13,224,281	7,400,000	0	5,824,281
2030	2031	10,000,000	0	100,000	10,100,000	4,000,000	0	6,100,000
2031	2032	10,000,000	0	100,000	10,100,000	4,000,000	0	6,100,000
2032	2033	10,000,000	0	100,000	10,100,000	4,000,000	0	6,100,000
2033	2034	10,000,000	0	100,000	10,100,000	4,000,000	0	6,100,000
2034	2035	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2035	2036	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2036	2037	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2037	2038	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2038	2039	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2039	2040	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2040	2041	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2041	2042	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2042	2043	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2043	2044	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2044	2045	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2045	2046	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2046	2047	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2047	2048	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2048	2049	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2049	2050	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2050	2051	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2051	2052	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2052	2053	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2053	2054	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2054	2055	10,000,000	0	100,000	10,100,000	0	0	10,100,000
2055	2056	10,000,000	0	100,000	10,100,000	0	0	10,100,000
<b>Totals</b>		<b>\$343,650,177</b>	<b>\$0</b>	<b>\$3,189,901</b>	<b>\$346,840,078</b>	<b>\$83,953,435</b>	<b>\$5,477,492</b>	<b>\$257,409,151</b>

\* 5,477,492 of FY21 costs were funded by the 2019 bond issue.

# Bond Funds Summary



# **Outstanding Indebtedness of the District**

## **General Obligation School Building Bonds**

Minnesota statute 123B.62 Bonds for Certain Capital Facilities. A bond issue tentatively authorized by the Hopkins Public School board under this subdivision becomes finally authorized unless a petition signed by more than 15 percent of the registered voters of the district is filed with the school board within 30 days of the board's adoption of a resolution stating the board's intention to issue bonds. The percentage is to be determined with reference to the number of registered voters in the district on the last day before the petition is filed with the board. The petition must call for a referendum on the question of whether to issue the bonds for the projects under this section. The approval of 50 percent plus one of those voting on the question is required to pass a referendum authorized by this section. The proceeds of the sale of the bonds shall be used only for the rehabilitating, remodeling, expanding, and equipping of existing school buildings and for the acquisition of sites, construction, and equipping of new school buildings, and for acquisition and betterment purposes. Additional use information can be found under Minnesota statute 126.10 General Education Revenue.

## **General Obligation Long-Term Facilities Maintenance Bonds**

Minnesota statute 123B.595 Long-Term Facilities Maintenance Revenue. To qualify and issue general obligation long-term facilities maintenance bonds, Hopkins Public Schools, must have a ten-year facility plan adopted by the school board and approved by the commissioner. The proceeds of the sale of the bonds shall be used only for deferred capital expenditures and maintenance projects necessary to prevent further erosion of facilities, increasing accessibility of school facilities, and health and safety capital projects under section 123B.57. The proceeds may not be used for the construction of new facilities, remodeling of existing facilities, or the purchase of portable classrooms. It may not be used to finance a lease purchase agreement, installment purchase agreement, or other deferred payments agreement. The proceeds may not be used for energy-efficiency projects under statute 123B.65, for a building or property or part of a building or property used for postsecondary instruction or administration, or for a purpose unrelated to elementary and secondary education. The proceeds may also not be used for violence prevention and facility security, ergonomics, or emergency communication devices.

## **Refunding Bonds**

As interest rates decrease, the District may refund previously issued bonds to reduce the interest payments and thereby reduce the property taxes needed. Where applicable, refunding bonds may also be refunded to save additional interest expense if interest rates decrease further.

# **Food Services (Fund 2)**

# Food Service Fund (02)

## Fund Analysis Description

The Food Service Fund accounts for all transactions related to school nutrition operations, i.e., those activities which have as their purpose, the preparation and serving of breakfast, lunches, snacks and incidental meals in connection with school activities; the department also oversees the implementation of the District-wide Wellness Policy.

It should be noted that this is a standalone fund, meaning that this fund does not have a levy as a source of revenue, but rather is a fee-based fund, with additional revenue provided through State and Federal government reimbursements per meal. The School Nutrition program continues to evolve to a program that emphasizes whole child wellness. Our school nutrition department is identified internally as the School Nutrition and Lifestyle Services department.

## Mission Statement

We provide school meal programs that nourish the students of Hopkins Public Schools. What we eat becomes the cells that make up our brains, our organs, and our mood – every fiber of our body! If we want a happy, healthy body, we must feed it well! Indisputable science and research results tell us that in order to be happy and healthy we need to do the following:

1. Eat whole foods that are minimally processed
2. Eat a plant-based diet
3. Get regular physical activity
4. Develop and sustain healthy relationships

These are all vital for both our physical and mental wellness! Food and physical activity are some of the most important influences on everyday brain skills from concentration, to memory, to our mental health. Our behavior, intelligence, and performance are significantly affected by the quantity and quality of what we eat.

A variety of services are offered under the guidance of the nutrition department. Breakfast and lunch programs, a restaurant quality menu, a la carte lines, a catering & concessions service, summer meal services and student wellness/education resources represent the major services.

Breakfast and lunch programs are offered at all schools. All meals served in school cafeterias must meet patterns established by the U.S. Department of Agriculture.

## (02) FUND SUMMARY

### Estimated Fund Balance

2018-19 Audited Fund Balance	535,453
2019-20 Unaudited Fund Balance	386,536
Estimated Fund Balance (6/30/21)	263,003

### COMMENTS:

- Reimbursable student and adult breakfast will not increase for SY 20-21.
- Reimbursable student and adult lunch prices will increase .05 for SY 20-21.
- Milk prices will not increase for SY 20-21.

Breakfast and lunch prices are presently set at:

	Elementary	Junior High	High School	Adult
Breakfast SY 19-20 (Actual)	1.25	1.75	1.75	2.05
<i>Breakfast SY 20-21 (Proposed)</i>				
Lunch SY 19-20 (Actual)	3.00	3.25	3.50	4.15
<i>Lunch SY 20-21 (Proposed)</i>				

- The school nutrition program receives no General Fund revenue for the administration of the Application for Educational Benefits program for the District. The Application for Educational Benefits data is used for several General Fund compensation formulas by the State and Federal government for programs other than student meals. This program is expected to generate almost \$3.6 million dollars in Compensatory revenue in FY21. These funds help improve student achievement; the annual cost of administering this program for the District is conservatively estimated at \$50,000.
- The school nutrition program receives no General Fund revenue for the administration and oversight of the Student Wellness Policy 533. A local school wellness policy is a written document that guides local educational agencies, , efforts to establish a school environment that promotes students' health, well- being, and ability to learn. The responsibility for developing, implementing, and evaluating a wellness policy is placed at the local level, so the unique needs of each school under the LEA's jurisdiction can be addressed. The annual cost of administering this program for the District is conservatively estimated at \$50,000
- The school nutrition program receives no General Fund revenue for classroom nutrition education, yet regularly provides support for the District through classroom visits, lectures, school garden support. The annual cost of administering this program for the District is conservatively estimated at \$30,000.

**2020-21**  
**Fund 2 - School Nutrition**  
**Executive Summary**

**Budget Area:** School Nutrition

**Budget Manager(s):** Barb Mechura, Supervisor School Nutrition

**Budget Description:** The Food Service Fund accounts for all transactions related to school nutrition operations, and those activities which have as their purpose, the preparation and serving of breakfast, lunches, snacks and incidental meals in connection with school activities; the department also oversees the implementation of the District-wide Wellness Policy. It should be noted that this is a Proprietary fund, meaning that this fund is fee based, with additional revenue provided through State and Federal government reimbursements per meal. The School Nutrition program continues to evolve to a program that emphasizes whole child wellness.

**Financial**

<b>Fund 02 - Revenue</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Actual 2018-19</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Local Sources	\$ 2,263,896	\$ 2,142,333	\$ 2,137,477	\$ 1,513,145	\$ 2,218,054
State Sources	\$ 216,121	\$ 202,445	\$ 199,963	\$ 141,150	\$ 139,659
Federal Sources	\$ 1,994,752	\$ 1,845,745	\$ 1,733,130	\$ 2,568,688	\$ 2,029,693
<b>Total Revenue</b>	<b>\$ 4,474,769</b>	<b>\$ 4,190,523</b>	<b>\$ 4,070,570</b>	<b>\$ 4,222,983</b>	<b>\$ 4,387,406</b>
<b>% Change over Previous Year</b>		<b>-6.78%</b>	<b>-2.95%</b>	<b>3.61%</b>	<b>3.75%</b>

<b>Fund 02 - Expenditures</b>	<b>Actual 2016-17</b>	<b>Actual 2017-18</b>	<b>Actual 2018-19</b>	<b>Revised 2019-20</b>	<b>Original 2020-21</b>
Salary	\$ 1,746,721	\$ 1,765,574	\$ 1,816,412	\$ 1,696,412	\$ 1,911,884
Benefits	\$ 566,678	\$ 618,753	\$ 629,853	\$ 703,921	\$ 760,969
Contracted Services	\$ 113,580	\$ 122,384	\$ 105,531	\$ 85,900	\$ 95,800
Supplies and Materials	\$ 1,698,735	\$ 1,616,721	\$ 1,613,782	\$ 1,648,466	\$ 1,662,786
Capital Outlay	\$ 59,459	\$ 42,233	\$ 43,844	\$ 233,200	\$ 74,500
Other	\$ 8,827	\$ 8,008	\$ 6,609	\$ 4,000	\$ 5,000
<b>Total</b>	<b>\$ 4,194,000</b>	<b>\$ 4,173,673</b>	<b>\$ 4,216,031</b>	<b>\$ 4,371,900</b>	<b>\$ 4,510,939</b>
<b>% Change over Previous Year</b>		<b>-0.49%</b>	<b>1.00%</b>	<b>3.57%</b>	<b>3.08%</b>

<b>Fund 02 - Net Profit / (Loss)</b>	<b>\$ 280,769</b>	<b>\$ 16,850</b>	<b>\$ (145,461)</b>	<b>\$ (148,917)</b>	<b>\$ (123,533)</b>
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# **Community Education (Fund 4)**

# Community Education Program Update

Alex Fisher - Director - Community Education

## Overview

Hopkins Community Education, *Building a Great Place to Live!*

Community Education connects local people and resources to improve schools and communities by providing quality programs to learners of all ages and abilities: infants and preschoolers; school-aged children; and adults and seniors. With a long-practiced philosophy of citizen and community engagement, Community Education increases the visibility, perception and quality of Hopkins Public Schools.

This report includes Community Education program data and participant comparisons for 2017-18 and 2018-19, along with program highlights and audited financial information for 2018-19. Program data is included from Early Childhood, Youth Programs, Adult Enrichment, One Voice for Reducing Youth Chemical Use, Adult Basic Education, Interpreter & Translation Program, Community Use of School Facilities, and Marketing. This report also includes the Community Education proposed budget for 2020-2021.

- Community Education Program Summary
- Community Education 2020-21 Proposed Budget

# Community Education Program Update Report

## Community Education: Building a Great Place to Live!

Community Education programs are vital to Minnesota's future. This statewide, school-based network connects local people and resources to improve schools and communities. Community Education provides quality programs to learners of all ages and abilities: infants and preschoolers; school-aged children; adults and seniors. Community Education touches people in our own back yard, as well as people from around the world. Community Education has a long-practiced philosophy of citizen and community engagement and collaborative partnerships, key components in connecting the schools and the community.

Four primary goals drive Community Education in Hopkins and across the state of Minnesota:

### 1. Close the Opportunity Gap with our Earliest Learners

During the 2018-19 school year we received our first Voluntary Pre- Kindergarten (VPK) funding. This funding provided the opportunity for our programs to expand into two elementary schools. In addition, the funding benefited our program by providing a means to pay our preschool teachers at a rate that is comparable to their k-12 colleagues. Preschool teachers are not required by MDE to hold a license in order to teach; however, within Hopkins we have made this a requirement to receive the comparable salary.

During this first year of funding, we established the tie between the salary add-on which creates a comparable salary, and the license requirement. With the next contract cycle for the preschool teachers we will further solidify this language. This action benefits our programs through encouraging the licensing of teachers for this important Pre-K grade level as well as meeting our goal of compensating preschool teachers at a professional rate.

Because of the VPK funded classrooms at Eisenhower and Gatewood, we were able to focus on providing inclusive classrooms in more locations around the District. This was also made possible because the Early Childhood Special Education (ECSE) support model shifted for 2018-19. Students who were accessing services through ECSE, and who lived in the Gatewood or Eisenhower elementary areas, were able to attend preschool at their neighborhood school. Our itinerant model of service by ECSE teachers allowed classroom teams to provide support for our early childhood students at a location that will be their home school for elementary as well. In addition, our itinerant team model was incorporated into Harley classrooms. This model has offered our classroom staff the opportunity to collaborate and build capacity for support across all staff roles.

We expanded our preschool screening hours throughout this school year. Our screening team assessed the need to better accommodate families with the appointments that we offered for this mandatory screening. During the school year we offered Saturday appointments during the weeks that we held Saturday Preschool. During the summer we offered screening appointments to families for a two-week period during the time that we offered Summer Adventures Preschool. These appointments filled quickly, and the families expressed appreciation for the scheduling.

### 2. Expand Learning Opportunities Beyond the School Day/School Year

During the Summer of 2019, SMARTS/Targeted Services summer programming became completely embedded in the Camp Royal summer program.



Camp Royal, previously known as Summer Enrichment, was made available for all children, whether they were referred for additional academic programming, or seeking general summer enrichment experiences, they were all included in a fully blended, choice-based, summer camp model.

Classes were taught by a variety of teachers, vendors, and other camp staff. Breakfast and lunch were included for all program participants as were opportunities for transportation services to and from the program, and wrap-around child care options for before and after camp activities.

One parent comment, among many received throughout the summer, sums up the expansion and programming changes best:

"We love how summer school is now summer camp! Just changing the terminology was a win, but now being able to choose individual 'camps' that are interesting and educational is a total game changer! Instead of dreading summer school, it's now fun and something he looked forward to. Thanks for a great experience!"

### 3. Improve Minnesota's Workforce

Adult Options in Education prepares Adult Basic Education and English as a Second Language (ABE/ESL) students for the workforce in a variety of ways:

- Employment Navigator: one-to-one counseling with students on resume writing; job search; completing applications; mock interviewing; and goal setting.
- College Connections Counselor: one-to-one counseling for support transitioning into post-secondary.
- GED & State Standard Adult Diploma preparation classes.
- ESL and ABE classes aligned to the Academic and Career Employability Skills Transitions Integration Framework (ACES/TIF) MN ABE state content standard. Examples of ACES/TIF standards are Self-Management; Developing a Future Pathway; & Navigating Systems.
- On-site Accuplacer testing through Hennepin Technical College.
- Partnership with CareerForce: including on-site job search appointments and field trips to WorkForce Centers.
- Healthcare Advisory Council with CareerForce, Adult Options, and employers to connect students with internships and job placements.
- Career Pathways with courses including Child Development Associate; Medical Terminology (articulation agreement with Hennepin Technical College for 2 credits toward Health Unit Coordinator, Medical Assistant, or Nursing Station Technician programs); Nursing Assistant Registered (NAR) Preparation; or ESL for Healthcare Career Pathways.

#### Outcomes:

In 2018-2019, 56% of Adult Options ABE students either made a measurable skill gain or earned a high school credential, ranking the program #1 of 42 programs in the state in this area.

### 4. Community Engagement

In 2018-19, Hopkins Community Education made significant investments of both time and material resources identifying specific strategies to increase community engagement. Our Community Engagement strategies and vision were aimed at ensuring that all young people and adults would have equitable access to opportunities to continue developing their worldview and creative potential. Our hope was to offer a range of engagement opportunities and activities to individuals and groups

that would improve relationships, create a sense of belonging, enhance general well-being, promote positive outcomes for residents and neighborhoods, and connect all people more fully to Hopkins Community Education and our schools.

We used **neighborhood engagement** meetings, dialog, and follow up activities to conduct the needs assessments and planning stages of this work. We hoped to proactively identify new settings in which classes, projects, activities, and events could be conducted while building links into these settings. Our goal was to have these neighborhood engagement opportunities lead to focused dialog, solid relationships, and a vision of co-creation which in turn would lead to positive outcomes and increased opportunity for all.

Our aim was to support the development and implementation of initiatives that would increase the capacity of **young people** to act as ambassadors and change agents in their neighborhoods and schools all while participating in, and feeling connected to, the range of opportunities created.

We worked to form and utilize **partnerships** with various neighborhood organizations and agencies to create engagement points for all, targeting efforts on the currently underserved or under-represented populations.

We encouraged participation through **the arts** to support pathways into community projects, events, and activities for all people including those not actively engaged or participating at that time. The arts have been proven to promote connected communities and communication across potential barriers such as language, class, and culture.

While our community engagement efforts were well-planned last year, they were orchestrated under the leadership of the previous director, Katie Williams. As the current director, I plan to not only continue many of the initiatives started under my predecessor but also bring about new priorities.

In 2020-21, I envision an increased emphasis on **building individual relationships** with community members from different abilities, religions, races, and languages. We intend to prioritize the formation of two-way relationships because in order to increase equity and access, we will need to listen, learn, and create positive change.

We will also assign urgency to **identifying and linking community needs and resources** in a manner that empowers people to raise the quality of life in their own communities. The important role of Community Education became apparent in the wake of the COVID-19 quarantine, as our dedicated and loyal team has been critical in maintaining the health, wellness, and safety of the entire school community. These outreach and engagement efforts will continue to grow and strengthen in the coming year.

## Strong Impact on School Districts

The Morris Leatherman Company previously compiled statewide community education data from school surveys. The results of the study were based upon surveys taken across the State of Minnesota representing both metropolitan area and greater Minnesota school districts. The findings included:

- Statewide, 93% of Community Education users are satisfied with their program experience.
- Community Education users feel more informed about the school district over non-users, by 30%.
- Community Education program users rate the quality of education provided by their school district higher than non-users, 74% vs. 97% respectively, a 23% increase.

- Program users are 19% more likely to evaluate the work of the school board as excellent or good, 89% vs. 60%.
- Program users support all property tax increases for public schools twice as much as non-users, 32% vs. 16%.
- Program users are twice as likely to vote in favor of school referenda. Seniors, 55-64 year olds, empty nesters, men and republicans who have participated in a Community Education program are 13-25% more likely to vote in favor of school referenda.

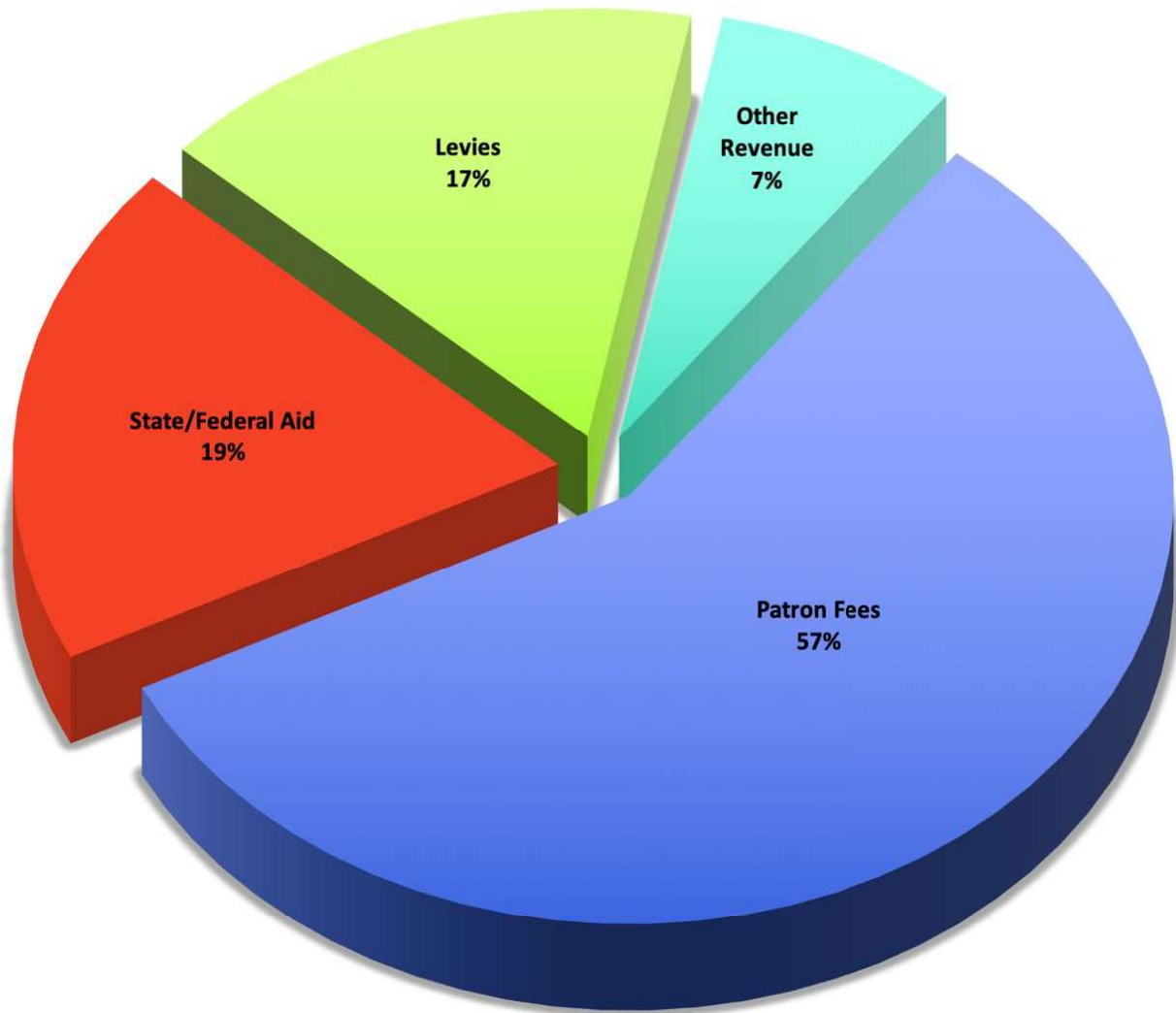
## Community Education 2018-19 Audited Budget

Funding for Community Education programs and services is a combination of patron fees from programs, classes, services, and activities; local levies; state and federal aid; and grants. Programs and services are all self-supported in Community Education, with no financial support from the District's general fund.

<b>AUDITED REVENUE</b>	<b>2018-19</b>
Fees	6,225,737
State/Federal Aid	2,072,882
Levies	1,779,748
Other Revenue	785,820
<b>TOTAL</b>	<b>\$10,864,187</b>

<b>AUDITED EXPENSE</b>	<b>2018-19</b>
Administration	408,301
Adult Basic Education	1,142,247
Adult Enrichment	300,339
Community Ed Marketing	187,651
Community Use of School Facilities	460,448
District Marketing & Communications	471,366
Early Childhood Programs	2,871,158
Grants	190,947
Community Partnerships	77,202
Non-Public Pupil Aid	511,202
School Age Childcare Program	3,565,792
Youth Enrichment	688,719
<b>TOTALS</b>	<b>\$10,875,372</b>

**Community Education Audited Revenue  
Fiscal Year 2018-2019**



## Community Education Audited Revenue 2018-19

Community Education Levies	
General Community Education Including VPK (Voluntary Pre-K)	<b>\$335,026</b> <i>\$5.42 x District population</i> <b>\$104,484</b> <i>VPK dollars</i>
Youth Service	<b>\$61,813</b> <i>\$1.00 x District population</i>
After School	<b>\$40,780</b> <i>\$1.85 x first 10,000 District population; 43¢ x remainder</i>
Early Childhood Family Education	<b>\$380,628</b> <i>Pupil aid x District population under age 5</i>
Early Childhood Home Visiting	<b>\$10,269</b> <i>\$3.00 x District population under age 5</i>
Disabled Adults	<b>\$7,500</b>
School-Age Care Disability	<b>\$760,794</b> <i>\$550,000 + levy adjustment</i>

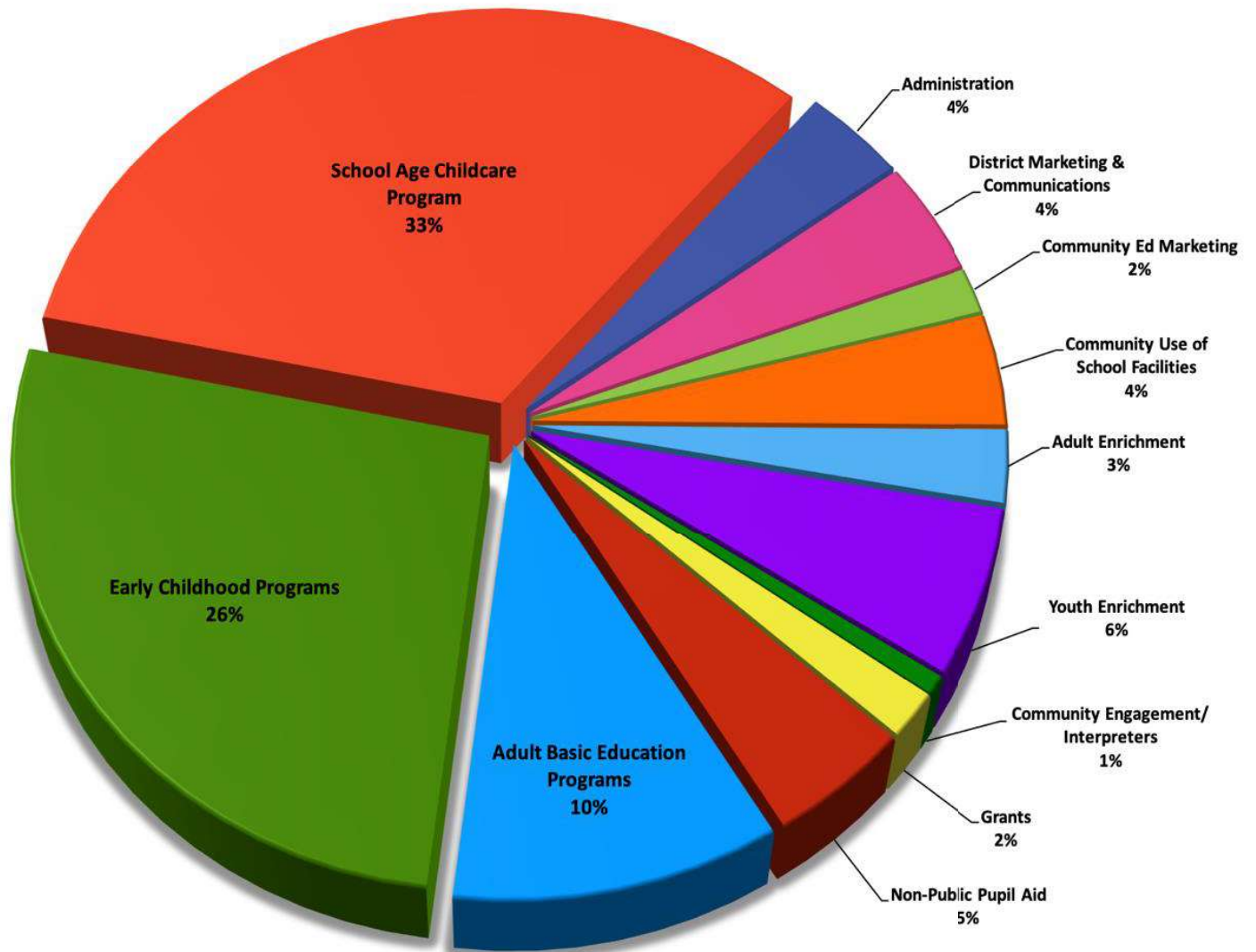
Patron Fees	
Adult Basic Education – GED	<b>\$12,978</b>
Early Childhood Family Ed	<b>\$43,290</b>
Kaleidoscope Preschool	<b>\$534,373</b>
Stay & Explore	<b>\$121,276</b>
Stepping Stones	<b>\$820,814</b>
Enrichment – Adult	<b>\$214,863</b>
Enrichment – Preschool (HopKids)	<b>\$50,900</b>
Enrichment – Summer (Camp Royal)	<b>\$310,805</b>
Enrichment – Youth	<b>\$240,797</b>
Facility Use / Event Services	<b>\$638,862</b>
Kids & Company School-age Care Including Jr High LEAD program	<b>\$3,236,599</b>

State Aid	
Early Childhood Family Education	<b>\$117,494</b>
School Readiness	<b>\$273,941</b>
Preschool Screening	<b>\$30,525</b>
Adult Basic Education including GED Testing	<b>\$946,368</b> <i>for the consortium</i>
Non-Public Support	<b>\$490,655</b>

Federal Aid	
Adult Basic Education	<b>\$109,442</b> <i>for the consortium</i>

Other Revenue	
VPK (Voluntary Pre-K)	<b>\$238,579</b>
ECFE HUGS Grant	<b>\$13,147</b>
Early Childhood Pathways II Grant	<b>\$84,669</b>
LCTS Grant	<b>\$181,568</b>
General Fund Transfer to Fund 04	<b>\$250,000</b> <i>District Marketing &amp; Communications</i>

## Community Education Audited Expense Fiscal Year 2018-2019



## Community Education Program Areas

The following pages describe each of the program areas in more detail with program data from 2017-18 and 2018-19, as well as the actual revenue and expenditures for 2018-19.

### Early Childhood Programs

Sara Chovan, Early Learning Assistant Director

Program	2017-18 Participants	2018-19 Participants	2018-19 Budget Actuals
<b>Early Childhood Family Education (ECFE)</b> Parent education and support for families with children birth-age 5 at Harley Hopkins Family Center and Meadowbrook Elementary. Includes outreach events geared to preschool parents across district.	1,073 children  1,110 adults/parents	1,083 children  1,191 adults/parents <i>(assuming that 10% of children bring both two adults to class)</i>	Rev: \$554,559 <ul style="list-style-type: none"> <li>• \$380,628 Levy</li> <li>• \$117,494 State Aid</li> <li>• \$13,147 HUGS grant</li> <li>• \$43,290 Fees</li> </ul> Exp: \$566,810
<b>Kaleidoscope Preschool</b> Preschool for 3-5 year olds part-day, part-week, Sept through May at Harley Hopkins, Meadowbrook, Gatewood, Alice Smith, Eisenhower, and Glen Lake Elementary; summer program at Alice Smith 2018/19 due to Harley construction	284 children	502 children had contracts over the year.  <i>We added 5 class sessions this year:  1 at Harley;  2 at GW and;  2 at IKE</i>	Rev: \$1,240,483 <ul style="list-style-type: none"> <li>• \$534,373 Fees</li> <li>• \$273,941 School Readiness</li> <li>• \$84,669 Pathway II</li> <li>• \$343,063 VPK</li> <li>• \$4,437 Scholarships,</li> </ul> Exp: \$1,047,882
<b>Ready 4 K Preschool</b> Free Preschool for 4-year olds, income based, no prior preschool experience at Alice Smith, Eisenhower and Gatewood Elementary Schools	85 four-year olds	THIS PROGRAM DID NOT EXIST IN 18/19	Ready 4 K revenue and expense included in Kaleidoscope



## Early Childhood Programs (cont.)

Program	2017-18 Participants	2018-19 Participants	2018-19 Budget Actuals
<b>Stepping Stones Preschool</b> Preschool for 4-year olds, all-day, year-long at Meadowbrook, Gatewood and Tanglen.	73 children <i>(this reflects a more stable attendance rate, less transition in family registrations)</i>	77 children <i>(transition in and out of program accounts for being over 74)</i>	Rev: \$820,814 From Fees  Exp: \$841,214
<b>Stay &amp; Explore</b> Childcare wraps around the Kal. preschool class. Provides flexible scheduling: 2-5 days, and choice for childcare time frames, at Harley Hopkins, Alice Smith, Eisenhower, Gatewood, and Meadowbrook.	29 children <i>first year of the pilot at MB, Harley, and Eisenhower locations</i>	66 children had contracts over the course of the year at MB, Harley, Ike, and GW	Rev: \$121,276 From Fees  Exp: \$295,781
<b>Early Childhood Screening</b> Preschool screening required before Kindergarten for 3-5 year olds at Harley	599 children <i>Result of more afternoon and Saturday appointments, and text reminders</i>	548 children <i>Impacted by weather closings and screening ending two weeks early due to construction</i>	Rev: \$30,525 From State Aid  <i>PS Screening Fund balance (\$16,969)</i>  Exp: \$55,263
<b>HopKids</b> Preschool enrichment program in partnership with Hopkins-Minnetonka Recreation Services for 3-5 year olds	1,530 registrations 2017-2018 school year and summer 2018	1798 registrations 2018-19 school year and summer 2019	Rev: \$50,900 From Fees  Exp: \$41,273



### Early Childhood Programs (*cont.*)

	2017-18 Participants	2018-19 Participants	2018-19 Budget Actuals
<b>Home Visits/Outreach</b> Outreach Events: Police Station events, National Night Out, Vehicle Fair, April Comm. Event, EC Fests, City Festivals, Mainstreet Days.  <i>We did not attend Mainstreet Days in 2018-19 due to terrible rainy weather.</i>	Home Visits: 125 children 146 adults E-newsletter: 940 families Preschool Liaison: 65 families Outreach events: approx 2000 families	Home Visits: 82 children 90 adults <i>(estimate 10% of children have two adults present)</i> E-newsletter: 1772 families Liaison: 75 families Outreach events: approx 2000 families	Rev: \$10,269 Home Visit Levy  Exp: \$9,779

## Youth Enrichment and OST Programs

Lisa Walker, Enrichment and OST (Out-of-School-Time) Coordinator

Program	2017-18 Participants	2018-19 Participants	2018-19 Budget Actuals
<b>Kids &amp; Company</b> Fee based school-age childcare program for children in kindergarten - grade 6 at each elementary school	1,359 students enrolled	1,568 students enrolled	Rev: \$3,959,404 • \$3,198,610 Fees • \$760,794 School-age Care Disability Levy Exp: \$3,533,842
<b>Elementary &amp; Secondary Youth Enrichment</b> Before and after school enrichment classes/activities	2,870 registrations 2017-18 school year 1800 unique users	3373 registrations 2018-19 school year 2070 unique users	Rev: \$343,390 • \$102,593 Youth Levies • \$240,797 Fees Exp: \$368,141
<b>Camp Royal</b> Weekly summer youth enrichment camps for kindergarten-grade 6 students	4365 registrations Summer of 2018 (includes new blended model numbers) 1148 unique users	6293 total registrations Summer of 2019 (includes new blended model numbers) 1388 unique users	Rev: \$310,805 From Fees Exp: \$320,578
<b>SMARTS</b> <i>(Students Making Academic Results Towards Success).</i> Before/after school academic program for students referred by classroom teachers, grades K-6 Also includes Camp Royal; Summer academic camps for students referred by classroom teachers, entering grades 1-6.	596 students total 2017-18 school year: 262 students enrolled 2018 summer: 334 students enrolled	624 students total 2018-17 school year: 246 students enrolled 2019 summer: 378 students enrolled	Revenue Sources Include: • Targeted Services reimbursement • Integration Budget • LCTS grant dollars
<b>LEAD</b> <i>(Leadership, Enrichment and Dreams)</i> Junior High afterschool and summer program for 7 <sup>th</sup> & 8 <sup>th</sup> graders at North and West Junior High Schools	2018 Summer: 44 students enrolled	2019 Summer: 48 students enrolled	Rev: \$37,989 Fees Exp: \$31,950

## Adult Enrichment Programs

Lisa Walker, Enrichment and OST (Out-of-School-Time) Coordinator

Program	2017-18 Participants	2018-19 Participants	2018-19 Budget Actuals
<b>Adult Enrichment</b> Classes and activities for adults at Eisenhower Community Center, North and West Junior High schools' and Hopkins Center for the Arts	4,371 adult registrations 2017-18 and Summer 2018	4,212 adult registrations 2018-19 and Summer 2019	Rev: \$214,863 From Fees  Exp: \$292,839
<b>Adults with Disabilities – Project SOAR</b> A program serving adults with disabilities in the school districts of Hopkins, Minnetonka, Wayzata, and St. Louis Park	1,756 registrations	2229 registrations	Rev: \$7,500 <ul style="list-style-type: none"> <li>• Hopkins School District receives a \$7,500 levy to support the program</li> <li>• Minnetonka is the fiscal agent.</li> </ul> Exp: \$86,029
<b>Empty Bowls</b> A community event that raises financial support for Resource West and ICA Foodshelf			Empty Bowls funds and volunteers are now managed by the ICA Foodshelf and ResourceWest

## One Voice for Reducing Youth Chemical Use

Holly Magdanz, One Voice Coordinator

Program	2017-18 Participants	2018-19 Participants	2018-19 Budget Actuals
<b>One Voice</b> Community coalition-based initiative promoting healthy youth development and the reduction of substance use	3305 K-12 students  1,707 adults	1,574 K-12 students  1,686 adults	Rev: \$0.00  Exp: \$92,062

## Interpreter and Translation Program

Alex Fisher, Community Education & Engagement Coordinator

Program	2017-18 Participants	2018-19 Participants	2018-19 Budget Actuals
<b>Interpreter &amp; Translation Program</b> Support for non-English speaking parents and students	<ul style="list-style-type: none"><li>• 1,002 interpreter requests, translations and conference appointments in 25 languages</li><li>• 43% Spanish, 38% Somali</li><li>• 7,010 Liaison calls and meetings</li><li>• 7,833 minutes used through Telelanguage</li></ul>	<ul style="list-style-type: none"><li>• 1,008 interpreter requests, translations and conference appointments in 25 languages</li><li>• 45% Spanish, 38% Somali</li><li>• 7,025 Liaison calls and meetings</li><li>• 8,598 minutes used through Telelanguage</li></ul>	Revenue sources include: <ul style="list-style-type: none"><li>• <i>Integration Funds</i></li><li>• <i>LCTS Grant</i></li><li>• <i>Title I Grant</i></li><li>• <i>Community Education</i></li></ul>

## Adult Options in Education Programs

*A consortium with Hopkins, St. Louis Park and Minnetonka School Districts*

Chelsea Ritland, Adult Options Coordinator

Program	2017-18 Participants	2018-19 Participants	2018-19 Budget Actuals
<p><b>Adult Basic Education</b> Adult Multilingual Learners study the English language, prepare for the GED exam or State Standard Adult Diploma, and learn skills for college and career at Eisenhower Community Center.</p> <p>Adult Options is one of 42 ABE consortia in the state of MN.</p>	<p>751 adult learners from 80 countries.</p> <p>Statewide rankings:</p> <p>#3 in ABE and #5 in ESL for the highest percentage of students making measurable skill gains.</p> <p>#24 in state aid per pupil funding.</p>	<p>707 adult learners from 76 countries.</p> <p>Statewide rankings:</p> <p>#1 in ABE and #4 in ESL for the highest percentage of students making measurable skill gains.</p> <p>#23 in state aid per pupil funding.</p>	<p>Rev: \$1,059,536</p> <ul style="list-style-type: none"> <li>• \$950,103 State Aid</li> <li>• \$109,422 Federal Aid</li> </ul> <p>Exp: \$1,095,084</p> <ul style="list-style-type: none"> <li>• \$365,039 paid to other districts for their program costs.</li> </ul>
<p><b>GED Testing Center</b> Eisenhower Community Center is a GED testing site</p>	<p>47 adults successfully completed the GED exam</p>	<p>23 adults successfully completed the GED exam</p>	<p>Rev: \$67,583</p> <ul style="list-style-type: none"> <li>• \$12,978 GED Exam patron fees</li> <li>• \$54,605 State Aid</li> </ul> <p>Exp: \$18,576</p>
<p><b>Graduation Incentives</b> A credit recovery program for Hopkins High School students</p>	<p>40 students (after school) earned 36 credits toward high school graduation. This was the last year of the Graduation Incentives program.</p>	<p>-0-</p>	<p>-0-</p>

## Community Use of Facilities

**Dre Jefferson, Facilities Coordinator**

### Hopkins Public Schools Facility Usage Report 2018-2019

District and community use of school facilities beyond the school day.

**Revenue: \$683,862**

**Expenses: \$460,448**

Location	District %	City %	Outside Rental %	District Hours	City Hours	Outside Rental Hours	Total Hours
All Gyms	69.4%	14%	16.5	35,545	7,141	8418	51,124
Fields	92.3%	-	7.7%	35508	-	2,928	38,435
Stadium	74.5%	-	25.5%	3967	-	1356	5323
Davis Center	39%	61%	-	2512	4,186	-	6,698
Lindbergh Center	72%	12%	16%	10,048	1,755	2,299	14,102
Auditorium/ theaters	83%	-	17%	6102	-	1275	7,377
Conference Center: Eisenhower Community Center	80%	-	20%	11,219	-	2,662	13,881
Cafeterias	97%	-	3%	16,777	-	488	17,265

## Marketing and Communications

**Carrie Gerard, Marketing Coordinator**

**Revenue: \$250,000** - From the General Fund

**Expense: \$659,017** - From Community Education Funds

- \$471,366 District Marketing & Communications
- \$187,651 Community Education Marketing

### 2018-2019 Community Education Marketing Highlights

- Early Childhood and Preschool campaign that includes focus on promotions of ECFE and preschool as first point of entry into Hopkins Public Schools. Includes: monthly news items about elementary school and beyond to increase awareness of the broader school District, scheduled targeted mailings to between 3,000- 3,500 families, welcome new baby letters, registration incentives, and marketing support for partner programs.
- Early Childhood Facebook page:
  - 99 new net Likes and 101 Follows: July 1, 2018 - 307 likes, 309 follows, June 30, 2019 - 406 likes, 410 follows.
  - The largest demographic grouping of followers are Women aged 35-44, followed by Women aged 25-34
  - Top cities with the most Followers are Minneapolis, Minnetonka, Hopkins, Bloomington, St. Paul, and Golden Valley.
- Targeted Early Childhood Screening mailings twice per year to 1,800 families with 2- to 3-year-olds with "Screen at Three" campaign.
- Promote District engagement among adult community members with adult enrichment catalog mailed to 46,995 households. Expanded spring and summer mailer to increase year-round engagement. Ad space available for purchase.
- Community Education Facebook page:
  - July 1, 2018 - 256 likes, 258 follows, June 30, 2019 - 351 likes, 360 follows
  - The largest demographic of followers are Women aged 35-44, followed by Women aged 25-34
  - Top cities with the most Followers are Hopkins, Minneapolis, Minnetonka, Golden Valley, St. Paul, and Plymouth
- Marketing promotion for Youth programs: K-6 Youth Enrichment, Teen programs, Kids & Company/BLINK/ L.E.A.D. before- and after-school and summer program registration.
- Streamline of youth Targeted Services program into an inclusive Camp Royal Youth K-6 summer print catalog (mailed to approx. 5,000 families) with registration support materials for Targeted Services families.
- Increased focus on reduction of print flyers to digital options.
- Promote partner program with Edina Public Schools, Ready Set Kindergarten, and create marketing materials translated in Spanish and Somali.
- Provide marketing coordination for all K-12 District initiatives (not highlighted here).

# Community Education Proposed Budget for 2020-2021

## Overview

The 2020-21 proposed Community Education and Community Engagement budget reflects the confluence of two important factors. The first of these takes into account the increased expenses that were planned at the end of the 2018-19 school year in order to intentionally draw down the Community Education fund balance. Because of the growth of the fund balance in the "Regular Community Education" program areas we experienced, we made an intentional effort to use some of the fund balance in two areas: preschool/childcare expansion and the Community Engagement program.

The second factor takes into consideration the overwhelming impact that COVID-19 has had on Community Education programming. Due to the loss of fee-based revenue, the Community Education fund balance has been depleted at a far greater rate than originally planned for.

The 2020-21 proposed Community Education budget will focus on decreasing expenses in order to become more aligned with our anticipated revenue. With the depletion of the fund balances in the Early Childhood Family Education and "Regular Community Education" program areas, we will be making concerted efforts to adjust program offerings to more closely align with staffing costs. Community Education will continue to grow a robust and culturally responsive community engagement program in the year to come.

The categorical funds; Adult Basic Education, and School Readiness will continue to have positive fund balances.

All non-public activities for Health, Guidance and Counseling, and textbooks are also included in this fund as well as Early Childhood Health Screening.

A description of the above funds is on the next page.

## Primary Issues to Consider

- The projected Community Education fund balance at the end of the 2020-21 school year reflects a negative dollar amount. All elements of Community Education programming and staffing will continue to be analyzed and carefully considered in order to avoid going further into a deficit in the years to come.
- Patron Fees generate nearly 60% of total revenue for Community Education. The fees generated through various program areas support many activities and programs that do not generate any revenue.
- The Community Education basic levy, \$5.42 per capita, has not been increased since 2005, while employee and program costs have increased by at least 3.5% each year. This has forced more reliance on generating fees to support all Community Education programs and services.
- In 2019-2020, Community Education will contribute \$333,924 towards District Marketing and Communications expenses. These expenses are projected to increase by nearly \$100,000 in 2020-21. Substantial consideration must be given to shifting the District Marketing and Communications expenditures to the General Fund (FD01) in future years.



- Stay and Explore, the extended day preschool program in Hopkins, has averaged a loss of nearly \$200,000 each of the past two years and is projected to lose close to \$275,000 in 2020-21. Rightsizing this program and moving to a revenue-based extended day preschool model will be a priority in the coming year.
- Kids and Company is beloved by Hopkins families and boasts an amazing staff with many years of experience, but it is expected to lose up to \$90,000 next year in revenue. Increased attention will be given to aligning revenue with expenses in 2020-21, with the goal of returning to profitability.
- Next year (2020-21) will be the first year of our preschool Spanish immersion program. There will be one morning and one afternoon class at Eisenhower Elementary. This program will present a unique opportunity for Community Education to create a world-class preschool immersion program that feeds seamlessly into Spanish immersion kindergarten.
- Community Education will be taking a new approach to enrichment programming in 2020-21. The intention of the new design is to eliminate silos that act as barriers to innovation. Rather than having separate adult and youth enrichment divisions as has been done in the past, there will now be a single, unified, Enrichment team. Enrichment staff will have the freedom to work together to create and implement programming for both adult and youth enrichment opportunities, depending on the strategic needs of the department. This increased collaboration and flexibility will be helpful as we look to increase our online classes and virtual learning experiences.
- Community Education has hosted the District Interpreter & Translation program for many years. Up until recently, Community Education LCTS grant funds, along with the District Integration budget, and Special Education Title I funds have supported the cost of the Communication Liaisons and other programs costs. Community Education has also provided clerical support at 20 hours per week. As Integration funds have decreased and the need for interpreter and translation support has grown, additional Community Education financial support has grown to over \$100,000. The funding of this service will also need to be re-evaluated in the near future considering the implications of the Community Education revenue shortfall of 2019-20 and projected shortfall of 2020-21.

## Community Education Funding Summary by Program Area

BUDGET AREA	2018-19 Audited Fund Balances	2019-20 Revised Revenue	2019-20 Revised Expense	2019-20 Rev over Exp	2019-20 Projected Fund Balances	2020-21 Proposed Revenue	2020-21 Proposed Expense	2020-21 Projected Rev over Exp	2020-21 Projected Fund Balances
Regular Community Ed	1,731,773	6,286,442	7,824,379	(1,537,937)	193,836	7,929,713	8,568,580	(638,867)	(445,031)
Early Childhood Family Ed	281,896	417,979	637,722	(219,743)	62,153	429,871	701,271	(271,400)	(209,247)
School Readiness	12,735	293,719	290,069	3,650	16,385	293,720	297,831	(4,111)	12,274
Adult Basic Education	37,425	1,133,404	1,127,984	5,419	42,844	1,107,216	1,109,033	(1,817)	41,027
Funds for Other Purposes	141,537	555,000	617,840	(62,840)	78,697	555,000	551,015	3,985	82,682
Preschool Screening	(16,969)	30,000	48,742	(18,742)	(35,711)	30,000	51,015	(21,015)	(56,726)
Non-Public Pupil Aid	158,506	525,000	569,098	(44,098)	114,408	525,000	500,000	25,000	139,408
<b>TOTALS</b>	<b>2,205,366</b>	<b>8,686,544</b>	<b>10,497,995</b>	<b>(1,811,450)</b>	<b>393,915</b>	<b>10,315,520</b>	<b>11,227,730</b>	<b>(912,210)</b>	<b>(518,295)</b>

**General Community Education** revenue and expense includes the following program areas: administration; District and Community Education Marketing and Communications; Early Childhood Stay and Explore, Kaleidoscope, and Stepping Stones preschools; community engagement and outreach programs; One Voice for Reducing Youth Chemical Use; facility use; youth programs; OST (out-of-school-time) childcare; Kids & Company; Interpreter and Translation program; adult enrichment; and LCTS funding and projects.

**ECFE (Early Childhood Family Education)** revenue and expense includes the following early childhood programs: ECFE, home visits, family education outreach, and staff development.

**School Readiness** revenue and expense includes funds dedicated to preschool scholarships.

**ABE (Adult Basic Education)** revenue and expense includes all Adult Option in Education programs such as: GED preparation and testing; ABE classes; Civics classes; workforce education; and English Language Learners.

**Undesignated revenue and expense** is comprised of funds devoted to Early Childhood Screening and Non-Public revenue and expenses (a flow-through account). Non-public expenses include health, guidance, counseling, and textbooks.

# Community Education 2020-2021 Proposed Budget Summary

## COMMUNITY EDUCATION BUDGET SUMMARY

Revised 04/21/20/kd

REVENUE BREAKDOWN	2018-19	2019-20	2019-20	2019-20	2020-21
	Audited REV	Original REV	Mid-Yr Adjusts	Revised REV	REVENUE
REGULAR COMMUNITY ED	8,198,183	7,905,940	(1,619,498)	6,286,442	7,929,713
PERMANANT TRANSFERS	250,000	125,000	(125,000)	0	0
EARLY CHILDHOOD FAMILY ED	447,611	442,213	(24,234)	417,979	429,871
SCHOOL READINESS	273,941	277,184	16,535	293,719	293,720
ADULT BASIC EDUCATION	1,127,134	1,082,000	51,404	1,133,404	1,107,216
FUNDS FOR OTHER PURPOSES	567,317	555,000	0	555,000	555,000
•Preschool Screening	30,525	30,000	0	30,000	30,000
•Non-Public Pupil Aid	536,792	525,000	0	525,000	525,000
<b>TOTAL REVENUE - FUND 4 &amp; 14</b>	<b>10,864,187</b>	<b>10,387,337</b>	<b>(1,700,793)</b>	<b>8,686,544</b>	<b>10,315,520</b>
AUDITED FUND BALANCE	2,205,366	2,205,366		2,205,366	393,915
<b>TOTAL INCLUDING FUND BALANCE</b>	<b>13,069,553</b>	<b>12,592,703</b>	<b>(1,700,793)</b>	<b>10,891,910</b>	<b>10,709,435</b>

EXPENSE BREAKDOWN	2018-19	2019-20	2019-20	2019-20	2020-21
	Audited EXP	Original EXPENSE	Mid-Yr Adjusts	Revised EXP	EXPENSE
REGULAR COMMUNITY ED	8,323,088	8,762,310	(937,929)	7,824,379	8,568,580
EARLY CHILDHOOD FAMILY ED	576,589	574,640	63,082	637,722	701,271
SCHOOL READINESS	266,983	276,866	13,203	290,069	297,831
ADULT BASIC EDUCATION	1,142,247	1,097,837	30,148	1,127,984	1,109,033
FUNDS FOR OTHER PURPOSES	566,465	571,251	46,589	617,840	551,015
•Preschool Screening	55,263	71,251	(22,509)	48,742	51,015
•Non-Public Pupil Aid	511,202	500,000	69,098	569,098	500,000
<b>TOTAL EXPENSE - FUND 4 &amp; 14</b>	<b>10,875,372</b>	<b>11,282,904</b>	<b>(784,907)</b>	<b>10,497,995</b>	<b>11,227,730</b>

REVENUE OVER EXPENSE	2018-19	2019-20	2019-20	2019-20	2020-21
	Audited REV/EXP	Original REV/EXP	Mid-Yr REV/EXP	Revised REV/EXP	REV/EXP
REGULAR COMMUNITY ED	125,095	(731,370)	(806,569)	(1,537,937)	(638,867)
EARLY CHILDHOOD FAMILY ED	(128,978)	(132,427)	(87,316)	(219,743)	(271,400)
SCHOOL READINESS	6,958	318	3,332	3,650	(4,111)
ADULT BASIC EDUCATION	(15,113)	(15,837)	21,256	5,419	(1,817)
FUNDS FOR OTHER PURPOSES	852	(16,251)	(46,589)	(62,840)	3,985
•Preschool Screening	(24,738)	(41,251)	22,509	(18,742)	(21,015)
•Non-Public Pupil Aid	25,590	25,000	(69,098)	(44,098)	25,000
<b>REV OVER EXP - FUND 4 &amp; 14</b>	<b>(11,186)</b>	<b>(895,566)</b>	<b>(915,886)</b>	<b>(1,811,450)</b>	<b>(912,210)</b>
<b>REV OVER EXP INCLUDING FUND BAL</b>	<b>2,194,181</b>	<b>1,309,799</b>	<b>(915,887)</b>	<b>393,915</b>	<b>(518,295)</b>

# **Debt Service (Fund 7)**

# Debt Redemption Fund (07) and OPEB Debt Fund (47)

## Fund Analysis Description

The Debt Redemption Fund is established to finance bonded indebtedness whether for building construction or operating capital, and whether for initial or refunding bonds.

When a bond issue is sold, the school board must levy a direct general tax upon the property of the district for the payment of principal and interest on such bonds as due. Revenue from sale or loss of property financed with bonds in an amount sufficient to pay remaining bonds and interest costs should be deposited in this fund. There shall be no borrowing from the Debt Redemption Fund.

Refunding bonds that have been set aside in a reserved account are no longer a part of the fund balance. This reveals a true fund balance position.

The district issued Phase VII Long-Term Facilities Maintenance bonds in March of 2019. The first payments for these bonds are reflected in the debt service fund for FY20-21.

The district will issue Phase VIII Long-Term Facilities Maintenance bonds in December of FY20. The Phase VIII deferred maintenance projects will be completed during the summers of 2021 and 2022.

### **FUND SUMMARY (FUND 07)**

Estimated Fund Balance (6/30/20)	2,345,064
2020-21 Budgeted Revenues	18,041,409
2020-21 Budgeted Expenditures	17,096,420
Estimated Fund Balance (6/30/21)	3,290,053

**OTHER POST EMPLOYMENT BENEFITS (OPEB) BONDS (FUND 47)**

Estimated Fund Balance (6/30/20)	0
2020-21 Budgeted Revenues	0
2020-21 Budgeted Expenditures	0
Estimated Fund Balance (6/30/21)	0

**COMMENTS:**

- OPEB Bonds paid off in FY20.
- Currently, the District's bond rating is Aa2, with only a handful of other School Districts in the State of Minnesota having an equal or higher rating.
- The following page shows a summary of the District's long-term debt payments for FY20-21 and future years.

**Bond Issues Outstanding For the 2020-2021 Fiscal Year**

Description of Debt	Date Issued	Final Maturity	Principal Interest Rate	Amount of Original Issue	Issue of (Redeemed)	Anticipated Outstanding at 6/30/2021
Alt. Facilities, Series 2011A	Apr-11	Feb-28	4.00%-5.00%	29,410,000	-	29,410,000
Gen. Obligation, Series 2012A	May-12	Feb-22	.45%-1.8%	6,120,000	(5,400,000)	720,000
Alt. Facilities, Series 2013A	May-13	Feb-30	3.00%-3.25%	15,890,000	-	15,890,000
Refunding GO, Series 2013B	May-13	Feb-26	1.5%-4.00%	18,940,000	(9,320,000)	9,620,000
Alt. Facilities, Series 2015A	May-15	Feb-23	2.00%-3.00%	10,120,000	(3,620,000)	6,500,000
Gen. Obligation, Series 2015B	May-15	Feb-30	2.00%-4.00%	4,425,000	(1,310,000)	3,115,000
Gen. Oblig. Rfnd., Series 2015C	Nov-15	Feb-22	4.00%-5.00%	18,305,000	(14,880,000)	3,425,000
Lg.Term Fac Maint , Series 2017A	Jan-17	Feb-32	3.00%-4.00%	14,140,000	-	14,140,000
Gen. Obligation, Series 2018A	Feb-18	Feb-34	3.45%	29,030,000	(1,955,000)	27,075,000
Gen. Oblig. Rfnd., Series 2018B	Nov-18	Feb-27	3.25%-5.00%	18,835,000	(1,095,000)	17,740,000
Lg.Term Fac Maint , Series 2019A	Mar-19	Feb-35	3.1%	17,895,000	-	17,895,000
Lg.Term Fac Maint , Series 2020A	Dec-20	Feb-36	3.00%	15,345,000	-	15,345,000
<b>Total</b>				<b>\$ 198,455,000</b>	<b>\$ (37,580,000)</b>	<b>\$ 160,875,000</b>

## Hopkins Public Schools Debt Service Payment Schedule

<u>Description of Debt</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025-2037</u>	<u>Total</u>
Alt. Facilities, Series 2011A	1,245,850	1,245,850	4,810,850	5,093,250	24,577,200	36,973,000
Gen. Obligation, Series 2011B	345,050	-	-	-	-	345,050
Gen. Obligation, Series 2012A	734,320	732,960	-	-	-	1,467,280
Alt. Facilities, Series 2013A	516,425	516,425	516,425	516,425	18,733,913	20,799,613
Refunding GO, Series 2013B	2,131,950	2,133,950	2,138,150	2,139,350	4,290,100	12,833,500
Alt. Facilities, Series 2015A	3,887,400	4,420,000	2,343,250	-	-	10,650,650
Gen. Obligation, Series 2015B	345,700	356,000	368,500	387,700	2,564,150	4,022,050
Gen. Oblig. Rfnd., Series 2015C	3,570,500	3,562,000	-	-	-	7,132,500
Lg.Term Fac Maint , Series 2017A	533,650	533,650	533,650	533,650	17,663,000	19,797,600
Gen. Obligation, Series 2018A	1,712,688	1,782,388	1,811,888	1,436,638	30,924,925	37,668,525
Gen. Oblig. Rfnd., Series 2018B	1,517,788	1,524,788	3,996,788	4,011,788	11,326,113	22,377,263
Lg.Term Fac Maint , Series 2019A	555,100	555,100	555,100	555,100	22,974,350	25,194,750
Lg.Term Fac Maint , Series 2020A	-	212,273	460,350	460,350	19,778,625	20,911,598
<b>Total</b>	<b>\$ 17,096,420</b>	<b>\$ 17,575,383</b>	<b>\$ 17,534,950</b>	<b>\$ 15,134,250</b>	<b>\$ 152,832,375</b>	<b>\$ 220,173,378</b>

## Hopkins Public Schools Debt Service Principal Schedule

<u>Description of Debt</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025-2037</u>	<u>Total</u>
Alt. Facilities, Series 2011A	-	-	3,565,000	3,990,000	21,855,000	29,410,000
Gen. Obligation, Series 2011B	335,000	-	-	-	-	335,000
Gen. Obligation, Series 2012A	710,000	720,000	-	-	-	1,430,000
Alt. Facilities, Series 2013A	-	-	-	-	15,890,000	15,890,000
Refunding GO, Series 2013B	1,700,000	1,770,000	1,845,000	1,920,000	4,085,000	11,320,000
Alt. Facilities, Series 2015A	3,620,000	4,225,000	2,275,000	-	-	10,120,000
Gen. Obligation, Series 2015B	235,000	250,000	270,000	300,000	2,295,000	3,350,000
Gen. Oblig. Rfnd., Series 2015C	3,270,000	3,425,000	-	-	-	6,695,000
Lg.Term Fac Maint , Series 2017A	-	-	-	-	14,140,000	14,140,000
Gen. Obligation, Series 2018A	765,000	850,000	905,000	575,000	24,745,000	27,840,000
Gen. Oblig. Rfnd., Series 2018B	660,000	700,000	3,200,000	3,375,000	10,465,000	18,400,000
Lg.Term Fac Maint , Series 2019A	-	-	-	-	17,895,000	17,895,000
Lg.Term Fac Maint , Series 2020A	-	-	-	-	15,345,000	15,345,000
<b>Total</b>	<b>\$ 11,295,000</b>	<b>\$ 11,940,000</b>	<b>\$ 12,060,000</b>	<b>\$ 10,160,000</b>	<b>\$ 126,715,000</b>	<b>\$ 172,170,000</b>

## Hopkins Public Schools Debt Service Interest Schedule

<u>Description of Debt</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025-2037</u>	<u>Total</u>
Alt. Facilities, Series 2011A	1,245,850	1,245,850	1,245,850	1,103,250	2,722,200	7,563,000
Gen. Obligation, Series 2011B	10,050	-	-	-	-	10,050
Gen. Obligation, Series 2012A	24,320	12,960	-	-	-	37,280
Alt. Facilities, Series 2013A	516,425	516,425	516,425	516,425	2,843,913	4,909,613
Refunding GO, Series 2013B	431,950	363,950	293,150	219,350	205,100	1,513,500
Alt. Facilities, Series 2015A	267,400	195,000	68,250	-	-	530,650
Gen. Obligation, Series 2015B	110,700	106,000	98,500	87,700	269,150	672,050
Gen. Oblig. Rfnd., Series 2015C	300,500	137,000	-	-	-	437,500
Lg.Term Fac Maint , Series 2017A	533,650	533,650	533,650	533,650	3,523,000	5,657,600
Gen. Obligation, Series 2018A	947,688	932,388	906,888	861,638	6,179,925	9,828,525
Gen. Oblig. Rfnd., Series 2018B	857,788	824,788	796,788	636,788	861,113	3,977,263
Lg.Term Fac Maint , Series 2019A	555,100	555,100	555,100	555,100	5,079,350	7,299,750
Lg.Term Fac Maint , Series 2020A	-	212,273	460,350	460,350	4,433,625	5,566,598
<b>Total</b>	<b>\$ 5,801,420</b>	<b>\$ 5,635,383</b>	<b>\$ 5,474,950</b>	<b>\$ 4,974,250</b>	<b>\$ 26,117,375</b>	<b>\$ 48,003,378</b>

### Bond Issues Outstanding For the 2020-2021 Fiscal Year

Description of Debt	Date Issued	Final Maturity	Principal Interest Rate	Amount of Original Issue	Issue of (Redeemed)	Anticipated Outstanding at 6/30/2021
Alt. Facilities, Series 2011A	Apr-11	Feb-28	4.00%-5.00%	29,410,000	-	29,410,000
Gen. Obligation, Series 2012A	May-12	Feb-22	.45%-1.8%	6,120,000	(5,400,000)	720,000
Alt. Facilities, Series 2013A	May-13	Feb-30	3.00%-3.25%	15,890,000	-	15,890,000
Refunding GO, Series 2013B	May-13	Feb-26	1.5%-4.00%	18,940,000	(9,320,000)	9,620,000
Alt. Facilities, Series 2015A	May-15	Feb-23	2.00%-3.00%	10,120,000	(3,620,000)	6,500,000
Gen. Obligation, Series 2015B	May-15	Feb-30	2.00%-4.00%	4,425,000	(1,310,000)	3,115,000
Gen. Oblig. Rfnd., Series 2015C	Nov-15	Feb-22	4.00%-5.00%	18,305,000	(14,880,000)	3,425,000
Lg.Term Fac Maint , Series 2017A	Jan-17	Feb-32	3.00%-4.00%	14,140,000	-	14,140,000
Gen. Obligation, Series 2018A	Feb-18	Feb-34	3.45%	29,030,000	(1,955,000)	27,075,000
Gen. Oblig. Rfnd., Series 2018B	Nov-18	Feb-27	3.25%-5.00%	18,835,000	(1,095,000)	17,740,000
Lg.Term Fac Maint , Series 2019A	Mar-19	Feb-35	3.1%	17,895,000	-	17,895,000
Lg.Term Fac Maint , Series 2020A	Dec-20	Feb-36	3.00%	15,345,000	-	15,345,000
<b>Total</b>				<b>\$ 198,455,000</b>	<b>\$ (37,580,000)</b>	<b>\$ 160,875,000</b>

### Hopkins Public Schools Debt Service Payment Schedule

Description of Debt	2021	2022	2023	2024	2025-2037	Total
Alt. Facilities, Series 2011A	1,245,850	1,245,850	4,810,850	5,093,250	24,577,200	36,973,000
Gen. Obligation, Series 2011B	345,050	-	-	-	-	345,050
Gen. Obligation, Series 2012A	734,320	732,960	-	-	-	1,467,280
Alt. Facilities, Series 2013A	516,425	516,425	516,425	516,425	18,733,913	20,799,613
Refunding GO, Series 2013B	2,131,950	2,133,950	2,138,150	2,139,350	4,290,100	12,833,500
Alt. Facilities, Series 2015A	3,887,400	4,420,000	2,343,250	-	-	10,650,650
Gen. Obligation, Series 2015B	345,700	356,000	368,500	387,700	2,564,150	4,022,050
Gen. Oblig. Rfnd., Series 2015C	3,570,500	3,562,000	-	-	-	7,132,500
Lg.Term Fac Maint , Series 2017A	533,650	533,650	533,650	533,650	17,663,000	19,797,600
Gen. Obligation, Series 2018A	1,712,688	1,782,388	1,811,888	1,436,638	30,924,925	37,668,525
Gen. Oblig. Rfnd., Series 2018B	1,517,788	1,524,788	3,996,788	4,011,788	11,326,113	22,377,263
Lg.Term Fac Maint , Series 2019A	555,100	555,100	555,100	555,100	22,974,350	25,194,750
Lg.Term Fac Maint , Series 2020A	-	212,273	460,350	460,350	19,778,625	20,911,598
<b>Total</b>	<b>\$ 17,096,420</b>	<b>\$ 17,575,383</b>	<b>\$ 17,534,950</b>	<b>\$ 15,134,250</b>	<b>\$ 152,832,375</b>	<b>\$ 220,173,378</b>



## Hopkins Public Schools Debt Service Principal Schedule

<u>Description of Debt</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025-2037</u>	<u>Total</u>
Alt. Facilities, Series 2011A	-	-	3,565,000	3,990,000	21,855,000	29,410,000
Gen. Obligation, Series 2011B	335,000	-	-	-	-	335,000
Gen. Obligation, Series 2012A	710,000	720,000	-	-	-	1,430,000
Alt. Facilities, Series 2013A	-	-	-	-	15,890,000	15,890,000
Refunding GO, Series 2013B	1,700,000	1,770,000	1,845,000	1,920,000	4,085,000	11,320,000
Alt. Facilities, Series 2015A	3,620,000	4,225,000	2,275,000	-	-	10,120,000
Gen. Obligation, Series 2015B	235,000	250,000	270,000	300,000	2,295,000	3,350,000
Gen. Oblig. Rfnd., Series 2015C	3,270,000	3,425,000	-	-	-	6,695,000
Lg.Term Fac Maint , Series 2017A	-	-	-	-	14,140,000	14,140,000
Gen. Obligation, Series 2018A	765,000	850,000	905,000	575,000	24,745,000	27,840,000
Gen. Oblig. Rfnd., Series 2018B	660,000	700,000	3,200,000	3,375,000	10,465,000	18,400,000
Lg.Term Fac Maint , Series 2019A	-	-	-	-	17,895,000	17,895,000
Lg.Term Fac Maint , Series 2020A	-	-	-	-	15,345,000	15,345,000
<b>Total</b>	<b>\$ 11,295,000</b>	<b>\$ 11,940,000</b>	<b>\$ 12,060,000</b>	<b>\$ 10,160,000</b>	<b>\$ 126,715,000</b>	<b>\$ 172,170,000</b>

## Hopkins Public Schools Debt Service Interest Schedule

<u>Description of Debt</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2024</u>	<u>2025-2037</u>	<u>Total</u>
Alt. Facilities, Series 2011A	1,245,850	1,245,850	1,245,850	1,103,250	2,722,200	7,563,000
Gen. Obligation, Series 2011B	10,050	-	-	-	-	10,050
Gen. Obligation, Series 2012A	24,320	12,960	-	-	-	37,280
Alt. Facilities, Series 2013A	516,425	516,425	516,425	516,425	2,843,913	4,909,613
Refunding GO, Series 2013B	431,950	363,950	293,150	219,350	205,100	1,513,500
Alt. Facilities, Series 2015A	267,400	195,000	68,250	-	-	530,650
Gen. Obligation, Series 2015B	110,700	106,000	98,500	87,700	269,150	672,050
Gen. Oblig. Rfnd., Series 2015C	300,500	137,000	-	-	-	437,500
Lg.Term Fac Maint , Series 2017A	533,650	533,650	533,650	533,650	3,523,000	5,657,600
Gen. Obligation, Series 2018A	947,688	932,388	906,888	861,638	6,179,925	9,828,525
Gen. Oblig. Rfnd., Series 2018B	857,788	824,788	796,788	636,788	861,113	3,977,263
Lg.Term Fac Maint , Series 2019A	555,100	555,100	555,100	555,100	5,079,350	7,299,750
Lg.Term Fac Maint , Series 2020A	-	212,273	460,350	460,350	4,433,625	5,566,598
<b>Total</b>	<b>\$ 5,801,420</b>	<b>\$ 5,635,383</b>	<b>\$ 5,474,950</b>	<b>\$ 4,974,250</b>	<b>\$ 26,117,375</b>	<b>\$ 48,003,378</b>

## Bond Issues Outstanding For the 2020-2021 Fiscal Year

Description of Debt	Date Issued	Final Maturity	Principal Interest Rate	Amount of Original Issue	Issue of (Redeemed )	Anticipated Outstanding at 6/30/2021
Alt. Facilities, Series 2011A	Apr-11	Feb-28	4.00%-5.00%	29,410,000	-	29,410,000
Gen. Obligation, Series 2012A	May-12	Feb-22	.45%-1.8%	6,120,000	(5,400,000)	720,000
Alt. Facilities, Series 2013A	May-13	Feb-30	3.00%-3.25%	15,890,000	-	15,890,000
Refunding GO, Series 2013B	May-13	Feb-26	1.5%-4.00%	18,940,000	(9,320,000)	9,620,000
Alt. Facilities, Series 2015A	May-15	Feb-23	2.00%-3.00%	10,120,000	(3,620,000)	6,500,000
Gen. Obligation, Series 2015B	May-15	Feb-30	2.00%-4.00%	4,425,000	(1,310,000)	3,115,000
Gen. Oblig. Rfnd., Series 2015C	Nov-15	Feb-22	4.00%-5.00%	18,305,000	(14,880,000)	3,425,000
Lg. Term Fac Maint , Series 2017A	Jan-17	Feb-32	3.00%-4.00%	14,140,000	-	14,140,000
Gen. Obligation, Series 2018A	Feb-18	Feb-34	3.45%	29,030,000	(1,955,000)	27,075,000
Gen. Oblig. Rfnd., Series 2018B	Nov-18	Feb-27	3.25%-5.00%	18,835,000	(1,095,000)	17,740,000
Lg. Term Fac Maint , Series 2019A	Mar-19	Feb-35	3.1%	17,895,000	-	17,895,000
Lg. Term Fac Maint , Series 2020A	Dec-20	Feb-36	3.00%	15,345,000	-	15,345,000
			<b>Total</b>	<b>\$ 198,455,000</b>	<b>\$(37,580,000)</b>	<b>\$ 160,875,000</b>

# **Informational Section**

# **Budgetary Information**

## FUND ANALYSIS

### DESCRIPTION:

The General Fund is the District's primary operating fund and accounts for all revenues and expenditures except those required to be accounted for in another fund. This fund includes teacher and administrator salaries and fringe benefits as well as all operations and maintenance activities. Since salaries and benefits make up approximately 82% of the district's expenditures, this fund represents the major operating fund for our district. The General Fund balance is available to the District for any purpose provided it's expended according to Minnesota statute. Revenue comes from different sources including Federal, State and local property taxes

### FUND SUMMARY

Estimated General Fund Undesignated Fund Balance (6/30/20)	7,748,076
2020-21 Budgeted Revenues	102,622,324
2020-21 Budgeted Expenditures	102,622,324
Estimated General Fund Unassigned Fund Balance (6/30/21)	7,748,076

Projected revenues and expenditures include sub funds listed below.

We use a number of sub funds within the General Fund, which are included in the above summary. Our sub funds include:

- Sub Fund 11/Used for tuition programs/Special Services
- Sub Fund 41/Used for Staff Development programs
- Sub Fund 51/Lindbergh Center shared use facility with the City of Minnetonka
- Sub Fund 71/This sub fund contains all activities related to desegregation
- Sub Fund 81/Used for Federal Title and Federal Special Education grant programs and local grants. This is maintained as a balanced sub-fund.
- Sub Fund 91/Program Adjustments, Enhancements, One-Time and Transfers

State accounting laws and regulations for school districts establish various required reserves. Other items are set aside by the School Board itself in the form of Committed or Assigned fund balances per GASB 54 fund balance requirements. The following Committed, Assigned and Restricted reserves are in the General Fund and their projected revenues, expenses, and ending projected reserve amounts as of June 30, 2021 are as follows:

<b>Reserve Account</b>	<b>Est. Balance 6/30/20</b>	<b>Revenues FY21</b>	<b>Expenses FY21</b>	<b>Est. Balance 6/30/21</b>
Restricted for Operating Capital	1,214,028	3,285,371	3,744,897	754,502
Restricted for Capital Projects Levy	0	5,061,367	5,061,367	0
Restricted for Health & Safety/LTFM	0	0	0	0
Restricted for Staff Development	533,037	1,008,062	1,008,062	533,037
Restricted for Medical Assistance	740,000	289,727	289,727	740,000

## COMMENTS:

- Our cash flow projections show no need for cash flow borrowing in FY2020-21. Our fund balance in the General Fund is the main reason we show such a strong cash flow position, as the fund balance provides a cushion for seeing us through times when State Aid and County tax receipts do not match up with our expenses.
- The revenues and expenditures were prepared using fund projection recommendations by the Board of Education. The School Board adopted the initial 2020-21 budget parameters in January 2020, with final parameter adoption on February 19th. Preliminary budget approval was adopted at the March 19th School Board meeting. The fiscal parameters adopted estimate the per student allowance at \$6,567 (2.0% increase from FY19-20) for FY20-21. The 2020 legislature will set the actual amount. Title I and other Federal allocations are factored in as equal revenue and expense amounts at this time. Additional budget recommendations and adjustments will be made during the finalization process in February 2021.

## Revenue notes include:

- Interest income was set at \$736,044, equivalent to FY19-20 actual investment earnings. Investment earnings on idle cash continues to move upward and our cash position is stable. This estimate reflects a conservative estimate of investment income.
- State aid increase of 2.0%. Enrollment increase will offset potential reductions. The November 2013 voter-approved operating referendum increase to
- \$2,528.16 per pupil (less \$424 per pupil for Optional Revenue) is included in the projected revenues for the district. Certain local revenues are projected to increase or decrease.

- For general education revenue calculation purposes student enrollment is projected from the 10/1/19 district rollment. The district typically has used 10/1 data for enrollment projection purposes for the subsequent budget year, with a true-up to the actual 10/1 numbers occurring in the mid-year budget adjustment in February 2021.

**Expenditure notes include:**

- All salaries were increased at 3.5%. Benefits were increase to 35% All other costs are projected at an increase of 2%, except where otherwise increased due to contractual obligations (i.e. Transportation contract with MTI). Utilities were budgeted at a 4% increase.
- Superintendent contingency was set at \$40,000.

The revenue and expenditure activities relative to Federal programs for next year have been budgeted on an estimated basis (Fund 81). We will make mid-year adjustments in February 2021 when more accurate revenue and expenditure information is available.

**Other Budget notes:**

- The district does not budget for delinquent taxes because it cannot be predicted when they will be paid. Patrons have up to seven years to pay back delinquent taxes.
- Abatement adjustments have been budgeted and are reflected in levy revenue in the respective funds.

The General Fund proposed budget is being presented as determined by the parameters given by the Board of Education. We are projecting expenses will equal revenues in the General Fund in FY 2020-21 given the assumptions we have made.

**General Fund challenges include:**

- Maintaining expenditure levels that do not exceed budgeted revenues to maintain a solid financial position in our General Fund Unassigned fund balance.
- Maintaining our fund balance at 6% or greater level (Board policy) in future years.

We will continue to monitor these fiscal challenges in order to provide the best educational programming possible for the Hopkins School District students within a fiscally sustainable environment.

# Levy Certification Trends



# Property Tax Levy Components

## Transition Revenue

Transition revenue guarantees a district that changes to various funding formulas will not result in the district receiving less money in the current year than it received in the prior year. This is often called a “hold harmless” provision. Transition revenue is undesignated revenue which may be used for any general fund purpose. Transition revenue is a mix of aid and levy, levied against referendum market value.

## Local Optional Revenue

Local Optional Revenue is an additional component to the general education program called location equity/local optional revenue. It allows school districts to access up to \$424 per adjusted pupil unit in board-approved revenue. Beginning in fiscal year 2021, the first tier of referendum authority (\$300 per pupil unit—which may be approved by board action) is added to local optional revenue and reduced from the district’s total referendum authority. The local optional revenue will then consist of two tiers, the first tier of \$300 per pupil, is equalized at \$880,000 per pupil (the same equalizing factor that existed when this tier was included in operating referendum revenue). The second tier, \$424 per pupil, remains equalized at \$510,000 per pupil. For fiscal year 2021 and later, there will no longer be any connection between local optional revenue and referendum revenue.

## Equity Revenue

Equity revenue is intended to reduce the disparity in revenue per pupil unit between the highest and lowest revenue districts on a regional basis, with the regions defined as the seven-county metropolitan area and the balance of the state. The amount is calculated using a set of three formulas, one for regular equity, one for low-referendum equity and one for supplemental equity. MPS qualifies only for the supplemental equity portion. Supplemental equity provides \$50 per pupil of revenue for all districts.

## Operating Capital Revenue

The operating capital formula has two components. The first represents equipment and technology (\$79 per pupil unit), and the second represents facilities maintenance (\$109 times the district’s maintenance cost index). Operating capital revenue is an equalized formula. The equalizing factor for fiscal year 2019 and 2020 is \$22,912. Operating capital revenue ranges from \$188 to \$243 per adjusted pupil unit per district.

## Alternative Teacher Compensation Revenue (QComp)

Alternative teacher compensation (also commonly called “QComp Revenue”) was created to encourage districts to adopt alternative pay structures for teachers. QComp revenue of \$260 per prior year unweighted pupils is available to school districts, intermediate school districts and charter schools that develop and implement an alternative teacher pay system by October 1st of that school year. In general, to qualify for the revenue, the district must, one full school year prior to the year of implementation, notify the Commissioner of Education of the district’s intent to implement an alternative pay system. The state aid cap for QComp is \$88.1 million.

## Abatement Revenue

A replacement for anticipated property tax receipts because property valuation has been reduced after the levies were certified. The aid applies to equalized levies only; districts may make an adjustment levy the next year for the remaining revenue loss. Districts may also levy for the shortfall in abatement aid.

## Achievement and Integration Revenue (AIM)

Achievement and Integration Revenue is intended to pursue racial and economic integration, increase student achievement, and reduce academic disparities in Minnesota's public schools. An eligible district's initial achievement and integration revenue equals the sum of (1) \$350 times the district's pupil units for that year times the ratio of the district's enrollment of protected students for the previous school year to total enrollment for the previous school year and (2) the greater of zero or 66 percent of the difference between the district's integration revenue for the prior year and the district's integration revenue for the current year.

## Reemployment (unemployment) insurance costs.

A district may levy the amount necessary to pay the district's unemployment insurance costs

## Building Lease Levy

The leased facilities levy authority allows districts to levy to pay rent on leased facilities. Currently, upon the commissioner's approval, districts may levy for leased facilities when the leased facility would be economically advantageous. The lease levy must not exceed the lesser of the lease costs or \$212 per pupil unit, except that a school district that is a member of an intermediate school district may levy an additional \$65 per pupil unit for space in intermediate facilities. The facilities must be used for instructional purposes.

## Long-Term Facilities Maintenance Revenue

This Levy combines the previous Health and Safety, Alternative Facilities, and Deferred Maintenance revenue. Allowed uses of the long-term facilities maintenance revenue include:

1. Deferred capital expenditure and maintenance necessary to prevent further erosion of facilities;
2. Approved Health and Safety Capital Projects;
3. Increased accessibility to school facilities and
4. Transfers from the LTFMR reserve in the general fund to the debt redemption fund (by board resolution)
5. Approved expenditures associated with remodeling instructional space for Voluntary Pre-K programs.

Long-term facilities maintenance revenue *must not* be used for construction of new facilities, remodeling of existing facilities (except for voluntary pre-kindergarten), purchase of portable classrooms, to finance a lease purchase agreement, energy efficiency projects, facilities used for post-secondary instruction, violence prevention, security, ergonomics or emergency communication devices. Allowances of \$193 for FY 2017, \$292 for FY 2018, and \$380 for FY 2019 (x) adjusted pupil units.

## Safe Schools Levy

A district may levy up to \$36 per pupil unit for the costs of peace officers used for school liaison services, drug prevention programs, gang resistance education programs, voluntary opt-in suicide prevention tools, facility security enhancements, efforts to improve school climate, costs associated with mental health services and security costs in the district's schools and on school property. The levy may also be used for school counselors, nurses, social workers, psychologists, and alcohol and chemical dependency counselors.

## Judgments

A district may levy the amount necessary to pay judgments from lawsuits

## Career and Technical Revenue

Career and technical education services include courses that were formerly called vocational programs and include agricultural, business, technology, and health occupations courses. A district that offers career and technical programming is eligible for revenue under this program. A school district's career and technical revenue equals 35 percent of the district's approved expenditures on career and technical programming, but not less than the revenue authority for the previous year, provided that the revenue does not exceed 100 percent of the district's career and technical expenditures for that year.

## Referendum Revenue (Voter & Board Approved)

A district's general levy can be increased with the approval of the voters at a referendum called by the school board. The election must be held during the November election only, unless the election is held by mail ballot or upon approval of the Commissioner of Education, if the district is in statutory operating debt. If the election is conducted by mail ballot, it must be in accordance with state election law, and each taxpayer must receive notice by first-class mail of the election and of the proposed tax increase at least 20 days before the referendum. Beginning in fiscal year 2015, the first \$300 per pupil of authority may be approved by board action and does not need to be voter approved. The 2019 Legislature switched the first \$300 per pupil (the board- approved amount) from operating referendum revenue to local optional revenue beginning in fiscal year 2021. This shift is revenue neutral but returns all referendum revenue to voter-approved authority.

## Capital Project Levy

A school district may conduct an election to approve funds for certain capital projects. (This program was formerly called the Down Payment Levy.) When approved by a voter referendum, school districts may levy for no more than ten years the amount authorized for a down payment on future construction costs or for specific capital projects. Proceeds of the levy must be placed in a special account and used only for the approved purposes.

## Community Education

Community education programs provide learning and involvement opportunities for people of all ages including providing school district residents with the opportunity to utilize educational facilities and programs during non-school hours. Community Education programs may also be offered to K-12 students during the summer and other non-school times, and fees for those programs may be

charged. Community Education revenue may also be used for educational programming including: adults with disabilities, school age care, ABE, School Readiness and ECFE.

## **Early Childhood and Family Education**

As a part of the Community Education program, districts may offer an Early Childhood and Family Education (ECFE) program providing educational services to expectant parents and the parents and other relatives of children between birth and kindergarten. To the extent that funds are insufficient to serve all eligible children, the program must focus on children from birth to age three. School districts must also establish a reasonable sliding fee for ECFE classes and must waive fees for any participant unable to pay

## **Programs for Adults with Disabilities.**

Districts with an approved program may offer programs for adults with disabilities as part of their community education programs. These programs may include outreach activities to identify adults needing service, classes specifically for adults with disabilities, services enabling the adults to participate in community education, and activities to increase public awareness and enhance the role of people with disabilities in the community.

## **School Aged Care / Disabled**

Districts with a Community Education program may offer a School Age Care Program for children in kindergarten through grade 6 for the purposes of expanding learning opportunities when school is not in session. Districts may charge participants a sliding fee based on family income, and may receive money from private or other public sources for School Age Care Programs. Districts are eligible for school age care revenue for the additional cost of providing services to children with disabilities or to children experiencing family or related problems of a temporary nature that participate in the school age care program.

## **Debt Service Revenue**

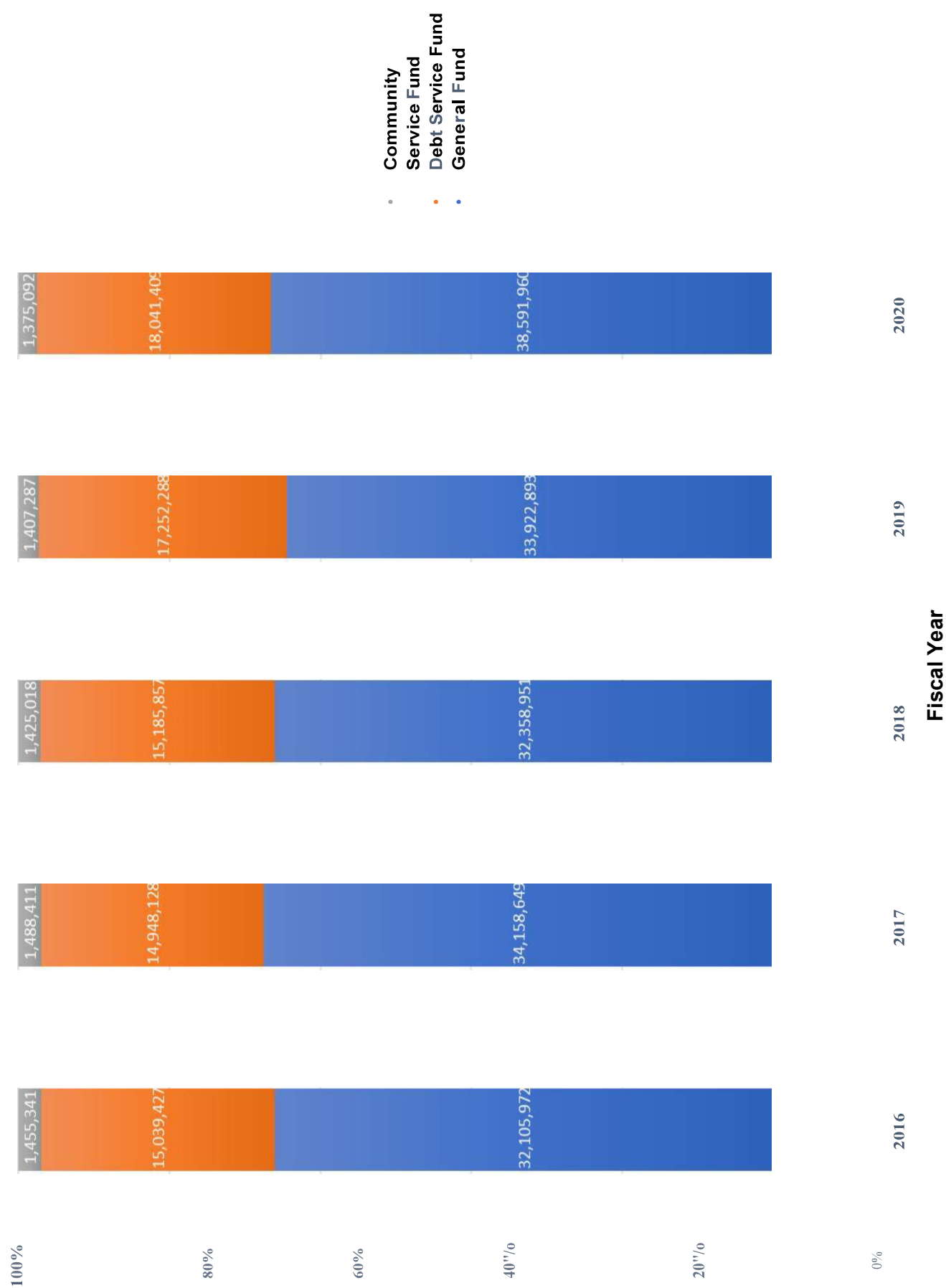
Minnesota's local school districts have generally financed the construction of new school buildings through the sale General Obligation School Building Bonds, General Obligation Bonds for Long-Term Facilities Maintenance Revenue projects. The bonds are repaid with revenue raised from the local district's property tax receipts. The total amount of bonds issued by the district determines the yearly debt the district must pay; and the amount of bonds issued is directly related to the district's building needs. The tax rate that the district levies in order to make its debt service payments depends both on the amount of debt and the size of the district's property tax base. See Bond Obligation Summary for additional information on each bond type.

# Hopkins Public Schools 5 Year Levy Comparison

Levy Description	2016	% Change	2017	% Change	2018	% Change	2019	% Change	2020	% Change
Transition Levy	2,206	-2%	2,376	8%	2,133	-10%	2,001	-6%	2,318	16%
Location Equity	3,108,938	-2%	3,358,674	8%	3,322,371	-1%	2,925,062	-12%	5,612,769	92%
Equity	367,105	-1%	401,564	9%	391,789	-2%	344,937	-12%	531,280	54%
Operating Capital Levy	1,557,895	7%	1,797,000	15%	1,266,147	-30%	1,290,480	2%	1,255,440	-3%
Alt Teacher Compensation	637,712	2%	652,492	2%	614,221	-6%	624,502	2%	692,897	11%
Adjustment - Other (Memo)	-	-100%	(299,877)		(2,377,533)	693%	(301,366)	-87%	(358,415)	19%
Abatements & Advanced Abatement	533,575	-41%	678,081	27%	360,402	-47%	861,360	139%	286,621	-67%
Achievement & Integration Levy	382,094	10%	371,419	-3%	385,477	4%	396,086	3%	445,096	12%
Reemployment Insurance Levy	75,576	-18%	49,886	-34%	21,844	-56%	(23,501)	-208%	28,830	-223%
Leased Space Levy & Adj	1,595,299	39%	1,718,032	8%	2,051,076	19%	1,408,143	-31%	1,465,184	4%
Long Term Facilities Maintenance	750,000	25%	317,567	-58%	1,106,989	249%	1,121,197	1%	2,454,776	119%
Health & Safety Levy	346,565	0%	271,820	-22%	(167,669)	-162%	-	-100%	-	NA
Safe Schools Levy	373,083	7%	391,441	5%	409,555	5%	350,823	-14%	370,302	6%
Judgment Levy	-		166,667		-	-100%	-	NA	-	NA
Career Technical	291,023	68%	289,411	-1%	175,381	-39%	230,401	31%	169,508	-26%
Capital Facility Bonds Adjustment	-		(318,623)		(319,165)	0%	(351,855)	10%	(362,985)	3%
General Education	320,045	0%	337,039	5%	164,979	-51%	-	-100%	-	NA
Referendum - Voter Approved	14,078,137	-3%	15,555,143	10%	15,894,400	2%	14,634,081	-8%	14,823,170	1%
Referendum - Capital Project Levy	7,686,720		8,418,538	10%	9,056,555	8%	10,410,544	15%	11,175,168	7%
<b>General Fund Total</b>	<b>32,105,972</b>	<b>0.71%</b>	<b>34,158,649</b>	<b>6.39%</b>	<b>32,358,951</b>	<b>-5.27%</b>	<b>33,922,893</b>	<b>4.83%</b>	<b>38,591,960</b>	<b>13.76%</b>
Basic Community Education Levy	437,619	0%	437,619	0%	437,619	0%	437,619	0%	437,619	0%
Early Childhood Family Levy	370,446	3%	381,264	3%	386,057	1%	367,268	-5%	370,896	1%
Handicapped Adults Levy	7,500	0%	7,500	0%	7,500	0%	7,500	0%	7,500	0%
School-Age Care	607,434	-22%	619,592	2%	570,884	-8%	553,292	-3%	539,488	-2%
Home Visiting	5,131	7%	4,986	-3%	8,440	69%	10,269	22%	12,074	18%
Abatement & Advanced Abatements	27,211	-43%	37,451	38%	14,518	-61%	31,340	116%	7,515	-76%
<b>Community Service Fund Total</b>	<b>1,455,341</b>	<b>-10.99%</b>	<b>1,488,411</b>	<b>2.27%</b>	<b>1,425,018</b>	<b>-4.26%</b>	<b>1,407,287</b>	<b>-1.24%</b>	<b>1,375,092</b>	<b>-2.29%</b>
Debt Service Levy Voter Approved	5,551,538	-12%	4,951,929	-11%	4,805,952	-3%	6,650,816	38%	6,770,853	2%
Debt Service Levy Non-Voter Approved	5,258,079		5,546,301	5%	5,744,762	4%	6,555,447	14%	11,270,556	72%
Pension Bond Levy	4,229,809	62%	4,449,897	5%	4,635,143	4%	4,046,025	-13%	-	-100%
<b>Debt Service Fund Total</b>	<b>15,039,427</b>	<b>4.31%</b>	<b>14,948,128</b>	<b>-0.61%</b>	<b>15,185,857</b>	<b>1.59%</b>	<b>17,252,288</b>	<b>13.61%</b>	<b>18,041,409</b>	<b>4.57%</b>
<b>Total Property Tax Levy</b>	<b>48,600,740</b>	<b>1.39%</b>	<b>50,595,189</b>	<b>4.10%</b>	<b>48,969,826</b>	<b>-3.21%</b>	<b>52,582,468</b>	<b>7.38%</b>	<b>58,008,460</b>	<b>10.32%</b>

Note: % change is calculated from the previous year's levy. 2015 not shown above.

Property Tax Levy



# Tax Rate Trends

**HOPKINS PUBLIC SCHOOLS TAXABLE MARKET VALUE OF PROPERTIES  
LAST TEN FISCAL YEARS**

Payable Year	(1) Residential Property	(2) Commercial Property	Total Assessed Value	Total Direct School Tax Rate
2010	\$ 7,040,592,200	\$ 2,680,915,100	\$ 9,721,507,300	23.050%
2011	6,532,859,500	2,519,158,100	9,052,017,600	26.456%
2012	6,068,959,262	2,486,074,800	8,555,034,062	29.270%
2013	5,852,199,127	2,521,418,100	8,373,617,227	29.730%
2014	5,853,960,954	2,585,214,200	8,439,175,154	32.358%
2015	6,722,136,651	2,857,098,000	9,579,234,651	30.340%
2016	6,717,731,163	2,858,753,300	9,576,484,463	28.514%
2017	6,987,222,057	3,051,045,950	10,038,268,007	25.611%
2018	7,511,299,258	3,007,028,100	10,518,327,358	29.035%
2019	8,265,407,905	3,060,481,589	11,325,889,494	27.022%

**Notes:**

1. Residential includes single family homes, townhomes and condominiums, and all other property including vacant land, farm, utilities, personal property and railroad property.
2. Commercial property above includes both commercial and industrial property.
3. Data for the estimated actual value of taxable property was not readily available.

**HOPKINS PUBLIC SCHOOLS  
Direct and Overlapping Property Tax Rates Last Ten Fiscal Years  
(rate per \$1000 of assessed value)**

Fiscal Year Ended	General Fund	Community	General Obligation	OPEB	Total Direct
June 30,	Basic Rate	Service	Debt Service		School Tax Rate
2010	9.034	1.246	11.861	0.910	23.051
2011	11.539	1.377	12.553	0.984	26.453
2012	11.871	1.453	14.910	1.036	29.270
2013	12.423	1.553	14.677	1.077	29.730
2014	14.970	1.771	12.780	2.837	32.358
2015	13.906	1.423	10.564	4.134	30.027
2016	13.530	1.357	9.547	4.080	28.514
2017	11.121	1.243	9.169	4.078	25.611
2018	13.145	1.361	11.207	3.322	29.035
2019	12.481	1.097	10.291	3.153	27.022



# **Student Enrollment Projections**

# Enrollment Projections: Forecasting Model

Current School Year: 2019-20

Projection Method Used: K-3 4 Yr Wt. N-Avg  
4-6 Wt. Ratio 2 Years  
7-9 Wt. Ratio 7 Years  
10-12 Wt. Ratio 4 Years

CURRENT Year's Original Projections: **Fall Seat Count (November 2019)**

Grade	Enroll History		Projection Years				
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Kindergarten	500	554	515	515	515	515	515
Grade 1	497	520	562	517	517	517	517
Grade 2	480	487	510	549	503	503	503
Grade 3	491	490	484	503	542	496	496
Grade 4	482	481	481	475	497	539	501
Grade 5	506	483	479	479	474	496	537
Grade 6	479	513	487	483	483	477	500
Grade 7	503	524	560	529	525	526	518
Grade 8	528	518	530	567	535	532	533
Grade 9	543	537	515	527	563	532	528
Grade 10	543	557	545	527	539	578	548
Grade 11	490	536	550	538	520	533	571
Grade 12	577	499	540	555	543	525	537
Total K-12	6,619	6,699	6,758	6,764	6,756	6,769	6,804
Annual Change K-12			59.00	6.00	(8.00)	13.00	35.00
Cumulative Change K-12			59.00	65.00	57.00	70.00	105.00

CURRENT Year's Original Projections: **EOY Adjusted ADM (November 2019)**

Grade	Actual	Projected	Enrollment Projections				
	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Voluntary Pre-K Early	37.72	37.72	37.72	37.72	37.72	37.72	37.72
Childhood (EC)	50.08	50.08	50.08	50.08	50.08	50.08	50.08
Handicapped K	45.22	45.22	45.22	45.22	45.22	45.22	45.22
Kindergarten	455.36	509.42	470.38	470.38	470.38	470.38	470.38
Grade 1	490.46	508.02	559.40	513.14	513.40	513.40	513.40
Grade 2	486.24	488.48	502.79	550.22	503.96	503.96	503.96
Grade 3	494.37	491.30	484.28	495.28	542.71	496.46	496.46
Grade 4	482.95	487.18	485.77	479.07	493.35	543.58	501.27
Grade 5	514.98	502.79	493.00	491.58	484.79	499.25	550.08
Grade 6	483.28	500.28	597.08	487.40	485.99	479.29	493.57
Grade 7	509.81	518.07	543.81	541.95	530.24	528.71	519.67
Grade 8	537.91	522.31	525.05	551.14	549.25	537.39	535.83
Grade 9	542.65	541.64	518.61	521.33	547.23	545.36	533.58
Grade 10	535.28	564.78	549.55	528.57	532.10	558.09	545.52
Grade 11	486.04	506.69	541.12	526.52	506.43	509.81	534.71
Grade 12	600.51	548.98	544.03	581.01	565.33	543.76	547.38
W-ALT	74.06	70.00	70.00	70.00	70.00	70.00	70.00
Total K-12 (no HK, no ALC w/ W-ALT)	6,693.90	6,759.93	6,884.87	6,807.59	6,795.16	6,799.44	6,815.81
ALT) Total K-12 (w/ HK, no ALC w/	6,739.12	6,805.15	6,930.09	6,852.81	6,840.38	6,844.66	6,861.03
	6,826.92	6,892.95	7,017.89	6,940.61	6,928.18	6,932.46	6,948.83

**W-ALT) Total PK,EC-12 (no ALC w/  
W-ALT)**

**Annual Change K-12**

	66.03	124.94	(77.28)	(12.43)	4.28	16.37
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**Cumulative Change K-12**

	66.03	190.97	113.69	101.26	105.54	121.91
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**Fall to EOY ADM K-12**

74.90	60.93	126.87	43.59	39.16	30.44	11.81
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**Fall to EOY ADM PK,  
EC-12 (no ALC w/ W-  
ALT)**

207.92	193.95	259.89	176.61	172.18	163.46	144.83
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# **Teacher's Base Salaries**

**HEA Settlement Costing Model**  
**Designed By: Pamela Carman / Carman Consulting, LLC**

## HEA - Base Compensation Chart

### 2018-19: Base Year

	BA	BA15	BA30	BA45	BA60	MA	MA15	MA30	MA45	MA60	SPEC	PhD
<b>Minimum</b>	41,027	42,040	43,055	44,418	45,762	45,762	47,112	48,465	50,156	51,849	53,876	55,228
<b>Maximum</b>	60,500	64,354	68,051	72,237	76,438	77,276	79,792	81,467	82,726	84,826	86,499	88,597

### 2019-20: Year 1

	BA	BA15	BA30	BA45	BA60	MA	MA15	MA30	MA45	MA60	SPEC	PhD
<b>Minimum</b>	42,277	43,290	44,305	45,668	47,012	47,012	48,362	49,715	51,406	53,099	55,126	56,478
<b>Maximum</b>	61,000	64,854	68,551	72,737	76,938	77,776	80,292	81,967	83,226	85,326	86,999	89,097

### 2020-21: Year 2

	BA	BA15	BA30	BA45	BA60	MA	MA15	MA30	MA45	MA60	SPEC	PhD
<b>Minimum</b>	43,527	44,540	45,555	46,918	48,262	48,262	49,612	50,965	52,656	54,349	56,376	57,728
<b>Maximum</b>	63,000	66,854	70,551	74,737	78,938	79,776	82,292	83,967	85,226	87,326	88,999	91,097

*The HEA Settlement Costing model is licensed as software and considered proprietary and confidential property of Carman Consulting, LLC.*

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# **Risk/Safety Management**

## **SCHOOL POLICIES**

### **HOPKINS SCHOOL DISTRICT 270**

## **DISTRICT CODE: 806 CRISIS MANAGEMENT**

### **PURPOSE**

The School District will develop and maintain a Crisis Management Plan to act as a guide for School District Board members, administration, staff, students, parents and community members to address potential crises in the School District. The District will consult with local emergency response agencies. The plan will address all phases of a crisis -- prevention/mitigation, preparedness, response and recovery. The objectives of the Crisis Management Plan will be to:

1. Establish procedures to identify potential threats and minimize risks;
2. Establish crisis response duties using the National Incident Management System (NIMS) and the Incident Command System (ICS);
3. Establish procedures for training employees on emergency response actions; and
4. Establish procedures for conducting required drills.

### **I. GENERAL STATEMENT OF POLICY**

The Crisis Management Plan will provide guidance for the School District and for each site and will be used prior to, during, or after any emergency situation. The superintendent or a designee will be responsible for directing the development of a comprehensive Crisis Management Plan. This plan will be shared with representatives of local municipalities and appropriate emergency personnel. The Crisis Management Plan will be reviewed annually by the District Health and Safety coordinator who will report any recommended changes to the Superintendent for Board review.

Each principal and site manager will receive a copy of the Crisis Management Plan. The District Crisis Management Plan serves as the foundation for the development, training and implementation of individual site / program plans.

The District and each individual site will have a Crisis Management Team led by site administration and comprised of appropriate staff volunteers. Each crisis management team will maintain a roster describing roles on the team and a contact list including at least one way to contact team leaders other than through District means. Each crisis management team will review and update their team roster and contact list at least once a year.

In compliance with state law, each individual site will conduct at least five fire drills, five lock down drills and one tornado drill a year. To meet State Fire Marshal requirements, each site will conduct its first fire drill within the first 10 school days of each fall session and conduct two additional drills during the summer in facilities hosting summer sessions or activity. Schools hosting summer sessions or activity will also complete one tornado drill during the summer.

While each site may conduct fire drills and lock down drills together in pairs, a clear separation in time of at least five minutes must occur. Sites should not conduct more than two fire drills or more than two lockdown drills in a month. Each year, sites will conduct at least one fire drill in which they simulate very cold conditions outside and must then move evacuated people back indoors into a safe portion of the building. To simulate a building intrusion, each year, sites will conduct at least one lock down drill in which all school staff will lock down and no staff will check the building for drill compliance.

As part of conducting the required drills, each individual site will conduct a planned enhanced drill each year to include more realism and enhanced response. In compliance with this policy, the District Crisis Management Team will participate in and support at least one enhanced drill per year.

The superintendent or a designee will develop and maintain a plan and guidance governing unexpected school start delays or school closures and early school closures. The superintendent and the cabinet will review and update the plan annually.

Axadopted: May 18, 2000

Revised: September 26, 2013, October 3, 2017

Reviewed: November 6, 2014, September 17, 2015, September 22, 2016, September 25, 2018



## **SCHOOL POLICIES**

### **HOPKINS SCHOOL DISTRICT 270**

## **DISTRICT CODE 807: HEALTH AND SAFETY**

*Policy reflects Minnesota statute and aligns with other District 270 policies.*

### **I. PURPOSE**

It is the policy of Hopkins Area Schools to provide a safe and healthy environment for its staff and students. Safety and health protection will be an integral part of all operations.

### **II. GENERAL STATEMENT OF POLICY**

A. The District will establish a Workplace Accident and Injury Reduction (AWAIR) program with the following goals:

1. Promote employee involvement in safety and health
2. Reduce the number of lost time injuries at each school<sup>1</sup> and
3. Comply with occupational safety and health regulations.

B. The District will implement a Health and Safety Program that includes plans and procedures to protect employees, students and visitors. Planning will include a one-year budget and second year forecast approved annually by the school board. The objectives of the Health and Safety Program will be to:

- 1 Assign responsibilities for implementing and maintaining the program;
- 2 Establish joint a labor / management safety committees;
- 3 Establish procedures for identifying, analyzing, and controlling hazards;
- 4 Establish procedures for communicating hazards and controls to employees;
- 5 Where required by law, regulation or best practice, establish periodic health and safety inspections;
- 6 Establish procedures for investigating accidents and near misses to prevent reoccurrence;
- 7 Establish procedures for training employees on safe work practices;

- 8 Establish procedures for enforcement of workplace safety rules; and
- 9 Establish procedures for maintaining compliance with federal, state, and local requirements.

C. The District will develop a Crisis Management Plan in consultation with local emergency response agencies that addresses prevention/mitigation, preparedness, response and recovery from a crisis. The Crisis Management Plan and accompanying program are governed by policy, District Code: 806 Crisis Management Plan.

Adopted: May 2012

Revised: September 26, 2013

Reviewed: April 3, 2018

## **SCHOOL POLICIES**

### **HOPKINS SCHOOL DISTRICT 270**

## **DISTRICT CODE 852: BUILDINGS/GROUNDS/PROPERTY MANAGEMENT**

*Policy reflects Minnesota statute and aligns with other District 270 policies.*

The Board recognizes that the education of children is dependent upon many factors, including a proper physical environment that is safe, clean, attractive, pleasant, and functions smoothly.

The care, custody, and safekeeping of all school district property is the general responsibility of the supervisor of Buildings and Grounds reporting to the director of Business Services. It will be the supervisor's responsibility to establish such procedures and employ such means that will ensure the proper maintenance and safekeeping of school district property.

Within each school, the Building and Grounds Supervisor will be responsible for the proper care and maintenance of the building, equipment, and grounds, in consultation with the building principal. The Buildings and Grounds Supervisor will establish the duties of custodial and maintenance employees assigned to his or her building in consultation with the principal and the head custodian.

Adopted: April 22, 2003

Revised: March 17, 2015

Reviewed: April 17, 2018

# Benefits Coverage

## Benefits

Hopkins Public Schools works with its Insurance Committee to manage our self-insured medical and dental program. The group consists of representatives from all labor groups, HR staff, and Business Office staff.

The committee uses best practices information and collaborates with our benefits brokers to manage the administration and oversight of our plan.

The plan has enjoyed continued success since its inception in the late 1990's. Annual increases have remained under double digit increases for the majority of its operation.

This year, we have experienced a slight premium increase, 8% for our medical plan. This increase is primarily driven by an unusually high number of high-cost claims that have been experienced by multiple individuals.

The fund reserves have helped to mitigate a larger increase, but the Insurance Committee felt it prudent to make changes to the out-of-pocket maximums, co-payments, and premium rates to further stabilize the plan claims and reserves.

What is an unknown at this point is any impact the present pandemic will have on any administrative, Third Party Administrator, re-insurance rates and/or fees. The Insurance Committee will continue to monitor rates and adjust plan design on an annual basis to be responsible for the fiscal health of the plan.



## Medical Plans Comparison *(In-Network Numbers provided)*

	Low Deductible Plan	Higher Out-of-Pocket (HOOP) Plan
<b>Annual Deductible</b>	\$1,000 Per Person \$2,000 Per Family	\$3,500 Per Person \$7,000 Per Family
<b>Annual Out-of-Pocket Maximum (OOPM)</b>	\$1,500 Per Person (incl. Ded.) \$2,500 Per Family (incl. Ded.)	<b>\$3,500 Per Person (incl. Ded.)</b> <b>\$7,000 Per Family (incl. Ded.)</b>
<b>Preventative Care</b>	100% covered by plan	100% covered by plan
<b>Convenience Care</b>	<b>100% covered by plan</b>	<b>100% covered by plan</b>
<b>Virtual Care</b>		
<b>Office Visits</b>	Meet Deductible, you pay 20% Meet OOPM, then covered by plan 100%	Meet Deductible/OOPM then covered by plan 100%
<b>Hospital Care</b>		
Outpatient		
Inpatient	Meet Deductible, you pay 20% Meet OOPM, then covered by plan 100%	Meet Deductible/OOPM then covered by plan 100%
Urgent Care		
Emergency Care		
<b>Pharmaceutical</b>	<b>Retail Pharmacy - Costs are per a 31 day supply</b>	<b>Retail Pharmacy - Costs are per a 31 day supply</b>
Generic	\$15 Co-payment	\$15 Co-payment
Brand Name	25% (\$25 min / \$75 max)	25% (\$25 min / \$75 max)
Non-Formulary	35% (\$25 min / \$100 max)	35% (\$25 min / \$100 max)
Specialty Drugs	20% ( <b>up to \$450 max</b> )	20% ( <b>up to \$450 max</b> )
<b>VEBA CONTRIBUTION</b>	VEBA/HRA contribution is per your contract	VEBA/HRA contribution is per your contract.

**Full Monthly Premiums for 2019-2020 - See your bargaining groups contract for the district contribution towards premiums**

**Single: \$734**

**Single: \$582**

**Employee +1/Family: \$1,420**

**Employee +1/Family: \$1,122**

\* For more information about limitations and exceptions, see the plan or policy document at PreferredOne.com

\*\*If there is a discrepancy between this document and plan document, the plan document prevails.



# Medical Plans Comparison *(In-Network Numbers provided)*

	Low Deductible Plan	Higher Out-of-Pocket (HOOP) Plan
<b>Annual Deductible</b>	\$1,500 Per Person \$3,000 Per Family	\$3,500 Per Person \$7,000 Per Family
<b>Annual Out-of-Pocket Maximum (OOPM)</b>	\$3,000 Per Person (incl. Ded.) \$5,000 Per Family (incl. Ded.)	\$4,000 Per Person (incl. Ded.) \$8,000 Per Family (incl. Ded.)
<b>Preventative Care</b>	100% covered by plan	100% covered by plan
<b>Convenience Care</b>	<b>100% covered by plan</b>	<b>100% covered by plan</b>
<b>Virtual Care</b>		
<b>Office Visits</b>	Meet Deductible, you pay 20% Meet OOPM, then covered by plan 100%	Meet Deductible, you pay 20% Meet OOPM, then covered by plan 100%
<b>Hospital Care</b>	Meet Deductible, you pay 20% Meet OOPM, then covered by plan 100%	Meet Deductible, you pay 20% Meet OOPM, then covered by plan 100%
Outpatient		
Inpatient		
Urgent Care		
Emergency Care		
<b>Pharmaceutical</b>	<b>Retail Pharmacy - Costs are per a 31 day supply</b>	<b>Retail Pharmacy - Costs are per a 31 day supply</b>
Generic	\$15 Co-payment	\$15 Co-payment
Brand Name	25% (\$25 min / \$75 max)	25% (\$25 min / \$75 max)
Non-Formulary	35% (\$50 min / \$100 max)	35% (\$50 min / \$100 max)
Specialty Drugs	20% ( <b>up to \$450 max</b> )	20% ( <b>up to \$450 max</b> )
<b>VEBA CONTRIBUTION</b>	VEBA/HRA contribution is per your contract	VEBA/HRA contribution is per your contract.

**Full Monthly Premiums for 2020-2021 - See your bargaining groups contract for the district contribution towards premiums**

**Single: \$793**

**Single: \$629**

**Employee +1/Family: \$1,534**

**Employee +1/Family: \$1,212**

For more information about limitations and exceptions, see the plan or policy document at PreferredOne.com

\*\*If there is a discrepancy between this document and plan document, the plan document prevails.

## Medical and Dental Monthly Rates for 2020-2021

The monthly premium rates listed below do not include your monthly district contribution, which is determined by your bargaining agreement/contract.

### Preferred One

<b>Low - Deductible Plan</b>	<b>2019-2020</b>	<b>2020-2021</b>
Single	\$ 734	\$793
Employee + 1	\$ 1,420	\$1,534
Family	\$ 1,420	\$1,534

<b>Higher Out of Pocket Plan (HOOP Plan)</b>	<b>2019-2020</b>	<b>2020-2021</b>
Single	\$ 582	\$629
Employee + 1	\$ 1,122	\$1,212
Family	\$ 1,122	\$1,212

<b>Health Partners Dental</b>	<b>2019-2020</b>	<b>2020-2021</b>
Single rate**	\$44	\$44
Composite rate**	\$86	\$86
Family rate**	\$104	\$104

\*\*Your participation in single/family or composite dental depends on your bargaining agreement.

Please refer to your bargaining agreement for details

\*Full time employees: If you elect Low Deductible family coverage you will receive a monthly contribution equal to 55% of the low deductible family premium.

\* Full time employees: If you elect HOOP family coverage you will receive a monthly contribution equal to 65% of the HOOP family premium.



# Revenue Comparison

Hopkins Public Schools													
10-Year Actual and Budgeted Revenue by Source													
Excludes Operating Capital, Long-Term Facilities Maintenance (LTFM)													
SRC	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21			
SRC	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	Revised Budget	Revised Budget	Original Budget			
1 BASIC LEVY	13,990,807	14,700,811	14,618,837	18,600,755	18,129,473	19,951,664	19,017,826	18,710,041	19,160,955	22,113,742			
4 EXCESS TAX INCREMENT	62,863	266,470	282,862	297,390	0	472,336	326,209	0	0	0			
9 FISCAL DISPARITIES	1,557,761	1,532,723	1,595,512	1,596,381	1,754,033	844,475	1,738,366	0	0	0			
10 COUNTY APPORTIONMENT	386,293	375,652	349,873	307,555	301,674	296,307	275,028	0	0	0			
19 MISC LOCAL TAXES	9,746	-46,383	-30,641	-35,243	2,362	-60,861	-31,996	0	0	0			
20 PROP TAX SHIFT REC	244,792	107,524	-8,527,796	0	0	0	0	0	0	0			
21 REV FROM MN DISTRICT	625,185	538,832	408,657	420,198	387,992	485,979	531,645	456,475	531,418	450,280			
35 REV NON-SCHOOL AGCY	104,091	118,053	112,177	116,666	103,020	106,974	99,961	106,974	134,955	134,955			
50 FEE FROM PATRON	685,578	769,922	873,006	959,946	1,111,471	1,143,279	1,314,901	1,314,901	1,022,288	1,022,288			
60 ADM & STD ACT REV	140,948	146,180	150,704	136,526	146,986	135,831	126,969	100,828	100,828	100,828			
71 MEDICAL ASSISTANCE	35,649	23,698	24,832	26,764	45,119	456,859	203,357	45,119	250,000	250,000			
92 EARNINGS FROM INVEST	4,109	4,191	4,427	6,217	43,850	144,870	318,137	318,137	318,137	318,137			
93 RENT FROM SCHL FACIL	711,545	915,156	961,645	988,768	938,586	918,098	833,948	833,948	780,614	780,614			
96 GIFTS AND BEQUESTS	274,169	484,747	358,258	288,328	233,387	225,932	263,112	230,275	331,506	331,506			
98 VENDING SNACKS	1,771	0	0	0	0	0	0	0	0	0			
99 MISC LOCAL REVENUE	866,026	552,240	936,645	690,542	483,751	666,172	418,825	415,707	380,340	380,340			
0--	19,681,333	20,489,816	12,118,998	24,400,793	23,681,704	25,787,915	25,436,288	22,532,405	23,011,041	25,882,690			
201 ENDOWMENT FUND APPOR	217,682	218,045	202,133	212,806	227,792	243,944	265,020	267,129	291,854	291,854			
211 GENERAL ED AID	47,375,275	47,144,406	47,187,606	49,728,667	50,519,666	50,535,157	51,251,950	52,642,818	54,367,455	56,227,858			
212 LITERACY INCENTIVE AID	0	393,424	421,429	353,277	332,127	330,451	349,614	349,614	338,939	338,939			
213 SHARED TIME AID	2,664	4,398	8,149	5,514	3,265	3,450	3,216	1,547	1,452	1,452			
227 ABATEMENT AID	0	0	0	0	0	17,082	31,317	31,317	14,387	14,387			
234 HMSTD/AG MRKT VALUE CREDIT	244,617	544	163	-309	0	0	0	0	0	0			
299 ST AID ADJ (CONTRA)	-244,792	-107,524	8,527,796	0	0	0	0	0	0	0			
2--	47,595,446	47,653,293	56,347,276	50,299,955	51,082,850	51,130,084	51,901,117	53,292,425	55,014,087	56,874,489			
300 STATE AIDS & GRANTS	2,021,461	1,967,146	1,726,757	1,621,961	1,647,595	1,676,370	1,669,872	1,609,510	1,894,764	1,940,493			
360 STATE AID/SPECIAL ED	6,522,359	7,741,366	7,317,235	7,609,837	7,540,864	7,818,159	7,886,594	7,729,980	8,932,018	8,932,018			
369 MISC STATE REVENUE	160	515	264	0	1,101,010	0	0	0	0	0			
370 MISC MDE REVENUE	49,839	71,684	58,365	54,802	60,005	81,113	79,915	71,672	72,183	72,183			
397 TRA STATE CONTRIBUTION	0	0	0	0	0	307,226	292,652	0	0	0			
3--	8,593,819	9,780,711	9,102,621	9,286,600	10,349,474	9,882,868	9,929,033	9,411,162	10,898,965	10,944,694			
400 FEDERAL AID THRU MDE	1,655,286	1,328,383	1,417,363	1,324,970	1,252,800	1,225,159	1,371,345	2,195,907	2,264,066	1,431,517			
405 FED AID REC'D THRU STATE LOCAL	0	43,512	28,274	7,669	12,573	38,232	1,575	12,573	0	0			
406 CONTRA REVENUE FOR OVERPAYMENT	0	0	0	0	0	0	0	0	0	0			
421 HDCC PRESCHOOL PL 94-142	1,733,871	1,439,380	1,154,672	1,131,974	1,093,619	1,512,597	1,551,815	1,816,998	1,725,483	1,794,156			
499 ADMIN REV-FED THRU SIDE	1,910	1,711	0	0	0	0	10,470	0	0	0			
4--	3,391,067	2,812,986	2,600,309	2,464,613	2,358,992	2,775,988	2,935,205	4,025,478	3,989,549	3,225,673			
500 FED AID/GRANT-DIRECT	199,658	50,143	0	0	0	0	0	0	0	0			
5--	199,658	50,143	0	0	0	0	0	0	0	0			

SRC		2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	SRC	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	FY Activity	Revised Budget	Revised Budget	Original Budget
619	COST OF SALES	-7,750	0	0	-79,194	-85,097	-78,802	-71,178	-71,178	-78,294	-78,294
620	SALES OF MATERIALS	9,686	5,792	37	105,634	106,096	111,580	94,072	94,072	78,294	78,294
621	SALES OF MATERIALS	35,154	33,807	41,899	29,734	22,517	3,358	20,258	3,358	23,675	23,675
622	SALE OF MATERIAL	18,453	15,615	18,790	8,762	7,348	9,867	8,122	9,867	5,212	5,212
624	SALE OF EQUIPMENT	0	23,200	3,450	0	0	0	0	0	0	0
625	INSURANCE RECOVERY	0	0	28,836	1,113	473	0	17,862	0	0	0
649	PERM TRANSF/OTHER FD	0	0	0	0	0	0	0	2,100,416	0	0
651	COMMN APRVD TSF IN	0	750,382	411,060	100,000	0	0	0	0	0	0
6--		55,543	828,796	504,072	166,049	51,337	46,003	69,136	2,136,535	28,887	28,887
	TECH CPL									5,322,292	5,665,891
	Total	79,516,866	81,615,745	80,673,276	86,618,010	87,524,357	89,622,858	90,270,779	91,398,005	98,264,820	102,622,324

# Education Legislation Overview

## Education Legislation:

Hopkins Public Schools continually follows and actively supports legislative activity that directly impacts our community.

Hopkins Public Schools' Legislative Action Coalition (LAC) is our core group of community and School Board representatives who annually develop a detailed legislative platform and diligently track emerging and progressing legislative activity. This year, the platform was present in December to the full School Board (Appendix #). At the writing of this document, the legislative session has yet to finish, and the efforts of specific legislation have not yet been finalized. the results of the legislative efforts will be summarized and presented to the School Board next Fall.

One primary focus of this year's efforts that deserves specific mention is the financial relief sought for the Coronavirus impact. The financial impact of providing continued service during a time of building and program closures has been substantial. Our Community Education programs have experienced the greatest negative impact.

To ease some of the financial burdens, the LAC has been working with local elected officials to help direct relief funding to Hopkins. In addition, the LAC has been working with legislators to help create opportunities that allow for greater flexibility with the use of available funds and ensuring no financial penalties are experienced for providing essential programming.

# Hopkins Public Schools - **Legislative Action Coalition**



## **Brilliant Futures**

### **2020 State Legislative Platform for Public Education**

In Hopkins, we are inventing a bold new educational model that delivers a brilliant future for all students, regardless of their race, gender, culture, or economic status. To fulfill that promise we must pursue an agenda of innovation and equity leadership that prepares students of today for the 21st-century workforce and world.

We seek to remove barriers to advancing this vision at the legislative level and therefore urge the Governor and Legislators to address our 2020 platform priorities.

#### **Bold Innovation**

Make Minnesota the leader in education innovation. Our public schools are preparing students now to solve some of the world's biggest and most complex problems in an economy that is highly globalized and rapidly changing. Help us disrupt the current educational system – designed for the 19th Century – to eradicate predictable outcomes and secure brilliant futures for every student in Minnesota.

#### **Educator Excellence and Equity**

Promote excellence in the teaching profession and ensure students have access to educators from diverse backgrounds by upholding the current tiered-licensure system and expanding pathways to recruit, prepare and retain teachers of color.

#### **Brilliant Beginnings**

Brilliant futures begin in early childhood where the foundation for life-long success is laid, yet our innovative programs are constrained by unfunded mandates. Partner with us to rectify this unsustainable situation by making early childhood Voluntary Pre-K (VPK) funding consistent and predictable.

#### **Enhance Local Control**

Local school boards require flexibility to address the unique needs of their communities. There are numerous instances where the Legislature has substituted its judgment for that of public school boards, locally elected, who reflect the needs of their communities.

#### **Our Constitutional Obligation**

Without stable and predictable funding Hopkins Public Schools is unable to be innovative and meet student needs. Funding for crucial services needs to be stabilized, increased, and unrestricted so that schools can use resources where they will have the most impact.

# What Matters for Minnesota's Future

## BOLD INNOVATION

Make Minnesota the leader in education innovation. Our public schools are preparing students now to solve some of the world's largest and most complex problems in an economy that is highly globalized and rapidly changing. Help us disrupt the current educational system — designed for the 19<sup>th</sup> Century — to eradicate predictable outcomes and secure brilliant futures for every student in Minnesota.

To ensure that all Minnesota students have access to innovative programming and global experiences, we ask that you help us:

### Expand Access to Qualified Teachers and Staff from around the U.S./ World

- Create a simple, streamlined process for qualified, licensed, experienced educators from other states (or countries) to expand their license to Minnesota, without having to repeat completed coursework.
- Expand programs and incentives to attract, develop and retain teachers, particularly of color and teachers in shortage areas.
- Maintain multiple pathways to licensure in the tiered licensing system.

### Change the status quo of standardized tests.

Meaningful assessments should aim to be an accurate measure of a student's strengths and weaknesses; useful to both the student and teacher for the advancement of her education. MN Comprehensive Assessments (MCA) do not provide this data, which is why many students opt out.

- Hopkins High School is reflective of statewide trends:
  - In 2018/19, 46% opted out of 11th grade Math MCA's
  - In 2018/19, 21% opted out of 10th grade Reading MCA's
- MCAs do not offer an accurate snapshot of our schools, nor do they provide meaningful data that benefit students.
- Allow one or more school districts to pilot a replacement of the High School MCA's with a nationally recognized assessment such as the ACT's, as provided by ESSA statute. Hopkins Public Schools looks forward to participating in this pilot.

### Encourage Flexible Partnerships

Encourage flexible partnerships by allowing public school districts to merge with charter schools within the district's geographical boundaries. There is power in the collective and if joined together, the combined resources and talent of both entities will provide greater opportunities for students.

**Support HF2046, as amended,** from the 2019 legislature.

# What Matters for a Diverse Work Force

To recruit, prepare and retain teachers of color.

In response to a forecasted statewide teacher shortage, the 2017 Minnesota Legislature requested that the Legislative Auditor look into the teacher licensure system in Minnesota. At the conclusion of its report, the Legislative Auditor recommended Minnesota streamline its teacher licensure process and encouraged state policymakers to consider adopting a tiered licensure system and creating a new agency to oversee the process.

The 2018 Legislature and Governor responded by adopting a new 4-tiered teacher licensure system and a new state agency, the Professional Educator and Licensure Standards Board (PELSB) to implement the new system. Minnesota's adoption of this new system has been an important first step for school districts to attract high quality candidates from other states, including states with larger populations of diverse teachers.

To ensure that Minnesota's teachers reflect the diversity of their students, we ask that you help us:

Encourage out-of-state recruitment, critical to diversifying Minnesota's teacher workforce, since only 4% of Minnesota's teachers are people of color and only 11 percent of graduates from Minnesota teacher preparation programs are people of color.

- **Hopkins Public Schools reports 47% students of color, higher than the state average of 34%.**

Simplify the licensure process for out-of-state teachers seeking to teach in Minnesota.

**Maintain the tiered licensure system that provides a pathway to recruit, hire and retain high quality Language Immersion, CTE and Career Pathways teachers, thus ensuring students have the opportunity to be global citizens, graduating from high school ready for career or college.**

- Hopkins Public Schools is adding a Spanish Immersion program (Fall 2020) for K-6 students, as part of its Language Academy, which includes the Chinese Immersion program. Hiring Native speakers to teach in these programs depends on the tiered licensure system.

**Support Policy Amendments proposed in the Increase Teachers of Color Act 2019 (HF824/SF1012)** which provide Non-Conventional and Residency Programs, Grants for teacher candidates in Shortage Areas, and Expansion of Grow-Your-Own programs for paraprofessionals.

**Expand access to existing funding streams like the Grow Your Own Pathways to Teacher Licensure Grants, Minnesota Teacher Mentorship and Retention Grants, the Collaborative Urban and Greater Minnesota Educators of Color Grants.**



# What Matters for Early Learning

## BRILLIANT BEGINNINGS

Brilliant futures begin in early childhood where the foundation for life-long success is laid, yet our innovative programs are constrained by unfunded mandates. Partner with us to rectify this unsustainable situation by making early childhood Voluntary Pre-K (VPK) funding consistent and predictable.

Hopkins funds our innovative early childhood programs through a braided funding model. At times, this model which pulls funds from different pools can result in unintended segregated learning of our students. This is not how we educate children in Hopkins, and it places a burden on our staff to satisfy redundancies in the system as they meet the requirements of up to four revenue streams for one classroom of children.

**To ensure quality early learning models that serve all families we ask that you help us:**

- Ensure flexible funding for early childhood programs so students enter classrooms that represent the full diversity of their community.
- Streamline the financial aid application for parents to increase access for our most vulnerable families. It is currently three pages of instructions for an 11 page application.
- Permanently fund School Readiness-Plus so that schools can rely on those dollars for program consistency and staffing.
- Address the teacher shortage, attract teachers of color to this field and retain the early childhood staff we currently have by providing alternative pathways to teacher licensure, keep the current tiered system and create a statewide starting rate of pay ensuring that all licensed teachers are compensated at the same rate.
- Streamline the system for meeting Parent Aware requirements by acknowledging the high standards school districts have already set and maintain.

Join us in crafting a bold new piece of Early Learning legislation that ties all of the funding streams together, simplifies funding sources, and eliminates unnecessary barriers to early learning for all Hopkins families.

# What Matters for Local Communities

## LOCAL CONTROL

Local school boards require flexibility to address the unique needs of their communities. There are numerous instances where the Legislature has substituted its judgment for that of public school boards, who are locally elected and reflect the needs of their communities.

### **Local control and citizen input are the cornerstones of our public school systems, yet**

over 30 bills were introduced in the 2019 session to restrict local control. Each Minnesota school district faces unique needs which depend on a variety of factors, including demographics, geography, and district size. Elected school boards are best positioned to work with their students, staff, parents, and community members to address local needs and challenges. Historically, school boards have governed curriculum and graduation requirements.

We believe the Legislature should oppose any legislation that increases administrative costs and limits locally elected school boards' ability to address the unique needs of their students and community.

To ensure that locally elected school boards retain the authority given by their constituents we ask that you help us:

Resist implementing one-size-fits-all mandates which usually result in more spending and less control by our school boards.

**Allow School boards to renew operating levies without being forced to conduct an expensive referendum, since, historically, 99% of them pass. The support is broad with majorities of both Republicans and Democrats expressing support. Recent referendum renewal elections provide further evidence of public support. Over the last six years Minnesota school districts have placed 92 operating referendum renewals on the ballot. All 92 have passed – often with overwhelming majorities. Here is the operating levy renewal rate for the last 6 years:**

Year	Approval
2014	18 of 18 approved
2015	22 of 22 approved
2016	14 of 14 approved
2017	20 of 20 approved
2018	8 of 8 approved
2019	10 of 10 approved

Restore the authority of school districts to determine their own property tax rates, like all other taxing authorities in Minnesota (including the Metropolitan Mosquito Control District).

**Exempt school districts (or any entity covered by a collective bargaining contract) from the onerous administrative requirements of the recently passed 'wage theft' law. (Minnesota Statutes 181.032, paragraph (f)).**

- Hopkins has had to hire two part-time people in order to comply with the onerous administrative requirements of the wage theft law. The legislature did not provide any additional funding to cover those salaries.
- Senator Eric Pratt, the author of this legislation, reacted to the Department of Labor and Industry's interpretation of the law saying "During the next legislative session, it would be our intent to clarify and fix the language with suggestions from employers and the help of [MDE] to properly carry out the intent of the wage theft legislation..."

Permit local school boards to set school calendars that are unconstrained by date limitations that were set in the early 1900's when Minnesota was primarily an agrarian state.

# What Matters for All Minnesota Students

## OUR CONSTITUTIONAL OBLIGATION

**Without stable and predictable funding Hopkins Public Schools is unable to be innovative and meet student needs. Funding for crucial services must be stabilized, increased, and unrestricted so that schools can use resources where they will have the most impact.**

The Minnesota Constitution makes it the duty of the Legislature to establish a general and uniform system of public schools, and make such provisions by taxation or otherwise to secure a thorough and efficient system of public schools throughout the state (Article XIII, Section 1. Uniform system of public schools).

To ensure thorough and efficient public schools, we ask that you help us:

- Fully Fund Special Education as mandated by the Individuals with Disabilities Education Act (IDEA), a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to all students.
- Provide immediate and stable resources for school-linked mental health services as well as proactive student-focused initiatives such as wellness centers, in school meditation and conflict resolution training.
- Ensure safe and secure schools by expanding access to funding resources and making funding permanent.
- Uphold Article XIII, Section 2, Prohibition as to aiding sectarian schools by keeping public dollars in public education.
- Target social justice reforms and aid the move from a punitive to a restorative culture in Minnesota schools.
- **Respect all students and prohibit the punishment and shaming of students whose family is unable to pay school meal fees. No child should incur a debt because of financial constraints beyond their control.**
- Uphold Article XI, Sec. 8, the Permanent School Fund by maintaining the integrity of the School Trust Lands and the decision-making authority of the Director of the School Lands Trust.

# **Community Information Overview**

## Hopkins Community

The first settlers of Hopkins arrived in 1852, but the roots of the town begin in 1887 with the building of the Minneapolis Threshing Machine Company, later called Minneapolis Moline. Minneapolis Moline once employed most of the Hopkins residents. The West Minneapolis Land Company was also founded in 1887, to build housing for the Minneapolis Moline factory workers.

## The Village of West Minneapolis

In 1893, 41 residents submitted a petition to the Hennepin County Board of Commissioners, asking that the village be formed. Following an election, the community was then incorporated as the village of West Minneapolis.

The original village was comprised of three square miles. It has been enlarged by annexation to its present size of about four square miles. The population at the time of its incorporation was 1,105.

## Village Named Hopkins, Later Becomes a City

In 1928, the name of the village was changed to Hopkins for Harley H. Hopkins, one of the first homesteaders and the community's first postmaster. The first mayor was Harley Hopkins' son, Chester L. Hopkins.

The Village of Hopkins adopted its City charter on December 2, 1947, effectively becoming the City of Hopkins.



## Timeline

- 1852 - First settler arrives
- 1862 - First school, Burnes, is built
- 1887 - Minneapolis Threshing Machine Company is built
- 1893 - 1168 people incorporate the Village of West Minneapolis (November 27)
  - First Council elected (December 9)
- 1899 - First streetcar arrives in Hopkins
- 1928 - Village name changes to Hopkins (July 7)
- 1929 - Minneapolis Threshing Machine Company becomes Minneapolis Moline
- 1934 - Hopkins business people organize the first Raspberry Festival
- 1947 - Hopkins becomes a city through the adoption of a city charter (December 2)

The city of Hopkins, located three miles from Minneapolis, is about four square miles in size and is surrounded by the larger, west suburban communities of Minnetonka, St. Louis Park, and Edina. According to the 2010 Census, the city's population is 17,591 people.

**INDEPENDENT SCHOOL DISTRICT #270**  
**HOPKINS PUBLIC SCHOOLS**  
**DEMOGRAPHIC AND ECONOMIC**  
**STATISTICS**

STATISTICS						
			Personal Income <i>(thousands of dollars)</i>	Per Capita Personal Income (1)	Enrollment	City of Hopkins Unemployment Rate
Fiscal Year	Population		(1)	(1)		
2010	62,483		-	-	7,374	6.5%
2011	61,813		-	-	7,326	5.5%
2012	61,931		-	-	7,192	5.1%
2013	61,813		-	-	7,038	4.3%
2014	61,813		-	-	6,972	3.8%
2015	61,813		-	-	6,993	3.1%
2016	61,813		-	-	6,926	3.8%
2017	61,813		-	-	6,779	3.6%
2018	54,340				6,770	3.4%
2019	65,197				6,827	N/A
Source: Minnesota Department of Education						
Notes:						
(1) Personal income information for residents living within the District is not available.						

## Housing

One of Hopkins' greatest assets is its established single-family neighborhoods. Being a developed community limits the City's ability to expand its single-family housing stock. New single-family homes have been a result of infill development or redevelopment initiatives. More recent housing projects have included higher density developments such as the Marketplace Lofts in downtown Hopkins and the Summit on TH 7.

## Employment

Historically, the majority of Hopkins' employment base has been industrial uses, influenced by the location of the Soo Line Rail Road, which provides easy access to ship goods. Over the past few decades, employment has shifted to more management and professional positions (see Table)

INDEPENDENT SCHOOL DISTRICT #270					
HOPKINS PUBLIC SCHOOLS					
PRINCIPAL EMPLOYERS,					
CURRENT YEAR AND TEN YEARS AGO					
		2019		2010	
		(1)		(2)	
Employer		Employees	Rank	Employees	Rank
General Mills		5,000	1	5,900	1
Cargill		3,500	2	2,350	3
United Healthcare/Optum Health		3,312	3	2,650	2
Micro-Tech Hearing Instruments		2,000	4	-	-
Polaroid		2,000	5	-	-
I.S.D. No. 270 (Hopkins Public Schools)		1,365	7	1,200	6
Abbott Labs (Previously St. Jude Medic		800	9	1,100	7
SuperValu, Inc.		1,400	6	1,265	5
MTS Systems Corporation		1,000	8	-	-
GE Water & Process Tech.		700	10	700	8
Datacard Group		-	-	1,400	4
American Medical Systems		-	-	500	9
Opportunity Partners		-	-	500	10
Total		21,077		17,565	
<b>Source:</b>					
(1) 2019 information provided by the District's financial advisor Ehlers.					
(2) Includes the major employers in the City of Hopkins, the City of Golden Valley, and the City of Minnetonka.					



# Glossary

# Glossary

## A

**Account:** An accounting record in which the results of transactions are accumulated; shows increases, decreases, and a balance.

**Accountability:** The capability and the responsibility to account for the expenditure of money and the commitment of other resources in terms of the results achieved. This involves both the stewardship of money and other resources and the evaluation of achievement in relation to specified goals.

**Accounting:** A service activity designed to accumulate, measure, and communicate financial information about economic entities for decision-making purposes.

**Account Payable:** An amount owed to a supplier for goods or services purchased on credit; payment is due within a short time period, usually 30 days or less.

**Accrual Basis Accounting:** A system of accounting in which revenues and expenses are recorded as they are earned and incurred, not necessarily when cash is received or paid.

**Activity:** A specific line of work carried on by a school district in order to perform its functions.

**Adjusted Net Tax Capacity (ANTC):** The net tax capacity of a school district as adjusted by the sales ratio (Net Tax Capacity divided by the sales ratio). The purpose of the adjustment is to neutralize the effect of different assessment practices among the taxing jurisdiction of the state.

**Adjusted Pupil Units:** The sum of pupil units served plus pupil units whom the district pays tuition under an agreement with another district, minus pupil units for whom the district receives tuition under an agreement with another district.

**Adult Basic Education (ABE):** Learning experiences concerned with the fundamental tools of learning for adults who have never attended school or who have interrupted formal schooling and need this knowledge and these skills to raise their level of education to increase self-confidence, self-determination, to prepare for an occupation, and to function more responsibly as citizens in a democracy.

**Adult Education:** College, vocational, or occupational programs, continuing education or noncredit courses, correspondence courses, and tutoring, as well as courses and other educational activities provided by employers, community groups, and others

**Agency Fund:** A fund used to account for assets where the school district has a formal agency agreement with other governmental units, employees, students or others. As an agent, the district holds assets for others and performs duties as directed.

**Agent:** One who represents, acts for, and accounts to another. The agent initiates transactions in the name of a principal and carries on operations within a large discretionary area. The agent functions often resemble those of a general manager. A special agent, on the other hand, is restricted to the performance of a single act or the conduct of a single transaction.

**Alternative Learning Center (ALC):** These are year-round educational service areas that take students who are at risk of not completing high school.

**Appropriations:** An authorization granted by the legislative body to make expenditures and to incur obligations for specific purposes. The Minnesota Constitution prohibits payment of money out of the treasury unless authorized by an appropriation.

**Assets:** Economic resources that are owned or controlled by an entity.

**Audit:** The result of an independent accountant's review of the statements and footnotes to ensure compliance with generally accepted accounting principles and to render an opinion on the fairness of the financial statements.

**Average Daily Membership (ADM):** The aggregate membership of students in a school during a reporting period (normally a school year) divided by the number of days that school is in session during this period. ADM represents the portion of the year that a student is enrolled in a school.

**AVID:** Advancement Via Individual Determination

## **B**

**Balanced Budget:** The requirement imposed on the state's general fund biennial budget that revenues must be greater than or equal to expenditures.

**Balance Sheet:** The financial statement showing the financial position of a fund or school district at a specified date.

**Bilingual Education:** Programs in which students with limited English proficiency are taught using their native language.

**Board of Education, Public:** The elected or appointed body which has been created according to state law and vested with responsibilities for educational activities in a geographical area. These bodies are sometimes called school boards (in Minnesota), governing boards, boards of directors, school committees, or school trustees. This definition relates to the general term and covers state boards, intermediate administrative unit boards, and local basic administrative unit boards.

**Bond:** A contract between a borrower and a lender in which the borrower promises to pay a specified rate of interest for each period the bond is outstanding and repay the principal at the maturity date.

**Budget:** A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

**Budget Document:** The instrument used by the budget making authority to present a comprehensive financial program to the appropriating body.

**Building Construction Fund:** A fund used to record all operations of a district's building construction programs.

## **C**

**Calendar Year:** An entity's reporting year, covering 12 months and ending on December 31.

**Capital:** The total amount of money or other resources owned or used to acquire future income or benefits.

**Capital Expenditure:** An expenditure that is recorded as an asset because it is expected to benefit more than the current period. Cash: Coins, currency, money orders, checks, and funds on deposit with financial institutions; the most liquid of assets.

**Cash Balance:** Total amount of cash to the credit of a governmental unit (school district), as of a given date.

**Cash Basis:** Gross income is recognized when cash is received.

**Categorical Aid:** Educational support funds provided from a higher governmental level and specifically limited to (earmarked for) a given purpose; for example, special education, transportation, or vocational education.

**Census:** The school census is an enumeration and collection of data, as prescribed by law, conducted each year to determine the number of children of certain age's resident in a given district and to secure other information pertinent to education by the state board of education.

**Check:** A bill of exchange drawn on a bank payable on demand; a written order on a bank to pay on demand a specified sum of money to a named person, to his/her order, or to bearer out of money on deposit to the credit of the maker.

**Class Rate:** A state-determined rate that establishes the relative property tax burdens among different classes of property.

**Coding:** A system of numbering, or otherwise designating, accounts, entries, invoices, or vouchers in such a manner that the symbol used reveals quickly certain required information.

**Community Eligibility Provision / Provision 2 and Provision 3:** Are three School Nutrition special provision programs where all students are provided free meals and reimbursement for meals is based on claiming percentages. Not all meals are reimbursed at the free level. Schools with high free and reduced student numbers may consider participating in these programs.

**Community Service Fund:** Is used to record all financial activities of the Community Service program. Community Education includes only those activities authorized in Minnesota Statutes, section 124D.19. The focus of these activities is enrichment programs for any age level that are not part of the K-12 education program.

**Compensatory Revenue:** A portion of general education revenue based on the number of students in a school district that qualify for free and reduced-price lunches. Compensatory revenue is a component of general education revenue that must be reserved and used to meet the educational needs of pupils who enroll under-prepared to learn, and whose progress toward meeting state or local content or performance standards is below the level that is appropriate for learners their age. The revenue is based on the prior year's October 1 enrollment and count of students eligible for the free or reduced-price meal program.

**Construction Work in Progress:** The cost of construction work undertaken but not yet completed.

**Consultant:** A person who gives professional or technical advice and assistance. A consultant may perform his services under contract (purchased services) or he may be an employee on the payroll of a state agency.

**Consumer Price Index (CPI):** This price index measures the average change in the cost of a fixed market basket of goods and services purchased by consumers.

**Contracted Services:** Service rendered by personnel who are not on the payroll of the school district, including all related expense covered by the contract.

**Cost:** The amount of money or money's worth given for property or services. Costs may be incurred even before money is paid, that is, as soon as a liability is incurred.

**Cost Center:** The smallest segment of a program that is separately recognized in the agency's records, accounts, and reports. Program-oriented budgeting, accounting, and reporting aspects of an information system are usually built upon the identification and use of a set of cost centers.

**Cost Principle:** The idea that transactions are recorded at their historical costs or exchange prices at the

transaction date.

## D

**Debit:** An entry on the left side of an account.

**Debt Redemption Fund:** A fund established for the purpose of providing money for the payment of interest on outstanding serial bonds and for the payment of the principal on serial bonds as they come due.

**Debt Service:** Expenditures for the retirement of debt and expenditures for interest on debt, except principal and interest of current loans. See also Current Loans.  
**Deferred Maintenance:** A delay of maintenance on buildings.

**Deficit:** The excess of the obligations of a fund over the fund's resources.

**Depreciation:** (1) Loss in value or service life of fixed assets because of wear and tear through use, elapse of time, inadequacy, or obsolescence; (2) The process of cost allocation that assigns the original cost of plant and equipment to the periods benefited.

**Direct Services:** Activities identifiable with a specific program. For example, activities concerned with the teaching learning process are considered to be direct services for instruction.

**Disbursements:** Payments in cash. See also Cash

## E

**Early Childhood Family Education (ECFE):** Program offered through community education that provides services for children and parents.

**Early Childhood Special Education (ECSE):** Program similar to ECFE for children with disabilities.

**Education Department General Administrative Regulations (EDGAR):** Title 34 of code of federal regulations for grant programs financed with federal United States Department of Education funds.

**Elementary and Secondary Education Act (ESEA):** Programs under the ESEA promote student achievement through school and district reform, to include a focus on accountability for results, an emphasis on scientific research and doing what works, expanded parental options, and expanded local control and flexibility.

**Elementary School:** A school classified as elementary by state and local practice and composed of any span of grades not above grade eight. Preschool or kindergarten is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

**Employee Benefits:** Compensation, in addition to regular salary, provided to an employee. This may include such benefits as health insurance, life insurance, annual leave, sick leave, retirement, and social security.

**Encumbrance:** Purchase orders, contracts, and salary or other commitments which are chargeable to an appropriation and for which a part of the appropriation is reserved.

**English learner (EL):** A program that provides intensive instruction in English for students with limited English proficient (EL). English learner previously referred to as Limited English Proficiency (LEP); English Language Learner (ELL); English as a Second Language (ESL)). Students who are identified as

English learners (ELs) should be served in an instructional program designed for ELs, defined as either an English as a Second Language (ESL) or Bilingual Education (BE) program by Minnesota statute. Districts and charter schools have discretion in selecting appropriate language programs, but the program chosen should be considered sound by experts in the field.

The program should be designed to meet varying needs across proficiency levels and address the Minnesota English language development (ELD) standards ([https://wida.wisc.edu/standards/eld](https://wida.wisc.edu/teach/standards/eld)). For example, students at the beginning levels of English proficiency need more intensive services than students at transitional levels of English proficiency and teachers of all content areas are responsible for the academic language of their subject area for English learners in their classes. The model implemented by the district or charter school should be clearly articulated and available to parents, staff, and students.

**Enrollment:** The total number of students registered in a given school unit at a given time, generally in the fall.

**Entity:** An organizational unit (a person, partnership, or corporation) for which accounting records are kept and about which accounting reports are prepared.

**Equalization:** The process of; (1) reducing the tax rate or tax base disparities among different taxing jurisdictions; or, (2) reducing net tax disparities among different properties within the same class in a given taxing jurisdiction.

**Equity:** Equity is the mathematical excess of assets over liabilities. Generally, this excess is called Fund Balance

**Evaluation:** The process of ascertaining or judging the value or amount of an action or an outcome by careful appraisal of previously specified data in light of the particular situation and the goals and objectives previously established.

**Expenditures:** Charges incurred, whether paid or unpaid, which are presumed to benefit the current fiscal year. For elementary/ secondary schools, these include all charges for current outlays plus capital outlays and interest on school debt.

**Expenses:** Costs incurred in the normal course of business to generate revenues.

## **F**

**Factor:** To sell accounts receivable at a discount before they are due.

**Family Income:** The combined income of all family members who are 14 years old and older living in the household for the period of one year. Income includes money income from jobs; net income from business, farm, or rent; pensions; dividends; interest; social security payments; and any other money income.

**Federal Funds:** Revenues received from federal government appropriations.

**Federal Setting:** Refers to the percentage of time a student spends in special education: Federal Setting I, 0-21 percent; Federal Setting II, 21-60 percent; Federal Setting III, 60 percent or more; Federal Setting IV, separate special education site; Federal Setting V, public hospital, day treatment, correctional facility.

**Fiduciary Funds:** Account for assets held in a trustee capacity or as an agent for individuals, organizations, or other governmental units and/or funds.

**Financial Accounting:** The area of accounting concerned with reporting financial information to interested external parties. Financial statements: Reports such as the balance sheet, income statement,

and statement of cash flows, which summarize the financial status and results of operations of a business entity.

**Fiscal Year:** An entity's reporting year, covering a 12-month accounting period. Minnesota schools run from July 1 to June 30.

**Food Service Fund:** is used to record financial activities of a charter school's food service program. Food service includes activities for the purpose of preparation and service of milk, meals and snacks in connection with school and community services

**Formula Allowance:** A reference to the basic general education formula allowance, providing a district with a majority of its revenue from the state.

**Full-Time Equivalency (FTE):** Full-time-equivalent number of positions, not the number of different individuals occupying the positions during the school year.

**Fund:** A sum of money or other resources segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations, and constituting an independent fiscal and accounting entity.

**Fund Balance:** A summary of revenues, expenditures, reserves and year-end balances for a fund or funds.

## G

**GAAP (Generally Accepted Accounting Principles):** Authoritative guidelines that define accounting practice at a particular time. Full reference is United States GAAP.

**General Ledger:** A book, file or other device in which accounts are kept to the degree of detail necessary that summarizes the financial transactions of the district.

**General Fund:** Typically, the largest fund in the budget. It is comprised of money not in other funds. Most of this fund is not earmarked for specific purposes.

**General Obligation Bonds (GO Bonds):** Bonds that the state stands behind with its taxing powers.

## H

**Highly Qualified (HQ):** Under the 2001 No Child Left Behind Act, teachers of core academic subject must demonstrate federal "highly qualified" status. This can be accomplished with a bachelor's or higher degree in the core subject or an MTLE content test for the core subject.

**High School:** A secondary school offering the final years of high school work necessary for graduation, usually including grades 10, 11, 12 (in a 6-3-3 plan) or grades 9, 10, 11 and 12 (in a 6-2-4 plan).

## I

**Indirect Costs:** The assignable cost of items, such as heat and light, to an academic program. Those expenses that benefit the entire entity and, therefore, cannot be directly charged to a specific cost category or project activity.

**Individualized Education Program (IEP):** An IEP is a formal written agreement and plan for provision of special education, including related services, to a child with a disability. It is developed, reviewed and

revised through a team process in accordance with IDEA regulations. The required elements of an IEP are detailed in IDEA regulations and Minnesota Statutes, section 125A.08. (<https://www.revisor.mn.gov/statutes/?id=125A.08>).

**Individuals with Disabilities Education Act (IDEA):** Is a law ensuring services to children with disabilities throughout the nation. IDEA governs how states and public agencies provide early intervention, special education and related services to more than 6.5 million eligible infants, toddlers, children and youth with disabilities. Children and youth (ages 3-21) receive special education and related services under IDEA Part B {Accessed 8/2/13 from the IDEA website}. (<https://sites.ed.gov/idea/>).

**Inflation:** An increase in the general price level of goods and services; alternatively, a decrease in the purchasing power of the dollar.

**Interest:** The payment (cost) for the use of money.

**Internal Service Funds:** Funds internal to the operation of a unit that provide a variety of services to that unit, such as a printing activity. The funds must recover the full costs of services provided through billing back.

**Inventory:** Goods held for resale. It can also mean any unsold or unused goods such as those in a school foods program for adults and children.

## J

**Journal:** An accounting record in which transactions are first entered; provides a chronological record of all business activities.

## K

**Kindergarten:** This category of students includes transitional kindergarten, kindergarten, and pre-first-grade students and is traditionally found in schools of elementary age children.

## L

**Lease:** A contract that specifies the terms under which the owner of an asset (the lessor) agrees to transfer the right to use the asset to another party (the lessee).

**Levy:** A tax imposed on property, which a school board may levy, and limited by statute.

**Liabilities:** Obligations measurable in monetary terms that represent amounts owed to creditors, governments, employees, and other parties.

**License:** The right to perform certain activities, generally granted by a governmental agency.

**Limited English Proficiency (LEP):** A concept developed to assist in identifying those language-minority students (children from language backgrounds other than English) who need language assistance services, in their own language or in English, in the schools.

**Liquidity:** A company's ability to meet current obligations with cash or other assets that can be quickly converted to cash.

**Loan:** Borrowed money that must be repaid.

**Long-Term Facilities Maintenance (LTFM):** To qualify for revenue under this section, a school district or



intermediate district, not including a charter school, must have a ten-year facility plan adopted by the school board and approved by the commissioner.

The plan must include provisions for implementing a health and safety program that complies with health, safety, and environmental regulations and best practices, including indoor air quality management. Charter schools qualify for the revenue without a ten-year facility plan {Minn. Stat. § 123B.595}. ([https:// www.revisor.mn.gov/statutes/?id=123B.595](https://www.revisor.mn.gov/statutes/?id=123B.595))

**Long-Term Investment:** An expenditure to acquire a non-operating asset that is expected to increase in value or generate income for longer than one year.

**Long-Term Liabilities:** Debts or other obligations that will not be paid within one year.

**Losses:** Costs that provide no benefit to an organization.

## M

**Maintenance of Effort (MOE):** The IDEA requirements for MOE requires that federal funds "...may not be used to reduce the level of expenditures for the education of children with disabilities made by the Local Educational Agency (LEA) from (state and) local funds below the level of those expenditures for the preceding fiscal year..." (34 C.F.R. § 300.203). This requirement is referred to as maintenance of effort. Annually, the Division of Program Finance, Special Education Funding and the Data Team review the MOE of each LEA, including each local school district, charter school and special education cooperative and reports the state's MOE to the federal office.

**Mandates:** Requirements imposed by one level of government on another.

**Marginal Cost Pupil Unit:** Used to indicate pupil count. It is a calculation whereby 77 percent of the current year pupil count is added to 23 percent of the prior year pupil count.

**Market Value:** The value assigned to property by an assessor. The market value is intended to reflect the sales value of the property. **Maturity Date:** The date on which a note or other obligation becomes due.

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**Minnesota Department of Education (MDE):** The formal agency with the executive authority to oversee the operations of education.

## N

**Net Tax Capacity (NTC):** This value is derived by multiplying the estimated market value of each parcel by the appropriate class (use) rate for that parcel.

**Nonprofit Organization:** An entity without a profit objective, oriented toward providing services efficiently and effectively.

## O

**Obligations:** Amounts of orders placed, contracts awarded, services received, or similar legally binding commitments made by federal agencies during a given period that will require outlays during the same or some future period.

## P

**Pension Plan:** A contract between a company and its employees whereby the company agrees to pay

benefits to employees after their retirement.

**Perkins:** Carl D. Perkins Career and Technical Education Improvement Act of 2006, which provides federal money for career technical education schooling.

**Personnel Activity Report (PAR):** Form required to be completed by MDE grantees of applicable federally financed grant programs where work on federally assisted MDE grant projects must be accounted for separately from other revenue sources and divided by separate cost objectives.

**Posting:** The process of transferring amounts from the journal to the ledger.

**Postsecondary Enrollment Options (PSEO):** A program that allows high school juniors and seniors to take courses at postsecondary institutions for high school credit.

**Proficiency:** The proficiency measurement in the MMR looks at a weighted percentage of subgroups that made AYP. Schools earn points based on the number and size of subgroups that meet their AYP targets.

**Pupil Units:** A count of resident pupils in average daily membership.

## Q

**Q Comp:** Q Comp was enacted through a bipartisan agreement in July 2005. It is a voluntary program that allows local districts to design and collectively bargain a professional development plan.

## R

**Receivables:** Claims for money, goods, or services.

**Refund Bonds:** Bonds issued to pay off bonds already outstanding. **Reserved:** An amount set-aside for some specified purpose.

**Resident Student:** A student whose legal residence is within the geographic area served by the district.

**Revenues:** Money received by a unit from external sources net of refunds and other correcting transactions, other than from the issuance of debt, liquidation of investments, and as agency and probate trust transactions.

## S

**School Food Authority (SFA):** Is the organization that sponsors a School Nutrition Program (SNP). Typically SFAs are districts, private schools or charter schools. Charter schools may initiate a Joint Agreement with a SFA to administer their SNPs.

**Service Employees International Union (Nutrition Service):** This unit is comprised of food service assistants, food service coordinators, food service managers and equipment technicians who provide food service services to the district. There are approximately 253 members in this unit.

**Sparsity Revenue:** That portion of the general education formula that provides additional revenue to school districts for schools that have relatively small enrollments and are relatively far from other school buildings.

**Statutory Operating Debt (SOD):** According to Minnesota Statutes, section 123B.81, Subdivision 2, SOD exists if the school's operating debt is more than 2 ½ percent of the most recent fiscal year's expenditure amount. By January 31 of the following year of SOD, the school board is required to create and implement a Special Operating Plan which is formally approved through a board resolution and

submitted to the MDE commissioner for approval.

**SRO:** Student Resource Officer

## T

**Tax Base:** The value of commercial, industrial, residential, agricultural and other properties in a school district, city, municipality, and county.

**Tax Capacity:** The value of property that school districts and other units' tax.

**Tax Credit:** A state allowed reduction on local property taxes.

**Teachers' Retirement Association (TRA):** This group provides coverage for public school teachers throughout the state, except for teachers in the first class cities, and some teachers in community colleges, state universities and technical colleges.

**Title I Schools:** Schools that receive federal funding based on their level of poverty. Only schools that accept Title I funding are considered Title I schools. The identification of Priority, Focus, Continuous Improvement, Celebration-Eligible and Reward schools under Minnesota's waiver are only directed at Title I schools.

**Transactions:** Exchange of goods or services between entities (whether individuals, businesses, or other organizations), as well as other events having an economic impact on a business.

**Transfers:** The movement of money between funds. A transfer must be consistent with legislative intent.

**Trust Fund:** A fund consisting of resources received and held by the district as trustee to be expended or invested in accordance with the conditions of the trust.

## U

**Unearned Revenues:** Amounts received before they have been earned.

**Uniform Financial Accounting and Reporting Standards (UFARS):** Minnesota's legally prescribed set of accounting standards for all school districts.

**Useful Life:** The term used to describe the life over which an asset is expected to be useful to the company; cost is assigned to the periods benefited from using the asset.