



**Minnewaska
Area Schools**

**Minnewaska Area Schools
Independent School District #2149**

2025 Referendum

**REVIEW
AND
COMMENT
SUBMITTAL**

Presented to:

**Minnesota Department of
Education**

June 17, 2025



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Minnewaska Area Schools – ISD #2149

Chip Rankin, Superintendent

25122 State Highway 28
Glenwood, MN 56334
Phone: 320-239-4820
Email: crankin@isd2149.org

June 24, 2025

Willie Jett, Commissioner

Minnesota Department of Education
400 NE Stinson Blvd
Minneapolis, MN 55413

Subject: Review and Comment Submission – Minnewaska Area Schools Bond Referendum Proposal

Dear Commissioner Jett,

In accordance with M.S. 123B.71 and on behalf of the Minnewaska Area School Board and our district community, I respectfully submit this Review and Comment request regarding our proposed **\$25 million bond referendum**, which will go before voters in a **special election scheduled for November 2025**.

This bond renewal represents a strategic reinvestment in our existing facilities and learning environments. The proposed scope of work was developed through a multi-year process involving building evaluations, enrollment trends, stakeholder engagement sessions, and a professionally administered community survey. We are not constructing new schools, but instead are addressing long-standing needs in the areas of:

- **School safety and site security** (secure entrances, site circulation, lockdown zones)
- **Career and technical education modernization** (shop spaces, medical lab, greenhouse)
- **Early childhood and childcare expansion** (Glenwood campus integration with Pope County partnership)
- **Media center and library transformation** (flexible, technology-enhanced spaces)
- **Infrastructure and maintenance improvements** (HVAC systems, pool filters, parking lots, ADA compliance)
- **Community wellness amenities** (multi-purpose gym, fitness space with shared public use)



This reinvestment plan is directly aligned with our district's instructional goals and reflects the community's priorities. Our **April 2025 community survey**, with 889 responses and a $\pm 3.35\%$ margin of error, confirmed weighted support of **58.5% for a \$25 million base plan**, signaling broad backing for the scope and scale of this proposal.

We are also proud to have secured a **\$1 million funding commitment from the Pope County Commissioners** to support a new childcare facility as part of this project—an innovative public partnership to address one of our region's most pressing challenges.

This Review and Comment submission includes all supporting documentation required under Minnesota Statutes, including cost estimates, educational rationale, enrollment projections, facility condition data, and stakeholder feedback.

We respectfully request your approval so that we may move forward with informing our voters and executing the next phase of this important plan for Minnewaska Area Schools.

Thank you for your time, consideration, and continued support of public education in Greater Minnesota.

Sincerely,

A handwritten signature in black ink that reads "Chip Rankin".

Chip Rankin
Superintendent
Minnewaska Area Schools – ISD #2149

Introduction

In accordance with Minnesota Statute 123B.71, Independent School District 2149 (Minnewaska Area Schools) submits the following educational facilities proposal for review and comment. Minnewaska Area Schools has worked with their community and constituents to identify and prioritize facilities needs. After community and stakeholder input, the School Board voted to pose a referendum to the voters of ISD 2149 to address the following needs:

- School safety and site security
- Career and technical education modernization
- Early childhood and childcare expansion
- Media center and library transformation
- Infrastructure and maintenance improvements
- Community wellness amenities

Project Financing

Funding for the projects will be provided by general obligation bonds, and the district intends to seek voter approval in a referendum on November 4, 2025. The project will be presented as one ballot question for \$25,000,000.

Detailed financing information is available in section 5 of this review and comment.

Proposal Considerations

On June 16, 2025 the School Board of Independent School District 2149 approved consideration of funding this initiative through voter-approved bond financing for an election to be held on November 4, 2025. The administration and School Board believe this is in the best interest of the district and supports the district's mission.

Key Information

- Address: **Independent School District #2149**
Minnewaska Area Schools
25122 State Highway 28
Glenwood, MN 56334
Contact: Chip Rankin, Superintendent
Email: crankin@isd2149.org
Phone: (320) 239-4820
- School Board: Chad Barsness, Chair
Ted Reichmann, Vice-Chair
Amanda Ogdahl, Treasurer
Angie Reichmann, Clerk
Justin Zavadil, Director
Zach Legred, Director
Gordy Moeller, Director
- Financing: **General Obligation Bonds**
- Referendum: **November 4, 2025**
- Architect/Engineer: **Wold Architects and Engineers**
332 Minnesota Street, Suite W2000
St. Paul, Minnesota 55101
Contact: Ben Beery
bbeery@woldae.com; (651) 227-7773
- Fiscal Consultant: **Ehlers**
3060 Centre Pointe Drive
Roseville, Minnesota 55113
Contact: Matthew Hammer
MHammer@ehlers-inc.com; (651) 697-8592
- Bond Counsel: **Kennedy & Graven, Chartered**
150 South Fifth Street, Suite 700
Minneapolis, MN 55402
Contact: Peter Martin
pmartin@kennedy-graven.com; (612) 337-9220

I. The Geographic Area and Population to be Served

- a) *Preschool through Grade 12 Student Enrollments for the Past Five Years,*
- b) *Current Year Student Enrollment and Student Enrollment Projections for the Next Five Years.*

Geographic Area to be Served

Minnewaska Area Schools (ISD #2149) serves all or parts of the communities of Farwell, Glenwood, Long Beach, Lowry, Sedan, Starbuck, Villard and Westport in Central Minnesota, with an enrollment of over 1,200 students among its three school sites. A map of the district is available in Appendix A, including locating its schools within the district boundary.

Neighboring school districts with contiguous borders include:

- ISD #206 – Alexandria
- ISD #213 - Osakis
- ISD #743 – Sauk Centre
- ISD #2364 – Belgrade Brooten Elrosa
- ISD #777– Benson
- ISD #768 – Hancock
- ISD #2679 – Morris Area
- ISD #2342 – West Central Area

Population to be Served

The populations to be served by this project are the students, staff, and communities throughout the entire district. The District serves over 1200 students, over 100 staff and serves the greater population of roughly 5,000 residents.

I. The Geographic Area and Population to be Served

- a) *Preschool through Grade 12 Student Enrollments for the Past Five Years,*
- b) *Current Year Student Enrollment and Student Enrollment Projections for the Next Five Years.*

Enrollment History and Projections, 2014 – 2035

The enrollment history and projections for ISD 2149 can be found in the chart below. K-12 programming, Minnewaska Area Schools anticipates stable or slightly declining enrollment over the next five years and are watching the small Kindergarten class size of 2024/25 to determine if this is an anomaly or new emerging trend.

K-12 ENROLLMENT											
Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	83	88	88	101	96	90	85	125	120	82	62
1	94	95	92	88	97	94	89	92	88	100	84
2	79	99	98	88	98	98	101	96	91	85	98
3	81	85	106	102	92	104	100	107	99	97	85
4	83	83	97	101	106	90	104	100	104	103	89
5	92	85	94	98	111	108	93	108	98	116	107
6	96	95	88	95	106	114	115	97	103	108	113
7	94	106	104	84	106	119	126	124	101	109	115
8	75	92	106	105	89	105	120	129	125	106	110
9	86	73	89	108	107	92	108	115	120	118	103
10	80	87	80	92	106	106	90	103	112	124	116
11	88	85	88	72	86	104	103	86	97	103	111
12	84	87	84	88	65	85	99	103	84	100	103
Total	1,115	1,160	1,214	1,222	1,265	1,309	1,333	1,385	1,342	1,351	1,296

Source: [Minnewaska School District](#), Fall Enrollment. Excludes Early Childhood

K-12 ENROLLMENT PROJECTIONS				
Year	Low K Low Mig	High K Low Mig	Low K High Mig	High K High Mig
2024-25	1,296	1,296	1,296	1,296
2025-26	1,288	1,292	1,302	1,308
2026-27	1,271	1,280	1,300	1,309
2027-28	1,259	1,272	1,297	1,310
2028-29	1,258	1,275	1,309	1,326
2029-30	1,253	1,274	1,309	1,330
2030-31	1,240	1,265	1,302	1,328
2031-32	1,224	1,255	1,287	1,318
2032-33	1,213	1,249	1,276	1,313
2033-34	1,214	1,256	1,282	1,326
2034-35	1,223	1,271	1,297	1,347

Excludes Early Childhood

2. A List of Existing School Facilities

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

Description of Existing Facilities/Utilization

Minnewaska Area Schools operates 3 facilities, which is not proposed to change as a part of this proposal. Below and onto the next page is a chart including building names, addresses, years built, and square feet (by year built, and in total).

Building	Address	Year	Square Feet
Glenwood Elementary & Early Childhood	409 4 th Street SE, Glenwood, MN 56334	1963	38,883
		1988	26,702
			65,585
W.I.N. Academy & Little Lakers Daycare	500 John Street, Starbuck, MN 56381	1956	41,972
		1966	25,498
		1997	22,048
			89,518
District Office, Middle School, High School, Activities & Community Education	25122 State Highway 28, Glenwood, MN 56334	1991	221,000
			221,000

Available Alternate Facilities

There are no known available alternate facilities of appropriate size, location, or layout to support the desired programming.

3. A List of the Specific Deficiencies of the Facilities

- a) *Demonstrating Need*
- b) *Process Used to Determine Deficiencies*
- c) *List of How Deficiencies will be Addressed*
- d) *Specific Benefits to Students, Teachers and Community*

Process Used to Determine Deficiencies

Minnewaska Area Schools commissioned a work group to study programming and facilities as it and to create a recommendation to the School Board. The study and resulting recommendation were based on capacity, current/projected enrollment, programming needs, alignment with the District's Strategic Plan, security, efficient operations, building condition, and financial stewardship.

Background Information

- As good stewards of the community's resources, the district is committed to periodically analyzing its buildings to assess how well facilities are meeting student, staff and community needs and recommending needed changes.
- There has not been a major investment (referendum) in facilities since the construction of the middle school / high school in 1991.
- Pope County has lost private daycare providers in recent years. The District has assumed some daycare programming at their Starbuck campus.
- A USDA grant for daycare was awarded to Pope County and Pope County has pledged \$1 million dollars to funding daycare. Both grant sources are available to the School District to utilize.
- The District has former referendum debt being paid off which creates an opportunity for potential new tax capacity.

Data Collection

- The Work Group included administration & staff who bring important stakeholder perspective.
- Wold conducted a facility inventory to gather several pieces of information on district facilities. This information was reviewed with the Work Group. A summary of the needs can be found below and the study can be found in Appendix B.
- The District commissioned an enrollment study. The study can be found in Appendix C.
- The work group conducted listening sessions with community member, parents and staff to gather additional input. More information on the listening sessions can be found in the following sections.
- The District commissioned a community wide survey. More information on the survey can be found in the following sections and survey results can be found in Appendix D.

Data collected highlighted several District Needs:

- Maintenance needs identified include replacement of original ventilation equipment at the elementary / middle school and high school. In addition, the parking lot and pool filtration system were identified at the middle school/high school as needed replacement.
- Capacity and Enrollment was reviewed. In general, the District has capacity for the projected enrollment with the buildings operating around 90% utilization. However, the 2024/2025 Kindergarten class was smaller than prior years (62 vs. 90-100) and the projection for 2025/2026 Kindergarten looks to be similar to 2024/2025 enrollment.
- The enrollment projection indicated that live births are not projected to decline therefore, parents are choosing to send students to neighboring districts or homeschooling. One hypothesis around this trend is that there is not widely available daycare in Pope County as the only private provider closed last year.
- The decline in Kindergarten enrollment has created some additional space at the elementary school.
- Safety and Security was studied. Key takeaways from the study included the highest priority need is to create secure entries at the elementary school and middle/school high school. In addition, it was identified that busses and vehicles utilizing the same parking area is causing unsafe crossings to occur. Other identified lower priority needs included improving interior security with creating building lockdown zones and classroom locking.
- Curriculum Initiatives and Delivery was studied. A few key themes emerged:
 - The District has started to provide Daycare services in Starbuck as a service to the community after the private provider closed. Space is limited and does not serve the wider community well.
 - The Media Centers in the district are largely original and designed/built prior to the internet being in the facilities. There is a desire to modernize these spaces to better serve students. Adding technology, modern flexible furniture, flexible space and small group collaboration spaces were identified as needed improvements.
 - The District has been developing Career Pathways programming utilizing 1991 vintage Industrial Technology shop spaces. Generally, the current space works for most pathways work but there are some spaces that do not exist that could better support the career pathway work. A medical/CAN lab, greenhouse or environmental studies and drone/maker lab were spaces identified as lacking in the facility to support this work.
- Activities and Community Use was studied. The needs identified are as follows:
 - The last gym space to come online in the District was in 1991. Since then, youth sports have grown and after hour gym space is at capacity with many teams practicing into the late evening.
 - The District does not have modern fitness/weight facilities. They are currently using a converted wood storage room as a weight room and are not able to fit cardio/calisthenic based fitness equipment.
 - Community access to the gyms/fitness facilities is minimal. Based on heavy use and lack of facilities, community members are not able to access the facilities

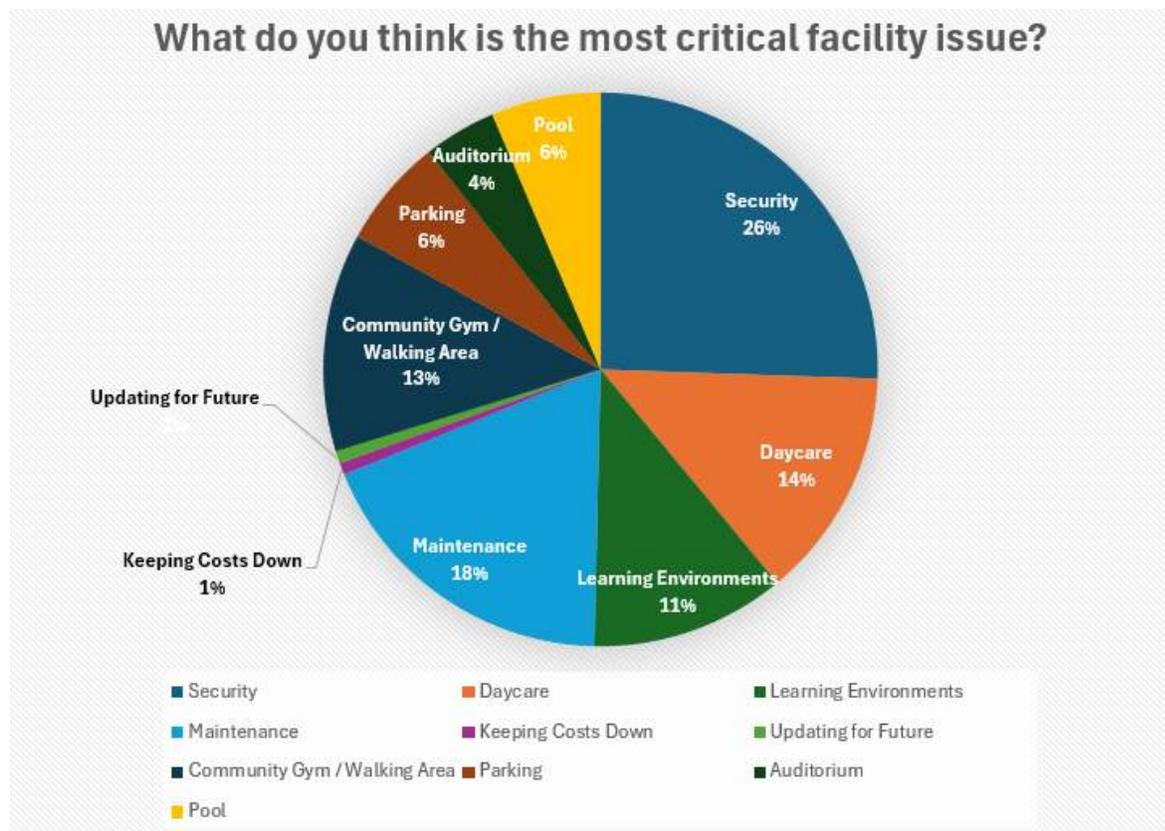
much. In particular, the District has received requests for indoor walking space from community members.

The data collection highlighted several needs but the District sought help from the community to prioritize these needs. This was completed through two different strategies – listening sessions with community members and a community wide survey. Information on these two engagement strategies can be found in the following sessions.

Listening Sessions

The District conducted 3 listening sessions to gain community input. One session was held in Glenwood, MN at the Chamber of Commerce. Another session was held in Starbuck, MN at the community center. The final session was held at the Middle School/High School prior to a music concert.

The goal of listening sessions was to seek feedback on the identified facility needs to see what resonated with the community. Roughly 100 community members attended the three sessions. The group was presented with the identified facility needs, reviewed possible solutions and feedback was gathered through large group discussion and a short survey. Survey results from the listening sessions can be found in Appendix E. One of the questions asked was, “What do you think is the most critical facility issue?” The results are as follows:



The listening sessions were productive, and key takeaways were that security and maintenance were identified as the highest priority, followed by Daycare, Gym/Walking Space and learning space improvements.

Community Survey

After the recommendations from both the District Work Group and Listening Sessions were received, Minnewaska Area Schools School Board engaged School Perceptions to administer a community survey to better understand community beliefs around needs and testing support for possible projects including potential support for proposed tax impact. A full copy of that survey is available in Appendix D. Summary conclusions from the survey include:

- 889 respondents which reflects a 17% response rate.
- The base plan tested reflected a \$25 million dollar investment to address needs in maintenance, safety and security and learning space improvements. This had a weighted support of 58.5% of respondents that stated ‘definitely yes’ or probably ‘yes’.
- Other needs were surveyed on a 1 to 3 priority scale:
 - o Childcare showed the most support, followed by Pool repairs and community recreation spaces.
- Tax impact was also surveyed. Weighted support for ‘definitely yes’ or probably ‘yes’ were as follows
 - o \$25 million = 60.5%
 - o \$35 million = 45.2%
 - o \$45 million = 27%

Taking into account this information, the School Board determined that the highest priority projects should be put forth for voter approval in November 2025 as one question with minor changes to the scope to better align with survey results around tax impact.

List of How Deficiencies will be Addressed:

Considering the listening sessions and community survey input, common themes emerged that the community prioritized. They include support for Maintenance, Safety and Security, Daycare, Learning Spaces and Community Gym/Wellness with a tax tolerance of \$25 million. The plan is as follows:

- Safety and Security
 - o Create secure entries at the elementary school and middle school/high school.
 - o Create a new bus parking lot to separate buses and vehicles.
- Maintenance:
 - o Replace failing auditorium chairs at the middle school/high school.
 - o Replace aged pool filters at the middle school/high school.
 - o Replace aged ventilation equipment at the middle school/high school.
 - o Repave failing parking lot at the middle school/high school.

- Leaning Spaces:
 - Renovate the Media Center at the middle school/high school to create a modern learning environment.
 - Renovate the Career and Technical Education wing at the middle school/high school to better fit programming.
- Community Wellness:
 - Add an approximately 20,000 square foot gymnasium/ walking space and a 4,000 square foot fitness facility at the middle school/high school.
- Daycare: Remodel space at the elementary school to accommodate daycare programming and create parking to serve the program.

A conceptual test fit of the plan is available in Appendix F. The sample ballot language is available in Appendix G.

Specific Benefits to Students, District Staff and Community

The proposed project will directly benefit students, staff and the community. Student and staff will directly benefit from the planned improvements to gain modern learning spaces and spaces to fit the career pathway offerings, increased safety and security and increased access to gym and fitness spaces.

Additionally, the community is a strong beneficiary of these improvements by increasing access to fitness facilities, daycare services and maintenance of community investment in the facilities.

4. A Description of the Project including:

- a) *Site and Outdoor Acreage*
- b) *Square Footage Allocations*
- c) *Estimated Expenditures*
- d) *Schedule*

Site and Outdoor Acreage

The proposed projects are planned to be constructed on district-owned land at the current building sites. The Elementary School site is comprised on several parcels totaling 8.26 acres. The Middle School / High School site is 117 acres.

The conceptual test fit in Appendix F shows the campus and potential project locating within the campus, pending surveying, geotechnical and operational discoveries during design.

Additional costs for land acquisition are not required due to having adequate acreage already owned.

Square Footage Allocations

Diagrams showing proposed addition and renovations are included in Appendix F. This documentation corresponds to the budgets that are being proposed. Final configuration and location of additions and renovations will be refined following a successful election.

4. A Description of the Project including:

- a) Site and Outdoor Acreage
- b) Square Footage Allocations
- c) Estimated Expenditures
- d) Schedule

Estimated Expenditures – Summary.

A categorized budget can be found in Appendix H.

Middle School / High School

New Square Footage	\$8,273,000
Renovation	\$6,040,000
Site	\$1,750,000
Contingency	\$562,543
Project Costs (Construction Contingency/ Fees / Permits / Services / Technology)	\$3,855,120
<i>Subtotal - Project</i>	\$20,480,663

Elementary School

New Square Footage	\$908,000
Renovation	\$2,350,000
Site	\$400,000
Contingency	\$113,917
Project Costs (Construction Contingency/ Fees / Permits / Services / Technology)	\$877,920
<i>Subtotal - Project</i>	\$4,649,837

Other Costs (see Ehlers Sources & Uses for details)

<i>Legal and Fiscal Costs</i>	\$1,269,500
Total Project Costs	\$26,400,000
Less Pope County Donation	(\$1,000,000)
Less Booster Club Donation	(\$400,000)
Total 2025 Referendum	\$25,000,000

The School Board expects that any surplus from the mentioned projects (if any) will be allocated to deferred maintenance for current activity spaces, capital equipment related to the two projects, or potential space expansions associated with the projects.

4. A Description of the Project including:

- a) *Site and Outdoor Acreage*
- b) *Square Footage Allocations*
- c) *Estimated Expenditures*
- d) *Schedule*

Estimated Operational Expenditures

These projects are not proposed to require the need for additional operating costs. These improvements reflect minor increases in square footage which will have a minor impact on the energy and maintenance costs of the District. Any additional utility costs would be accommodated within the general operating budget. There are not any additional staffing costs anticipated with the proposed projects.

Preliminary Schedule

Conceptual phasing of the plan has been reviewed, summarized below. Please note that this phasing is subject to change based on final design.

Review and Comment Submittal to MDE	June 2025
Referendum	November 4, 2025
Design, Bidding & Procurement	November 2025 – October 2025
Construction	Spring 2026 – Spring 2026

5. A Description of Single User Facilities:

- a) *A description of the project's plans for gender-neutral single-user restrooms, locker room privacy stalls, or other spaces with privacy features, including single-user shower stalls, changing stalls, or other single-user facilities.*

The community wellness addition is planned to have single-user restroom facilities. In addition, the existing buildings have several single-user facilities which are anticipated to remain.

6. A Specification of the Source of Project Financing including:

- a) *applicable statutory citations,*
- b) *the scheduled date for a bond issue or school board action,*
- c) *a schedule of payments, including debt service equalization aid, and*
- d) *the effect of a bond issue on local property taxes by property class and valuation*

Minnewaska Area Schools, ISD 2149 proposes to obtain financing for facility projects from the sale of General Obligation bonds. The School District will seek voter approval of one ballot question in the amount of \$25,000,000 on Tuesday, November 4, 2025, pursuant to Minnesota Statutes Chapter 475. The estimated cost of issuing the debt includes an estimated underwriter's discount of \$594,400 plus estimated legal and fiscal costs of \$210,650 and capitalized interest of \$825,000. The amount requested to be authorized by the voters plus estimated interest earnings in the construction fund of \$350,550, minus the estimated costs of issuing this debt equals \$23,720,500, the amount the District expects to need for construction projects.

Details of the issuance have been prepared by Ehlers, in the following schedules, which have been included in the Appendix of this document:

- 1) Estimated sources and uses of funds for the proposed bond issue
- 2) Estimated debt payment structure for the anticipated bond issue, including estimated annual debt service property tax levies after accounting for the 105% levy requirement
- 3) An analysis of the estimated tax impact on various values of residential, commercial, agricultural, and seasonal recreational properties for the proposed bond issue

Note: The following information has been prepared by Ehlers.

6. A Specification of the Source of Project Financing (continued):

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Minnewaska Area Schools, ISD 2149

June 12, 2025

Estimated Sources and Uses of Funds
 General Obligation School Building Bonds
 November 2025 Election

Authorized Bond Amount	\$25,000,000
Dated Date	2/1/2026
Sources of Funds	
Par Amount	\$25,000,000
Estimated Investment Earnings ¹	350,550
Total Sources	\$25,350,550
Uses of Funds	
Allowance for Discount Bidding ²	\$594,400
Capitalized Interest ³	825,000
Legal and Fiscal Costs ⁴	210,650
Net Available for Project Costs	23,720,500
Total Uses	\$25,350,550
Estimated Deposit to Construction Fund	\$23,369,950

- 1 Estimated investment earnings are based on an average interest rate of 1.50% and an average life of 12 months.
- 2 The allowance for discount bidding is an estimate of the compensation taken by the underwriter who provides the lowest true interest cost as part of the competitive bidding process and purchases the bonds. Ehlers provides independent municipal advisory services as part of the bond sale process and is not an underwriting firm.
- 3 In order to keep tax rates consistent over the life of the bond, a portion of the interest due during fiscal years 2027 and 2028, estimated at \$825,000, would have to be made from bond proceeds.
- 4 Includes fees for municipal advisor, bond counsel, rating agency, paying agent and county certificates.



6. A Specification of the Source of Project Financing (continued):

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Minnewaska School District No. 2149
Analysis of Possible Structure for Capital and Debt Leases

Type of Bond	Principal Amount	Rated Debt	Interest Rate
2025-Approved Bonding	\$25,000,000	02/01/26	3.00%

\$25,000,000 Bond Issue
2) Tax Leases
Wrapped Around Existing Debt

June 12, 2025

Payable Fiscal Year	Tax Capacity Value / (\$000) % Cap	Building Bonds ¹	Existing Governmentwide		Net Levy	Tax Rate	Capital Project Levy ⁴	Existing Tax Rate	Proposed New School Building Bonds			Combined Totals			
			All Fund-For-Purpose	Est. Debt Excess ²					Principal	Interest	Advt. Debt Excess ³	Net Levy	Advt. Debt Levy	Est. Debt Levy	Net Levy
2024	27,945 15.5%	734,807	604,142	(142,698)	1,416,044	5.07	345,741	6.38	-	-	-	1,761,784	6.30	1,761,784	6.30
2025	27,838 -0.4%	733,452	604,672	(142,672)	1,558,122	5.60	923,316	8.97	-	-	-	2,481,438	8.91	2,481,438	8.91
2026	27,354 2.0%	735,853	604,882	(178,691)	1,682,110	4.47	919,762	8.11	-	-	-	2,601,872	8.11	2,601,872	8.11
2027	28,354 0.0%	732,851	603,023	(82,425)	1,900,246	5.23	938,147	4.96	325,000	1,250,000	5	3,273,143	4.96	3,273,143	4.96
2028	29,354 0.0%	532,413	427,769	(11,427)	2,040,433	1.36	938,147	5.09	295,000	1,250,000	(74,400)	3,269,177	5.09	3,269,177	5.09
2029	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2030	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2031	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2032	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2033	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2034	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2035	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2036	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2037	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2038	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2039	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2040	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2041	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2042	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2043	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2044	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2045	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2046	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2047	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
2048	29,354 0.0%	427,769	427,769	(11,427)	2,040,433	1.36	938,147	5.09	315,000	1,163,750	(73,586)	3,270,167	5.09	3,270,167	5.09
Totals		654,203	3,383,720	(512,128)	9,964,714		27,948,771		25,000,000	17,975,750	(154,492)	42,638,796		79,527,351	

1 Tax capacity value for taxes payable in 2024 and 2025 are the actual value. Estimates for future years are based on the percentage change as shown above.
 2 Initial debt service from (prior to subtracting debt liquidation) will be set at 10% percent of the principal and interest payments during the next fiscal year.
 3 Debt excess adjusted for taxes payable in 2024 and 2025 are the actual amounts. The adjustment for 2026 is an estimate using the June 30, 2024 debt service fund balance. Debt excess for future years is estimated at 4% of the prior year's initial debt service levy.
 4 Assumes that the existing capital project levy would be retained the same tax rate prior to capping.
 5 In order to keep tax rates consistent over the life of the bond, a portion of the interest due during fiscal years 2027 and 2028, calculated at \$205,000, would have to be made from bond proceeds.



Debt Plan 25c- Minnewaska S8B \$25m R&C

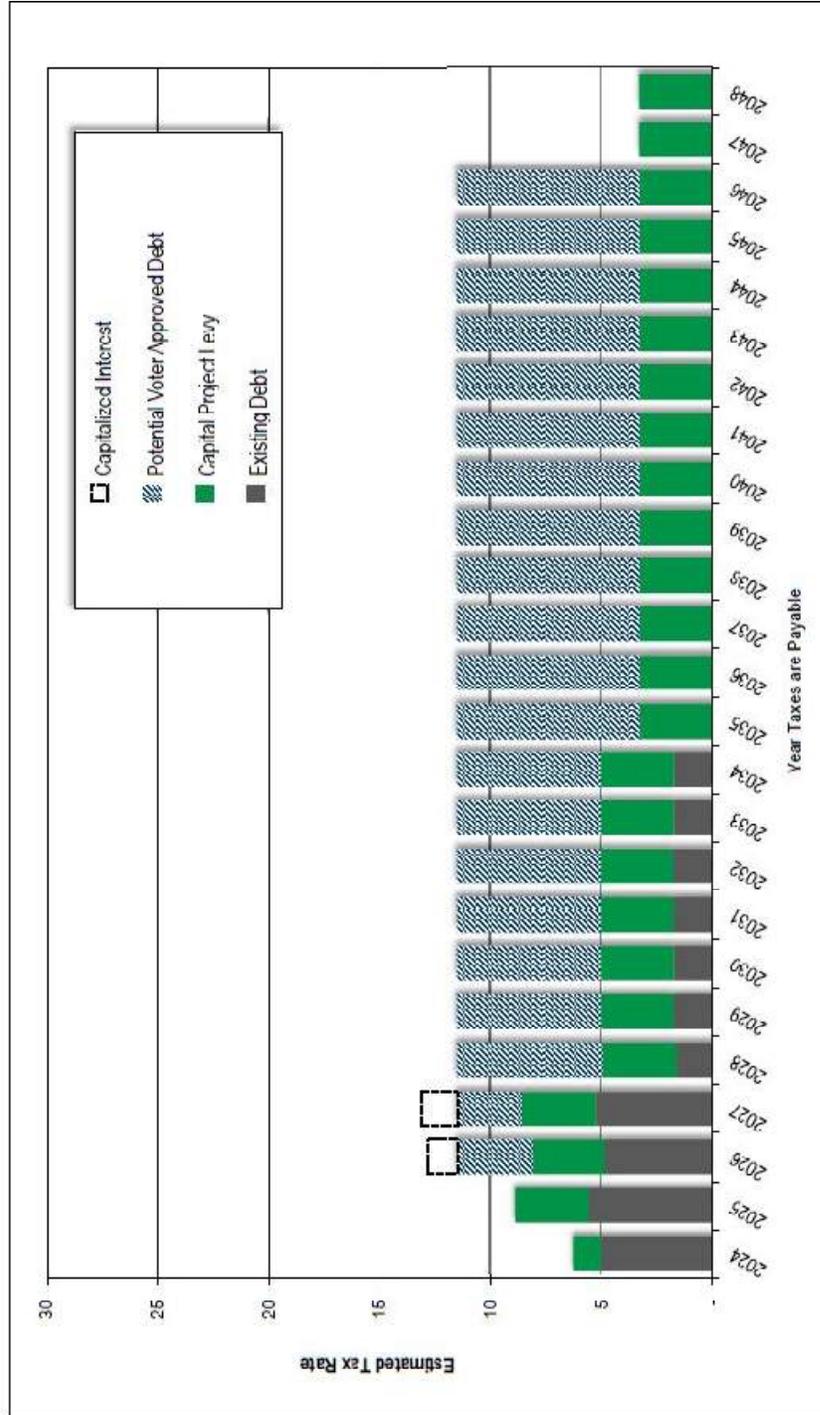
6. A Specification of the Source of Project Financing (continued):

PRELIMINARY INFORMATION - FOR REVIEW AND COMMENT

Minnewaska School District No. 2149

Estimated Tax Rates for Capital and Debt Service Levies
Existing Commitments and Proposed New Debt

\$25,000,000 Bond Issue
21 Tax Levies
Wrapped Around Existing Debt



June 12, 2025

Date Prepared:

Debt Plan 25c- Minnewaska SBB \$2.5m R&C



6. A Specification of the Source of Project Financing (continued):

PRELIMINARY ESTIMATES - FOR REVIEW AND COMMENT

Minnewaska School District No. 2149

Analysis of Tax Impact for Potential Bond Issue
November 2025 Election

June 12, 2025

Bond Issue Amount	\$25,000,000
Number of Years	21
Capitalized Interest+	\$825,000

Type of Property	Estimated Market Value	Estimated Impact on Annual Taxes Payable 2026 Compared to Payable 2025*	
		Annual	Monthly
Residential Homestead	\$100,000	\$16	\$1
	150,000	31	3
	200,000	45	4
	250,000	59	5
	300,000	73	6
	325,000	80	7
	350,000	87	7
	400,000	102	9
	500,000	130	11
	600,000	163	14
Commercial/ Industrial	\$100,000	\$39	\$3
	250,000	111	9
	500,000	241	20
	1,000,000	502	42
Agricultural Homestead** (average value per acre of land & buildings)	\$3,000	\$0.12	\$0.01
	4,000	0.16	0.01
	5,000	0.20	0.02
	6,000	0.23	0.02
	7,000	0.27	0.02
Agricultural Non-Homestead** (average value per acre of land & buildings)	\$3,000	\$0.23	\$0.02
	4,000	0.31	0.03
	5,000	0.39	0.03
	6,000	0.47	0.04
	7,000	0.55	0.05
Seasonal Recreational Residential	\$100,000	\$26	\$2
	200,000	52	4
	300,000	78	7
	400,000	104	9
	500,000	131	11
	600,000	163	14

+ To maintain a level tax rate with future years, at least a portion of the interest payments due during fiscal years 2027 and 2028 would be made from bond proceeds.

* Estimated tax impact includes principal and interest payments on the new bonds. The amounts in the table are based on school district taxes for bonded debt levies only, and do not include tax levies for other purposes. Tax increases shown above are gross increases, not including the impact of the homeowner's Homestead Credit Refund ("Circuit Breaker") program. Owners of homestead property may qualify for a refund, based on their income and total property taxes. This will change the net effect of the proposed bond issue for those property owners.

** For all agricultural property, includes a 70% reduction due to the School Building Bond Agricultural Credit. Average value per acre is the total estimated market value of all land & buildings divided by total acres. If the property includes a home, then the tax impact on the house, garage, and one acre of land will be calculated in addition to the taxes per acre, on the same basis as a residential homestead or non-homestead property. If the same property owner owns more than \$3.8 million of agricultural homestead land and buildings, a portion of the property will be taxed at the higher non-homestead rate.



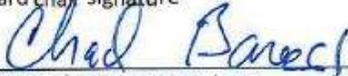
7. Documentation

Attachment 1
Review and Comment
Section #6 Documentation
(as amended by the 2014 Legislature)

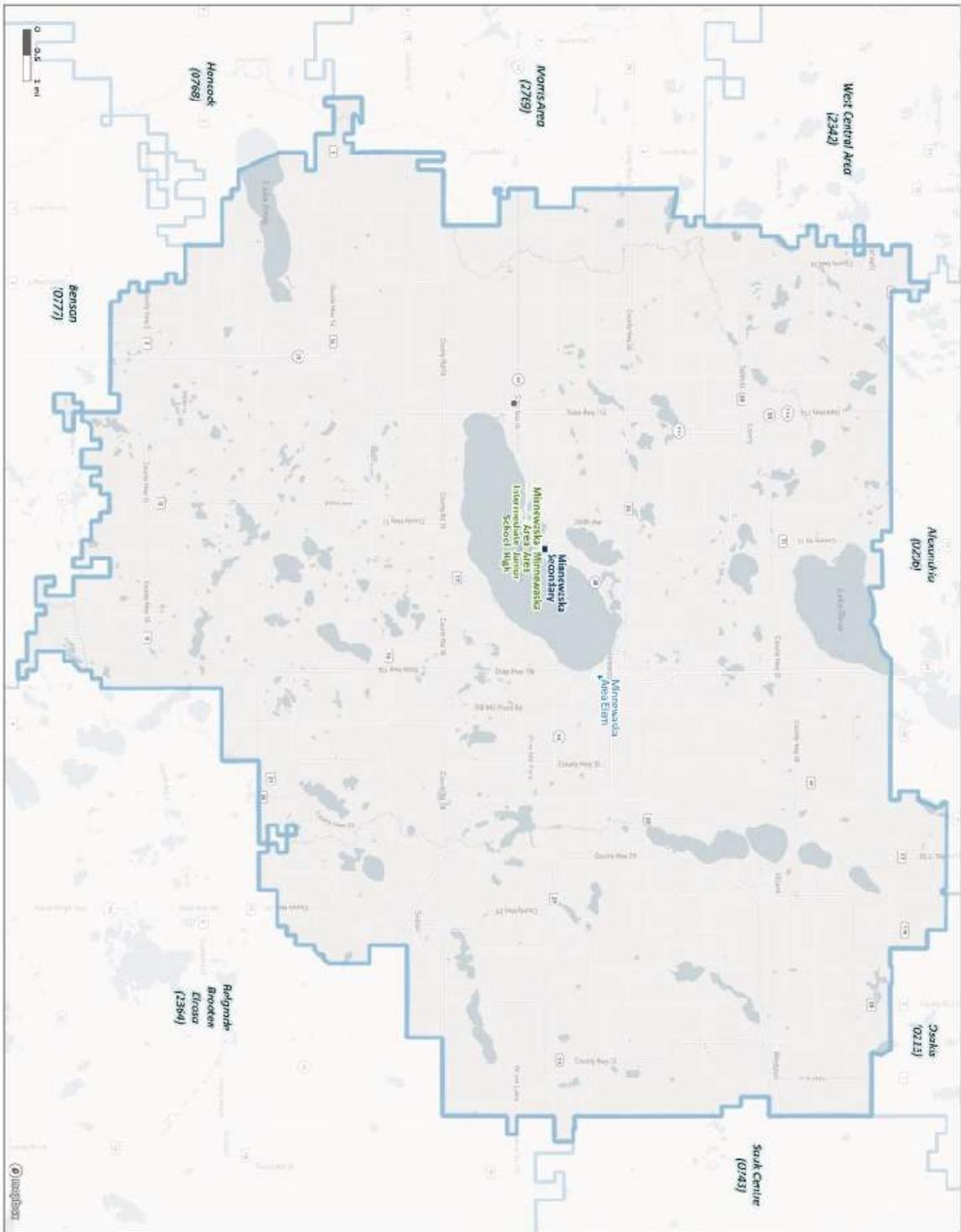
Documentation obligating the school district and contractors to comply with items (i) to (vii) in planning and executing the project:

- (i) The school district will be in compliance with Minnesota Statutes, section 471.345, governing municipal contracts issued for this project.
- (ii) The school district and the architects will include elements of sustainable design for this project.
- (iii) If the project installs or modifies facility mechanical systems, the school district, architect/engineers and contractors will be in compliance with school facility commissioning under Minnesota Statutes, section 123B.72, certifying the plans and designs for the heating, ventilating, air conditioning and air filtration for an extensively renovated or new facility meet or exceed current code standards, including the ASHRAE air filtration standard 52.1.
- (iv) If the project creates or modifies interior spaces, the district, architects/engineers and relevant contractors have considered the *American National Standards Institute Acoustical Performance Criteria, Design Requirements and Guidelines for Schools* on maximum background noise level and reverberation times.
- (v) The project will be in compliance with Minnesota State Fire Code.
- (vi) The project will be in compliance with Minnesota Statutes, chapter 326B, governing building codes.
- (vii) The school district and the architects/engineers have been in consultation with affected government units about the impact of the project on utilities, roads, sewers, sidewalks, retention ponds, school bus and automobile traffic, access to mass transit and safe access for pedestrians and cyclists.

The school district and architect/engineers will maintain documentation showing compliance with these items upon, and subsequent to, project completion.

Superintendent signature 	Date 6/17/25
Board chair signature 	Date 6/17/25
Architect/engineer signature 	Date 6/17/25

Appendix A:
District Boundaries and Facilities Map



**Minnewaska School District
 (2149-01)**

District Boundaries and Program Locations
 For a listing of public school programs within this school district, go to page 7.

This map is intended to display a single public school district and the pertinent public school locations. School locations are labeled if they are placed in elementary, middle, or high schools. The school district boundary appearing on the map does not necessarily represent the legal boundary of the district. It is a generalization of the boundary maintained by the Department of Education, based on land parcel information from Minnesota counties. Please contact your county auditor or assessor to obtain an accurate legal description of the boundary.

Liability Statement
 The Minnesota Department of Education (MDE) does not warrant the results you may obtain by using this map; it is provided without express or implied warranties, including warranties of merchantability and fitness. In no event will MDE be liable for any consequential, incidental, or special damages, including any lost profits or lost savings, even if an MDE representative has been advised of the possibility of such damages or an ultimate claim by any third party.

Created using QGIS Geographic Information System by the Open Source Geospatial Foundation Project. Source: © Mapbox, © OpenStreetMap contributors.

For assistance with this map, contact
 MDE Helpdesk: helpdesk@mde.mn.us
 Helpdesk: [651-201-2525](tel:651-201-2525)

MDE Department of Education
 400 NE Simon Blvd.
 Minneapolis, MN 55413
 Last updated: 2025-11-04

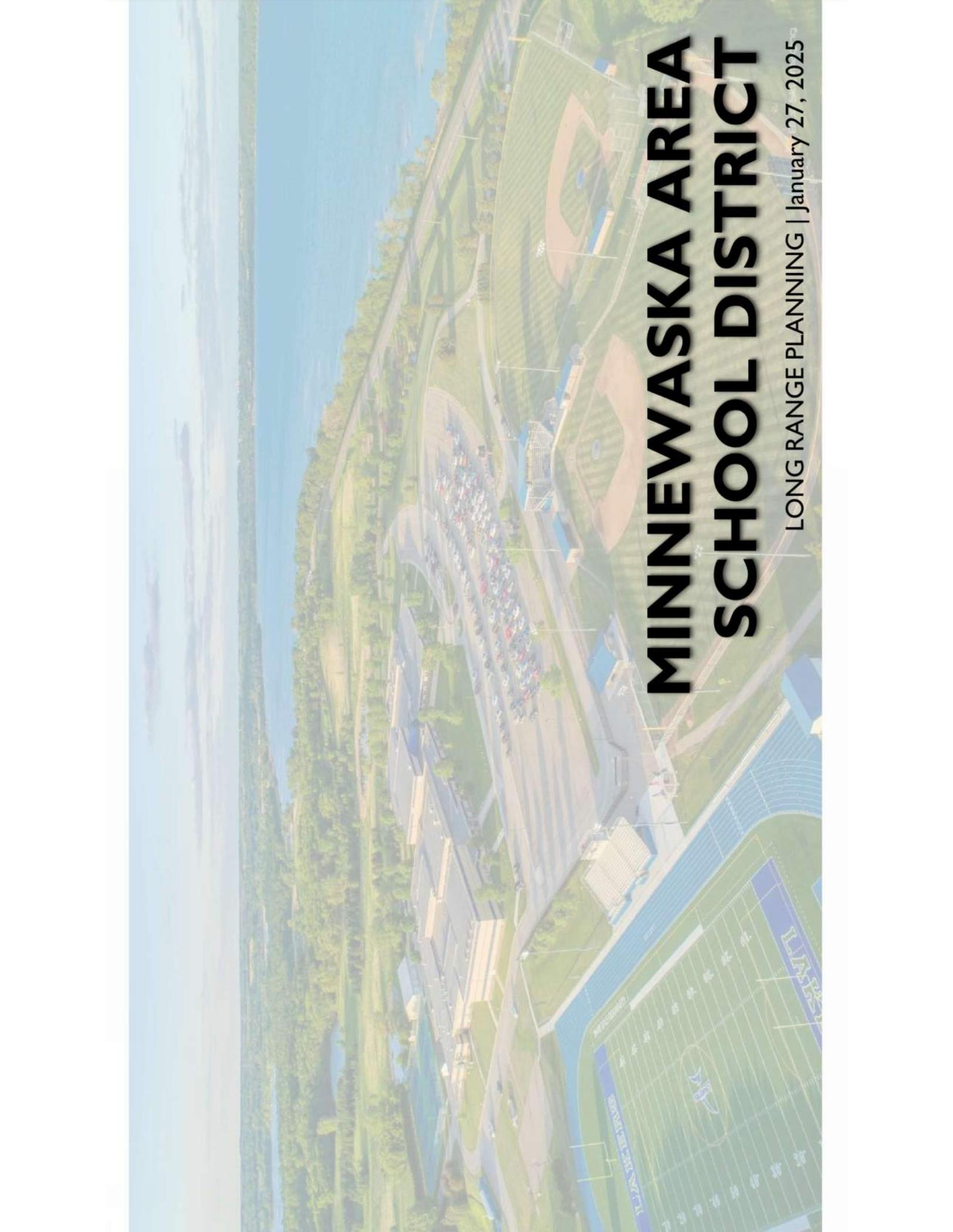
Map Information
Public School Programs

- Elementary
- ▲ Middle and Junior High
- Secondary
- Other



Appendix B:

Facility Inventory Study

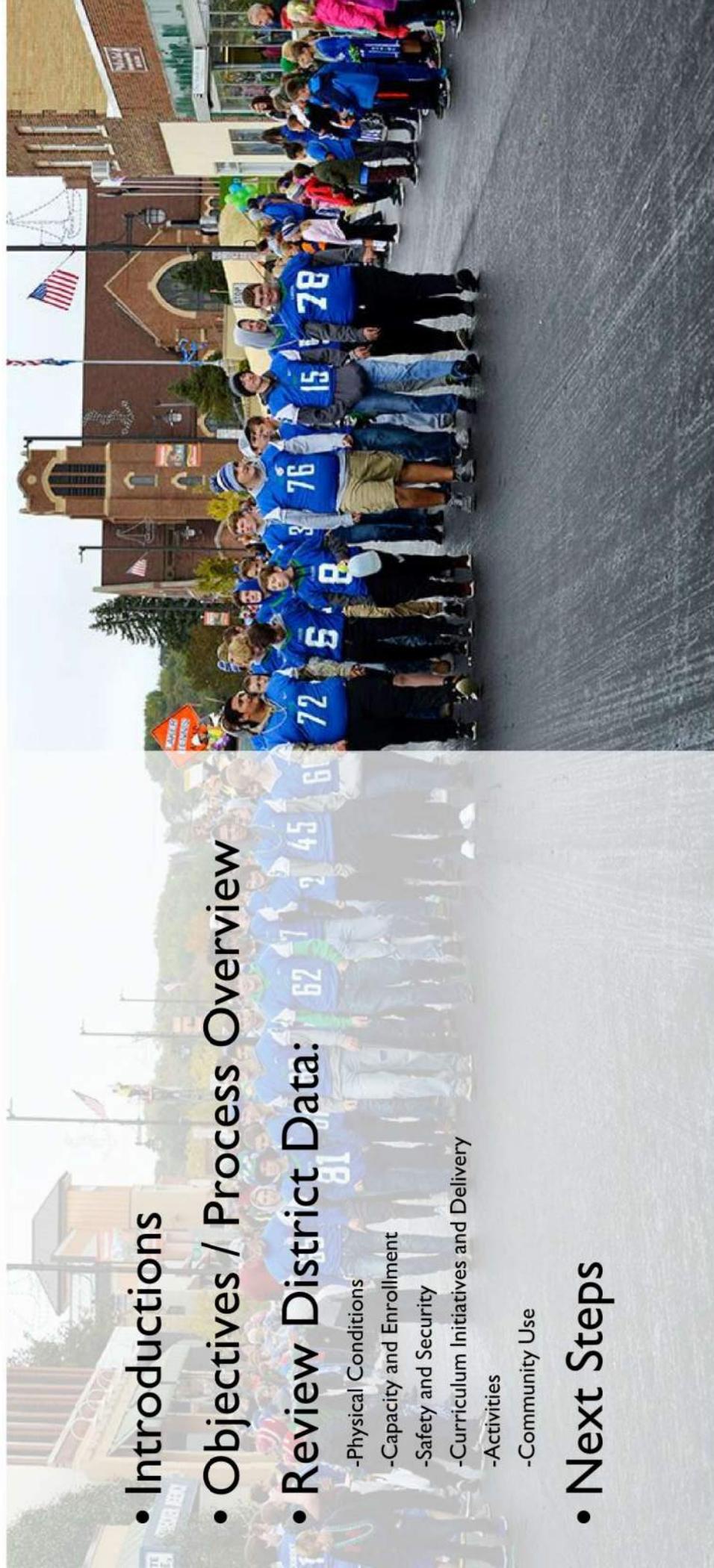


MINNEWASKA AREA SCHOOL DISTRICT

LONG RANGE PLANNING | January 27, 2025



LONG RANGE FACILITY PLANNING AGENDA



- Introductions
- Objectives / Process Overview
- Review District Data:
 - Physical Conditions
 - Capacity and Enrollment
 - Safety and Security
 - Curriculum Initiatives and Delivery
 - Activities
 - Community Use
- Next Steps



LONG RANGE FACILITY PLANNING
OVERVIEW

OVERVIEW OF THE PROCESS



LONG RANGE FACILITY PLANNING OBJECTIVES & GOALS

- Document facility needs or inefficiencies across the District
- Identify high priority needs

This study represents Step 1 of the long range planning process. Subsequent steps is looking at potential solutions, budgeting and community engagement.

Note: This is still in draft form.



LONG RANGE FACILITY PLANNING DATA REPORT



The **WHY** that justifies
the **WHAT**



LONG RANGE FACILITY PLANNING
OVERVIEW

REVIEW DISTRICT DATA



LONG RANGE FACILITY PLANNING DATA REPORT

- COMMUNITY USE
- ACTIVITIES / EXTRA CURRICULAR
- CURRICULUM INITIATIVES / DELIVERY
- SAFETY & SECURITY
- CAPACITY & ENROLLMENT
- PHYSICAL CONDITIONS





LONG RANGE FACILITY PLANNING FACILITY OVERVIEW

Site	Middle School / High School	Elementary School	W.I.N Academy
Property (Acres)	116.67	8.26	16.17
Adjacent Park / Public	No	No	No
Parking		76	40
Bus	16	N/A	N/A
Separate Bus Lot	No	No	No
Building	Middle School / High School	Elementary School	W.I.N Academy
Capacity			
Total Square Feet	221,000	65,585	89,518
SF/ Student			
Stories	1	1	2
Original Construction	1991	1963	1956
Additions	N/A	1988	1966, 1997
Expansion Options	Yes	Minimal	Yes

MDE Guideline is 10-15+ acres

Best practice is separate bus and vehicles

MDE Guideline is:

ES = 110-135SF/ Student
MS = 160-190 SF/Student
HS = 179-190 SF/Student



LONG RANGE FACILITY PLANNING PHYSICAL CONDITIONS

Long Term Facility Maintenance Funding (LTFM):

- Established in 2015 Education Act
- Allowable Expenditures:
 - Deferred Capital Expenditures and maintenance projects necessary to prevent further erosion of facilities.
 - Increasing accessibility of school facilities.
 - Health + Safety Projects under MN Statutes (123B.57)
- Non-Allowable Expenditures:
 - Construction of New Facilities, Remodeling Existing Facilities or the Purchase of Portable Classrooms
- MAS receives approximately \$550,000 to spend annually



LONG RANGE FACILITY PLANNING PHYSICAL CONDITIONS

Minnewaska Area Middle School and High School
25122 State Highway 28, Glenwood, MN 56334

- Priority 1 – (Now to 1 year)**
- 1) Building Automation by Automated Technologies \$48,000
 - 2) 1991 AHU #17 and the 12.5-ton condensing unit; serving HS Offices
- Priority 2 – (1-3 years)**
- 1) 2008 VFDs, (1) Chiller pump and (13) AHUs \$3,200 each (14)
 - 2) 2008 Chiller 325-350 ton chiller \$480,000
 - 3) 1991 AHU #14 and 3-ton condensing unit \$28,000
 - 4) 1991 AHU #8, #32, #34, #35, #3 5-ton condensing units \$31,000 (5)
 - 5) 1991 AHU #7, #9, #30, #33 and 6-7.5-ton condensing units \$36,000-\$40,000 (4)
 - 6) 1991 AHU #10 and 15-ton condensing unit \$52,000
- Priority 3 – (3-6 years)**
- 1) 1991 AHUs #37- #48 (heat only units) 1,600 CFM- 7,500 CFM \$22,000-\$34,000 (12)
- Priority 4 – (6-8 years)**
- 1) 1991 AHU #31, Replace AHU only, associated DX 20-ton Cond. 2024 \$40,000
 - 2) 1991 AHU #22, Replace AHU only, 20 ton chilled water coil added in 2008 \$53,000
 - 3) 1991 AHU #24, Replace AHU only, 15 ton chilled water coil added in 2008 \$42,000
 - 4) 1991 AHU #25, Replace AHU only, 05 ton chilled water coil added in 2008 \$24,000

Summary	
Ellingson Report: MS.HS	\$1,534,800
Ellingson Report: ES	\$189,400
Contingency / Escalation (15%)	\$258,630
Owner Costs (20%)	\$396,566
Total	\$2,379,396

Minnewaska Area Elementary School
409 4th St. SE, Glenwood, MN 56334

- Priority 1 – (Now to 1 year)**
- 1) Building Automation by Automated Technologies \$74,400
 - 2) 1986 AHU-MAU (heat only w/ fresh air) in the Gymnasium
- Priority 2 – (1-3 years)**
- 1) Cooling system; 3-ton condensing unit \$9,400
- Priority 3 – (3-6 years)**
- 1) Old Elementary back up boiler.
 - a. Removal and replacement w/ 1.25 million BTU boiler \$106,000



LONG RANGE FACILITY PLANNING PHYSICAL CONDITIONS

Other Identified Maintenance Items:

Elementary_School	UNIT COST	AREA	CONSTRUCTION COST	OWNER COSTS / ESCALATION (35%)	TOTAL	Priority
Elementary_School						
Sprinkler System	\$ 5.00	65,585 SF	\$ 347,925.00	\$ 121,773.75	\$ 469,698.75	2
Parking Lot	\$ 50.00	4900 SY	\$ 295,000.00	\$ 103,250.00	\$ 398,250.00	3
Temperature Controls	\$ 10.00	65,585 SF	\$ 655,850.00	\$ 229,547.50	\$ 885,397.50	1
Fire Alarm	\$ 2.00	65,585 SF	\$ 131,170.00	\$ 45,909.50	\$ 177,079.50	2
TOTAL					\$ 1,930,425.75	
Middle_School/High_School						
Parking Lot	\$ 50.00	50000 SY	\$ 2,600,000.00	\$ 910,000.00	\$ 3,510,000.00	3
Pool Equipment	\$ 1,500,000.00	1 AL	\$ 1,500,000.00	\$ 525,000.00	\$ 2,025,000.00	3
Temperature Controls	\$ 10.00	221,000 SF	\$ 2,210,000.00	\$ 773,500.00	\$ 2,983,500.00	1
Fire Alarm	\$ 2.00	221,000 SF	\$ 442,000.00	\$ 154,700.00	\$ 596,700.00	2
TOTAL					\$ 9,115,200.00	
Starbuck						
Roof Replacement	\$ 70.00	64936 SF	\$ 4,545,520.00	\$ 1,590,932.00	\$ 6,136,452.00	2
TOTAL					\$ 6,136,452.00	

DRAFT



LONG RANGE FACILITY PLANNING PHYSICAL CONDITIONS

Funding vs. Need Study

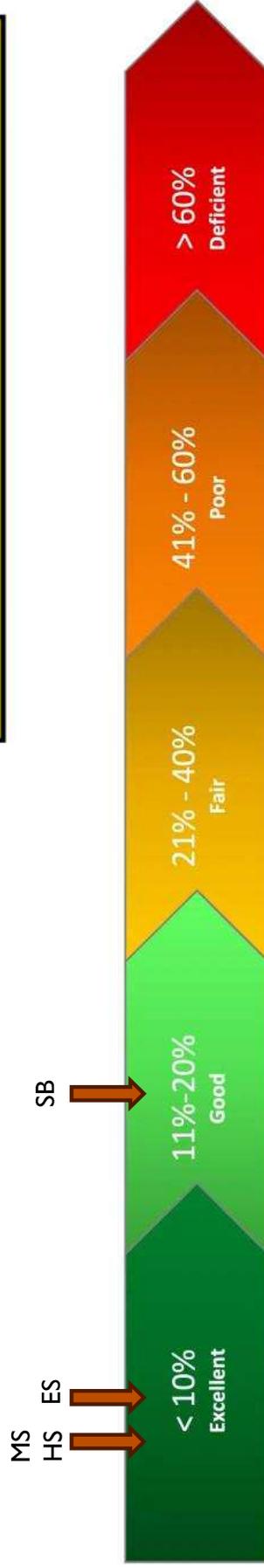


	Districtwide		Funding
Sqaure Footage	376,103	Sqaure Footage	376,103
Maintenance Value	\$ 30,607,099.50	Current Funding	\$ 5,500,000
Funding Needed per SF	\$ 81.38	Funding Available per SF	\$ 14.62
Over 10 years	\$ 8.14	Over 10 years	\$ 1.46

Replacement Cost Study



	Elementary School	MS.HS	Starbuck
Priority 1 and 2	\$ 1,615,575.75	\$ 4,548,000.00	\$ 6,136,452.00
Priority 3 and 4	\$ 504,250.00	\$ 6,102,000.00	0
Replacement Cost (\$500/SF)	\$ 32,792,500	\$ 110,500,000	\$ 44,759,000
Priority 1 and 2	5%	4%	14%
All Priorities	6%	10%	14%





LONG RANGE FACILITY PLANNING PHYSICAL CONDITIONS

Conclusions

Overall, your buildings are in good shape in terms of maintenance as they sit today. However, funding will not keep up with anticipated needs over the next 10 years.

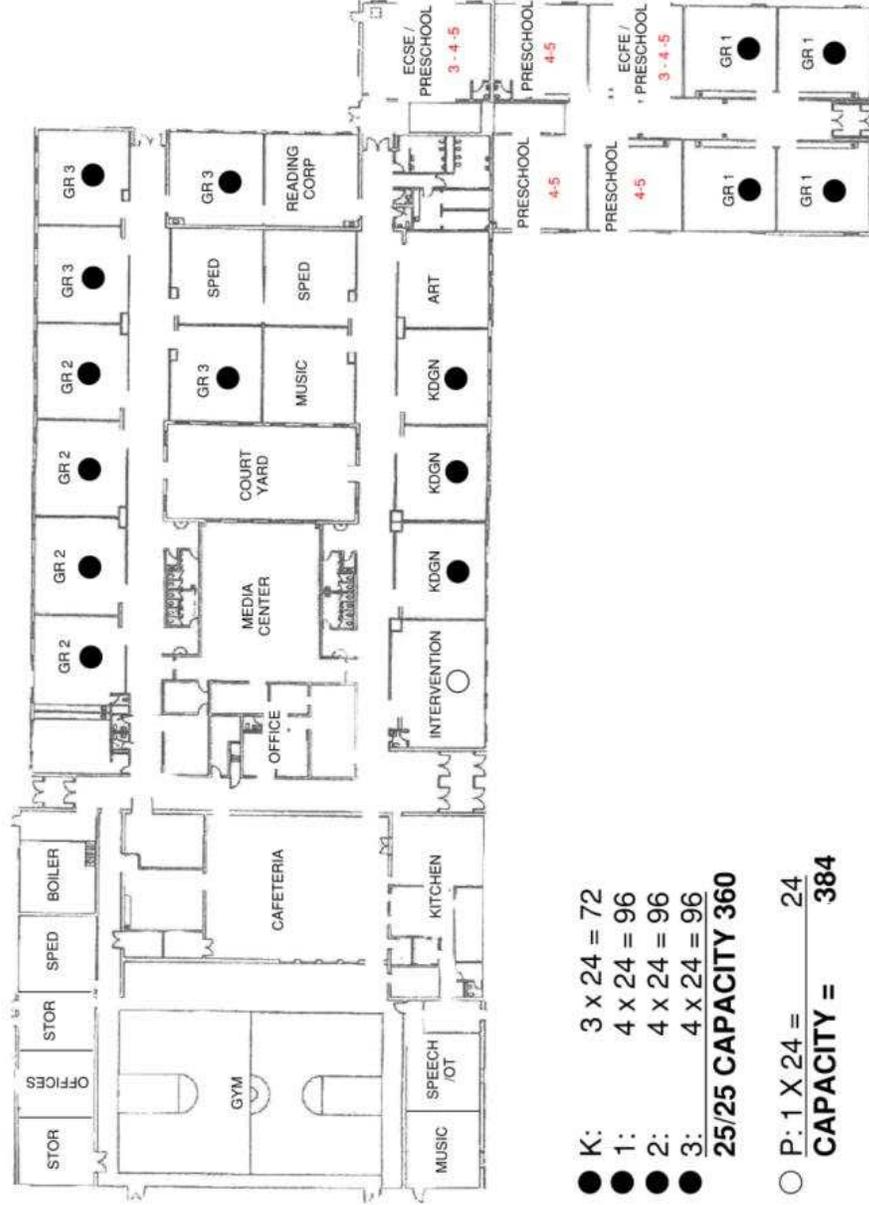
- MS.HS has major mechanical work that will need to be addressed
- Parking lots are reaching end of life
- Starbuck roof will need to be replaced



LONG RANGE FACILITY PLANNING DATA REPORT PART

- COMMUNITY USE
- ACTIVITIES / EXTRA CURRICULAR
- CURRICULUM INITIATIVES / DELIVERY
- SAFETY & SECURITY
- CAPACITY & ENROLLMENT
- PHYSICAL CONDITIONS





- K: 3 x 24 = 72
 - 1: 4 x 24 = 96
 - 2: 4 x 24 = 96
 - 3: 4 x 24 = 96
- 25/25 CAPACITY 360**

○ P: 1 X 24 = 24
CAPACITY = 384



LONG RANGE FACILITY PLANNING ENROLLMENT

ENROLLMENT PROJECTIONS				
	K-3	GR 4-8	GR 9-12	Total
2024-25	329	534	433	1,296
2029-30				
Low K/Low Mig	353	464	435	1,253
High K/Low Mig	370	468	435	1,274
Low K/High Mig	360	477	472	1,309
High K/High Mig	377	481	472	1,330
2034-35				
Low K/Low Mig	363	490	370	1,223
High K/Low Mig	383	513	375	1,271
Low K/High Mig	370	511	418	1,297
High K/High Mig	390	536	421	1,347

97%
98%
101%
103%
94%
98%
100%
104%

	Capacity	2024/2025	
		2024-25	N/A
MS. HS	1000	967	97%
Elementary	384	329	86%

	Capacity	2029/2030	
		Low K/Low Mig	High K/High Mig
MS. HS	1000	899	90%
Elementary	384	353	92%

	Capacity	2034/2035	
		Low K/Low Mig	High K/High Mig
MS. HS	1000	860	86%
Elementary	384	363	95%

95%
98%

96%
102%



LONG RANGE FACILITY PLANNING ENROLLMENT

MINNEWASKA'S KINDERGARTEN AS A PERCENT OF THE POPE COUNTY KINDERGARTEN POOL			
Birth Years	Pope County		Kindergarten Year
	Pool	Percentage	
2008; 2009	121	68.6%	2014-15
2009; 2010	119	73.9%	2015-16
2010; 2011	124	71.0%	2016-17
2011; 2012	132	76.5%	2017-18
2012; 2013	127	75.6%	2018-19
2013; 2014	124	72.6%	2019-20
2014; 2015	125	68.0%	2020-21
2015; 2016	120	104.2%	2021-22
2016; 2017	125	96.0%	2022-23
2017; 2018	123	66.7%	2023-24
2018; 2019	128	48.4%	2024-25
2019; 2020	123		2025-26
2020; 2021	124		2026-27
2021; 2022	n.a.		2027-28

The capture rate for the past three years averages 70.37 percent while the average for the five years from 2015-16 through 2019-20 averages 73.92 percent. The average of the past three years (70.37 percent) will be used for the low kindergarten assumption. For a high kindergarten assumption, the average of the five years before the Pandemic (73.92 percent) will be used. This means there will be

PROJECTED MINNESOTA 0-YEAR OLDS	
Year	Projected Number
2019 Actual	66,033
2019	70,373
2020 Actual	63,451
2020	70,325
2021 Actual	64,398
2021	70,274
2022	64,897
2023	65,396
2024	65,895
2025	66,195
2026	66,352
2027	66,509
2028	66,666
2029	66,823
2030	66,890

Source: Minnesota Demographic Center

When the kindergarten to birth ratio is applied to the kindergarten pool, kindergarten projections result. (Through 2026-27, the kindergarten projections are based on actual births.) Over ten years, the lowest kindergarten projection (based on the 70.37 percent ratio) results in 891 kindergarten students while the highest kindergarten projection (73.92 percent ratio) yields 936 kindergarten students. In the past ten years there were 937 kindergarten students. However, when the two exceptionally high years and the one exceptionally low year are removed, the past ten years average to 90 kindergarten students per year. **From this perspective, projected kindergarten is comparable to the past ten years.**

POPE COUNTY KINDERGARTEN POOL	
2024-25	128
2025-26	123
2026-27	124
2027-28	126
2028-29	126
2029-30	125
2030-31	125
2031-32	128
2032-33	128
2033-34	130
2034-35	131

Pool based on actual births bolded

KINDERGARTEN PROJECTIONS		
	@70.37%	@73.92%
2024-25	62	62
2025-26	87	91
2026-27	87	92
2027-28	89	93
2028-29	89	93
2029-30	88	92
2030-31	88	92
2031-32	90	95
2032-33	90	95
2033-34	91	96
2034-35	92	97
Total	891	936



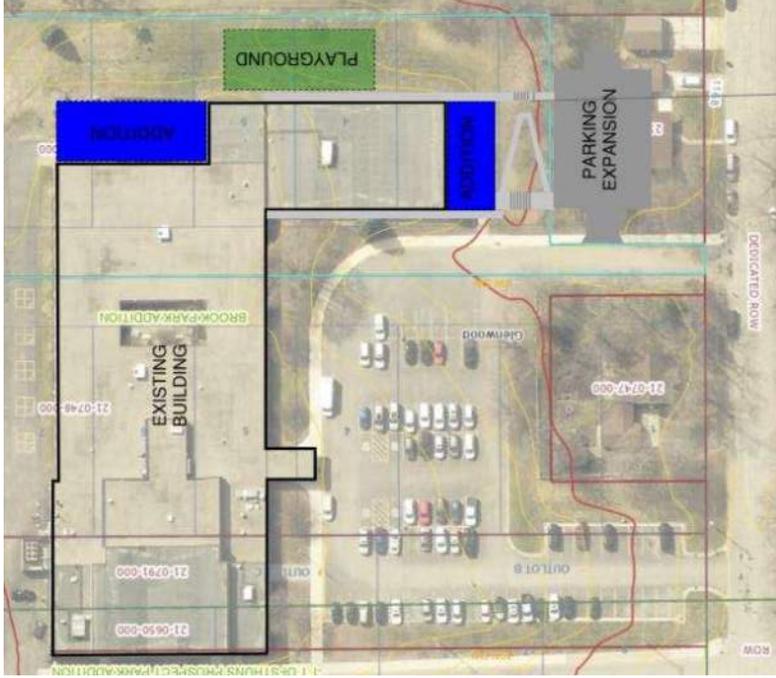
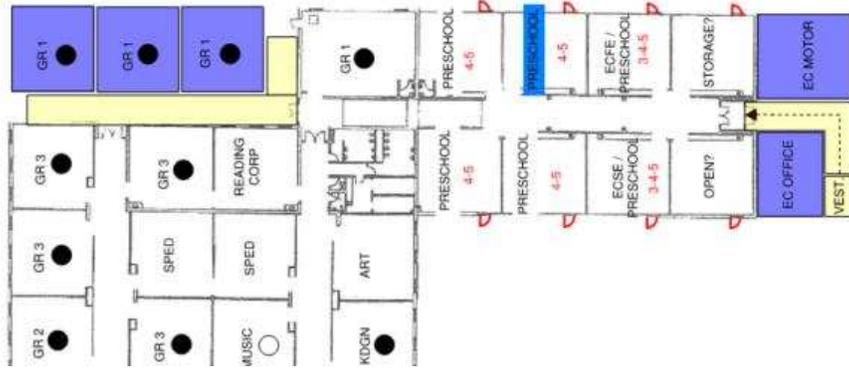
LONG RANGE FACILITY PLANNING ENROLLMENT

Key Takeaways:

- 16% growth over last 10 years
- Moving forward, slight decrease or slight increase depending on migration and kindergarten class sizes.
- Is this year's kindergarten an anomaly?
- Either way, you don't need capacity. Best case, elementary is full in 10 years – worst case, you have some breathing room.
- Running very efficiently at 90%+ ratio – most buildings report feeling “full” at this rate
 - *Does configuration want to be studied?*
- If you stay the course and plan around a more normal Kindergarten, there is not really room to absorb daycare at the elementary without an addition.



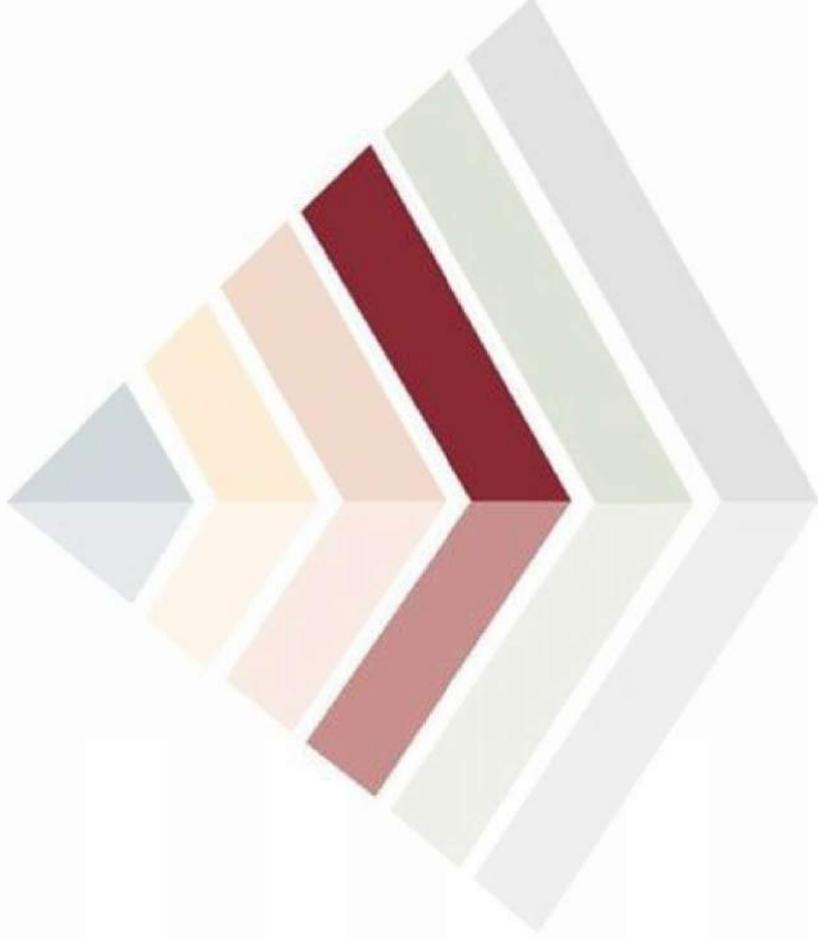
LONG RANGE FACILITY PLANNING SAFETY & SECURITY



BUDGET: \$xx to \$xx



LONG RANGE FACILITY PLANNING DATA REPORT



COMMUNITY USE

ACTIVITIES / EXTRA

CURRICULAR

CURRICULUM

INITIATIVES / DELIVERY

SAFETY &

SECURITY

CAPACITY &

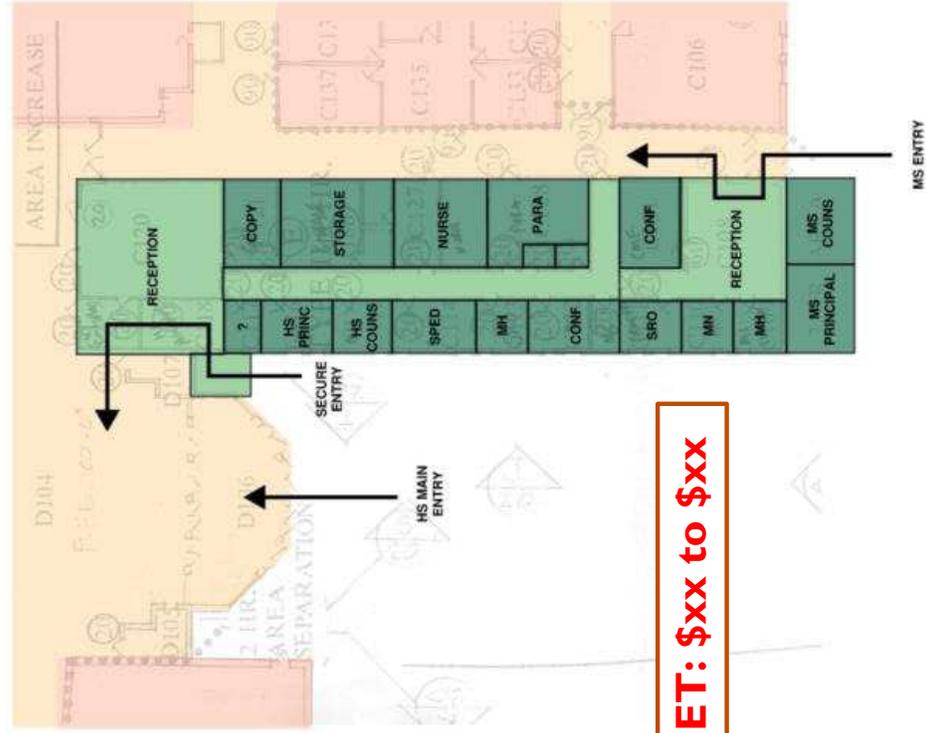
ENROLLMENT

PHYSICAL

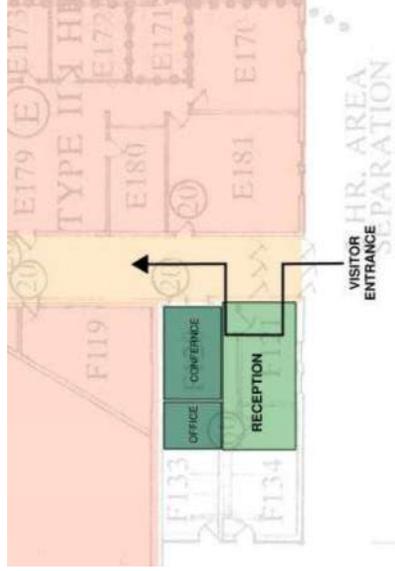
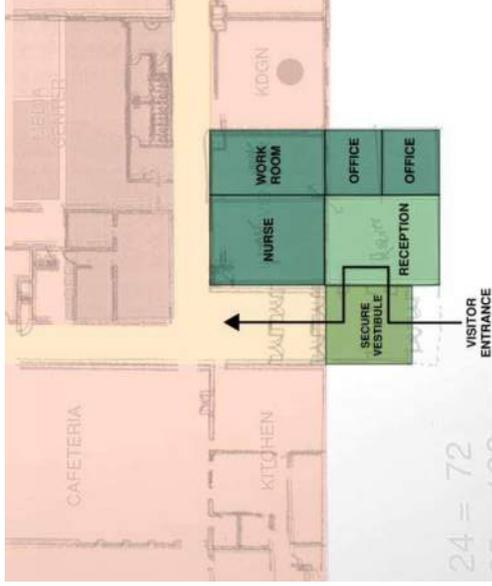
CONDITIONS



LONG RANGE FACILITY PLANNING SAFETY & SECURITY

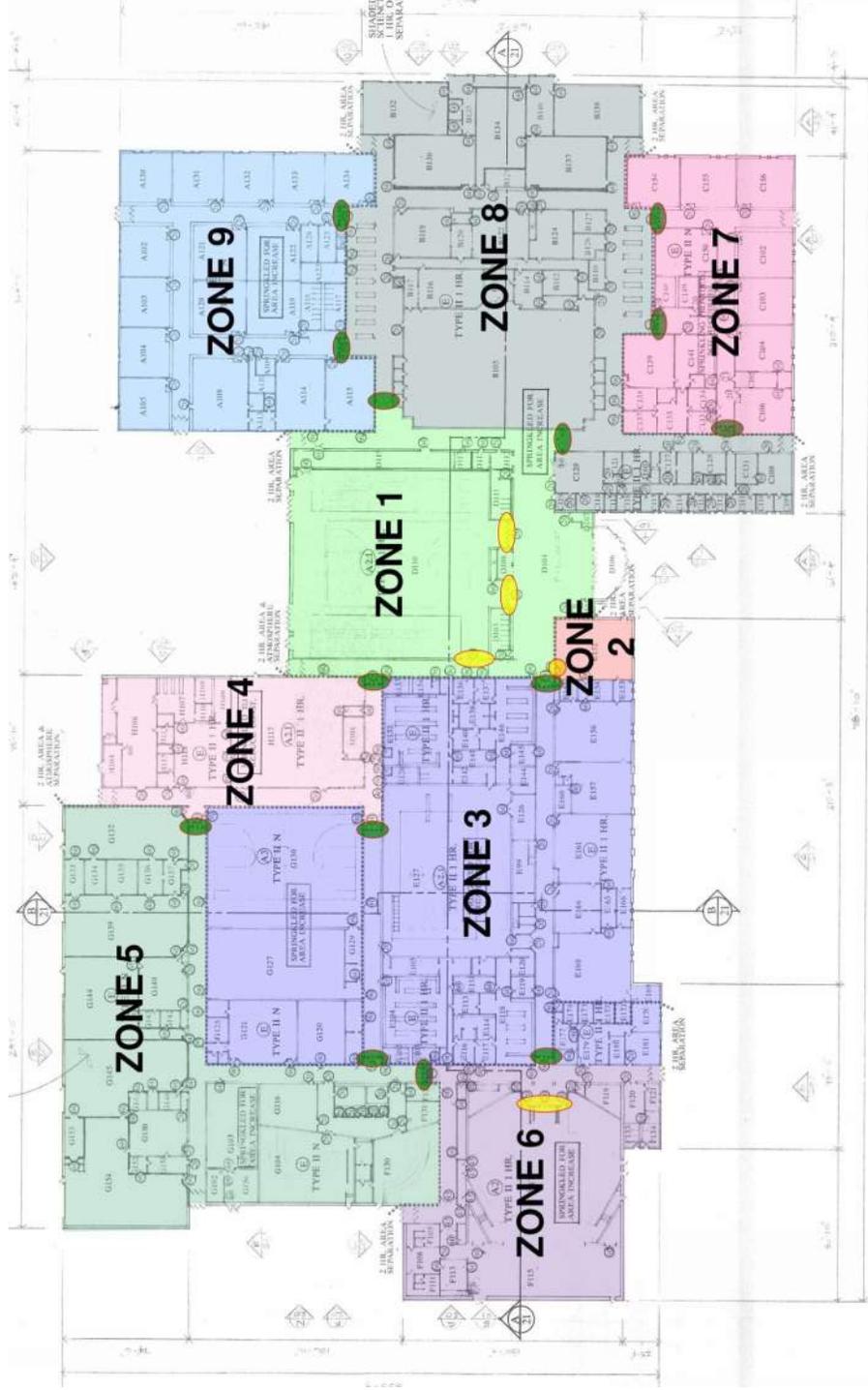


BUDGET: \$xx to \$xx

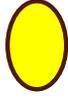




LONG RANGE FACILITY PLANNING SAFETY & SECURITY



LOCKDOWN DOORS

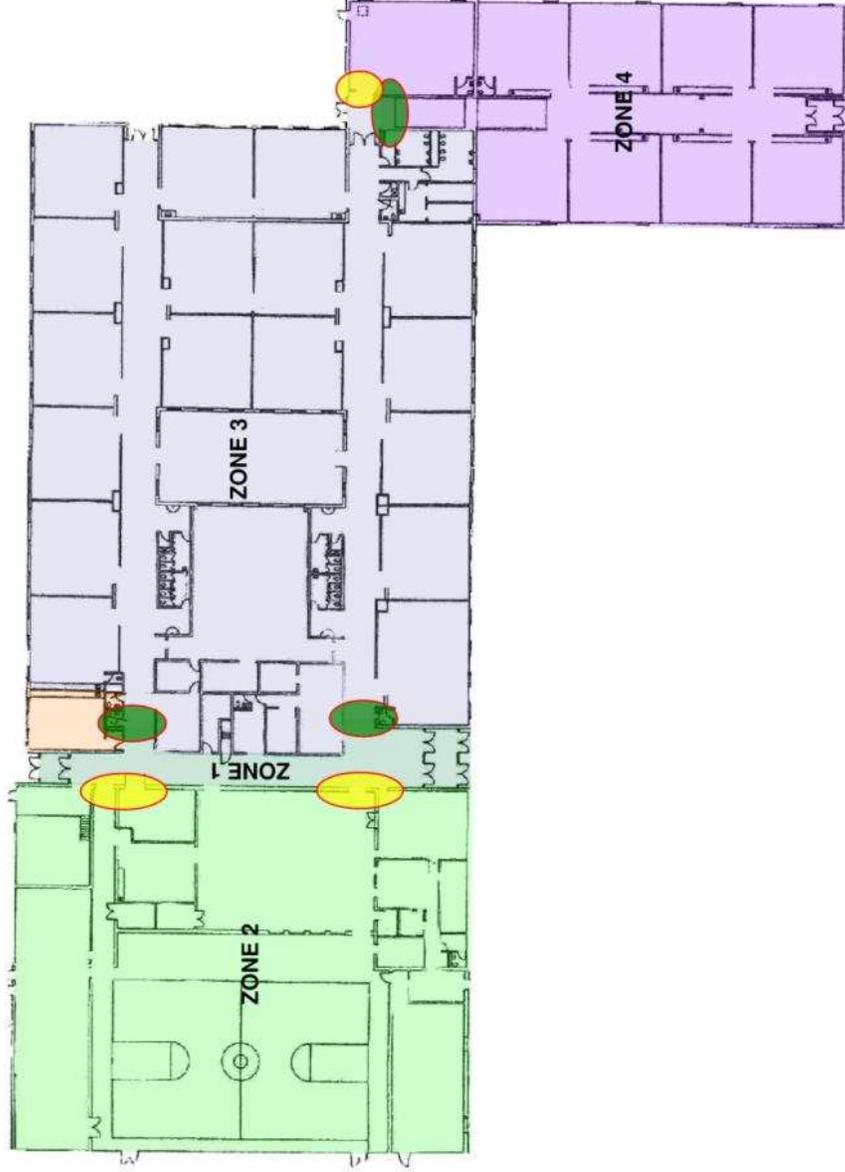


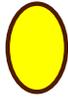
POSSIBLE
LOCKDOWN POINT

BUDGET: \$xx to \$xx



LONG RANGE FACILITY PLANNING SAFETY & SECURITY



-  LOCKDOWN DOORS
-  POSSIBLE LOCKDOWN POINT

BUDGET: \$xx to \$xx



LONG RANGE FACILITY PLANNING SAFETY & SECURITY





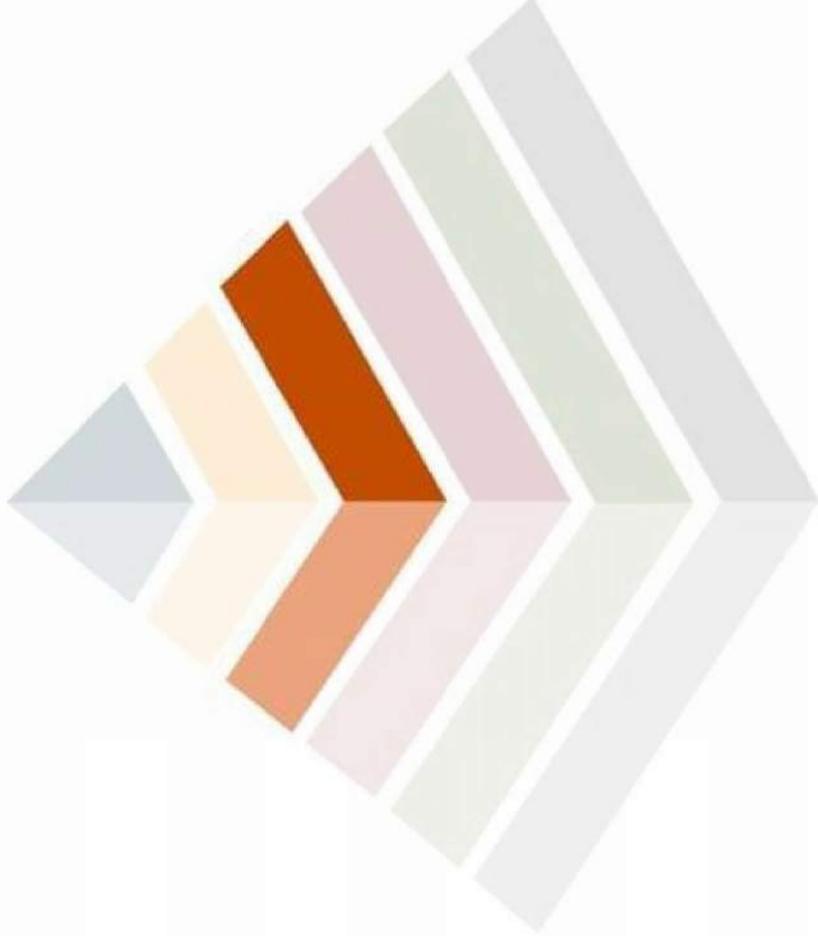
LONG RANGE FACILITY PLANNING PHYSICAL CONDITIONS

Conclusions

- Most of the best practice strategies are in place
- Entries:
 - Buildings have locked entries but there is a need to go 1 step further with restricted entries for visitor screening
- Should also consider locking down wings on facilities where allowed by code and updating classroom hardware



LONG RANGE FACILITY PLANNING DATA REPORT



- COMMUNITY USE
- ACTIVITIES / EXTRA CURRICULAR
- CURRICULUM INITIATIVES / DELIVERY
- SAFETY & SECURITY
- CAPACITY & ENROLLMENT
- PHYSICAL CONDITIONS

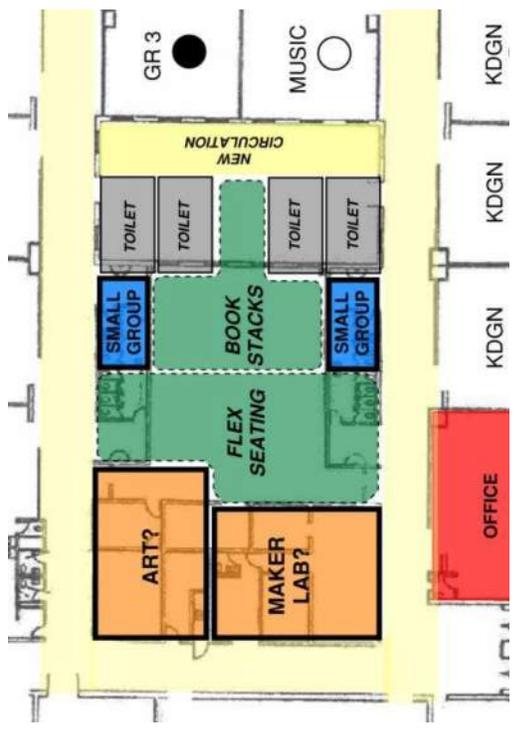


LONG RANGE FACILITY PLANNING CURRICULUM INITIATIVES / DELIVERY

- High Priority:
 - Daycare needs to expand with private partner no longer offering services
 - Media Centers layouts are restrictive and need to be updated to match current teaching philosophies
- Lower Priority:
 - Better alignment of CTE (shops) to pathways
 - Medical / CNA lab
 - Greenhouse / Outdoor / Environmental
 - Drone
 - Robotics / Maker Lab
- Special Education:
 - Need sensory / calming rooms at MS.HS
 - Need Small group learning spaces at ES
 - Need ADA Toilet and Changing at ES



LONG RANGE FACILITY PLANNING CURRICULUM INITIATIVES / DELIVERY



BUDGET: \$xx to \$xx



LONG RANGE FACILITY PLANNING CURRICULUM INITIATIVES / DELIVERY





LONG RANGE FACILITY PLANNING DATA REPORT



COMMUNITY USE

**ACTIVITIES / EXTRA
CURRICULAR**

**CURRICULUM
INITIATIVES / DELIVERY**

**SAFETY &
SECURITY**

**CAPACITY &
ENROLLMENT**

**PHYSICAL
CONDITIONS**



LONG RANGE FACILITY PLANNING ACTIVITIES / EXTRA CURRICULAR

High Priority:

- Gym's are at capacity. Ideally, would like 2.5 more basketball courts to accommodate youth / community ed.
- Wellness Facility (training, rehab/turf, cardio, strength) would be ideal.

Lower priority:

- Turf Replacement – likely have approximately 5 years
- Storage



LONG RANGE FACILITY PLANNING ACTIVITIES / EXTRA CURRICULAR



BUDGET: \$xx to \$xx



LONG RANGE FACILITY PLANNING
SUMMARY

SUMMARY



LONG RANGE FACILITY PLANNING SUMMARY

Minnewaska School District No. 2149
 Analysis of Tax Impact for Potential Bond Issue
 November 2025 Election

July 22, 2024

		\$15,000,000	\$20,000,000	\$25,000,000	\$30,000,000
		21	21	21	21
		\$1,500,000	\$1,200,000	\$900,000	\$605,000
		21	21	21	21
		\$1,500,000	\$1,200,000	\$900,000	\$605,000
Bond Issue Amount		\$15,000,000	\$20,000,000	\$25,000,000	\$30,000,000
Number of Years Capitalized Interest+		21	21	21	21
		\$1,500,000	\$1,200,000	\$900,000	\$605,000
Type of Property	Estimated Market Value	Estimated Impact on Annual Taxes Payable 2026*			
	\$100,000	\$0	\$9	\$19	\$28
	150,000	0	18	35	53
	200,000	0	26	51	77
	250,000	0	34	68	102
Residential Homestead	300,000	0	42	84	126
	350,000	0	50	100	151
	400,000	0	58	117	175
	450,000	0	67	133	200
	500,000	0	75	150	224
	600,000	0	94	188	281
	700,000	0	113	225	338
Commercial/Industrial	\$100,000	\$0	\$23	\$45	\$68
	250,000	0	64	128	191
	500,000	0	139	278	416
	1,000,000	0	289	578	866
Agricultural Homestead** (average value per acre of land & buildings)	\$3,000	\$0.00	\$0.07	\$0.14	\$0.20
	4,000	0.00	0.09	0.18	0.27
	5,000	0.00	0.11	0.23	0.34
	6,000	0.00	0.14	0.27	0.41
	7,000	0.00	0.16	0.32	0.47
	8,000	0.00	0.18	0.36	0.54
Agricultural Non-Homestead** (average value per acre of land & buildings)	\$3,000	\$0.00	\$0.14	\$0.27	\$0.41
	4,000	0.00	0.18	0.36	0.54
	5,000	0.00	0.23	0.45	0.68
	6,000	0.00	0.27	0.54	0.81
	7,000	0.00	0.32	0.63	0.95
	8,000	0.00	0.36	0.72	1.08
Seasonal Recreational Residential	\$100,000	\$0	\$15	\$30	\$45
	200,000	0	30	60	90
	300,000	0	45	90	135
	400,000	0	60	120	180
	500,000	0	75	150	225
	600,000	0	94	188	281

High Priority Needs

- Maintenance
- Learning Spaces
- Safety & Security
- Activity Space
- Daycare

Q1: Classroom Updates?

Q2: Community Based Spaces?

Or I question?



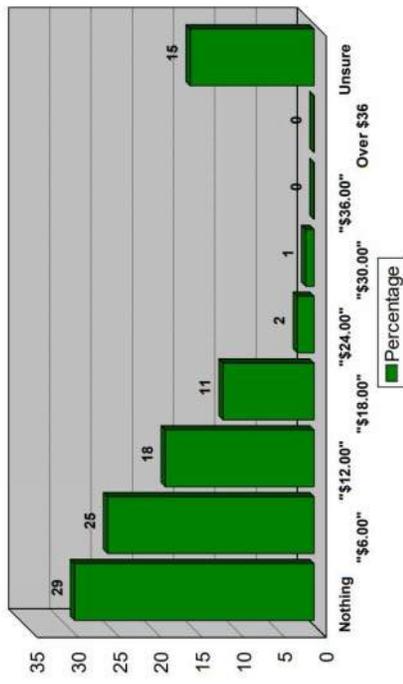
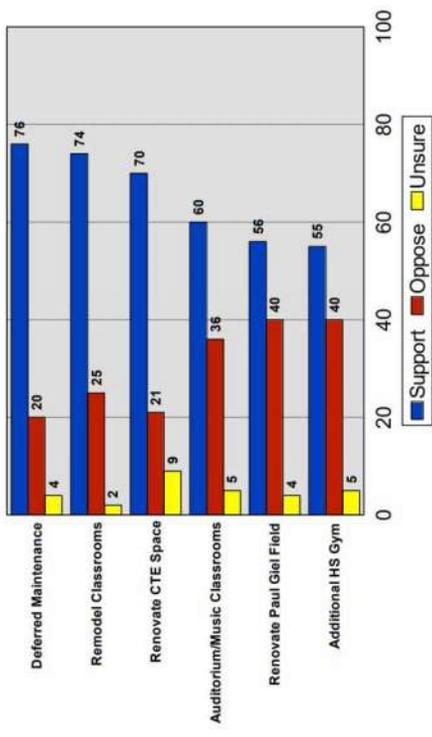
LONG RANGE FACILITY PLANNING
NEXT STEPS

NEXT STEPS



LONG RANGE FACILITY PLANNING NEXT STEPS

- Prioritization & Community Input
- Community Survey
 - 3rd party survey





QUESTIONS?

- **What do you think needs more study?**
- **What is missing?**
- **What do you think is the most critical item?**
- **What would the community say about the school facilities?**
- **Thoughts on configuration discussion?**

Appendix C:
Enrollment Study
(by Hazel Reinhardt)

MINNEWASKA AREA PUBLIC SCHOOLS ISD#2149

ENROLLMENT PROJECTIONS

Hazel H. Reinhardt

12/10/2024

MINNEWASKA AREA PUBLIC SCHOOLS ENROLLMENT PROJECTIONS

Executive Summary

Since 2014-15

- Minnewaska Area Public Schools' K-12 enrollment increased by 181 students or 16.2 percent
- Nonresidents make up 7.6 percent of total enrollment in 2024-25
- Resident K-12 enrollment increased by 154 students or 14.8 percent
 - The district's enrolled school age population increased by 197 students or 13.8 percent
 - The 2024-25 market share of the Minnewaska Area Public Schools is 73.8 percent
- The Minnewaska Area Public Schools had a net loss of -226 students to other public options in 2024-25

In ten years, that is, in 2034-35

- Minnewaska Area Public Schools' K-12 enrollment is projected to decrease in the two lowest projections and increase in the highest projection, ranging from 1,223 to 1,347 or -5.6 percent less to 3.9 percent more than the 2024-25 enrollment of 1,296 students
- Natural decrease (meaning the incoming kindergarten is smaller than the previous year's Grade 12) occurs, which drives enrollment down unless there is high net in migration
- Net **in** migration is modest

In five years, that is, in 2029-30

- K-3 enrollment is projected to be 24 to 28 students higher than in 2024-25. (All kindergarten students have been born)
- Middle school enrollment decreases 53 to 70 students
- High school enrollment projected to be 2 to 39 students higher than today

Assumptions underlying these projections

- The decline in resident births in Minnesota will have an affect
- Pope County's share of Minnesota resident births is not likely to increase
- Minnewaska's share of Pope County resident births less certain due to the decline in its kindergarten capture rate in fall 2024

What could occur to make these projections too high or too low

- Too high
 - Projected kindergarten is too high (Pope County's kindergarten pool too large or Minnewaska's kindergarten capture rate decreases)
 - Less net in migration
- Too low
 - Projected kindergarten is too low (Pope County's kindergarten pool too small or Minnewaska's kindergarten capture rate increases)
 - More net in migration

COVID-19 AFFECTS

The COVID-19 Pandemic affected Minnesota public school enrollment in 2020-21. Kindergarten classes were smaller and elementary students, in general, were lost to home schools and or private schools. Middle school and high school enrollment was less affected by the Pandemic.

2023-24 marked the fourth year that Minnesota public school enrollment was below pre-Pandemic numbers.

The COVID-19 Pandemic affected Minnewaska Area Public Schools' enrollment as follows:

- Students shifted to other education options
 - Home school numbers increased and have continued to grow

DISTRICT WIDE ENROLLMENT PROJECTIONS

Introduction

Attending school is compulsory; therefore, the number of enrolled students is a demographic phenomenon. Public school enrollment is affected by the size of a school district's school age population and the education choices available to district residents. A district's school age population is closely related to other population characteristics of the district, especially the age of the district's population. For example, the age of adults, especially the number of women of prime childbearing age, affects the number of births, which translates into kindergarten classes five to six years later. The age of adults also affects population mobility because older people move less frequently than younger people. The movement of families with children under 18 years also affects enrollment and in a mobile society, enrollment changes throughout the school year as families with children move. While most population trends find expression in school districts, there is also change that is unpredictable and sometimes very local.

While population changes affect the total number of school age children residing in a school district, Minnesota students and their families have education choices. These choices also affect enrollment in a district's schools. Therefore, when analyzing public school enrollment, choice must be considered as well as population dynamics. Choice includes nonpublic schools, home schools, and the public options of open enrollment, charter schools and alternative schools. Two other choices exist: a) dropping out of high school, and b) delaying starting kindergarten (academic redshirting).

Enrollment Trends

K-12 Enrollment in the Minnewaska Area Public Schools

Current Enrollment/Past Trends

K-12 enrollment trends play out over extended periods of time. In the Minnewaska Area Public Schools, total enrollment increased in the past ten years but peaked in 2021-22. Resident enrollment also increased and peaked in 2021-22. Since 2014-15, total enrollment increased by 181 students or 16.2 percent while resident enrollment increased by 154 students or 14.8 percent. Total enrollment increased more because nonresident enrollment increased from 72 students to 99 students. In 2024-25, nonresidents make up 7.6 percent of total enrollment. The percentage of nonresidents was 6.5 percent in 2014-15.

K-12 ENROLLMENT										
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1,115	1,160	1,214	1,222	1,265	1,309	1,333	1,385	1,342	1,351	1,296

Source: Minnewaska School District, Fall Enrollment. Excludes Early Childhood

K-12 RESIDENT ENROLLMENT										
2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
1,043	1,096	1,142	1,152	1,192	1,228	1,253	1,309	1,256	1,258	1,197

Resident enrollment is total enrollment less open enrollment in and tuition enrollment in (see page 6)

Source: Minnewaska School District, Fall Enrollment. Excludes Early Childhood

Like all population changes, school enrollment changes result from two different phenomena— natural increase/decrease and net migration. The difference between the size of the incoming Kindergarten class and the previous year’s Grade 12, called natural increase or decrease, measures the change in past birth numbers or cohort change. For example, the Baby Boom (1946-1964) and the Baby Bust (1965-1976) set in motion cycles of rising and falling enrollment that are reflected as natural increase/decrease. As the next table shows, since 2014-15, Minnewaska Area Public Schools’ Kindergarten was larger than the previous year’s Grade 12 in all but the past two years. **Natural increase added 58 students to the Minnewaska Area Public Schools since 2014-15.**

COMPONENTS OF K-12 ENROLLMENT CHANGE				
Year To Year	Total		Natural Increase/ Decrease	Net Migration
	#	%		
2014 to 2015	45	4.0%	4	41
2015 to 2016	54	4.7%	1	53
2016 to 2017	8	0.7%	17	-9
2017 to 2018	43	3.5%	8	35
2018 to 2019	44	3.5%	25	19
2019 to 2020	24	1.8%	0	24
2020 to 2021	52	3.9%	26	26
2021 to 2022	-43	-3.1%	17	-60
2022 to 2023	9	0.7%	-2	11
2023 to 2024	-55	-4.1%	-38	-17
Total	181	---	58	123

The other phenomenon affecting school enrollment is migration, an indirectly derived estimate. Migration is the term used when people move across a boundary or border, in this case, the school district’s boundaries. Net migration is calculated by the progression from grade-to-grade of public-school students. For example, public school Kindergarten students are moved to Grade 1 in the following year, Grade 1 students to Grade 2, etc. Because the probability of death low among children, the same number of students is expected in the next higher grade the following year. Therefore, if the number of students changes, migration is assumed to have occurred. A positive number indicates a net flow into the public schools and a negative number reflects a net flow out of the public schools.

This method for estimating migration does not distinguish between physical movement across the district’s boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in a public school outside the district. Further, students who move into or out of a school district but never enroll in the district’s public schools are not reflected in the migration numbers in this report.

Based on the described methodology, **net migration added 123 students to the Minnewaska Area Public Schools since 2014-15**. Net in migration occurred seven times from 2014-15 to date, although net migration numbers fluctuated year to year, which is typical. **The combination of net migration and natural increase/decrease is the change in enrollment.**

Student Choices in the Minnewaska School District

Education options affect enrollment in a district's public schools. Nonpublic schools have been an option for many years. More recently, home schools have become another option. Since their inception, public school options have been attracting more students every year. Open enrollment allows residents of one district to attend the public schools in another district. Charter schools are another public option. All these choices mean competition for students.

Nonpublic Enrollment and Home Schools

Today, nonpublic enrollment falls into two categories—traditional nonpublic schools and home schools. Most traditional nonpublic schools are associated with religious institutions and many home school curriculums are faith based as well.

In Minnesota in 2023-24, 7.5 percent of all enrolled students were enrolled in traditional nonpublic schools and 3.0 percent of enrolled students were homeschooled. In the Minnewaska School District, 1.6 percent of resident students attended a traditional nonpublic school. Homeschooled students accounted for 5.8 percent of all enrolled students.

NONPUBLIC SETTINGS			
Year	Traditional Nonpublic Schools	Home Schools	Total
2014-15	14	58	72
2015-16	10	54	64
2016-17	8	54	62
2017-18	0	49	49
2018-19	1	46	47
2019-20	12	58	70
2020-21	16	87	103
2021-22	0	88	88
2022-23	26	88	114
2023-24	25	91	116
2024-25	25	112	137

Number in red is an estimate

Source: Minnewaska School District, Minnesota Department of Education

The proportion of ISD #2149 residents in nonpublic settings is smaller than the statewide percentage. Combining home school students and nonpublic students, 7.4 percent of Minnewaska School District residents were in nonpublic settings. In Minnesota, 10.5 percent of all students were enrolled in nonpublic settings. Until the Pandemic, traditional nonpublic enrollment decreased statewide, while the number of homeschooled students increased. In the Minnewaska School District,

the number of nonpublic students increased from 14 to 25. The number of homeschooled children nearly doubled from 58 to 112 students.

Public Options

Open Enrollment. Open enrollment allows Minnesota students to attend public schools outside their district of residence. The application to open enroll is made by the student and his/her parents and families generally provide their own school transportation. No tuition is charged.

Some students attend public schools outside their home district because their home district enters into an agreement with another district, usually to provide specialized services. This is called a tuition agreement, but this arrangement is not technically a student choice.

Since its beginning, open enrollment has attracted ever more students statewide as well as in the Minnewaska School District. In 2023-24, 53 nonresidents enrolled in the Minnewaska Area Public Schools while 171 residents attend a public school elsewhere through open enrollment.

PUBLIC OPTIONS						
Year	In		Out			Net
	Open Enrollment	Tuition Agreements	Open Enrollment	Tuition Agreements	Charter Schools	
2014-15	24	48	174	4	132	-282
2015-16	19	45	154	4	131	-266
2016-17	28	44	144	4	116	-232
2017-18	27	43	146	4	103	-222
2018-19	35	38	161	4	99	-225
2019-20	39	42	175	4	100	-236
2020-21	40	40	161	6	96	-217
2021-22	39	37	152	4	89	-202
2022-23	51	35	163	4	108	-220
2023-24	53	40	171	5	108	-226
2024-25	57	42	175	5	108	-226

Tuition agreements excluded from the net; numbers in red are estimates

Source: Minnewaska School District

Nonresident students who open enrolled in the Minnewaska Area Public Schools accounted for 3.9 percent of Minnewaska’s total enrollment in 2023-24. Students leaving the district via open enrollment to attend public schools elsewhere represented 10.9 percent of the district’s school age residents. The Osakis (53) and Alexandria (41) school districts receive 55.0 percent of the open enrolled out students. The remainder of the open enrolled out students are spread over several other school districts. In 2023-24, 9.3 percent of Minnesota students chose open enrollment.

Charter Schools. Charter schools are another public education option. While 7.2 percent of Minnesota students attended charter schools in 2023-24, 6.9 percent of Minnewaska School District residents attended a charter school.

As the education choice data show, in 2024-25, excluding tuition agreement students, **the Minnewaska Area Public Schools has a net loss of 226 students to other public options.**

K-12 Market Share of District School Age Residents

Estimating market share requires an estimate of a school district’s school age population. The best estimate results from adding Minnewaska Area Public Schools’ resident enrollment to district residents attending traditional nonpublic schools, being homeschooled, and opting for open enrollment out, charter schools and other public options.

Based on 2014-15 and 2024-25, the estimated resident enrolled school age population increased from 1,425 to 1,622 students, an increase of 197 students or 13.8 percent while Minnewaska Public School resident K-12 enrollment increased by 154 students or 14.8 percent during the same period. Based on the estimated 2024-25 enrolled population of 1,622, the Minnewaska Area Public Schools captured 73.8 percent of the district’s school age population. In 2014-15, market share was 73.2 percent. A stable or slight increase in market share is atypical in Minnesota.

MINNEWASKA SCHOOL DISTRICT ESTIMATED RESIDENT SCHOOL AGE POPULATION					
Year	Minnewaska Area Public Schools Resident Enrollment	Nonpublic Settings	Public Options	Other	Total
2014-15	1,043	72	310		1,425
2015-16	1,096	64	289		1,449
2016-17	1,142	62	264		1,468
2017-18	1,152	49	253		1,454
2018-19	1,192	47	264		1,503
2019-20	1,228	70	279		1,577
2020-21	1,253	103	263		1,619
2021-22	1,309	88	245		1,642
2022-23	1,256	114	275		1,645
2023-24	1,258	116	284		1,658
2024-25	1,197	137	288		1,622

Numbers in red are estimates

History of Enrollment by Grade

The history of enrollment contains patterns with implications for future enrollment. First, kindergarten size fluctuated from year to year as did the corresponding birth years. Kindergarten ranged from the high 80s to 90 students most years. However, 2021-22 (125) and 2022-23 (120) saw exceptionally large kindergartens while the 2024-25 kindergarten (62) is exceptionally small. The large kindergartens of 2021-22 and 2022-23 did not result in larger Grade 1s in the following years. No explanations are readily available.

The number of students per grade varies in the Minnewaska Area Public Schools. A way of expressing grade size differences is to calculate the “average” number of students per grade. For example, in 2024-25, the average elementary grade (K-3) has 82 students. The average middle school

grade has 107 students while the average secondary school grade has 108 students. **There is a consistent net inflow of students Grade 7.** There is no additional inflow at Grade 9, which is typical for Minnesota public schools. Rather, there is a small outflow at this grade transition. Current grade size is not a predictor of future enrollment. However, the decline in the ratio between kindergarten and Grade 12 from 98.8 percent in 2014-15 to 82.0 percent in 2023-24 suggests enrollment will likely decline unless kindergarten is larger in the future.

Minnesota's largest graduating high school class since 1978 graduated in 2009. Statewide, graduating classes will be getting smaller. Based on Minnewaska's enrollment history, its largest recent graduating class will graduate in the next couple of years.

K-12 ENROLLMENT											
Grade	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
K	83	88	88	101	96	90	85	125	120	82	62
1	94	95	92	88	97	94	89	92	88	100	84
2	79	99	98	88	98	98	101	96	91	85	98
3	81	85	106	102	92	104	100	107	99	97	85
4	83	83	97	101	106	90	104	100	104	103	89
5	92	85	94	98	111	108	93	108	98	116	107
6	96	95	88	95	106	114	115	97	103	108	113
7	94	106	104	84	106	119	126	124	101	109	115
8	75	92	106	105	89	105	120	129	125	106	110
9	86	73	89	108	107	92	108	115	120	118	103
10	80	87	80	92	106	106	90	103	112	124	116
11	88	85	88	72	86	104	103	86	97	103	111
12	84	87	84	88	65	85	99	103	84	100	103
Total	1,115	1,160	1,214	1,222	1,265	1,309	1,333	1,385	1,342	1,351	1,296

Source: Minnewaska School District, Fall Enrollment. Excludes Early Childhood

Enrollment Projections

Projection Background

Some factors affecting future school enrollment are known. However, other crucial factors are less clear. The difficulty in quantifying the effect of these factors is a challenge. First, the trends around which there is confidence.

Trends Where Confidence is High

- **Aging.** The population in the U.S. and Minnesota is aging. In 2020, 15.6 percent of Minnesota's population was 65 years old or older. In 2010, the elderly made up 12.9 percent of the population. In this decade, for the first time in history, Minnesota's 65+ population is expected to exceed the 5-17 population (K-12 population). There is no historical precedent for this high proportion of older population; therefore, society is entering uncharted waters as to the effects of this change. However, we know that aging will affect the housing market and reduce

geographic mobility because older people move less frequently than younger people. Further, the percentage of households with school age children will decline.

- Fertility. Today, completed fertility (1.73) is below replacement level and there is little reason to think this will change soon. Completed fertility refers to the number of children born per woman throughout her childbearing years. (Replacement is 2.11 children per female at the end of childbearing.) In Minnesota, White non-Hispanic women have below replacement fertility. Fertility rates for Asian and Hispanic women are near replacement. Black women (African American and African-born) have the highest fertility level, just below 3, that is, just less than 3 children per woman at the end of childbearing.

Unknowns

The unknowns reflect changes in the housing market, the economy and in international immigration.

- Long-term effects of the COVID-19 Pandemic. Unknown; however, births have fallen, unemployment is low, and several economic sectors have been changed. Some changes due to the Pandemic seem to be lasting, e.g., remote work and education choices.
- The housing markets. The district has seen a modest increase in housing units. There are no projections of future housing unit growth, therefore, barring something unforeseen, future housing unit increases are likely to be modest as well. A robust housing market results in more mobility and this influences enrollment.
- Immigration. Both the economy and public policy affect international immigration. Future students from international migration are impossible to predict.
- Delay/postponement of childbearing. The Millennials delayed marriage, childbearing, and home ownership. More recently, a higher percentage of 18–49-year-olds report that it is not likely they will have children or have additional children.
- Competition. The establishment of charter schools is hard to predict, and open enrollment continues to increase.

Cohort Survival Method

The most common and most robust model for projecting school enrollment is the cohort survival method. The first step in the cohort survival method is aging the population. In a standard cohort survival model, aging the population involves estimating the number of deaths expected in an age group before it reaches the next older age group. When the cohort survival method is used to project school enrollment, the first step is to move a grade to the next higher grade. Because mortality in the school age population is so low, **the entire grade is assumed to “survive” to the next higher grade in the following year.**

After aging the current enrollment, two key assumptions must be made—the size of future kindergartens and the number of students who will move in or out of the district’s schools. Some

students may physically move in or out of the district but other students may transfer between the Minnewaska Area Public Schools and other education options available to them. Both these phenomena effect the “survival rates.”

Once a grade or cohort has been “aged” to the next higher grade, net migration is added to or subtracted from that grade. Using survival rates accomplishes both mortality and migration in a single step. **Over time, the size of a cohort as it progresses through the grades will increase or decrease because of migration.** For example, the 2014-15 kindergarten class had 83 members. This same cohort had 116 members in Grade 10 in 2024-25.

Future kindergarten size is especially important in long-term enrollment projections because these students will be in school over the life of the projections. If a school census exists, it is a resource for short-term kindergarten projections, i.e., a couple of years. However, school censuses are notoriously inaccurate for children less than four years of age, in part, because the preschool population is more mobile than the school age population.

To project kindergarten, the best theoretical approach, but the least practical, is to project births based on the age of the female population. These birth projections then must be survived to age five and then adjusted for migration to yield kindergarten projections. Determining the age of females in a school district is the first challenge, and then many assumptions must be made, making this approach impractical.

A simpler approach is to use resident births as a **proxy** for kindergarten five to six years later. Of course, not every child born in the district will enter the district's kindergarten classes five to six years later. However, some "district born" children who move out before enrolling in kindergarten will be replaced by children born elsewhere who move in before entering kindergarten. If the number of "ins" and "outs" are equal, the net effect is zero and the kindergarten class would be 100 percent of resident births. However, no public-school system captures all the potential students. Some kindergarten students attend private schools or are homeschooled. Others may attend a charter school or open enroll at another district. Therefore, a public school's kindergarten to birth ratio is expected to be less than 100 percent. If the ratio is 100 percent or higher, more preschool children are moving into the district or open enrolling into the district (in migration) than leaving (out migration).

If births are used as a kindergarten proxy, kindergarten projections are available for only a few years into the future. To extend kindergarten projections for another five plus years, Minnewaska Area Public Schools' kindergarten will be projected based on the Minnesota State Demography Center's projections of Minnesota and Pope County 0-year-olds.

Kindergarten Assumptions

After 1990, births fell in the U.S. and in Minnesota; however, from 2003 through 2007, births increased and in 2007, U.S. births were higher than at any time since 1964. Then from 2008 through 2011, births fell in the U.S. and Minnesota. These declines are attributed to the poor economy (Great Recession). Beginning in 2012, Minnesota resident births began to increase but did not return to their 2007 level. Then, births began to decline again in 2015. From 2015 through 2021 Minnesota resident births were lower than births in 2014.

As the history of resident births shows, in 2021, Minnesota resident births were 7,938 births or

-11.0 percent lower than in 2008. Pope County resident births were 3 births or 2.4 percent higher thirteen years later.

About one-third (33 percent) of births occur between September 1 and December 31 every year. Therefore, about two-thirds of those eligible for kindergarten were born 5 years earlier and one-third were born 6 years earlier. **Adjusting calendar year resident births to fit the age requirement for kindergarten will be referred to as the kindergarten pool.**

RESIDENT LIVE BIRTHS		
Calendar Year	Minnesota	Pope County
2008	72,382	124
2009	70,617	119
2010	68,407	119
2011	68,416	127
2012	68,783	135
2013	69,183	122
2014	69,916	126
2015	69,835	124
2016	69,746	118
2017	68,603	128
2018	67,348	121
2019	66,033	132
2020	63,451	118
2021	64,444	127
2022	n.a.	n.a.

Source: Minnesota Department of Health

Pope County resident births will be used as the **proxy** for district resident births. The next table shows the Pope County kindergarten pool along with Minnewaska Area Public Schools’ kindergarten percentage or capture rate of that pool. Like many other percentages, the ratio of kindergarten students to the pool fluctuates. Typically, a more stable trend appears when rates are averaged. (Calculating the average of the kindergarten to birth ratio or capture rate for two or more years smooths out annual fluctuations and produces a more “typical” ratio for that period.)

During the past eleven years, Minnewaska’s share of the Pope County kindergarten pool fluctuated between 48.4 percent (2024-25) and 104.2 percent (2021-22) of the pool. After five years in the seventy percent range, the capture rate fell to 68.0 percent in the Pandemic year (2020-21). Since the Pandemic year the share has been erratic from a high of 104.2 percent then decreasing every year to a low of 48.4 percent in 2024-25, the lowest in eleven years. The 2024-25 share is abnormally low.

The capture rate for the past three years averages 70.37 percent while the average for the five years from 2015-16 through 2019-20 averages 73.92 percent. The average of the past three years (70.37 percent) will be used for the low kindergarten assumption. For a high kindergarten assumption, the average of the five years before the Pandemic (73.92 percent) will be used. This means there will be

a small difference in the size of projected future kindergartens because the ratios are sufficiently different.

MINNEWASKA'S KINDERGARTEN AS A PERCENT OF THE POPE COUNTY KINDERGARTEN POOL			
Birth Years	Pope County Pool	Percentage	Kindergarten Year
2008; 2009	121	68.6%	2014-15
2009; 2010	119	73.9%	2015-16
2010; 2011	124	71.0%	2016-17
2011; 2012	132	76.5%	2017-18
2012; 2013	127	75.6%	2018-19
2013; 2014	124	72.6%	2019-20
2014; 2015	125	68.0%	2020-21
2015; 2016	120	104.2%	2021-22
2016; 2017	125	96.0%	2022-23
2017; 2018	123	66.7%	2023-24
2018; 2019	128	48.4%	2024-25
2019; 2020	123		2025-26
2020; 2021	124		2026-27
2021; 2022	n.a.		2027-28

PROJECTED MINNESOTA 0-YEAR OLDS	
Year	Projected Number
2019 Actual	66,033
2019	70,373
2020 Actual	63,451
2020	70,325
2021 Actual	64,398
2021	70,274
2022	64,897
2023	65,396
2024	65,895
2025	66,195
2026	66,352
2027	66,509
2028	66,666
2029	66,823
2030	66,890

Source: Minnesota Demographic Center

Note that the projections of Minnesota 0-year-olds are essentially flat between 2025 and 2030. Even these projections may be too high. Most demographers predict the global pandemic will depress births in the United States and worldwide for several years, although U.S. births were up by one percent in 2021 but were flat in 2022 and again in 2023.

In the past fourteen years, Pope County resident births fluctuated but increased from 0.17 percent of Minnesota resident live births in 2008 to 0.20 percent in 2021. During this period, the percentages ranged from a low of 0.17 in 2008-2010 to a high of 0.20 in 2012, 2019, and 2021. Pope County’s kindergarten pool is based on the 2024 population projections made by the Minnesota State Demography Center. The projections show the kindergarten pool initially fluctuating but then increasing slightly beginning in 2027-28.

POPE COUNTY KINDERGARTEN POOL	
2024-25	128
2025-26	123
2026-27	124
2027-28	126
2028-29	126
2029-30	125
2030-31	125
2031-32	128
2032-33	128
2033-34	130
2034-35	131

Pool based on actual births bolded

KINDERGARTEN PROJECTIONS		
	@70.37%	@73.92%
2024-25	62	62
2025-26	87	91
2026-27	87	92
2027-28	89	93
2028-29	89	93
2029-30	88	92
2030-31	88	92
2031-32	90	95
2032-33	90	95
2033-34	91	96
2034-35	92	97
Total	891	936

When the kindergarten to birth ratio is applied to the kindergarten pool, kindergarten projections result. (Through 2026-27, the kindergarten projections are based on actual births.) Over ten years, the lowest kindergarten projection (based on the 70.37 percent ratio) results in 891 kindergarten students while the highest kindergarten projection (73.92 percent ratio) yields 936 kindergarten students. In the past ten years there were 937 kindergarten students. However, when the two exceptionally high years and the one exceptionally low year are removed, the past ten years average to

90 kindergarten students per year. From this perspective, projected kindergarten is comparable to the past ten years.

Net Migration Assumptions

The method for calculating migration was explained earlier in this report. However, the limitations of the methodology are worth repeating. The method of calculating migration does not distinguish between physical movement across a district’s boundaries and education choices, such as transferring from a nonpublic school to a public school, transferring to a charter school or open enrolling in another district’s public schools. Further, students who move into or out of a school district but never enroll in the district’s public schools are not reflected in the migration numbers in this report.

The next two tables show net migration in raw numbers. The next table shows net migration for every grade transition. Overall, net migration is usually positive (seven out of the past ten years). The Pandemic year (2019 to 2020) saw net in migration as did the following year, yet out migration was large between 21 and 22 (-60 students). Since then, one year had modest net in migration and one had a modest net out migration. Due to the exceptionally large kindergarten classes in 2021-22 and 2022-23, the transition from Kindergarten to Grade 1 showed large net outmigration as these “extra” students were lost. There is a small but consistent net inflow of students from Grade 6 to Grade 7. While many school districts experience a net inflow from Grade 8 to Grade 9, Minnewaska does not, showing a loss instead. The loss of students between Grade 10 and Grade 11 is typical in Minnesota.

NET MIGRATION YEAR TO YEAR										
	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22	22 to 23	23 to 24
K to 1	12	4	0	-4	-2	-1	7	-37	-20	2
1 to 2	5	3	-4	10	1	7	7	-1	-3	-2
2 to 3	6	7	4	4	6	2	6	3	6	0
3 to 4	2	12	-5	4	-2	0	0	-3	4	-8
4 to 5	2	11	1	10	2	3	4	-2	12	4
5 to 6	3	3	1	8	3	7	4	-5	10	-3
6 to 7	10	9	-4	11	13	12	9	4	6	7
7 to 8	-2	0	1	5	-1	1	3	1	5	1
8 to 9	-2	-3	2	2	3	3	-5	-9	-7	-3
9 to 10	1	7	3	-2	-1	-2	-5	-3	4	-2
10 to 11	5	1	-8	-6	-2	-3	-4	-6	-9	-13
11 to 12	-1	-1	0	-7	-1	-5	0	-2	3	0
Total	41	53	-9	35	19	24	26	-60	11	-17
Percent	3.7%	4.6%	-0.7%	2.9%	1.5%	1.8%	2.0%	-4.3%	0.8%	-1.3%

Excludes Early Childhood

The next table summarizes net migration by aggregating Grades K-3 for the elementary grades, Grades 4-8 for the middle school grades and Grades 7-12 for the secondary grades. Now a pattern emerges. **Net out migration, except for isolated years, is primarily a high school phenomenon.** The elementary grades, except for the years when the large kindergarten classes did not all transition to

Grade 1, net in migration was the typical pattern. The middle school grades show a large net inflow of students most years, while the high school grade show a net out flow of student most years.

NET MIGRATION YEAR TO YEAR										
	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22	22 to 23	23 to 24
K-3	23	14	0	10	5	8	20	-35	-17	0
4-8	15	35	-6	38	15	23	20	-5	37	1
9-12	3	4	-3	-13	-1	-7	-14	-20	-9	-18
Total	41	53	-9	35	19	24	26	-60	11	-17

Excludes Early Childhood

Net migration numbers when compared to the number of students in a grade result in the percent of students retained, that is, survival rates. Survival rates are an effective way to analyze the number of students retained, added, or lost each year at each grade. For example, 1.000 indicates no change or 100 percent of the grade progressed to the next highest grade. Any number over 1.000 reflects the percentage increase while a number below 1.000 reflects the percentage decrease. For example, 0.98 indicates a 2 percent decrease.

SURVIVAL RATES YEAR TO YEAR										
	14 to 15	15 to 16	16 to 17	17 to 18	18 to 19	19 to 20	20 to 21	21 to 22	22 to 23	23 to 24
K to 1	1.145	1.045	1.000	0.960	0.979	0.989	1.082	0.704	0.833	1.024
1 to 2	1.053	1.032	0.957	1.114	1.010	1.074	1.079	0.989	0.966	0.980
2 to 3	1.076	1.071	1.041	1.045	1.061	1.020	1.059	1.031	1.066	1.000
3 to 4	1.025	1.141	0.953	1.039	0.978	1.000	1.000	0.972	1.040	0.918
4 to 5	1.024	1.133	1.010	1.099	1.019	1.033	1.038	0.982	1.115	1.039
5 to 6	1.033	1.035	1.011	1.082	1.027	1.065	1.043	0.954	1.102	0.974
6 to 7	1.104	1.095	0.955	1.116	1.123	1.105	1.078	1.041	1.058	1.065
7 to 8	0.979	1.000	1.010	1.060	0.991	1.008	1.024	1.008	1.050	1.009
8 to 9	0.973	0.967	1.019	1.019	1.034	1.029	0.958	0.930	0.944	0.972
9 to 10	1.012	1.096	1.034	0.981	0.991	0.978	0.954	0.974	1.033	0.983
10 to 11	1.063	1.011	0.900	0.935	0.981	0.972	0.956	0.942	0.920	0.895
11 to 12	0.989	0.988	1.000	0.903	0.988	0.952	1.000	0.977	1.031	1.000

Excludes Early Childhood

Minnewaska Area Public Schools' survival rates are usually above 1.000 except for the later high school grades. However, like many other enrollment measures, survival rates fluctuate from year to year. Calculating an average of two or more years is a way to smooth out these annual fluctuations.

Calculating survival rates for projections should avoid the Pandemic year and often the year following the Pandemic year is also distorted by a high return of students. Therefore, an average of the past two years looks like one reasonable option for projected survival rates; however, it includes one large Kindergarten to Grade 1 loss. This grade transition was adjusted for the projections to ignore this exceptional event. This assumption will produce zero to a slightly positive net in migration. Another

reasonable option is the average of the two years prior to the Pandemic, when net in migration was modest and there were no exceptionally large swings among the grades from year to year.

PROJECTED SURVIVAL RATES		
Grade	Low Past Two Years	High Two Years Prior to Pandemic
K to 1	1.007	0.984
1 to 2	0.973	1.042
2 to 3	1.033	1.041
3 to 4	0.979	0.989
4 to 5	1.077	1.026
5 to 6	1.038	1.046
6 to 7	1.062	1.114
7 to 8	1.030	1.000
8 to 9	0.958	1.032
9 to 10	1.008	0.985
10 to 11	0.908	0.977
11 to 12	1.016	0.970

Excludes Early Childhood

The differences between these two survival rates can be seen in the projections below. By using the low kindergarten assumption, the number of kindergarten students is the same in the two projections, so the differences are solely the result of the survival rates.

In ten years, there is a 48-student difference between the low and high migration assumptions. The difference at K-3 is 20 students or about 5 students per grade. At Grades 4-8, the difference is 23 students or about 4 students per grade and at Grades 9-12, the difference is 5 students or 1 student per grade. The projected survival rates (in the table above) clearly show why this occurs.

SUMMARY OF EFFECTS OF SURVIVAL RATES IN TEN YEARS WITH LOW KINDERGARTEN ASSUMPTION				
Survival Rates	Total	K-3	4-8	9-12
Past 2 Years	1,223	363	490	370
2 Years Prior to the Pandemic	1,271	383	513	375

Because the reasonable options are limited, the average of the past two years will be the low assumption and the average of the two years prior to the Pandemic will be the high assumption for enrollment projections.

Projection Results

The kindergarten and net migration assumptions are trend lines, which remove annual fluctuations. However, the future, like the past, will be characterized by annual fluctuation, sometimes large. Because there is no reasonable way to forecast when fluctuations around trend lines will occur, it

is arbitrary to project them. Furthermore, long-term projections are designed to approximate a future point in time, not to yield the best projection for each intervening year between the present and the projection end date. For this reason, **long-term projections should not be used for annual budgeting purposes**. The district should continue to use its version of the cohort survival methodology for annual enrollment projections.

Four cohort projections are shown in the next table. In ten years, there is a 124-student difference between the lowest projection and the highest projection. The kindergarten assumptions account for a 48-50 student difference in ten years while the migration assumptions account for a 74-76 student difference. These numbers show that the migration assumptions account for more of the difference among the projections than the kindergarten assumptions. Both assumptions are important but selecting the “best” projection requires carefully considering the migration assumptions.

The lowest projection is based on the low kindergarten and low migration assumptions. In this projection, enrollment decreases by -73 students or -5.6 percent by 2034-35. In five years, enrollment is -43 students or -3.3 percent lower than today.

The highest projection is based on the high kindergarten and high migration assumptions. In ten years, enrollment increases by 51 students or 3.9 percent. In five years, enrollment increases by 34 students or 2.6 percent. In this projection, enrollment decreases in 2031-21 and 2032-33, but then begins to increase again.

K-12 ENROLLMENT PROJECTIONS				
Year	Low K Low Mig	High K Low Mig	Low K High Mig	High K High Mig
2024-25	1,296	1,296	1,296	1,296
2025-26	1,288	1,292	1,302	1,308
2026-27	1,271	1,280	1,300	1,309
2027-28	1,259	1,272	1,297	1,310
2028-29	1,258	1,275	1,309	1,326
2029-30	1,253	1,274	1,309	1,330
2030-31	1,240	1,265	1,302	1,328
2031-32	1,224	1,255	1,287	1,318
2032-33	1,213	1,249	1,276	1,313
2033-34	1,214	1,256	1,282	1,326
2034-35	1,223	1,271	1,297	1,347

Excludes Early Childhood

In between the highest and lowest projections are two other projections. In 2034-35, these two projections differ by 26 students. As a group, the four projections reflect a range of possibilities with the two low migration assumption projections showing enrollment decreasing in ten years and the two high migration assumption projections showing enrollment increasing in ten years. These projections need kindergarten to be at 90 students every year.

The ten-year projections reflect the following components of enrollment change. The Minnewaska Area Public Schools will experience **natural decrease with both kindergarten assumptions**. This past year saw a natural decrease of 38 students but previously the pattern was that of natural

increase. (Natural decrease results from the incoming Kindergarten being smaller than the previous years' Grade 12.) In the next ten years, natural decrease averages 14 to 18 students per year in the low kindergarten projections and 9 to 14 students in the high kindergarten projections. **Minnewaska is entering a new phase marked by natural decrease. Natural decrease puts downward pressure on enrollment numbers while natural increase helps lift enrollment numbers.**

COMPONENTS OF PROJECTED K-12 ENROLLMENT CHANGE				
Oct. to Oct. 2024 to 2034	Total		Natural Increase/ Decrease	Net Migration
	#	%		
Low K/Low Mig	-73	-5.6%	-138	65
High K/Low Mig	-25	-1.9%	-93	68
Low K/High Mig	1	0.1%	-184	185
High K/High Mig	51	3.9%	-139	190

Excludes Early Childhood

Total net migration will be positive over the ten years. This is the same pattern seen in the past ten years. The low migration assumption averages a net in migration of 7 students per year in the next ten years while the high migration assumption averages 19 students per year. Net migration was 12 students per year in the past ten years but about 18 students per year when the large net out migration post-Pandemic year is omitted.

ENROLLMENT PROJECTIONS				
	K-3	4-8	7-12	Total
2024-25	329	534	433	1,296
2029-30				
Low K/Low Mig	353	464	435	1,253
High K/Low Mig	370	468	435	1,274
Low K/High Mig	360	477	472	1,309
High K/High Mig	377	481	472	1,330
2034-35				
Low K/Low Mig	363	490	370	1,223
High K/Low Mig	383	513	375	1,271
Low K/High Mig	370	511	418	1,297
High K/High Mig	390	536	421	1,347

Excludes Early Childhood

Looking at the projections based on the elementary, middle, and secondary grades is instructive. In the first five projection years, K-3 enrollment is from 24 to 48 students higher than today. In ten years, K-3 enrollment ranges from 34 to 61 students higher than today. **For the first five projection years, the kindergarten students have already been born.**

Middle school (Grades 4-8) enrollment decreases by 53 to 70 students from 2024-25 enrollment. In ten years, middle school enrollment rebounds and is only 44 students lower to 2 students higher than today. Middle school enrollment is not affected by kindergarten until the second five projection years.

In the first five projection years, secondary enrollment is 2 to 39 students higher than today. In the second five projection years, secondary enrollment declines ranging from 12 to 63 students lower than today. In the second five projection years, the kindergarten assumptions began to affect secondary enrollment. **Grades 9-12 projections are almost totally a result of the migration assumptions because the kindergarten assumptions have only a small effect on the high school projections.**

In 2034-35, the 2024-25 kindergarten will be in Grade 10, which means that all the grades below Grade 10 are products of the projection assumptions.

Housing Unit Method

The housing unit method provides another way of projecting population and school enrollment. While the number of dwelling units (housing units) is related to the number of school age children, dwelling units alone do not determine the number of school age children. The number of school age children per unit is also a key variable in the projection equation.

The main reason to use the housing unit method is to understand the effect of additional housing units on enrollment. It could be said that housing stock is like DNA. It influences the size and characteristics of the resident school age population.

After dwelling unit type, year built and market value emerge as the most important housing characteristics. Year built reflects how families lived in that era and is a proxy for square feet and characteristics such as number of bedrooms, number of bathrooms and number of garage spaces. The presence of a master suite, walk-in closets, etc., can also be inferred from year built. Value implies some of these same characteristics plus lot size, location, and interior amenities such as kitchen and bathroom appointments and finishes.

The relationship between housing unit characteristics and enrollment has been established by findings based on school districts in four states (Minnesota, Wisconsin, Illinois, and Colorado). These findings are in italics.

- *Dwelling unit type affects the school age child per unit yield. Single-family detached units have the highest school age child per unit yield. Single-family attached, such as townhouses, have significantly fewer children per unit than single-family detached units, while apartment units have even fewer school age children per unit, although there are some local exceptions.*
- *Newer single-family detached units yield more students per unit than older single-family detached units.*
- *As single-family detached units sell (turnover), student yield usually increases in the newer units. In older units, yield is likely to decrease.*

- *The market value of single-family detached units affects the school age child per unit yield. Moderately priced to higher priced units yield more school age children than the lowest priced units.*
- *As the population ages, more dwelling units are being built for mature adults (55+ years) and for seniors. These units will have zero school age children per unit.*

Analyzing housing data and student yield from housing units provides insight into the effect of future residential development. However, projecting enrollment from housing units is not as simple as it might appear. While this method can highlight the number of students resulting from new housing units, **these students do not automatically translate into additional students**. No housing unit method is sensitive to changes in births or to the difference in grade sizes as they age out of school (natural decrease) or competition from other education options.

No future housing data for the district was available for this report.

Appendix D:
Community Survey Results
(by School Perceptions)



Minnewaska Area Schools

Community Survey Report

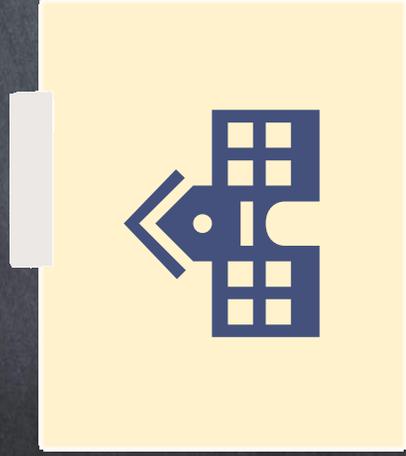
May 7, 2025

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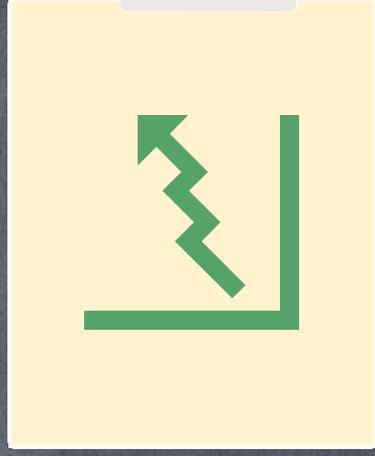
Contents



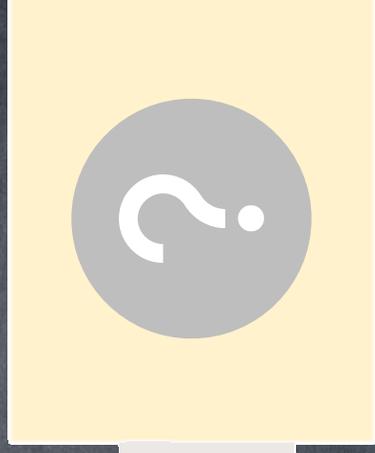
Background Info



Survey/Respondent
Information



Results & Analysis



Wrap-up/Questions





Our mission is to help educational leaders gather, organize, and use data to make strategic decisions.

- Founded in **2002** to provide independent research
- Conducted over **3 million** staff, parent, and student, and community surveys for school improvement
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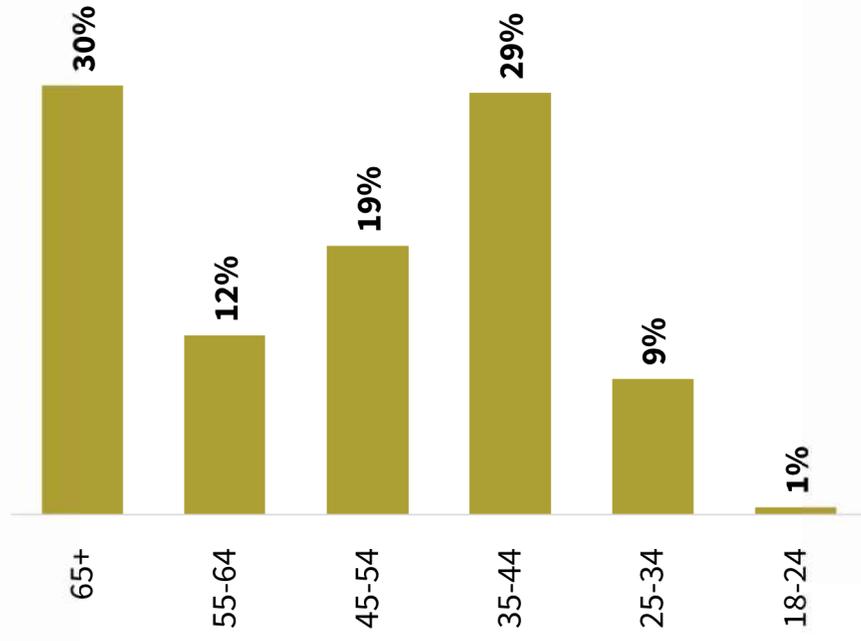


Survey Information

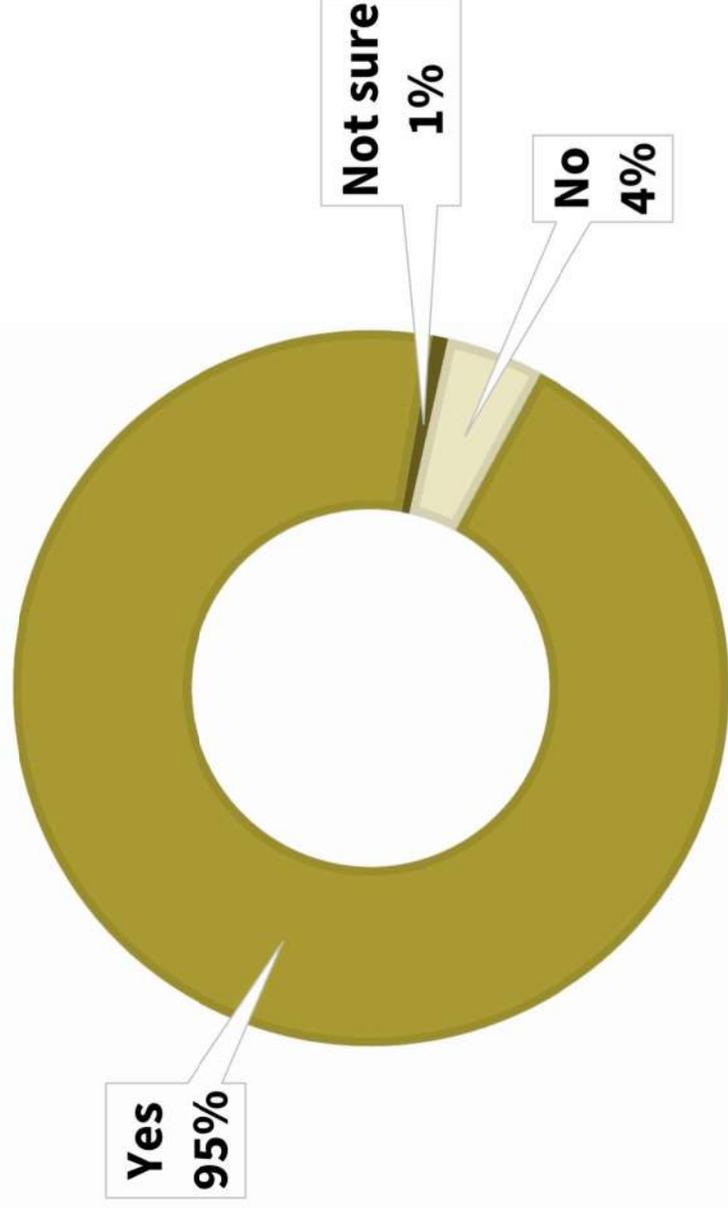
- **April 28, 2025** survey deadline
- **889** respondents
- **17%** response rate
- **+/- 3.35%** statistical margin of error



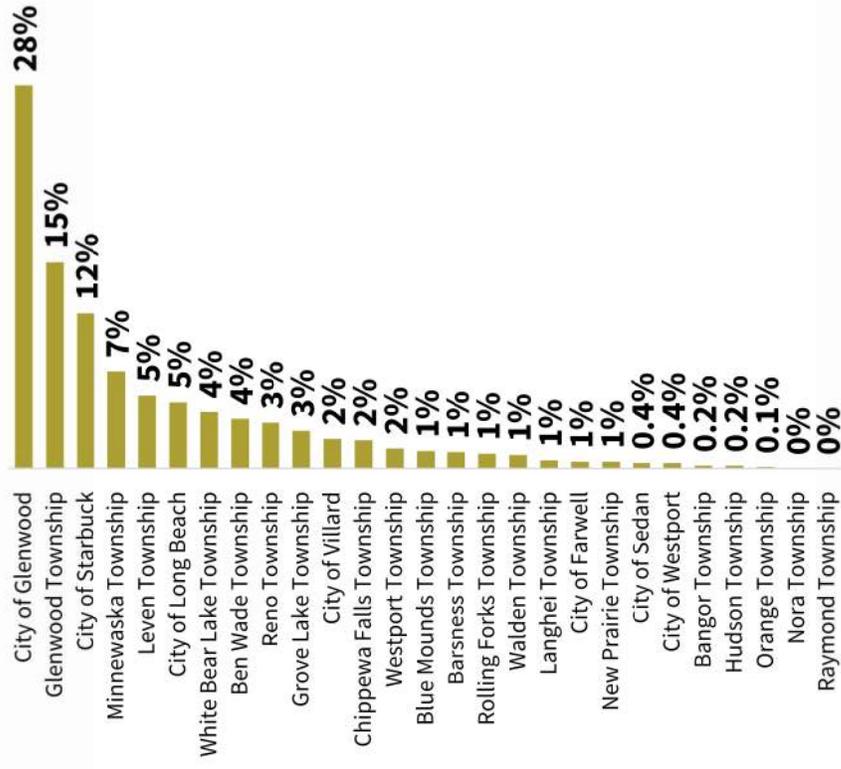
What is your age?



Is your primary residence in the District?

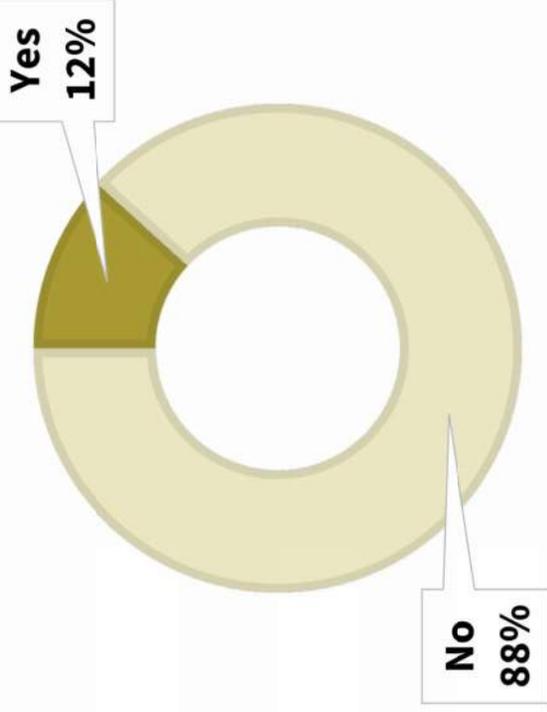


In which municipality do you live?

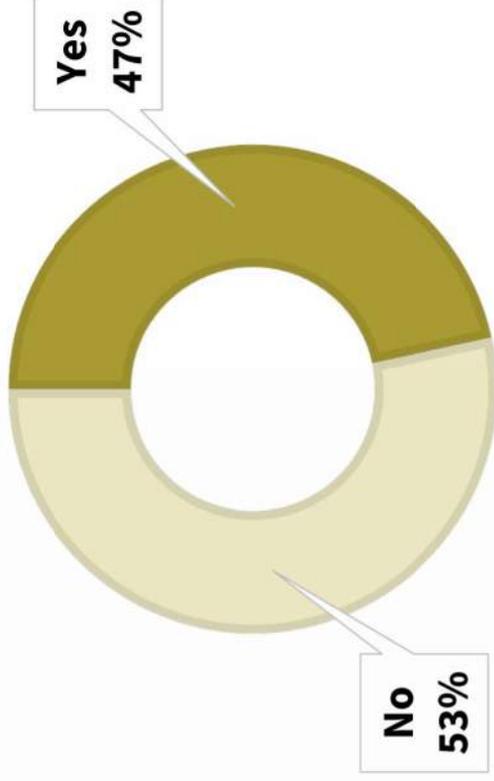


Respondent Information

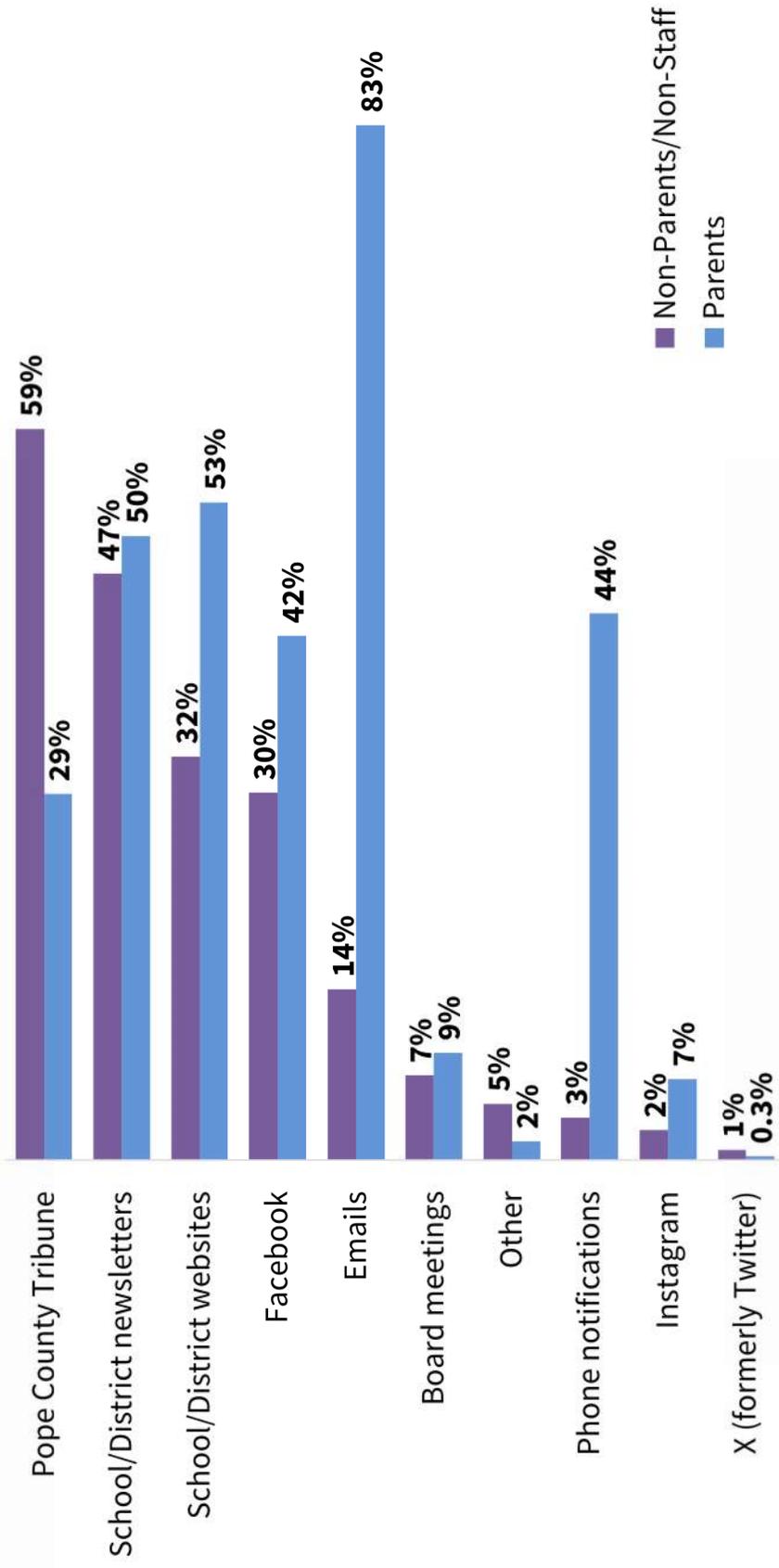
Are you an employee of the
Minnewaska Area School District?



Do you have children attending
a school in the District?



How do you like to receive school/District information?



Facility Base Plan

An outside firm reviewed our facility needs and prioritized potential projects to create a Base Plan for community feedback:

Middle/High School

- ① Remodel the offices to create a secure entrance to better monitor and control visitor access.
- ② Resurface and reconfigure the parking lot to create safer pick up and drop off areas.
- ③ Renovate and expand Career and Technical Education (“Shop”) spaces to better prepare students for jobs in our area.



- ④ Remodel the media center to improve student access to resources and technology.

The project would also:

- ✓ Replace outdated HVAC systems.
- ✓ Renovate restrooms to comply with Americans with Disabilities Act (ADA) regulations.
- ✓ Upgrade door lock systems to improve security.
- ✓ Replace seating in the auditorium.



Facility Base Plan

Elementary School

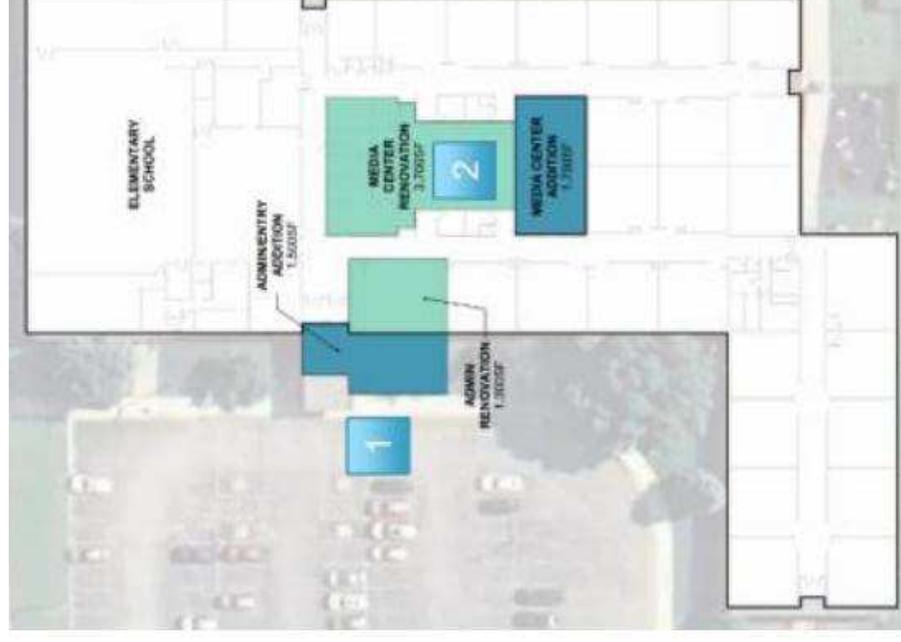
- ① Remodel the office to create a secure entrance to better monitor and control visitor access.
- ② Remodel and expand the media center to improve student access to resources and technology.

The project would also:

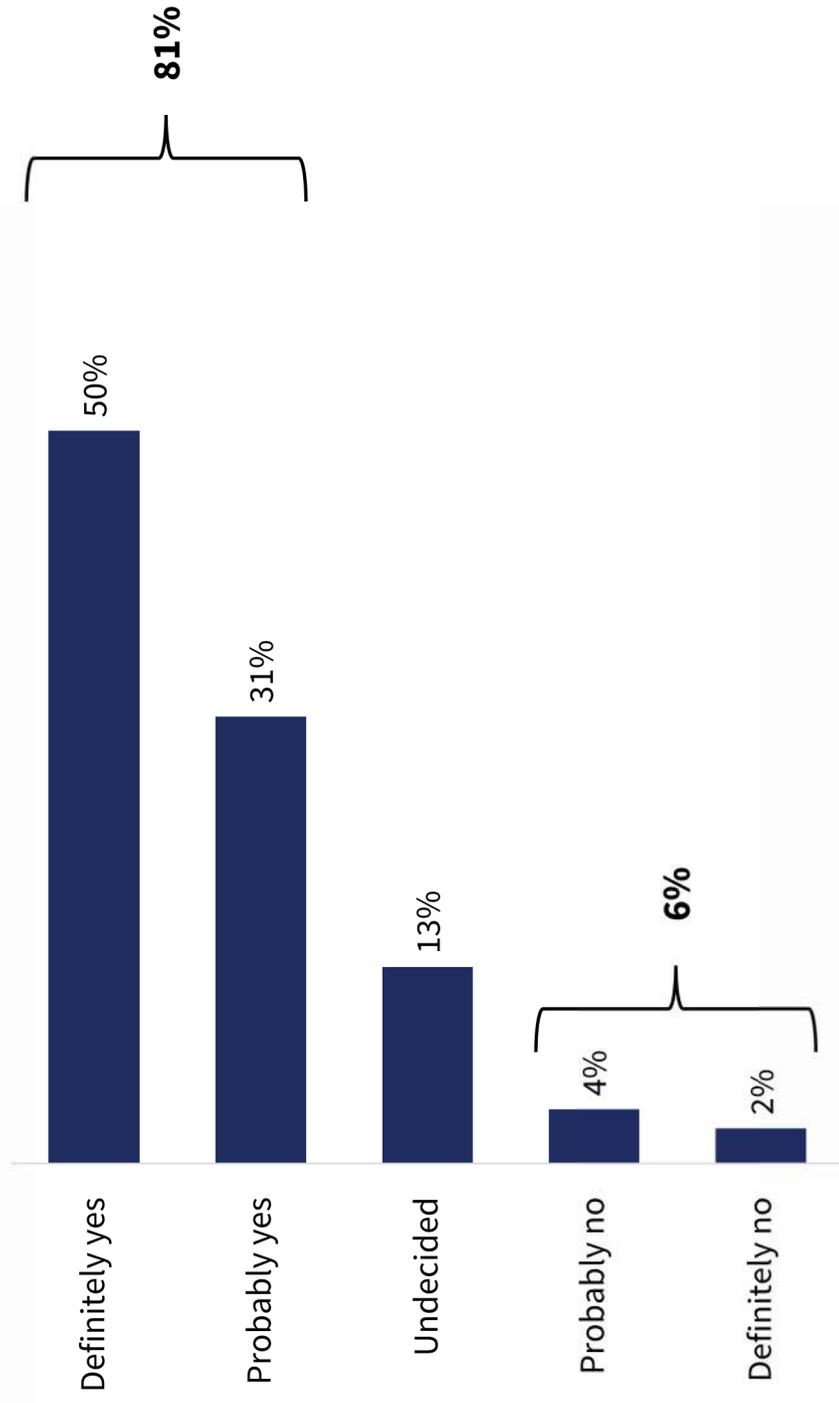
- ✓ Replace failing HVAC systems.
- ✓ Upgrade door lock systems to improve security.

Estimated cost: \$25 million

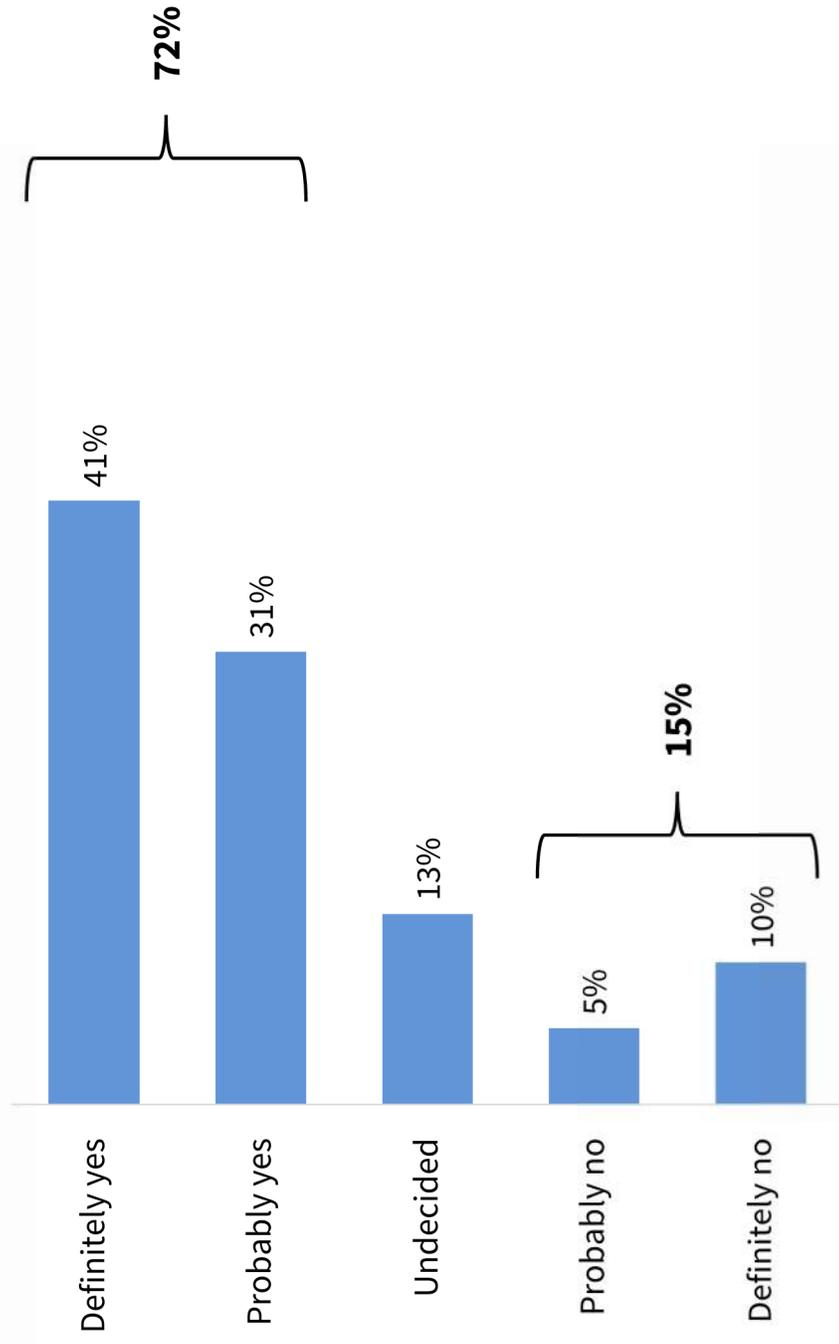
Comments/suggestions/questions:



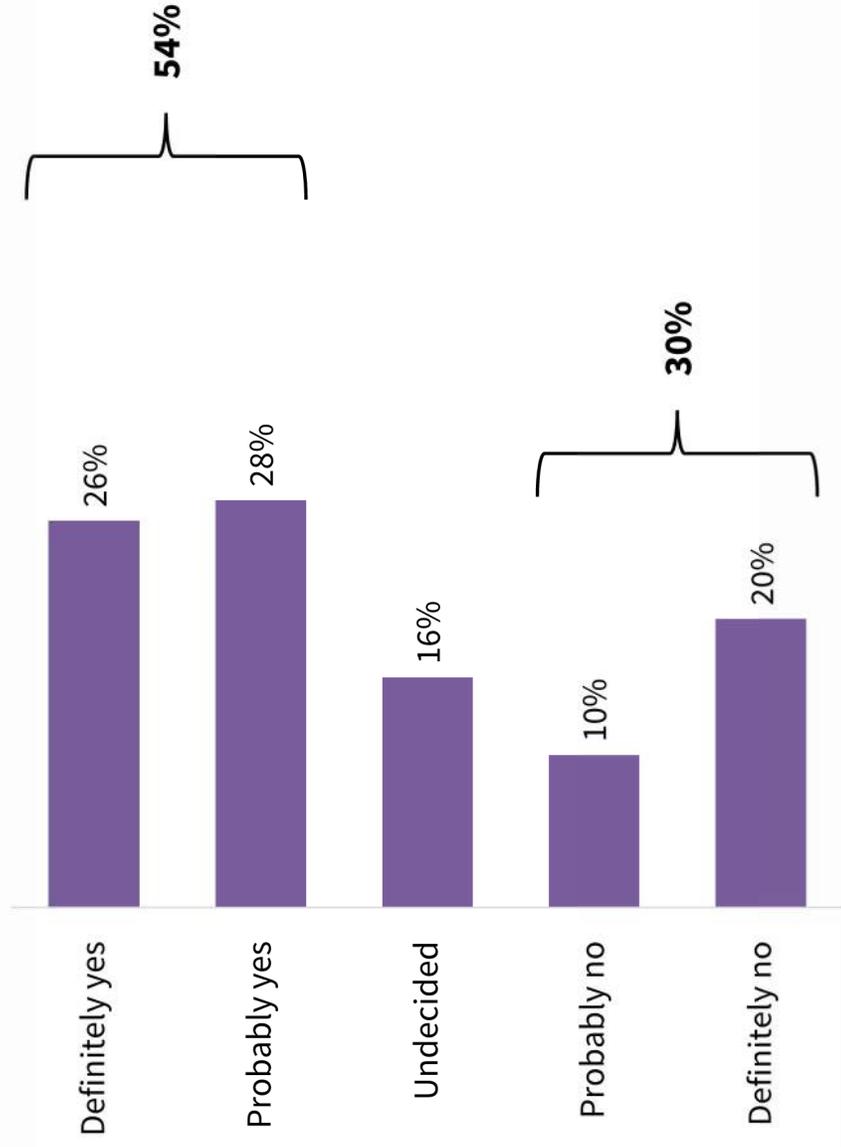
Would you support a \$25 million bond referendum to pay for the base plan? (*Staff Residents*)



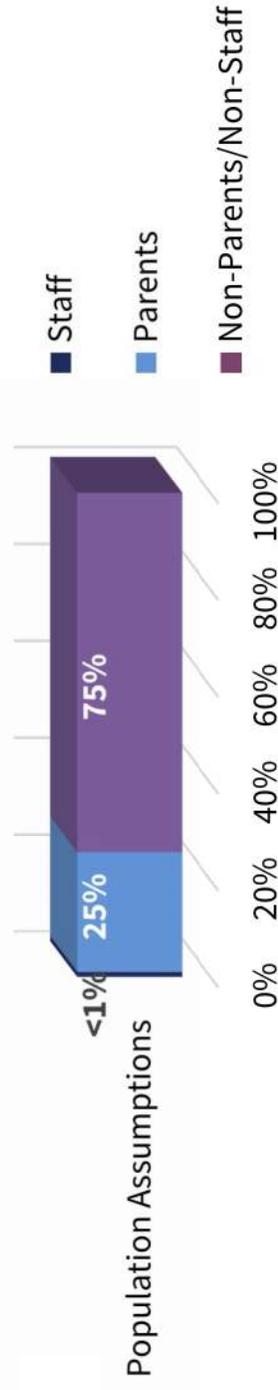
Would you support a \$25 million bond referendum to pay for the base plan? (*Parent Residents*)



Would you support a \$25 million bond referendum to pay for the base plan? (Non-Parent/Non-Staff Residents)



Additional Analysis: Would the \$25 million bond referendum to pay for the base plan be supported?



Weighted support for *Definitely yes and Probably yes*:

$$0.25 (72\%) + 0.75 (54\%) = \underline{\mathbf{58.5\%}}$$



Additional Project Priorities

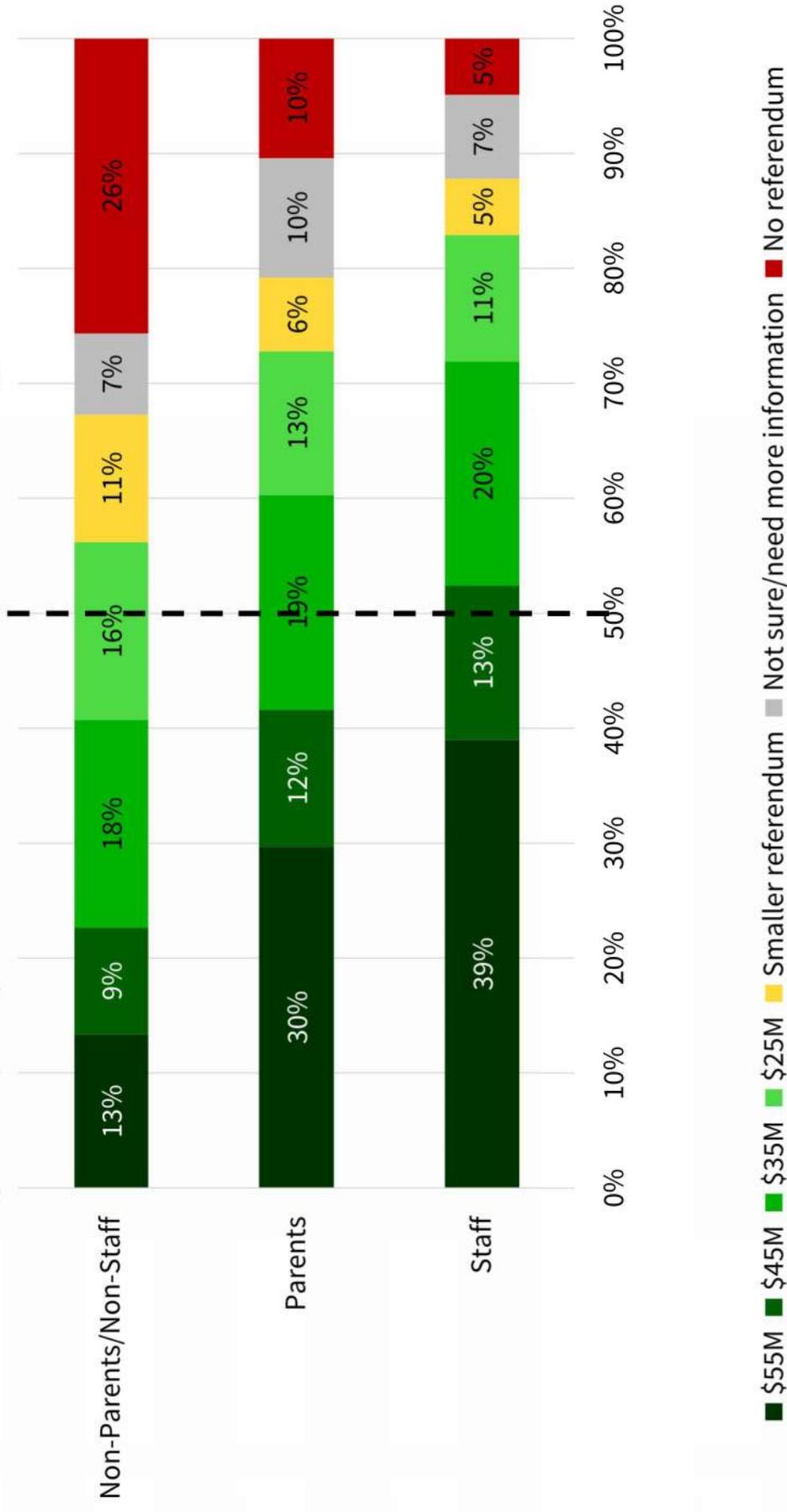
Priority score is calculated based on High = 3, Medium = 2, Low = 1

Childcare (Estimated cost: \$7.5M without grant)		Priority Score = 2.13
Pool (Estimated cost: \$1.0M)		Priority Score = 2.00
Community and School Recreation Spaces (Estimated cost: \$13.8M)		Priority Score = 1.90
Add elementary programming to Starbucks (Estimated cost: \$2.0M)		Priority Score = 1.73
Environmental Learning Center (Estimated cost: \$5.5M)		Priority Score = 1.66

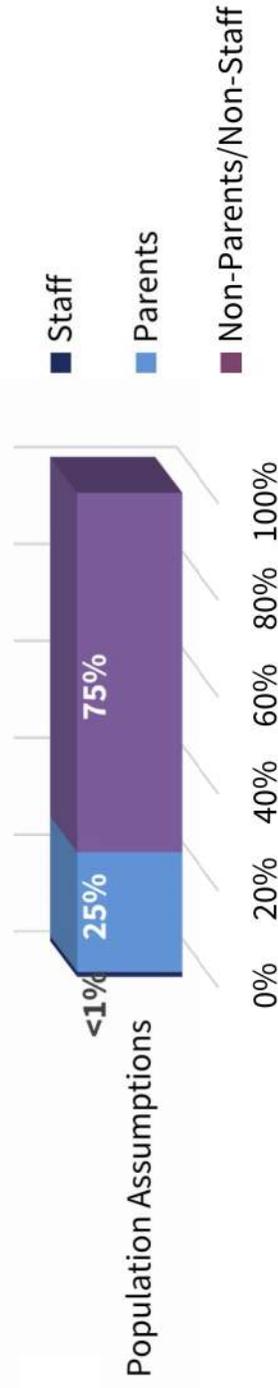
■ High
 ■ Medium
 ■ Low



What bond referendum amount would you support, assuming the projects were acceptable to you?



Additional Analysis: Funding Support



Weighted support for *Definitely yes and Probably yes*:

$$\text{\$45M: } 0.25 (42\%) + 0.75 (22\%) = \text{\underline{27.0\%}}$$

$$\text{\$35M: } 0.25 (61\%) + 0.75 (40\%) = \text{\underline{45.3\%}}$$

$$\text{\$25M: } 0.25 (74\%) + 0.75 (56\%) = \text{\underline{60.5\%}}$$



How is the District doing in each of the following areas?

Great = 4, Good = 3, Fair = 2, Poor = 1

Item	Staff	Parents	Non-Parents/ Non-Staff
Delivering a high-quality education	3.29	3.08	3.00
Keeping the public informed	3.16	3.01	2.76
Managing funds appropriately	3.02	2.62	2.47
Building pride in the community	3.31	3.21	3.06



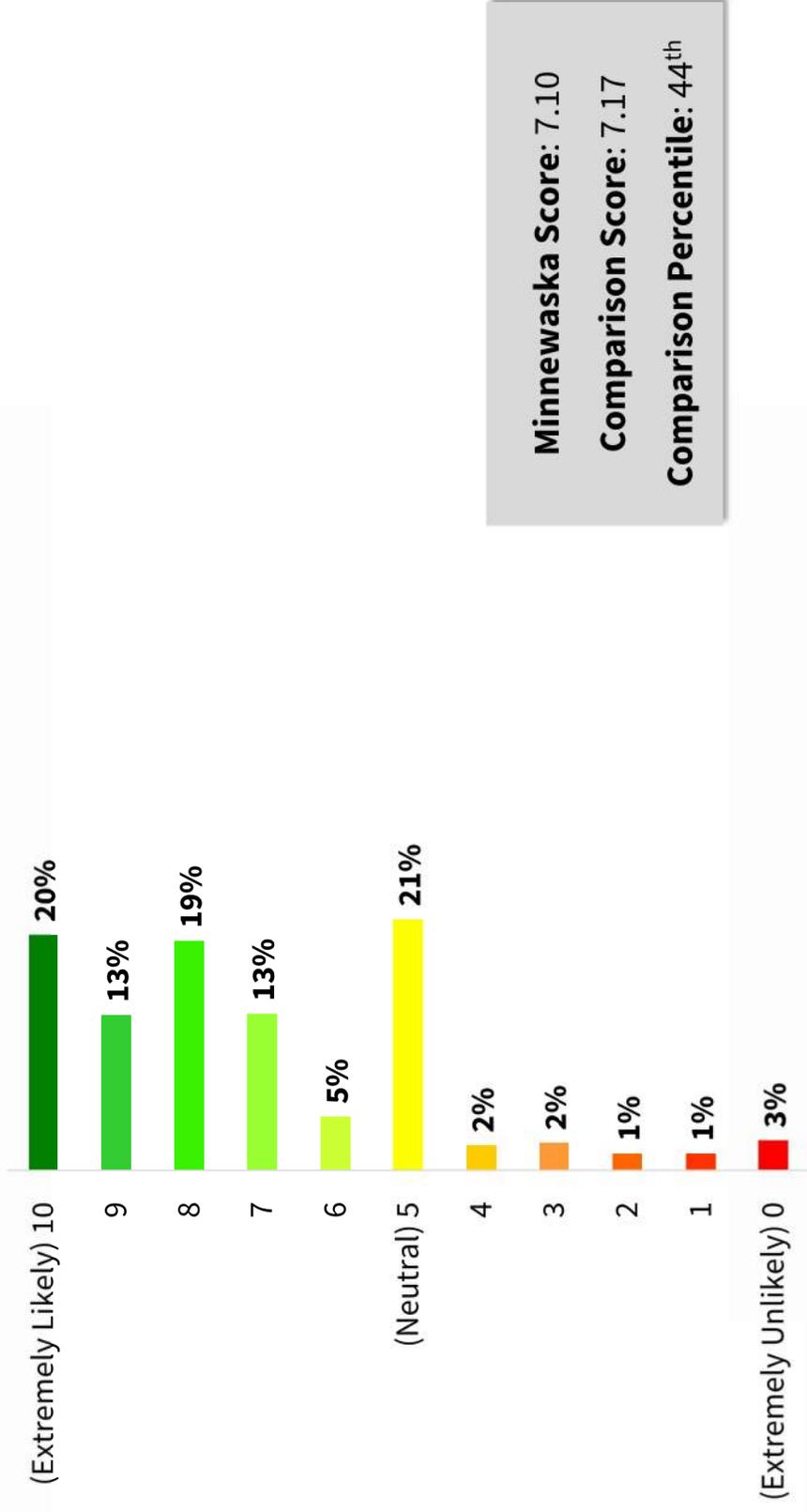
How is the District doing in each of the following areas?

Great = 4, Good = 3, Fair = 2, Poor = 1

Item	Percent “Great” or “Good”	Average	Comparison Percentile
Delivering a high-quality education	82%	3.07	56 th
Keeping the public informed	74%	2.92	67 th
Managing funds appropriately	61%	2.61	40 th
Building pride in the community	81%	3.15	74 th



On a scale of 0 – 10, how likely would you be to recommend the District to a friend or family member?



What did we learn?

- A \$25 million bond referendum to pay for the base plan would likely receive voter approval if the election were held today (weighted support of 58.5%).
- A larger bond referendum would not likely be approved at this time.





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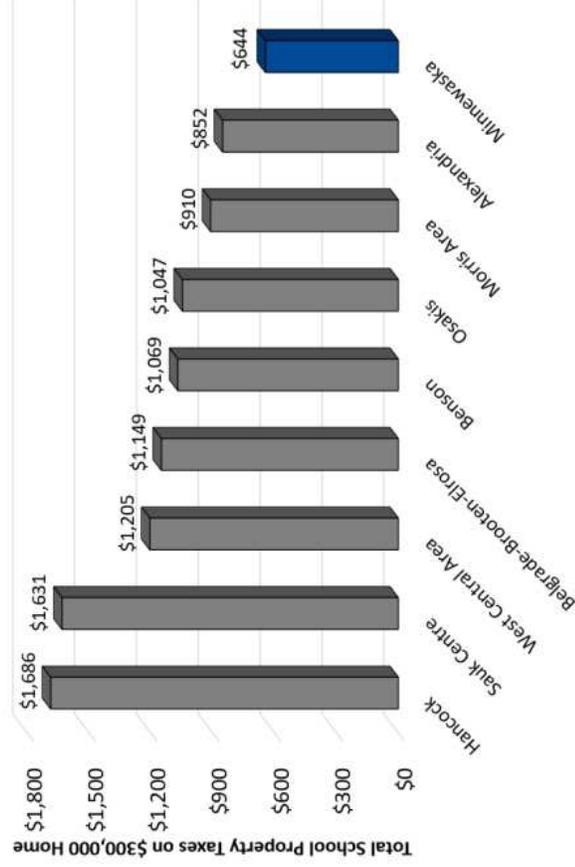
Appendix

Financial Background

The community has supported the District in recent years through voter-approved levies to help pay for daily operations. **The District sincerely appreciates this support.**

Even with this additional funding, Minnewaska has the lowest residential school property tax rate in the area. The owner of a \$300,000 residential property pays more than \$200 less each year than in Alexandria, the second-lowest district in the area.

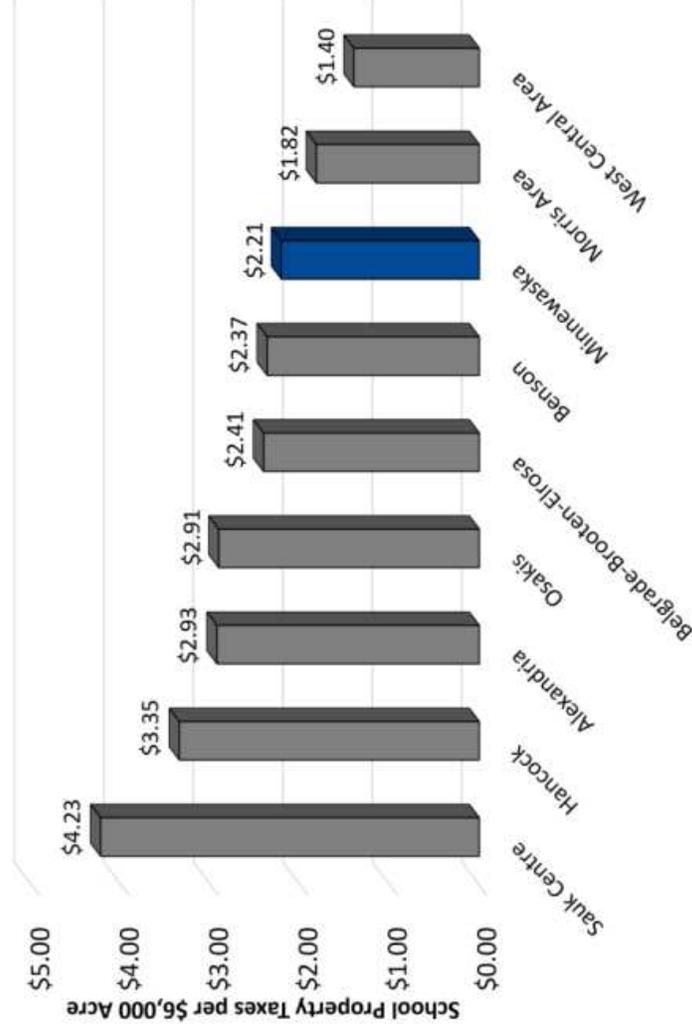
Residential Tax Rates
Area Comparison



Financial Background

Similarly, the property tax rate for Ag Homestead is the third-lowest among area districts.

Ag Homestead Tax Rates
Area Comparison



Base Plan Funding Support

The cost of these improvements is too expensive to be paid for out of the annual budget. Therefore, District would need local voters to approve a bond referendum to issue debt (take out a loan).

Type of Property	Estimated Market Value	Estimated Annual Property Tax Increase
Residential Homestead	\$150,000	\$33
	\$200,000	\$48
	\$250,000	\$63
	\$300,000	\$79
	\$350,000	\$94
Commercial/Industrial	\$100,000	\$42
	\$250,000	\$119
	\$500,000	\$259
Ag Homestead *	\$4,000	\$0.17
	\$6,000	\$0.25
	\$8,000	\$0.34
Ag Non-Homestead *	\$4,000	\$0.34
	\$6,000	\$0.50
	\$8,000	\$0.67



Additional Projects

<p>Childcare (Estimated cost: \$7.5 million. Note: The District is pursuing a grant to help pay for this.)</p> <p>Our community lacks enough childcare services to meet the current demand.</p> <p>This project would add a community daycare center at the school to provide additional childcare services for 150 children.</p>
<p>What priority would you place on the childcare project? <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low</p>
<p>Pool (Estimated cost: \$1 million)</p> <p>The pool equipment and structure have not been substantially updated/replaced since it was built in 1991 and has exceeded its service life. It costs \$100,000 per year to operate the pool.</p> <p>This project would update the pool to extend its life for school and community use.</p>
<p>What priority would you place on the pool project? <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low</p>
<p>Community and School Recreation Spaces (Estimated cost: \$13.8 million)</p> <p>Our schools do not have enough capacity to meet the demands of school and community programs (such as evening practices for student-athletes, youth leagues, and community rec leagues).</p> <p>This project would add a gym at the high school with practice and competition areas. It would also provide a fitness center and track for school and community use.</p>
<p>What priority would you place on the recreation space project? <input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low</p>



Additional Projects

Environmental Learning Center *(Estimated cost: \$5.5 million)*

An increasing number of families are seeking flexible and alternative learning options (a hybrid, project-based, online, with environmental education emphasis).

This project would create space for a flexible magnet school model that would offer both hybrid and online learning opportunities, with environmental education emphasis.

What priority would you place on the learning center project? High Medium Low

Add elementary programming to Starbucks *(Estimated cost: \$2 million)*

The district is considering collaborating with Glacial Hills Elementary to offer families educational choices. This would require GHES to close as a charter and run a part of the district. To do this, the district will need to invest in some maintenance of the facility.

What priority would you place on the Starbucks project? High Medium Low



Funding Support

The total cost of the building projects is estimated at \$54.8 million. **We realize paying for all these projects at one time may not be realistic.** The District will establish a plan based on the community's priorities.

Base Plan *	\$25 million
Childcare	\$7.5 million
Pool	\$1 million
Community and School Recreation Spaces	\$13.8 million
Environmental Learning Center	\$5.5 million
Starbuck elementary programming	\$2 million
	<hr/>
	\$54.8 million



Appendix E:
Listening Session Survey Results

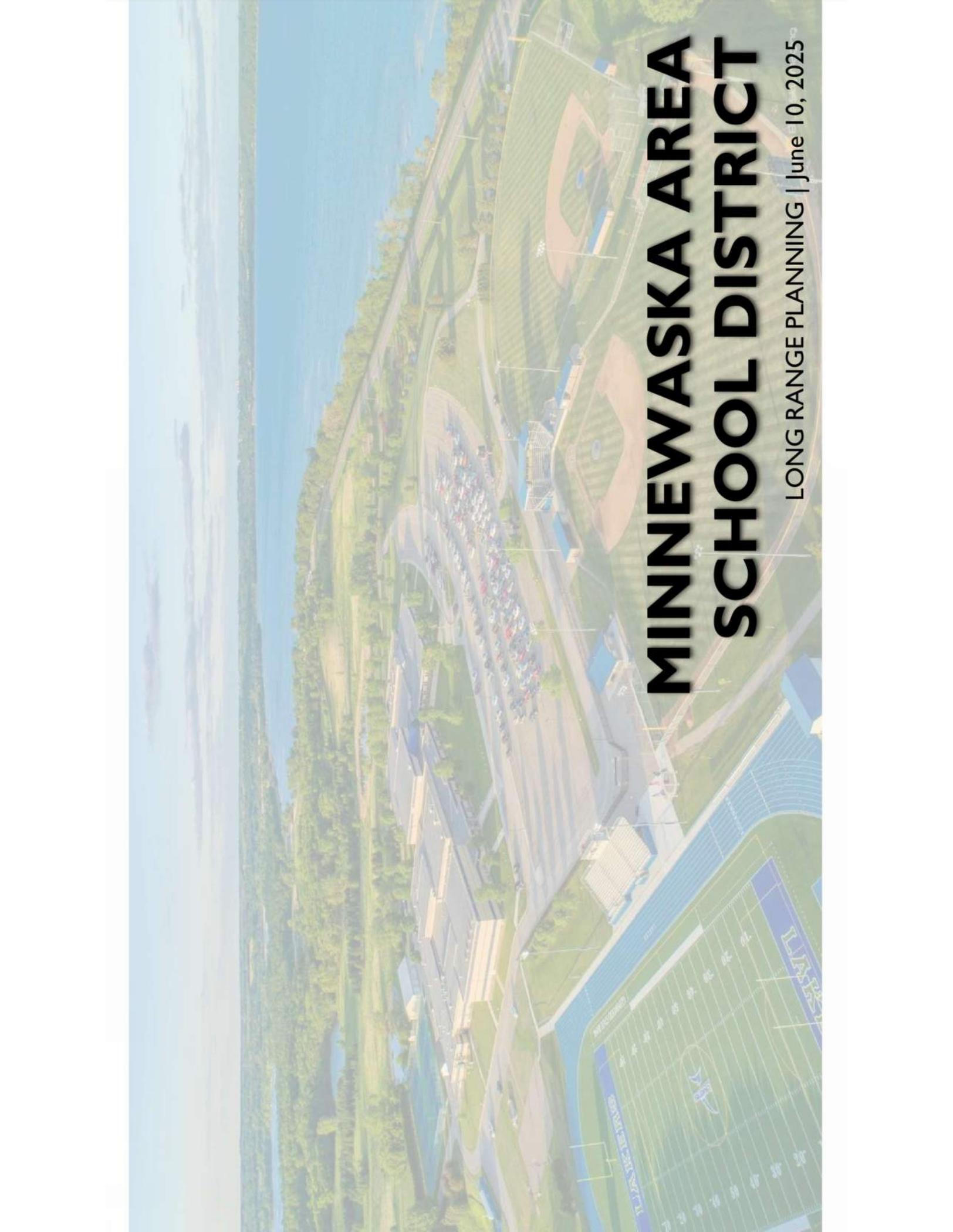
	How would you best describe your relation to the School District? Parent, Staff, Community Member etc.	Based on what you know, what do you think are the most critical facility needs?	What advice would you give the School District about a potential referendum?	What information would you need to help better understand the facility needs?	What is the best way for the District to communicate with the community?	Do you think you would support the School District if they went for a referendum for these needs?
1	GW	Grandparent	Security but are there grants we haven't accessed?	Your attitude towards Glacial Hill had broken trust. Swapping with WIN academy to reduce our rise and costs.	Daycare?	Partially
2	GW	Community Member	Indoor Walking Space, Updating interior space, Daycare Learning Centers - CTE, Environmental Learning, Elementary Safety, Daycare Maintenance, Growth, Safety	Lots on information, consequences of not updating information, information, information	Newspaper, Facebook, Website	Somewhat
3	GW	Former Staff, Community Member	Elementary Safety, Daycare	Information, information, information	Social Media, Newspaper	Yes, taxes will be critical
4	GW	Community Member	Maintenance, Growth, Safety	Keep people informed, meetings go for it	Mail, In person Meetings newspaper, email	Yes
5	GW	Grandparent, Para Sub	Everything that was talked about	Be open	Technology, paper for 65+	yes absolutely but must keep the pool
6	GW	Community Member	Updates to keep costs down, upgrades for the future	Be transparent as possible	Work with city on child care facility	Yes
7	GW	Former Staff	Daycare, Community Gym, involve more members with school	Go for the big ask!	All of the ways possible.	2/3 if sold accurately
8	GW	Community Member and Elected Official	Parking, specialist at ES, Auditorium, Elementary / Preschool Dowr Security, Quality childcare is a need, business partners?	Tap into grandparents in the community. Like the idea of making it open to the community	Yard signs, posters, meetings, vote yes teams	Yes
9	GW	Former Staff, Community Member	The pyramid of priorities is great. The community probably views it from top down. How is the community connected and communicated? What is the "community"?	N/A	Multi-modal, social media, newspaper, occasional meeting	Yes
10	GW	Upcoming Parent; Community Member; Local organization program director	Gym that would break into 4 smaller courts	Communicate, you can't do it enough	More and often communication via mail and social media	Yes
11	SB	Community Member	Maintenance, HVAC, H.Cip parking closer to the building	Get info out to public	Website, Mail	Yes
12	SB	Community Member	The best education for all our students and daycare to keep the young people here	Go for it	Paper, Texts and Emails	Yes - our children are so important and our future
13	SB	Community Member	Community Access, Safety	Keep it Low	Meetings	Yes
14	SB	Community Member	Daycare - investment in our future (in Glenwood!), New bus loop at high school	unknown	Online, Internet	Yes
15	SB	Community Member	Security, Tech Classrooms, Daycare	info provided in meeting was great	meetings - thanks for providing these 3 meetings today	Yes
16	SB	Parent	Maintenance and updates, more sports practice facilities and daycare	These Meetings	Multiple ways, paper, online, these in person meetings	Yes
17	SB	Parent	To maintain clean/efficient current space. To start charging youth for gym space	Need a second opinion	By being transparent. Stop competition with much larger schools	Yes
18	SB	Parent and spouse of Staff	Not sure	Genuine needs in a prioritized manner.	Email, Paper	No
19	SB	Parent	Update Pool	Build a strong case for the needs	Paper, Online, Community Meetings	Yes
20	SB	Community Member	Day Care, CTE Classes Spares	Not have Chip present	these meetings	Yes
21	SB	Community Member and Staff	?	The "Whys" - i.e Media Center usage up to 20 years ago, usage now. Daycare - why, set supporting	Social Media, Newspaper	Yes
22	SB	Community Member	Don't know how to answer now	Continue to share information in formats like this	Scare them. People don't read unless you get their attention on taxes going up, eliminating sports, eliminating bussing. That would get their attention. If you don't get their attention, they don't see, or read, or care. Then post. on website for more information.	Depending
23	SB	Community Member	Auditorium Seat Replacements	What upgrades is needed and what is wanted	Pope County Newspaper for us (age in 70's)	Yes
24	SB	Community Member	Daycare, Gym, Parking Bus vs Cars, Office Relocations - Safety, Reassign Heidi Centers, Maintenance	Attach day care to bldg, not stand alone / lots of communications	group meetings and paper works	depends on what is needed and what is wanted
25	HS	Parent of 3	Extra Gym Space	We need to keep out building up to day and update what we have	newspaper, social media community meetings	Yes
26	HS	community member for 40+ years, grandparents, raised kids in GW	keeping what we have in decent running order	Information tonight was good. More information about alternate solutions	Meetings	Yes
27	HS	Former Staff, Grandparent, Community Member	Basic Maintenance, Security, Community Rec Wing	You know the if needed to pass it. Use us (those in favor) to recruit the votes so we can track where we are before now.	Video Presentation, Social Media, Mailer	Maintenances, Security, Pool, IT/AG updates, Daycare, Learning Center
28	HS	Parent	1. Safety 2. Childcare, 3. Any spaces open to the community to use, 4. Environmental Magnet School		explain what tax neutral means, typical social media	Depends on what is included, I don't support the daycare plan
29	HS	Community Member, School Partner thru the P.C. Collaborative				yes
30	HS					

31	HS	All of the above	updating so the building and entering process is safe a works well.	Maintenance Items / Needs (No pool), daycare facility, safe entryways	communicate, communicate, communicate focus on items that involve/facilitate learning, not sports	something detailed on paper	tonights was very informative stvie, newspaper, mailings (although there would be a cost)	yes	
32	HS	Parent	aging utilities, brick and mortar needs, like the greenhouse idea	aging utilities, brick and mortar needs, like the greenhouse idea	include daycare.....to keep our workforce here. E-3 in bc be transparent	demographics and predicted growth	public meetings, face to face, like the idea of apprenticeships for students to retention of those choosing to live and have families here	only what was listed under needs	
33	HS	community member	Gym Spaces, reimaging education	Gym Spaces, reimaging education	I do not want to see the pool lost in this	excited to see survey results from the community financial breakdown	newsppaper - maybe an app to subscribe to text	likely	
34	HS	Parent, Community Member, Staff	HVAC, Auditorium, Pool, School Security	HVAC, Auditorium, Pool, School Security				Yes!	
35	HS	Parent, Community Member						Yes	
Online Results									
36	3/10/2025 9:36	Parent	Building maintenance and upgrades	Building maintenance and upgrades	Be very clear on what and where the money is going	N/a			
37	3/10/2025 9:38	Parent	Gym space and renovate the pool	Gym space and renovate the pool	Focus on the community benefits and how these changes will help Pope County in the future.	Plans for each project and cost associated with each project.			
38	3/10/2025 10:10	Parent	Upgrade building and media center, career pathways	Upgrade building and media center, career pathways	Show up for meetings that's very important as we elected you to represent the public. Apply for grants asking for donations when businesses are tax planning for the year.	Sports attendance, revenue use of new gym facility, enrollment predictions	Option 1	Option 1	
39	3/10/2025 11:06	Parent	HVAC, security, parking, media centers, career and tech	HVAC, security, parking, media centers, career and tech	It would be helpful to know that the current and intermediate assets needed for these building projects are in the budget (e like does our curriculum align do we have teachers and their input do we have the machines like have a plan.	Option 1	Option 1	Option 1	
40	3/10/2025 14:00	Parent	1) Safety 2) more learning spaces 3) increased gym space for school and community	1) Safety 2) more learning spaces 3) increased gym space for school and community	Making updates for student safety should be a top priority for this school. I think opening a childcare center you would face challenges with staffing and maintaining all the rules and regulations mandated by the state. Unfortunately childcare is hard to come by in any town due to all the regulations set by state that has made a lot of in-home daycare close. I think when a proportion of people decide to open a childcare center, it will not everyone has that choice to pick, where their child goes, they have to work, so they choose whatever daycare has openings.	Email, social media	Yes!		
41	3/10/2025 14:47	Staff	Sports facility and childcare	Sports facility and childcare	Nothing		Sending out to the mailboxes	Yes	
42	3/10/2025 14:48	Parent	Affordable Daycare	Affordable Daycare	The most critical issues need to be priority to get the most support. The smaller impact of farm bill certainly help girls support. The weakness in the Ag industry will make it a harder sell to farmer.	More detailed cost breakdowns of necessary maintenance.	The survey in April is a great idea. Social media is powerful as well.	Yes	
43	3/10/2025 14:49	Parent	SECURITY, HVAC, PATHWAY CLASSROOMS, POOL, AUDITORIUM UPDATES	SECURITY, HVAC, PATHWAY CLASSROOMS, POOL, AUDITORIUM UPDATES	Keep reaching out to the communities and hold meeting where the public can come and ask questions and get informed. I also think it would be wise to have students come and speak to the public.	A breakdown of each project and the cost of each project.	A combination of informational meetings with the board, students and staff would be helpful.	Yes	
44	3/10/2025 14:50	Staff	All around facility upgrades are necessary for safety, as well as keeping up with the modern needs of today's public school buildings.	All around facility upgrades are necessary for safety, as well as keeping up with the modern needs of today's public school buildings.	Do not sell this short. In other words don't go out to the public and ask to pass something that stops short of addressing necessary upgrades to the district.		Email text, or phone	100%	
45	3/10/2025 14:50	Parent	Safety	Safety	Communication on what the specific needs are is very important. The meeting today is a great way to keep informing the public.	The presentation given did a great job explaining what the facility needs.	Email, mailings and meetings	Yes	
46	3/10/2025 14:50	Parent	Safety	Safety	Show the residents how improvements can improve graduates.	Explanation from teachers on what and why they want the expansion.	Show maintenance and correct growth is cheaper than complete replacement in the future.	Yes	
47	3/10/2025 14:58	Parent	Facility maintenance & daycare.	Facility maintenance & daycare.	As Chip said, costs will only go up. It is important to prioritize & plan ahead so that the school district has backup plans and the ability to maintain a reasonable reserve.	I love seeing the social media videos to show the public what the school is up to. Surveys for input as in person meetings aren't always an option with everyone's busy schedules.	Social media & direct mail (for all ages)	Yes. I am a mother of a 4 year old that will be entering the school system in the fall. I feel that the district administration & board members are doing a great job representing our community by making these tough decisions. While keeping the children's safety & future into consideration.	
48	3/10/2025 15:20	Parent	Day care. I already know of some in-home providers that are ending because they cannot keep up with the new regulations. Eventually you're going to see one parents stepping away from their careers to provide home care. This	Day care. I already know of some in-home providers that are ending because they cannot keep up with the new regulations. Eventually you're going to see one parents stepping away from their careers to provide home care. This	30% are going to vote no. If a portion of the referendum is used to update the pool or gym where seniors and adults without children can also receive a benefit, it would be easier to ask for 40 if they feel they get something in return. It might have a minimal impact on students, but if it would help secure the full 40, it might be the best path forward.	What we see as needs in 2025, might not be the same needs as 2030. Are there any considerations for adjusting where money is spent? No one wants to talk about making cuts, but could we allocate portions of the budget to some of the many projects that were presented. I guess I didn't realize how many things the school needs and am fearful if we pass a 40 mill referendum, then 3 years later there's another. And another.	Electronic monthly newsletter	100%. \$20 a month on taxes is a Netflix subscription. We need to put young Minnesotians in a position to succeed.	

49	3/10/2025 18:14	Parent	Security, pool, walking track	Positive pool and track fees back	Break downs	Newspaper, mailings, not just social media	Yes
50	3/10/2025 18:15	Staff	Student Safety Fine Arts	Invest in success. Give more info about the daycare. I have a lot of concerns about moving younger kids to middle/high school. Could we look at remodeling a different building? I just really can't stand behind 3rd grade moving out to the HS.		Social Media. but with the elderly population of the county, people still read the newspaper.	Yes
51	3/10/2025 18:15	Parent	Safety	The key is to get people to understand the impact on their actual taxes. Most aren't educated and think the tax implications are a lot greater than they really are.	Unsure	Email	Yes, depending on what is decided.
52	3/10/2025 18:16	Parent	Security in all facilities, auditorium needs, pathways, environmental, fitness center			These meetings are great. Possibly a website piece?	Yes!
53	3/10/2025 18:17	Student	The pool updated	What Nancy Erickson said	Better food and updates on the locker rooms and pool	Facebook maybe idk	Sure that's if I have money tho
54	3/10/2025 18:17	Parent	Daycare	Educate voters on the why's, the stories of the pain greatly affected by this	Potential tax increase in increments of spend and tie the spend to what your purchasing. Also prioritize school need (schools point of view)	Social media	Yes
55	3/10/2025 18:17	Parent	Childcare, security, more opportunities for learning/experience learning	Really try to attract the younger families who will be and more inclusive playground at both facilities.	Potential mockups of what things would look like	Facebook, paper, email, mailers	Yes
56	3/10/2025 18:17	Staff	Layout and size of space	We don't need a community gym. We need a safer	More visuals of anticipated plans	Mail	Yes
57	3/10/2025 18:18	Parent	Security, adequate gym etc. space	I support it	In person forums, tours of the space		Yes
58	3/10/2025 18:19	Parent	Updating hvac and water filtration	What can business in our community support before driving them out of the county.	Public meetings		Yes
59	3/10/2025 18:19	Parent	Safety & capacity		Future implications either way.	Continue the conversations.	Yes
60	3/10/2025 18:21	Parent	Safety		NA	Social media posts	Yes
61	3/10/2025 18:21	Parent	Daycare and parent pick-up/drop off	Find ways to benefit the community that could also bring money into the school	The power point was good, but hard to see. Maybe handouts to see it better	This meeting was good, but not enough. People will forget about it by time to vote.	Yes I also think each sport/activity could put money towards updates in the areas they use to help with cost.
62	3/10/2025 18:22	Parent	Secure entrance!!!	Keep breaking down the large dollar amounts		Keeping open communication through FB and mailings	All the needs necessary
63	3/10/2025 18:23	Staff	Parking and maintenance- water fountains!		Could we get rid of the pool and turn it into a media center?	Multiple sources: newspaper, in person meetings, Facebook	Yes
64	3/10/2025 18:24	Staff	Safety and maintenance	Keep everyone informed. Surveys are a good idea.	Have staff and students for input	Social media	Yes
65	3/10/2025 18:28	Parent	Security and maintenance, community rec wing and auditorium	Remind the community to keep looking to the future of our kids	Nice presentation tonight	Video presentation, email, newspaper, social media	Most likely, I don't agree that the school should get involved in daycare.
66	3/10/2025 18:30	Parent	We need to keep the pool. It serves hundreds of kids for swim lessons which is a valuable life lesson. Summer rec, school parties and the swim team. It would not be put in a multi million dollar gymnasium and take the swimming pool away. Don't take away the needs of the kids so that people have somewhere to safely walk, etc. They can purchase a membership to a local fitness center and provide them business. Just because you don't have someone in your circle that swims - don't underestimate the need. You might not have a child that swims now, but you could have a grandchild that swims down the road. Don't take away their opportunity now.	Takes in to consideration EVERYONES needs. Again - taking away their pool but making an amazing gymnasium takes away someone's passion.	Not understanding this major gymnasium.	Post in paper - so those that don't have students and receive emails get the notification.	
67	3/10/2025 18:30	Parent	Student safety		This meeting was super helpful. Seeing the info and numbers on paper would have been easier to grasp it in this short amount of time.	Email/social media for the younger and middle age ranges. However, these means probably aren't the best way to get info to the elderly generation.	Absolutely YES
68	3/10/2025 18:31	Parent	Maintenance, Security, parking lot, daycare	Explain how to get both - reinvest and reimagine	More breakdown of pricing	Newspaper, Facebook, phone calls	Yes
69	3/10/2025 18:32	Parent	Maintenance, proper HVAC, proper water, real nutrition (kids don't like options), outdoor options with more outdoor class time, less technology, more face to face interactions. In my opinion, school safety involves less technology. School safety involves good supervision, even during after school events. School safety involves handling situations properly. Stop sending devices home. Generally, the daycare has been run poorly, in my opinion. We need to know it will be safe and run well.	Keep communicating. Keep kids first, community 2nd. More pictures. More conversations.		Videos that can be shared, Facebook, community meetings, have the kids learn with the parents.	Yes
70	3/10/2025 18:33	Parent	Maintenance, more gym space, daycare, safety		Good presentation, what other towns were on the slide where Pope County had the lowest taxes?	Email, newspaper, Facebook	Yes
71	3/10/2025 18:37	Parent	Tech (robotics) and real workforce opportunities, childcare, safety.			Social media, mail	Yes

72	3/10/2025 18:52 Parent	Safety of students	Throwing money at your problems won't fix things. Change of leadership starting at the head of the administration is necessary.	What training, policies, and procedures are in place to make the best use of the current facilities? How is the administration addressing the dropping enrollment from homeschooling and kids attending neighboring schools? Why is staff retention and morale so dismal? How are you addressing your failures Mr Rankin? We don't need to hear more of your supposed success stories.	Through open forums where the public can ask questions of the board and administrators, and get real answers. We don't want to be talked AT any longer.	Not without a change of leadership (Superintendent). And stop saying \$15M tax-neutral. This is spin and we see through it.
		Gymnasium space. With the amount of grades at the high school already, they do need more gym space. More practices should be happening right after school. The same can be said for the elementary school. I find it hard to believe they are not in need of more room to operate in school hours already. Maintaining pool and increasing interest and participation in the program. Security	Forget the daycare - there is not revenue in daycare. School ground in Glenwood should continue to be used for recess or increased gymnasium space. Daycare centers are of no benefit to parents when they close when schools close due to weather or when they are under staffed. This is not a task the school should undertake. I can acknowledge the need for daycare but feel that in home daycare are far superior when trustworthy people are running them and held to standards that are reasonable.	None	Continued small meetings. Allow for discussion	Yes but only certain items. I would like to know more about how the Prairie Woods Environmental Learning Center operations. Is this through the school or is this a privately operated business? So many projects were discussed that each one should be carefully considered and analyzed.
73	3/10/2025 20:10 Parent	Secure entrances	It will have to be sold to the public as long term planning and improvements for security/safety	Transparency on budgets and proposed finishes	Facebook and local paper. Facebook will catch most of the public and the paper should pick up the rest that don't do social media.	Certain needs yes.
		Career education & childcare. I'm biased, but a robotics area would be amazing! ;)	People need to consider the long term consequences to pope county if we don't invest in our youth. Lack of daycare and career growth in pope county pushes families elsewhere. We don't often get chance like this to invest in the future of our community. The return is that we'll get one dollar apart will far exceed our investment today.	It might be helpful to get input from local businesses on the significant challenges they face hiring in the community. Sharing these challenges and how planned improvements directly address these issues to equip our students and growth as a county might help people see the returns we get on this investment. Saying no to this is saying no to investing in the future of our amazing county.	Meetings like this are good. Social media perhaps? Idk..	110% yes
75	3/10/2025 20:38 Parent & Coach	HVAC, Safety and security, parking lot, industrial technology area, pool	Talk about things we really need	Plans for change in media center and in industrial tech area	Have information meetings, Facebook, newspaper	Yes
76	3/10/2025 21:13 Parent	Building maintenance and security	Focus on critical needs	More information on industrial technology remodel	Community informational meetings and social media	Yes for critical facility functioning needs
77	3/10/2025 22:56 Parent					

Appendix F:
DRAFT Conceptual Test Fits



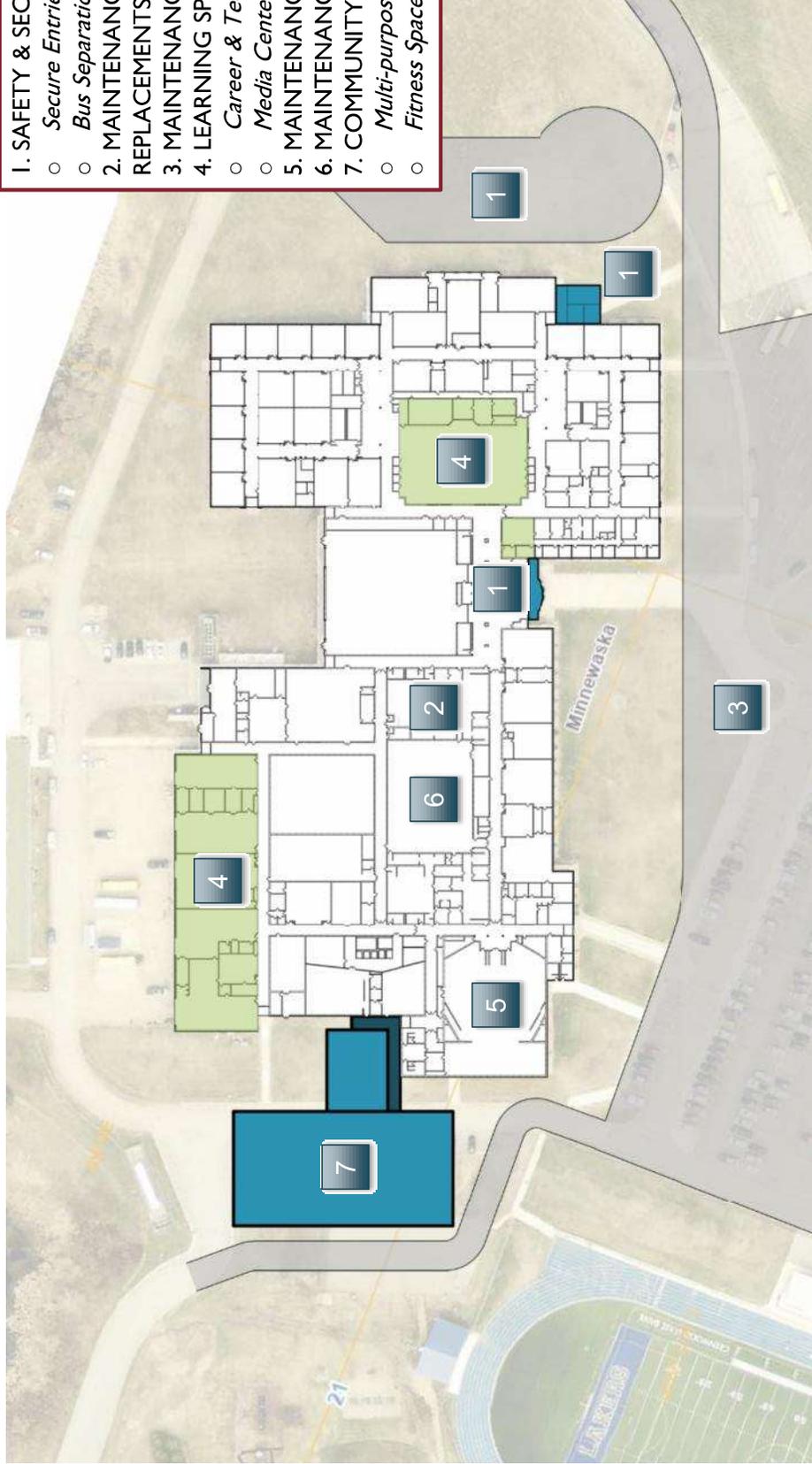
MINNEWASKA AREA SCHOOL DISTRICT

LONG RANGE PLANNING | June 10, 2025



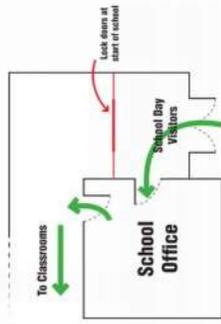
LONG RANGE FACILITY PLANNING SOLUTION OPTIONS

- 1. SAFETY & SECURITY
 - *Secure Entries*
 - *Bus Separation*
- 2. MAINTENANCE: HVAC – AHU REPLACEMENTS
- 3. MAINTENANCE: PARKING LOT RE-BUILD
- 4. LEARNING SPACE IMPROVEMENTS
 - *Career & Technical Education*
 - *Media Center*
- 5. MAINTENANCE: AUDITORIUM CHAIRS
- 6. MAINTENANCE: POOL FILTERS
- 7. COMMUNITY WELLNESS
 - *Multi-purpose Gymnasium*
 - *Fitness Space*

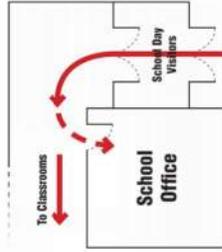




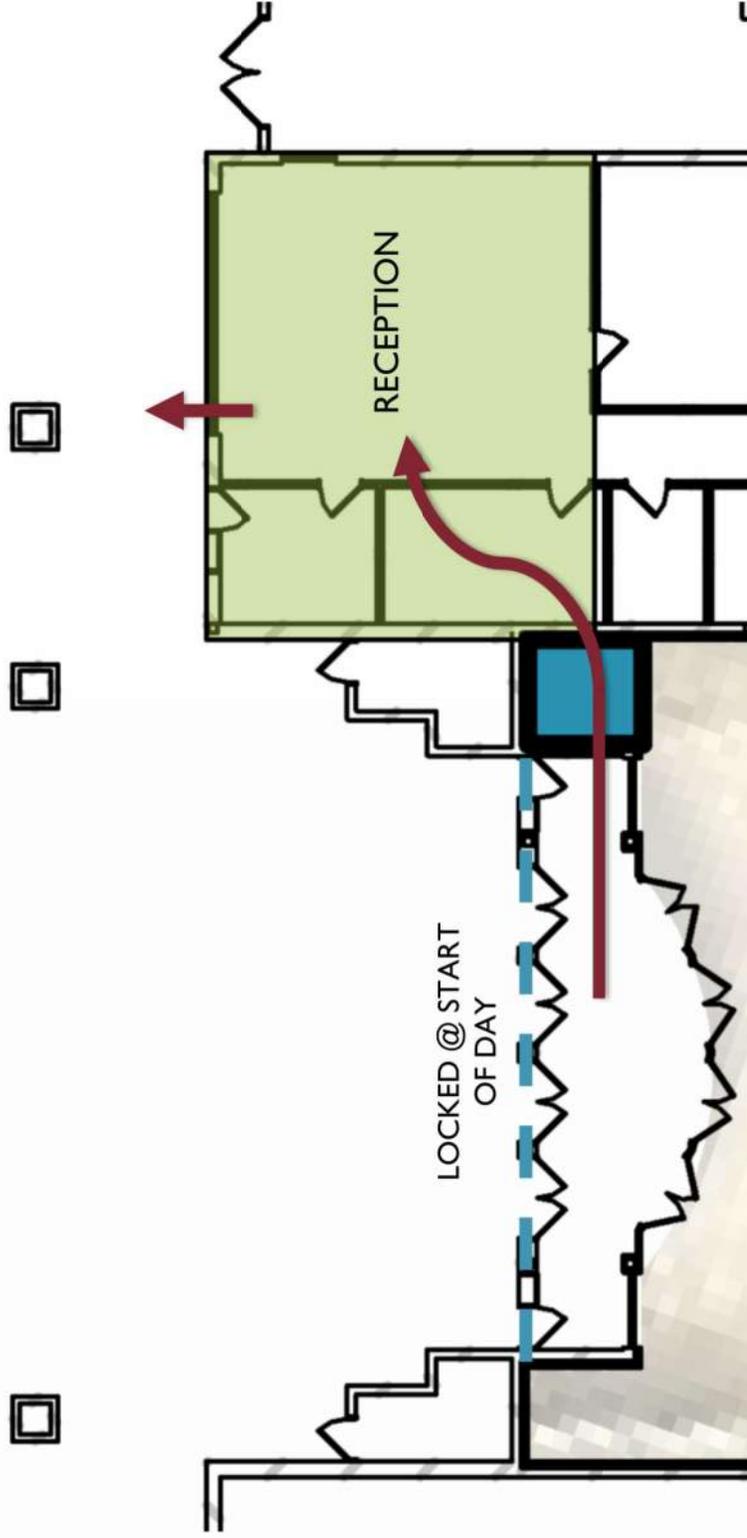
LONG RANGE FACILITY PLANNING SAFETY & SECURITY DETAIL



Visitor Check-In: After



Visitor Check-In: Before

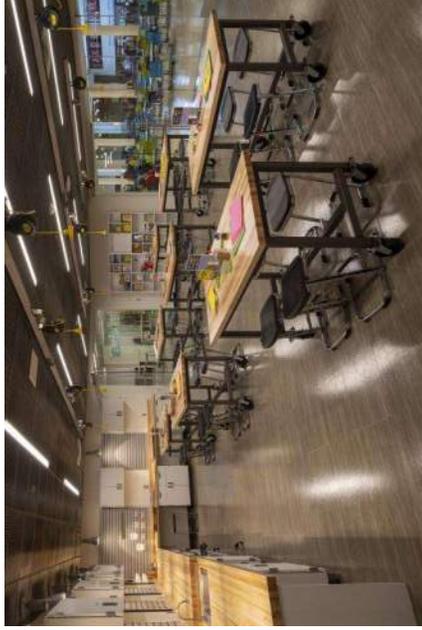
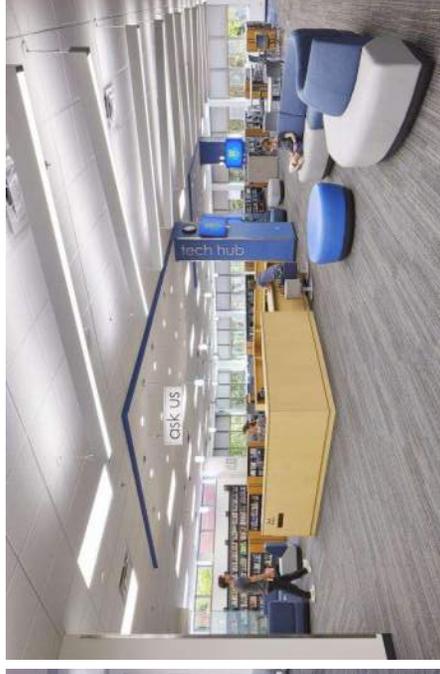
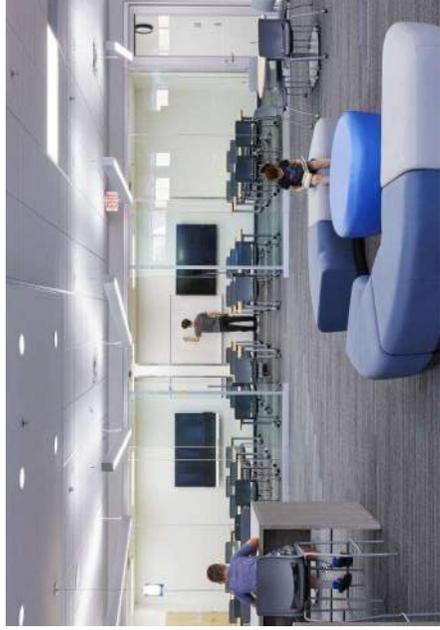




LONG RANGE FACILITY PLANNING LEARNING SPACES DETAIL



DRAFT FIT DIAGRAM



What does this mean for you?

- Finishes, Furniture & Technology
- Small Group Spaces
- Maker Space?



LONG RANGE FACILITY PLANNING LEARNING SPACES DETAIL

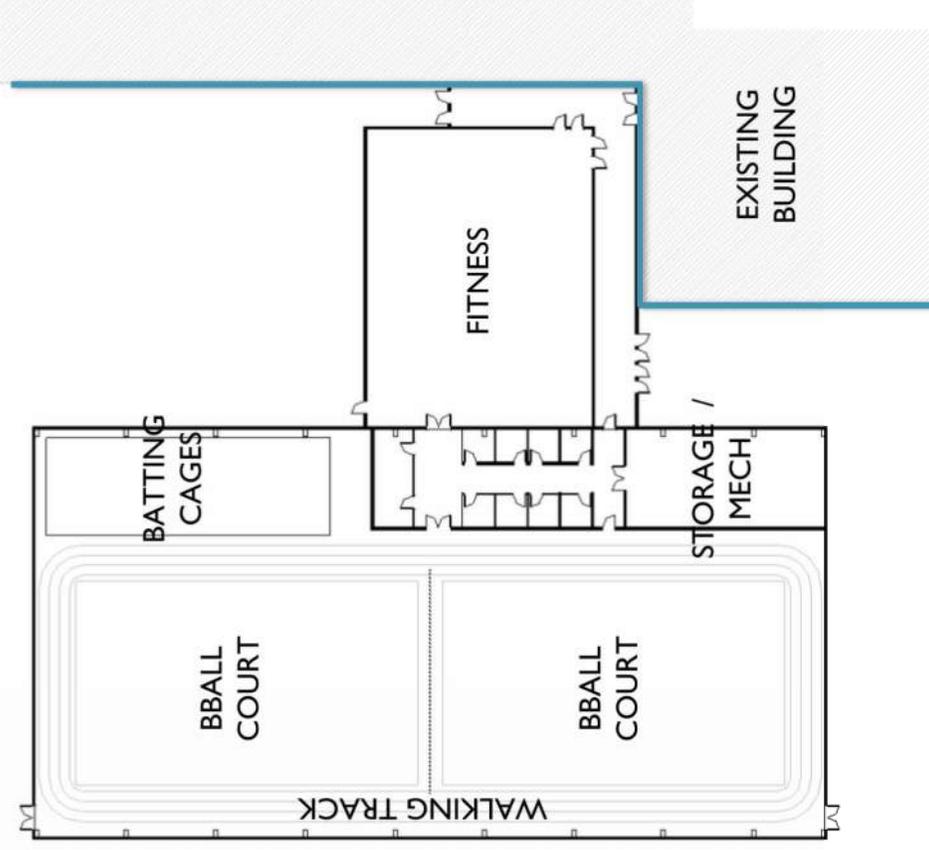
What does this mean for you?

- Finishes, Furniture & Technology
- Medical Lab
- Grow Space
- Visibility





LONG RANGE FACILITY PLANNING COMMUNITY WELLNESS DETAIL



What does this mean for you?

- Multi-sport / multi-purpose space – 196' x 101'
- Community Access
- Fitness Space for Weights and Cardio – 4,000 SF

Appendix G: Sample Ballot

Special Election Ballot

Independent School District No. 2149 (Minnewaska Public Schools)

November 4, 2025

Instructions to Voters:

To vote, completely fill in the oval(s) next to your choice(s) like this: .

To vote for a question, fill in the oval next to the word "Yes" on that question.
To vote against a question, fill in the oval next to the word "No" on that question.

School District Question 1 Approval of School District Bond Issue

Yes

No

Shall the school board of Independent School District No. 2149 (Minnewaska Public Schools) be authorized to issue its general obligation school building bonds in an amount not to exceed \$25,000,000 to provide funds for the acquisition and betterment of school sites and facilities, including security and safety improvements at school sites and facilities; the remodeling and construction of improvements to learning spaces, including updates to career and technical education (CTE), media center and early childhood spaces; the construction and equipping of a multi-purpose gymnasium and fitness space; the completion of deferred maintenance projects at school sites and facilities; and the expansion of childcare facilities?

**BY VOTING "YES" ON THIS BALLOT QUESTION, YOU
ARE VOTING FOR A PROPERTY TAX INCREASE.**

Appendix H: Categorized Budget

QTY	UNIT PRICE	CONSTRUCTION COST BUDGET MSHS	CONSTRUCTION COST BUDGET ES	COMBINED TOTAL BUDGET
1	EA \$ 450 \$	234,000 \$	- \$	234,000
2	EA \$ 1,234,800 \$	1,535,000 \$	- \$	1,535,000
3	EA \$ 400,000 \$	400,000 \$	- \$	400,000
4	EA \$ 50 \$	1,500,000 \$	- \$	1,500,000
5	EA \$ 550 \$	1,210,000 \$	- \$	1,210,000
6	EA \$ 175 \$	193,000 \$	- \$	193,000
7	EA \$ 50 \$	250,000 \$	- \$	250,000
8	EA \$ 175 \$	1,838,000 \$	- \$	1,838,000
9	EA \$ 100 \$	1,840,000	- \$	1,840,000
10	EA \$ 550 \$	- \$	908,000 \$	908,000
11	EA \$ 175 \$	- \$	250,000 \$	250,000
12	EA \$ 375 \$	2,063,000	- \$	2,063,000
13	EA \$ 250 \$	5,000,000	- \$	5,000,000
14	EA \$ 175 \$	- \$	2,100,000	2,100,000
15	EA \$ 400,000 \$	- \$	400,000	400,000
Subtotal Construction		16,063,000 \$	3,658,000 \$	19,721,000
Project Costs		3,855,120 \$	877,920 \$	4,733,040
Contingency		562,543 \$	113,917 \$	676,460
Total Project Cost		20,480,663 \$	4,649,837 \$	25,130,500
Legal and Fiscal Costs				1,259,500
Less Pope County Donation				(1,000,000)
Less Booster Club Donation				(400,000)
Total Referendum				25,000,000