January 25th, 2018

Dr. Brenda Cassellius, Commissioner
Minnesota Department of Education
1500 West Highway 36
Roseville, MN 55113-4266

RE: Review & Comment Submittal for Bond Referendum
Independent School District #318

Dear Commissioner Cassellius,

In accordance with MN Statute 121.15 and MN Statue 123B.17, Independent School District #318 hereby submits the following facility plan for review and comment by MDE (Minnesota Department of Education).

The District Board of Education intends to present a bond issue to voters April 10, 2018 as two ballot questions which, if both are approved, will total $74,050,000 in bond issuance.

The purpose of Question #1 is to build two (2) new centrally-located, neighborhood K-5 elementary schools and to remodel the existing elementary school in Cohasset. The new schools would replace three (3) of our existing 55+ year old K-4 elementary schools. This will greatly improve academic programming spaces, improve student health and safety, and enhance student and community activity areas.

The purpose of Question #2 is to enhance the quality and availability of the District's Activities Department facilities. If successful, these improvements will allow the District to provide a better environment for our activities and reduce off-site activities. This will provide for increased safety, reduced transportation and lower maintenance costs.

These needs were identified in the years prior to the November 2015 bond referendum that failed. Since that time, the District and community began an Elementary Facilities Task Force (EFT) and Activities Facilities Taskforce (AFT). These groups toured our facilities, reviewed results of previous research, created their own information and ultimately concluded that the plan within this document is the best option for the community of Grand Rapids.

I can be reached directly at 218-327-5704 or email (jlolson@isd318.org) if you require additional information or have further questions. You will appreciate that our Board and community have been working on this plan since 2010 and have taken the time to make sure we are doing this right. Our plan assures quality education for our youngest learners for the next 40+ years.

Sincerely,

Joni Olson
Superintendent of Schools

REVIEW AND COMMENT

Introduction

In accordance with Minnesota Statute 123B.71 (2014), the School Board submits the following information to the Commissioner of Education for review and comment. The information is organized in the outline format as shown in the Department of Education's "Review and Comment Checklist" updated in 2014.

District Information:

Independent School District # 118 820 NW First Avenue Grand Rapids, MN 55744	**Joni Olson** **Superintendent** jlolson@isd318.org Phone: 218-327-5704

School Board	
Tom Peltier	Chair
Ben Hawkins	Clerk
Matt Lehtinen	Director
Pat Medure	Director
Molly Miskovich	Treasurer
Malissa Bahr	Interim Director

Financing Information:

$ Amount	**Funding Source**
Question #1: $68,910,000	19 – year General Obligation Bonds (including bond issuance costs)
Question #2: $5,140,000	19 – year General Obligation Bonds (including bond issuance costs)

Fiscal Consultants	**Project Consultants**
Ehlers, Inc. Contact: Greg Crowe gcrowe@ehlers-inc.com Phone: (651) 697-8522	**ICS Consulting, Inc.** 3890 Pheasant Ridge Drive NE, Suite 180 Blaine, MN 55449 Contact: Jeff Schiltz Jeff.Schiltz@ics-consult.com Phone: (218) 348-0751

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

Independent School District #318 past and future enrollment projections.

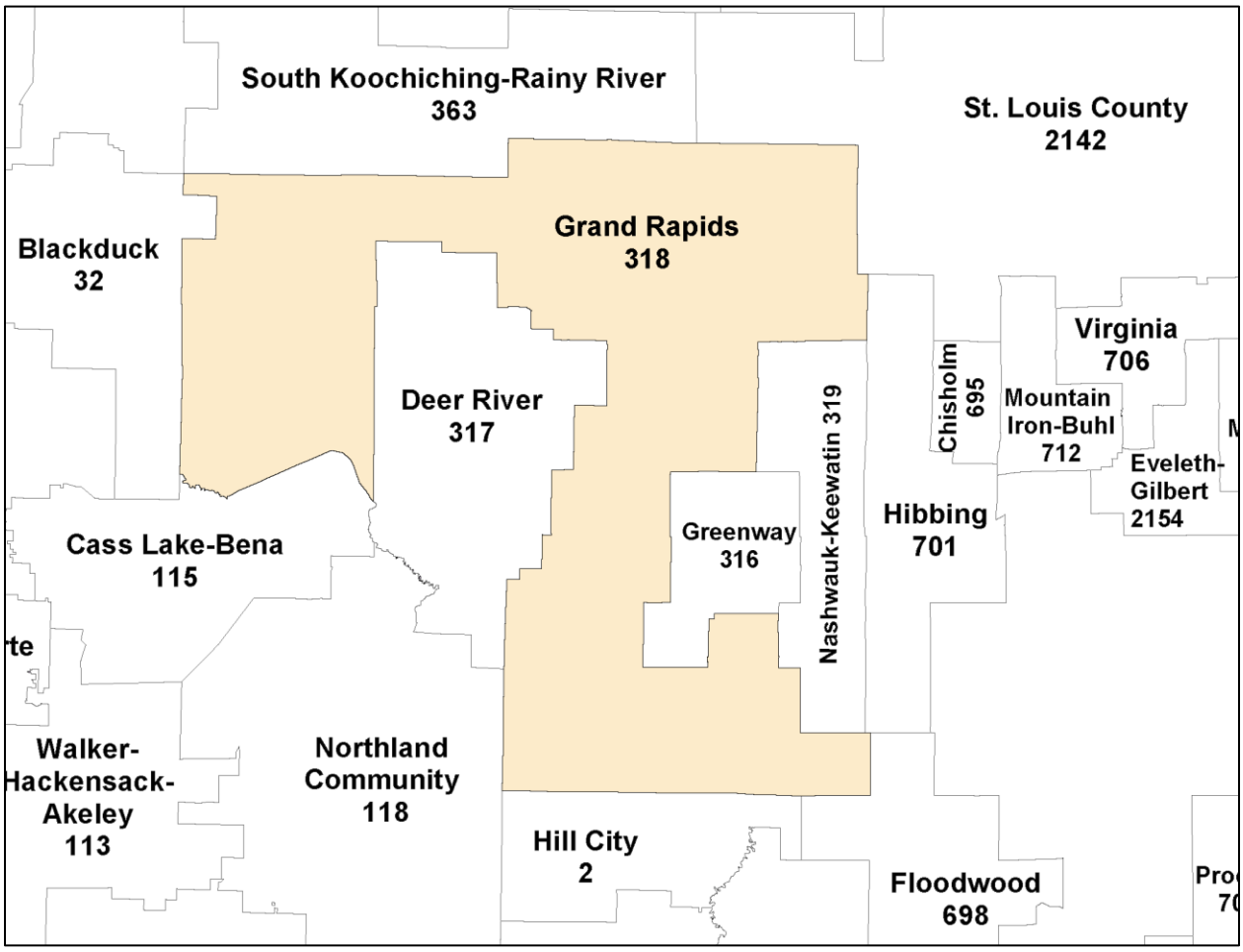
School Year	PK-12 Enrollment
2012/2013	3,882
2013/2014	3,934
2014/2015	4,049
2015/2016	4,003
2016/2017	3,890
2017/2018	4,018
2018/2019	4,015
2019/2020	4,028
2020/2021	4,075
2021/2022	4,115

If one looks at the historical K-5 enrollment only, the District has seen an 18% increase in K-5 population for the four (4) elementary sections listed as compared to 12 years ago (2004/2005 K-5 population = 1,356). The table below represents the 2017/2018 K-5 population. In addition, according to the State Demographic Center, Itasca County's population is projected to increase by 3.1% between 2015 and 2025.

Elementary	K	1	2	3	4	5	Total
Cohasset	69	37	40	46	54		246
Forest Lake	69	65	65	77	76		352
Edna I. Murphy	68	65	63	72	70		338
Southwest	69	67	67	75	77		355
RJEMS (middle school)*						314	314
G. R. Elem totals:	***275***	***234***	***235***	***270***	***277***	***314***	***1605***

*Note: 5th Graders have been moved to the middle school to free up needed space at the elementary schools.

Independent School District #318 is located throughout Itasca County in North Central Minnesota. The District covers about 1,960 square miles and serves approximately 27,500 residents.



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

Independent School District #318 has seven (7) school facilities located mainly in Grand Rapids and with a school each in Cohasset and Bigfork. The schools serve a PK-12 school population and a variety of community activities.

Independent School District # 318

Grand Rapids Senior High School (Grades 9 – 12)

Site Area	39.18 Acres			
Building Area				
Original	1970	Original Building		157,836 sf
Addition One	1979	Reif Center		34,995 sf
Addition Two	1989	Tech Center, music rooms		36,415 sf
Addition Three	1998	Addition and Remodel (9-12)		66,794 sf
Addition Four	1998	Reif Center Dance and TV Studio		8,400 sf
Addition Five	2001	Football Concession Building		900 sf
Addition Six	2005	Reif Green Room & Storage		1,360 sf
Addition Seven	2016	Reif Center Addition		16,870 sf
			TOTAL	323,570 sf

Robert J. Elkington Middle School (Grades 5 – 8)

Site Area	40.00 Acres			
Building Area				
Original	2003	Original Building		157,200 sf
Addition One	2007	Fifth Grade Wing		14,053 sf
Addition Two	2014	Fifth Grade Wing		6,845 sf
			TOTAL	178,098 sf

Bigfork School (Grades K – 12)

Site Area	13.32 Acres			
Building Area				
Elementary School				15,282 sf
Secondary School				71,057 sf
Addition	2005	EOW Fine Arts Center		10,135 sf
			TOTAL	96,474 sf

Cohasset Elementary School (Grades K – 4)

Site Area	7.0 Acres			
Building Area				
Original	1922	Original Building		12,600 sf
Addition One	1955	Classrooms		27,299 sf
Addition Two	2005	Mechanical Space		480 sf
			TOTAL	40,379 sf

Forest Lake Elementary School (Grades K – 4)

Site Area	5.7 Acres			
Building Area				
Original	1951	Original Building		44,831 sf
Addition One	1988	Classrooms, Physical Education		9,026 sf
Addition Two	2011	Temporary Classrooms		6,272 sf
			TOTAL	60,129 sf

Murphy Elementary School (Grades K – 4)

Site Area	5.0 Acres			
Building Area				
Original	1952	Original Building		20,877 sf
Addition One	1956	Classrooms		8,640 sf
Addition Two	1989	Classrooms, Physical Education		10,570 sf
Addition Three	2008	Classrooms		2,294 sf
Addition Four	2016	Temporary Classrooms		2,290 sf
			TOTAL	44,671 sf

Southwest Elementary School (Grades K – 4)

Site Area	8.5 Acres			
Building Area				
Original	1958	Original Building		27,688 sf
Addition One	1988	Classrooms, Foodservice		9,987 sf
Addition Two	2007	Classrooms		3,660 sf
Addition Three	2015	Temporary Classrooms		7,356 sf
			TOTAL	48,691 sf

Administration Building

Site Area	1.7 Acres			
Building Area				
Original	1958	Original Building		31,322 sf
			TOTAL	31,322 sf

Transportation Maintenance Facility

Building Area			
Transportation / Maint. Building	2011		21,625 sf
Cold Storage Building for Buses	2011		37,500 sf
		TOTAL	59,125 sf

Currently, no suitable alternative facilities are available within the District boundaries or in adjacent districts. The Elementary Facility Task Force (EFT) performed extensive research to understand the existing elementary schools. After research was complete, the conclusion was that most of the facilities are not feasible to be expanded due to the location and the amount of viable properties surrounding them. Several of the existing facilities would need to acquire a substantial amount of residential properties to be able to meet the minimum requirements.

After studying these options further, the City's street structure created issues with being able to expand the sites even with the noted property acquisitions. The one elementary that has the potential to be expanded is Cohasset. The EFT examined this option and concluded that Cohasset is a viable option to remain an elementary if the two-story existing structure built in 1922 were removed from the facility. This would remove deferred maintenance costs and ADA barriers. Therefore, the decision was made to build two (2) new schools in Grand Rapids and to renovate the Cohasset location (these options are further identified in the following sections of this document).

- A list of specific deficiencies of the facility
  a) demonstrating the need for a new or renovated facility to be provided,
  b) identifying the process used to determine the deficiencies,
  c) a list of those deficiencies that will and will not be addresses by the proposed projects,
  d) a list of specific benefits that the new or renovated facility will provide to students, teachers, and community users served by the facility.

Question #1 Elementary Facility Taskforce

The District has been dealing with an increasing student population and aging elementary facilities for many years. Temporary fixes have included moving the 5th grade students to add space and accommodate all day, every day kindergarten, into the middle school and adding temporary classroom additions. Elementary students must work under stairs, in converted closets and in hallways when they need individualized instruction or breakout space.

The current facilities planning process began in 2010. Prior to the failed referendum in 2015, the School Board held listening sessions, conducted surveys and led community meetings to learn more about education concerns and potential solutions. In the Spring of 2016, the District reached out to the community to better understand the reasons why the referendum failed. They received feedback pertaining to the need for additional information regarding the plan and better communication with the community. During the Fall of 2016, the District met with representatives from the staff, businesses and senior citizens to seek advice on communications. This led to the formation of the EFT which kicked off the first meeting on February 20th, 2017. Over the next 5 months the EFT has had approximately 200 participants donating an estimated 2,035 hours to helping solve the Grand Rapids elementary issues. The EFT broke into advisory groups that consisted of the following: Facilities, Communications/Outreach and Finance. Each of these groups met individually to perform their own tasks and research and brought the information back to the larger group to present results. As a guide for the EFT, the Board of Education gave the following parameters to provide direction:

1.) Create a community vision that reflects community choices and values.
2.) Determine the number of school buildings the community wants.
3.) Evaluation of all four existing elementary school sites and buildings and a plan for what should happen to each.
4.) Room for growth with a large enough footprint to add on to buildings, and buildings that can be added on to.
5.) Fifth grade as a part of the elementary school building(s)
6.) No long-term use of portables.
7.) Target classroom square footage based on grade level, teaching methods and MDE guidelines.
8.) Include space for gym, art, music and space for student support services.
9.) Include early childhood education in the space calculation.

In addition to the EFT's own research, they had access to all the information that was prepared over the last seven (7) years by the district and sub-consultants. This information was prepared for the EFT members and included in binders to be used as a reference source.

Below is a process outline that was used for each of the elementary schools:

1.) EFT reviewed binders of past information provided by the District which included:
   a. Background Information
   b. Past educational adequacy documentation
   c. Past enrollment data
   d. Results of staff input sessions
   e. Results of community input sessions
   f. Images
   g. Presentation documents

2.) EFT reviewed MDE guidelines in relation to buildings and sites.
3.) Tours were held at each elementary to evaluate the facilities.
4.) Follow-up meetings were held to discuss the facilities and how well they met MDE criteria.
5.) Each building was looked at based on the Guide for Planning School Construction Projects in Minnesota, Part 2.06 *Renovate an Existing School or Build a New School*.
6.) The sites were analyzed for feasibility of meeting the guidelines.

On June 26th, the EFT presented their recommendation to the School Board for consideration. Since that time, the District and community have worked together with local businesses and leaders to assist in finalizing the plan. During this time, they have completed the following:

- Collaboration meetings with the IRRRB, City of Grand Rapids and City of Cohasset for potential funding partnerships.
- Formal discussions with MN Department of Education for confirmation on our proposed school site sizes.
- Continued communication by the District and the EFT leaders to over 40 additional community groups to communicate the plan.
- Held four (4) teacher collaboration meetings in which:
   a. The groups worked together to trim space program by 15,000 sf for each of the new schools without losing capacity, future growth opportunity or sacrificing education,
   b. Finalized the space program,
   c. Added and enhanced the preliminary school design concept.
- Purchased property as recommended by the EFT (property west of Cohasset School).
- Created the Activities Facilities Taskforce (AFT) which:
   a. Analyzed activities/athletic needs,
   b. Added needs for Bigfork,
   c. Brought a plan forward to the School Board to address these needs,
   d. Shared the plan with the EFT Finance Committee.
- Added contingency, construction inflation, and considered options on capitalized interest to the referendum to protect the integrity of the plan.
- Completed a construction cost review on the overall budget for validation.

FACILITY ASSESSMENT SUMMARY:

The following is a breakdown of each of the four (4) existing elementary schools as evaluated by the Elementary Facilities Task Force.

Forest Lake Elementary School:

The facility consists of 60,129 square feet of space with building ages of 1951, 1988 and 2011. The 2011 portion of the building is equal to 6,272 SF of temporary classrooms. This site is sized at approximately 5.7 acres.

Existing Deferred Maintenance Needs

The 2012 report identified a potential of about $3.3M (today's dollars) in needs.

2012 Facility Assessment Information				**Updated for 2018/19**		
Forest Lake	Priority			Priority		
Category	1	2	3	1	2	3
Sidewalks	$0	$315	$0	$0	$354	$0
Hard Surfaces	$0	$0	$0	$0	$0	$0
Parking Lots	$11,525	$0	$0	$12,964	$0	$0
Building Envelope	$599,539	$699,663	$0	$674,400	$787,026	$0
Interior Finishes	$10,391	$2,834	$0	$11,688	$3,188	$0
Accessibility / ADA	$0	$42,372	$10,578	$0	$47,663	$11,899
Mechanical	$0	$1,404,039	$84,821	$0	$1,579,353	$95,412
Electrical	$787	$73,761	$1,574	$885	$82,971	$1,771
Fire & Security	$0	$0	$0	$0	$0	$0
	$622,242	$2,222,984	$96,973	$699,938	$2,500,555	$109,081

5th Grade Population

The existing Forest Lake Elementary School currently houses a Kindergarten through 4th grade student population of approximately 356 students (2016/17 school year). Integrating the 5th grade population into this school would add a potential 67+ (2016/17 RJEMS 5th Grade, 269 students/4) students at this school.

Educational Adequacy

The Educational Adequacy report identified several deficient areas that will be further exacerbated the addition of 5th grade students. To correct these issues, the following are potential changes that could take place:

- Remodel existing classrooms into breakout space
- Remove the temporary classrooms and add a total of six (6) classrooms with breakout space
- Remodel two (2) classrooms in the 1998 addition to a Music room and Art/Science room
- Convert the Multi-Purpose room to a Media Center
- Remodel existing spaces to dedicated Special Education spaces
- Add a full-sized gymnasium
- Add a secure entrance along with main offices
- Provide additional visitor and teacher parking
- Move existing play structures as needed to accommodate additions
- Provide improved designated bus drop-off area

The modifications/additions above are estimated to cost $8.99M (Updated for inflation) and will increase the overall square footage of the facility by 13,400 square feet.

Site Acreage per MDE Guidelines

The Forest Lake Elementary currently resides on a 5.7 acre site. The MDE guideline for an elementary school is 10 to 15 acres plus one (1) additional acre for each 100 students of estimated enrollment. With the addition of 5th graders, Forest Lake Elementary would have an estimated enrollment of 425 students. This would calculate as 10 to 15 acres plus 4.25 acres or a total range of 14.25 to 19.25 acres as a guideline.

Estimated Acquisition Costs: $5,441,560 (36 properties) (does not include cost of inflation)

Yellow = Existing Acreage **Green = Property Acquisition to meet MDE Guidelines**

Renovate or Build New Results

After tours of the facilities the EFT Facility Committee went through the checklist below to evaluate the facility.

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective on what is best educationally for

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate for current student, staff, program and community needs and needs to be replaced:

Question	Forest Lake		
	Yes	No	Maybe
1.) Does the school district have to many school facilities for the numbers of students?		X	
2.) Are there student safety issues (e.g. student and bus drop-off) on the school site?	X		
3.) Is the school site too small to meet current needs for parking and outdoor activities?	X		
4.) Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?	X		
5.) Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?		X	
6.) Are major portions of the school greater than 50 years old and/or in poor condition?	X	X	
7.) Are there many additions to the school over the years, and are learning and support spaces separated that should be clustered together?			X
8.) Are major portions of the school inaccessible to students with disabilities and adults?			X
9.) Does the school have indoor health and safety issues such as poor indoor air quality, fire safety and mold?		X	
10.) Does the school have mold, asbestos, water penetration or other issues behind exterior or interior surfaces; the cost of which to repair or replace is difficult to estimate without special engineering studies?		X	
11.) Are general classrooms, specialized areas (labs, shops, music, art, physical education and special education), multiple-purpose areas, and support spaces (e.g. storage, conference spaces) insufficient for current needs?	X		
12.) Are there many load-bearing walls, wood floors, and other design features that make renovation of the school difficult and expensive?		X	
13.) Are the mechanical, electrical, plumbing, and heating, ventilation, air-conditioning systems in poor condition		X	
14.) Is lighting insufficient and/or do the windows, ceilings and walls need replacement?		X	
15.) Is further wiring for technology costly because of the age and/or design of the school?		X	
16.) Is the student enrollment either too small or too large for the capacity of the facility?	X		
17.) Are school operational and maintenance costs high?		X	
18.) Are community use spaces in the school few or insufficient for current needs?	X		
19.) Are the high costs of renovating the school, the unpredictability of renovation costs, and the disadvantages of continuing to use it as a school clear and understandable?			X
20.) Are the concerns of supporters of the school centered on issues other than how the facility can best improve student learning and teaching, and help prepare students for their future?			
21.) Does the school have good potential for reuse? Is there a viable reuse option for the school?			X
22.) Are the reasons for replacing the school and the advantages of building a new school clear and understandable?			X
23.) Does the school district have the bonding capacity to build a new school?	X		
24.) Will the school likely be serving students for the life of the bond issue?	X		
Totals	9	10	5

* Note: Questions and information is from pages 46 & 47 of the Minnesota Department of Education Guide for planning school construction projects in Minnesota.

EFT CONCLUSION OF FOREST LAKE:

The Forest Lake Elementary building itself is suitable to be remodeled or renovated to meet the educational needs of the district. However, the site is **NOT** able to accommodate the increased square footage of building necessary due to its location and the number of residential properties surrounding the facility.

Cohasset Elementary School:

This facility is approximately 40,379 square feet in size with building additions in 1922, 1955 and a small mechanical space in 2005. The existing site size is approximately 6.5 acres with the recent addition of a piece of property to the east of the school of 2.54 acres, for a revised total of approximately 8 acres.

Existing Deferred Maintenance Needs

The 2012 report identified a potential of about $4M (today's dollars) in needs.

2012 Facility Assessment Information				**Updated for 2018/19**		
Cohasset	Priority			Priority		
Category	1	2	3	1	2	3
Sidewalks	$11,336	$0	$0	$12,751	$0	$0
Hard Surfaces	$0	$3,360	$0	$0	$3,780	$0
Parking Lots	$58,588	$144,152	$0	$65,904	$162,151	$0
Building Envelope	$866,038	$739,968	$0	$974,175	$832,363	$0
Interior Finishes	$30,701	$102,493	$93,677	$34,534	$115,291	$105,374
Accessibility / ADA	$0	$46,699	$197,733	$0	$52,530	$222,423
Mechanical	$139,346	$1,191,387	$84,456	$156,745	$1,340,148	$95,002
Electrical	$10,076	$89,898	$1,574	$11,334	$101,123	$1,771
Fire & Security	$0	$0	$0	$0	$0	$0
	$562,995	$562,995	$562,995	$1,255,444	$2,607,386	$424,569

Criteria B: 5th Grade Population

The existing Cohasset Elementary School currently houses a Kindergarten through 4th grade student population of approximately 236 students (2016/17 school year). Integrating the 5th grade population into this school would add a potential 67+ (2016/17 RJEMS 5th Grade, 269 students/4) students at this school.

Criteria C: Educational Adequacy

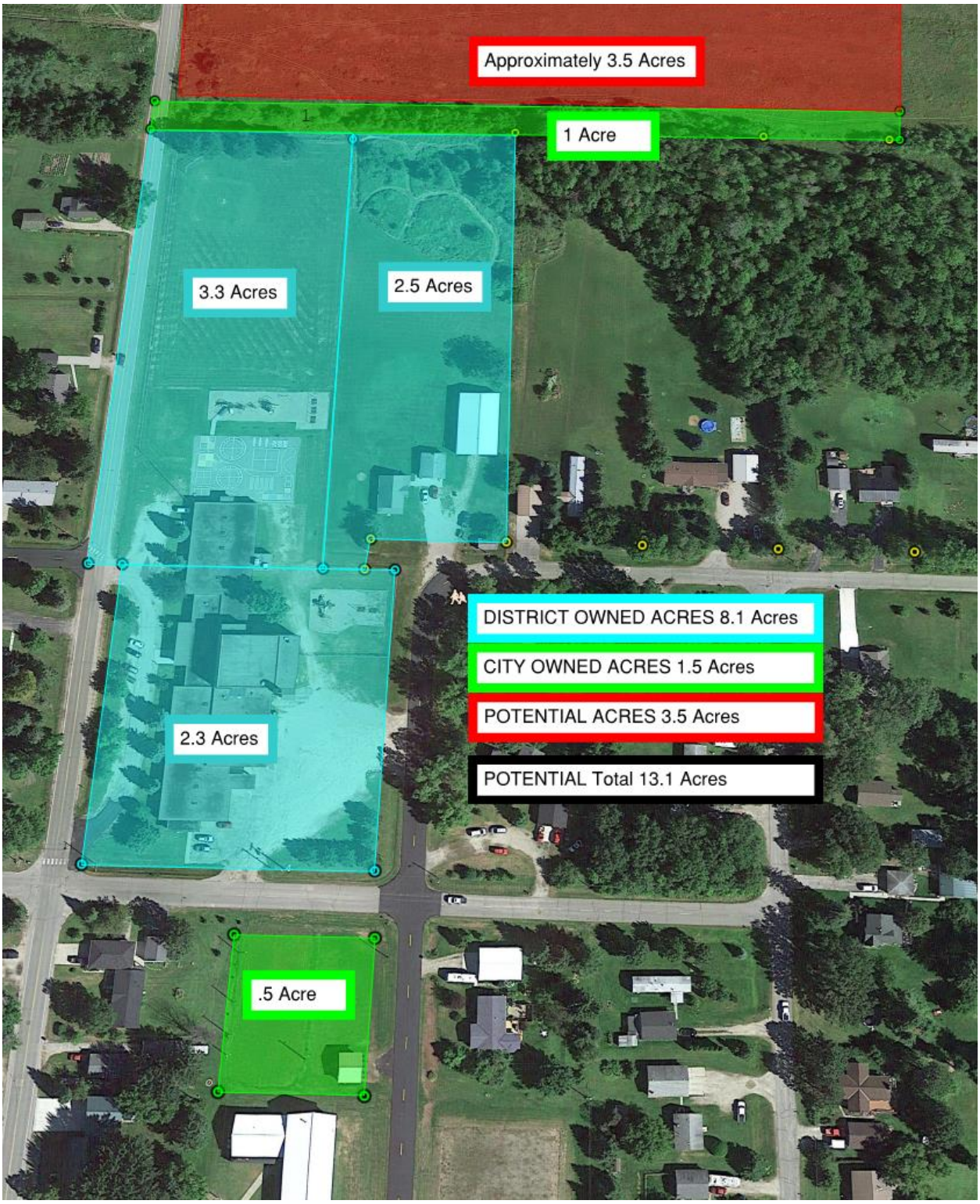
The Educational Adequacy report identified several deficient areas that will be further exacerbated by the addition of 5th grade students. To correct these issues the following are potential changes that could take place:

- Remove the 1922 (3-Story section) including existing kitchen, cafeteria and boiler areas
- Add new square footage to accommodate the following:
    - Staff support
    - Special Ed
    - Title
    - Kitchen
    - Cafeteria
    - Building Services (boiler/mechanical)
    - Art/Science
    - Music
    - Media Center
    - Main Office
    - Flex/Breakout
    - Support Services
    - Gymnasium
- Provide additional visitor and teacher parking
- Move existing play structures as needed to accommodate additions
- Provide improved designated bus drop-off area

The modifications/additions above are estimated to cost $10.7M (approximately $2M will be funded using LTFM with additional detail provided in further sections of this document). After the completion of the 1922 section demolition and new additions, the overall square footage of the facility will increase by 8,500 square feet.

Criteria D: Site Acreage per MDE Guidelines

Cohasset Elementary currently resides on an 8.1 acre site because of a recent land purchase from a private owner to the east of the school. The MDE guideline for an elementary school is 10 to 15 acres plus one (1) additional acre for each 100 students of estimated enrollment. With the addition of 5th graders, Cohasset Elementary would have an estimated enrollment of 300 students. This would calculate as 10 to 15 acres plus 3 acres or a total range of 13 to 18 acres as a guideline. The district is looking to partner with the City of Cohasset (see attached letter in the appendix) to get as close to the 13-acre minimum as possible to keep the building located within Cohasset.


Approximately 3.5 Acres
1 Acre
3.3 Acres
2.5 Acres
2.3 Acres
.5 Acre
DISTRICT OWNED ACRES 8.1 Acres
CITY OWNED ACRES 1.5 Acres
POTENTIAL ACRES 3.5 Acres
POTENTIAL Total 13.1 Acres

Renovate or Build New Results

After tours of the facilities, the EFT Facility Committee went through the checklist below to evaluate the facility.

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate for current student, staff, program and community needs and needs

Question	Cohasset		
	Yes	No	Maybe
1.) Does the school district have to many school facilities for the numbers of students?		X	
2.) Are there student safety issues (e.g. student and bus drop-off) on the school site?	X		
3.) Is the school site too small to meet current needs for parking and outdoor activities?	X		
4.) Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?		X	
5.) Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?	X		
6.) Are major portions of the school greater than 50 years old and/or in poor condition?	X	X	
7.) Are there many additions to the school over the years, and are learning and support spaces separated that should be clustered together?	X		
8.) Are major portions of the school inaccessible to students with disabilities and adults?	X		
9.) Does the school have indoor health and safety issues such as poor indoor air quality, fire safety and mold?		X	
10.) Does the school have mold, asbestos, water penetration or other issues behind exterior or interior surfaces; the cost of which to repair or replace is difficult to estimate without special engineering studies?		X	
11.) Are general classrooms, specialized areas (labs, shops, music, art, physical education and special education), multiple-purpose areas, and support spaces (e.g. storage, conference spaces) insufficient for current needs?	X		
12.) Are there many load-bearing walls, wood floors, and other design features that make renovation of the school difficult and expensive?	X		
13.) Are the mechanical, electrical, plumbing, and heating, ventilation, air-conditioning systems in poor condition		X	
14.) Is lighting insufficient and/or do the windows, ceilings and walls need replacement?		X	
15.) Is further wiring for technology costly because of the age and/or design of the school?		X	
16.) Is the student enrollment either too small or too large for the capacity of the facility?	X		
17.) Are school operational and maintenance costs high?		X	
18.) Are community use spaces in the school few or insufficient for current needs?	X		
19.) Are the high costs of renovating the school, the unpredictability of renovation costs, and the disadvantages of continuing to use it as a school clear and understandable?	X		
20.) Are the concerns of supporters of the school centered on issues other than how the facility can best improve student learning and teaching, and help prepare students for their future?			
21.) Does the school have good potential for reuse? Is there a viable reuse option for the school?		X	X
22.) Are the reasons for replacing the school and the advantages of building a new school clear and understandable?	X		
23.) Does the school district have the bonding capacity to build a new school?	X		
24.) Will the school likely be serving students for the life of the bond issue?		X	
Totals	13	11	1

* Note: Questions and information is from pages 46 & 47 of the Minnesota Department of Education Guide for planning school construction projects in Minnesota.

EFT CONCLUSION OF COHASSET:

While Cohasset needs a significant amount of work, the EFT has concluded that because of its location within the District boundaries, it is in the best interest of taxpayers to invest in this facility. In addition, Cohasset is one of the most suitable sites for future expansion.

Edna I. Murphy Elementary School:

The facility consists of additions in 1952, 1956, 1989, 2008 and 2016 for a total square footage of approximately 44,671 square feet. The addition in 2016 consisted of temporary classrooms. The site is approximately 5 acres.

Criteria A: Existing Deferred Maintenance Needs

The 2012 report identified a potential of about $2.65M (today's dollars) in total needs.

2012 Facility Assessment Information				Updated for 2018/19		
Murphy	Priority			Priority		
Category	1	2	3	1	2	3
Sidewalks	$2,440	$0	$0	$2,745	$0	$0
Hard Surfaces	$3,149	$13,225	$0	$3,542	$14,876	$0
Parking Lots	$6,298	$37,896	$0	$7,084	$42,628	$0
Building Envelope	$129,652	$841,509	$0	$145,841	$946,583	$0
Interior Finishes	$115,089	$10,234	$0	$129,459	$11,512	$0
Accessibility / ADA	$0	$41,111	$0	$0	$46,244	$0
Mechanical	$3,936	$1,021,334	$66,725	$4,427	$1,148,862	$75,057
Electrical	$787	$68,172	$1,574	$885	$76,684	$1,771
Fire & Security	$0	$0	$0	$0	$0	$0
	$261,351	$2,033,481	$68,299	$293,984	$2,287,390	$76,827

Criteria B: 5th Grade Population

The existing Murphy Elementary School currently houses a Kindergarten through 4th grade student population of approximately 374 students (2014/15 school year). Integrating the 5th grade population into this school would add a potential 67+ (2016/17 RJEMS 5th Grade, 269 students/4) students at this school.

Criteria C: Educational Adequacy

The Educational Adequacy report identified several deficient areas that will be further exacerbated by the addition of 5th grade students. To correct these issues, the following are potential changes that could take place.

- Remodel existing classrooms into breakout space
- Add a total of seven (7) classrooms
- Remodel Multi-Purpose room to a Media Center
- Remodel existing spaces to dedicated Special Education spaces
- Add a full-sized gymnasium
- Remodel an existing classroom to a new main entrance and office (secure entrance)
- Provide additional visitor and teacher parking
- Move existing play structures as needed to accommodate additions
- Provide improved designated bus drop-off area

The modifications/additions above are estimated to cost $8.05M (updated for inflation) and increase the overall square footage of the facility by 19,200 square feet.

Criteria D: Site Acreage per MDE Guidelines

Murphy Elementary currently resides on a 5.0 acres site. The MDE guideline for an elementary school is 10 to 15 acres plus one (1) additional acre for each 100 students of estimated enrollment. With the addition of 5th graders, Murphy Elementary would have an estimated enrollment of 441 students. This would calculate as 10 to 15 acres plus 4.1 acres or a total range of 14.1 to 19.1 acres as a guideline.

Estimated Acquisition Costs: $4,382,280 (27 properties)

Yellow = Existing Acreage **Green = Property Acquisition to meet MDE Guidelines**

Renovate or Build New Results

After tours of the facilities, the EFT Facility Committee went through the checklist below to evaluate the facility.

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate for current student, staff, program and community needs and needs

Question	Murphy		
	Yes	No	Maybe
1.) Does the school district have to many school facilities for the numbers of students?		X	
2.) Are there student safety issues (e.g. student and bus drop-off) on the school site?	X		
3.) Is the school site too small to meet current needs for parking and outdoor activities?	X		
4.) Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?	X		
5.) Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?		X	
6.) Are major portions of the school greater than 50 years old and/or in poor condition?	X	X	
7.) Are there many additions to the school over the years, and are learning and support spaces separated that should be clustered together?			X
8.) Are major portions of the school inaccessible to students with disabilities and adults?			X
9.) Does the school have indoor health and safety issues such as poor indoor air quality, fire safety and mold?		X	
10.) Does the school have mold, asbestos, water penetration or other issues behind exterior or interior surfaces; the cost of which to repair or replace is difficult to estimate without special engineering studies?		X	
11.) Are general classrooms, specialized areas (labs, shops, music, art, physical education and special education), multiple-purpose areas, and support spaces (e.g. storage, conference spaces) insufficient for current needs?	X		
12.) Are there many load-bearing walls, wood floors, and other design features that make renovation of the school difficult and expensive?		X	
13.) Are the mechanical, electrical, plumbing, and heating, ventilation, air-conditioning systems in poor condition		X	
14.) Is lighting insufficient and/or do the windows, ceilings and walls need replacement?		X	
15.) Is further wiring for technology costly because of the age and/or design of the school?		X	
16.) Is the student enrollment either too small or too large for the capacity of the facility?	X		
17.) Are school operational and maintenance costs high?		X	
18.) Are community use spaces in the school few or insufficient for current needs?	X		
19.) Are the high costs of renovating the school, the unpredictability of renovation costs, and the disadvantages of continuing to use it as a school clear and understandable?			X
20.) Are the concerns of supporters of the school centered on issues other than how the facility can best improve student learning and teaching, and help prepare students for their future?			
21.) Does the school have good potential for reuse? Is there a viable reuse option for the school?			X
22.) Are the reasons for replacing the school and the advantages of building a new school clear and understandable?			X
23.) Does the school district have the bonding capacity to build a new school?	X		
24.) Will the school likely be serving students for the life of the bond issue?	X		
Totals	9	10	

* Note: Questions and information is from pages 46 & 47 of the Minnesota Department of Education Guide for planning school construction projects in Minnesota.

EFT CONCLUSION OF EDNA I. MURPHY:

The Murphy facility is generally in good condition. However, the site creates issues with the amount of real estate that needs to be purchased to make the facility adequate in terms of physical building space and site size. The EFT contacted the City of Grand Rapids to discuss options around purchasing properties to the east of the school and connecting the Murphy property with the current bus garage and RJEMS. The response from the City was the existing street (NE 7th Ave) is a major access route running north and south through the town. Changes to this thoroughfare would not be feasible in terms of infrastructure for the City.

Southwest Elementary School:

Southwest Elementary is approximately 48,690 square feet, with additions being constructed in 1958, 1988, 2007 and 2015. The 2015 addition is temporary classrooms. The existing site is approximately 8.5 acres.

Criteria A: Existing Deferred Maintenance Needs

The 2012 report identified a potential of about $3.5M (today's dollars) in needs.

2012 Facility Assessment Information				Updated for 2018/19		
Southwest	Priority			Priority		
Category	1	2	3	1	2	3
Sidewalks	$5,353	$0	$0	$6,021	$0	$0
Hard Surfaces	$0	$40,588	$0	$0	$45,656	$0
Parking Lots	$0	$70,061	$0	$0	$78,809	$0
Building Envelope	$648,401	$694,660	$0	$729,363	$781,398	$0
Interior Finishes	$22,199	$56,206	$0	$24,971	$63,224	$0
Accessibility / ADA	$0	$43,905	$0	$0	$49,387	$0
Mechanical	$0	$1,421,104	$65,078	$0	$1,598,549	$73,204
Electrical	$16,531	$37,549	$0	$18,595	$42,238	$0
Fire & Security	$0	$0	$0	$0	$0	$0
	$692,484	$2,364,073	$65,078	$778,950	$2,659,261	$73,204

Criteria B: 5th Grade Population

The existing Southwest Elementary School currently houses a Kindergarten through 4th grade student population of approximately 374 students (2014/15 school year). Integrating the 5th grade population into each school would add a potential 67+ (2016/17 RJEMS 5th Grade, 269 students/4) students at this school.

Criteria C: Educational Adequacy

The Educational Adequacy report identified several deficient areas that will be further exacerbated by the addition of 5th grade students. To correct these issues, the following are potential changes that could take place.

- Remodel existing classrooms into breakout space
- Add a total of five classrooms
- Remodel Multi-Purpose room to a Media Center
- Remodel existing spaces to dedicated Special Education spaces
- Add a full-sized gymnasium
- Remodel an existing classroom to a new main entrance and office (secure entrance)
- Provide additional visitor and teacher parking
- Move existing play structures as needed to accommodate additions
- Provide improved designated bus drop-off area

The modifications/additions above are estimated to cost $7.23M and increase the overall square footage of the facility by 16,880 square feet.

Criteria D: Site Acreage per MDE Guidelines

Southwest Elementary currently resides on an 8.5 acre site. The MDE guideline for an elementary school is 10 to 15 acres plus one (1) additional acre for each 100 students of estimated enrollment. With introduction of 5th graders, the Southwest Elementary would have an estimated enrollment of 441 students. This would calculate as 10 to 15 acres plus 4.5 acres or a total range of 14.5 to 19.5 acres as a guideline.

Estimated Acquisition Costs: $ 846,120 (City land, may be some swapping) (5 other properties)

Yellow = Existing Acreage **Green = Property Acquisition to meet MDE Guidelines**

Renovate or Build New Results

After tours of the facilities, the EFT Facility Committee went through the checklist below to evaluate the facility.

Renovate an Existing School or Build a New School??

The answer to this key question is not clear and simple, and it requires a detailed and time-consuming analysis of many factors. The commissioner must consider both the economic and the educational advisability of a proposed school construction project; hence, both an economic and education perspective

The more "yes" answers there are to the following questions, the greater the likelihood that a school facility in its entirety is not adequate for current student, staff, program and community needs and needs

Question	Southwest		
	Yes	No	Maybe
1.) Does the school district have to many school facilities for the numbers of students?		X	
2.) Are there student safety issues (e.g. student and bus drop-off) on the school site?	X		
3.) Is the school site too small to meet current needs for parking and outdoor activities?	X		
4.) Is it very difficult or impossible to solve school site issues by closing streets and/or purchasing adjacent properties?		X	
5.) Are their major exterior issues such as leaking roofs, groundwater penetration, sagging walls, mold and brick in need of repair or replacement?		X	
6.) Are major portions of the school greater than 50 years old and/or in poor condition?	X	X	
7.) Are there many additions to the school over the years, and are learning and support spaces separated that should be clustered together?			X
8.) Are major portions of the school inaccessible to students with disabilities and adults?		X	
9.) Does the school have indoor health and safety issues such as poor indoor air quality, fire safety and mold?		X	
10.) Does the school have mold, asbestos, water penetration or other issues behind exterior or interior surfaces; the cost of which to repair or replace is difficult to estimate without special engineering studies?		X	
11.) Are general classrooms, specialized areas (labs, shops, music, art, physical education and special education), multiple-purpose areas, and support spaces (e.g. storage, conference spaces) insufficient for current needs?	X		
12.) Are there many load-bearing walls, wood floors, and other design features that make renovation of the school difficult and expensive?		X	
13.) Are the mechanical, electrical, plumbing, and heating, ventilation, air-conditioning systems in poor condition		X	
14.) Is lighting insufficient and/or do the windows, ceilings and walls need replacement?		X	
15.) Is further wiring for technology costly because of the age and/or design of the school?		X	
16.) Is the student enrollment either too small or too large for the capacity of the facility?	X		
17.) Are school operational and maintenance costs high?		X	
18.) Are community use spaces in the school few or insufficient for current needs?	X		
19.) Are the high costs of renovating the school, the unpredictability of renovation costs, and the disadvantages of continuing to use it as a school clear and understandable?			X
20.) Are the concerns of supporters of the school centered on issues other than how the facility can best improve student learning and teaching, and help prepare students for their future?			
21.) Does the school have good potential for reuse? Is there a viable reuse option for the school?			X
22.) Are the reasons for replacing the school and the advantages of building a new school clear and understandable?			X
23.) Does the school district have the bonding capacity to build a new school?	X		
24.) Will the school likely be serving students for the life of the bond issue?	X		
Totals	8	12	4

*+B16:N35 Note: Questions and information is from pages 46 & 47 of the Minnesota Department of Education Guide for planning school construction projects in Minnesota.

EFT CONCLUSION OF SOUTHWEST:

Southwest Elementary is in the best condition and therefore, is the best suitable site for the District. However, it still requires significant updates to keep it functioning as an adequate elementary facility. The EFT is recommending that the District take this facility and turn it into early childhood space or ALC space to eliminate some of the District-leased space throughout Grand Rapids. By eliminating leased space, the District can save the money and invest it in other facilities. They will keep up with the deferred maintenance on this building by utilizing their Long-Term Facility Maintenance dollars.

EFT ASSESSMENT SUMMARY

The EFT looked at all the elementary facilities and determined that it is best to build two new schools and to renovate Cohasset for the future of the District. The existing buildings have multiple issues with the facilities that prevent them as operating as elementary schools for the next 25-30 years. One of the major factors in determining this route was the site aspect of the current facilities.

Question #2 Activities Facilities Taskforce (AFT)

On July 10, 2017, the School Board received a presentation regarding a concern on the quality and quantity of activity facilities available to the District. Shortly after this presentation, the Activities Facilities Taskforce (AFT) was created. Over the course of the next few months, the task force determined that they lacked adequate greenspace for the activities that the District supports. In addition, the current facilities require high maintenance to keep them in a safe condition for students.

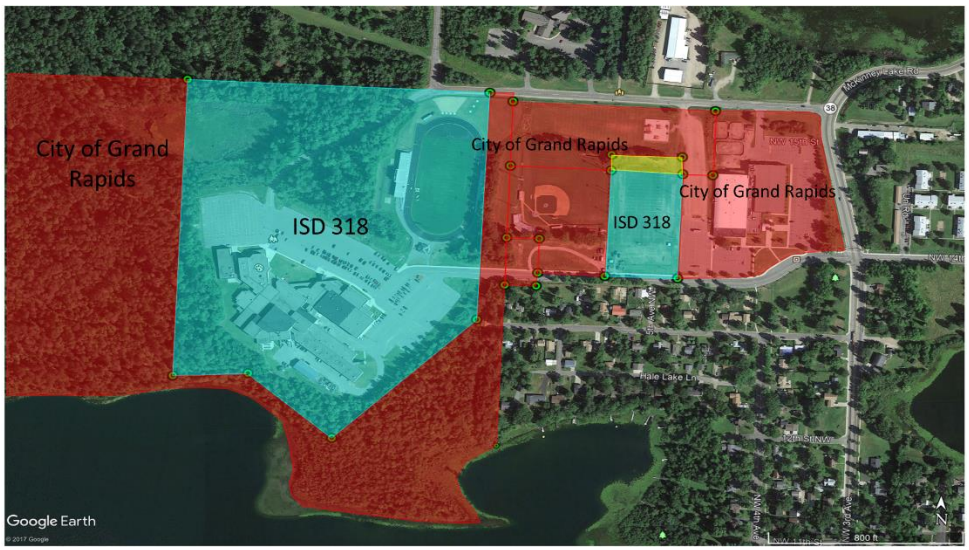
The deficiencies at the current facilities include the following:

- Athletic Fields at GRHS are overused.
- GRHS is landlocked and is not cost effective to purchase additional land for green space.
- The District has added four (4) sports (boys/girls soccer and boys/girls lacrosse) without adding additional space.
- The football practice field is now home to lacrosse. The field conditions are poor and the increased use has limited the field as a performance venue.
- Field hours are extremely limited by condition and rehabilitation of fields.
- Noble Hall Field becomes unsafe to play upon by the end of September/Early October.
- Added risk/injury by training in halls, on streets and in parking lots.
- The current facilities are expensive to properly maintain.
- The lack of facilities limits opportunities for students and student-athletes.
- The marching band is forced to practice in the parking lot.
- Bigfork locker room and weight room are significantly undersized and in need of space/maintenance.

Based on MDE Guidelines, the District should have approximately 41 acres to support HS Outdoor Activity space. The total space shown in blue on the next page is 42.2 acres and consists primarily of the school building and parking lot, one football field and one football practice/lacrosse field.

The Activity Facilities at GRHS consist of:

- Noble Hall Football Field
- Practice Football/Lacrosse Field



All other activity properties are leased by the District. If the District were to invest in the fields they have, there is an estimated $20,000 in annual lease levy reductions.

PROJECT SUMMARY and IMPACT:

In the above findings of the AFT, they have recommended that the District acquire the Legion Baseball Field from the City of Grand Rapids and install turf on the fields to increase the usability of the facilities that the District has on campus.

The Benefits of the AFT Plan

- Financially responsible – lowest cost of all options
- Increases the usability of all fields by tenfold
- Maximizes all available space at GRHS campus
- Provides needed facilities for Bigfork student and community use
- Brings most of the athletes back to GRHS campus for practices and competitions
- Creates a safe location for marching band practice
- Lease savings to the District
- Extensive and substantial community use opportunities for Club/Youth sports, YMCA, Boys/Girls Club, Special Olympics and Get Fit Itasca
- $10,000-$15,000 savings for the Grand Rapids band program
- These improvements have the potential to generate revenue for ISD 318 as well as bring in additional dollars to the community

- A description of the project including:
  a) specifications of site and outdoor space acreage,
  b) square footage allocations for classrooms, laboratories and support spaces,
  c) estimated expenditures for major portions of the project,
  d) estimated changes in facility operating costs
  e) dates the project will begin and be completed.

BALLOT QUESTION #1 DETAILS:

A description of each portion of the project is provided within this section.

Cohasset Elementary

The proposed scope of work at the Cohasset Elementary includes demolition of the 1922 section of the building, renovations to the remaining facility and new additions in two locations. By performing these projects, the school will be appropriately sized for the population that it serves, safety will be enhanced, and programs will be provided adequate space.

Once the 1922 section of the building is removed, an addition will be constructed to provide staff support space, a special education suite, kitchen/cafeteria and building services.

The second addition will accommodate a gymnasium, music, art/science classroom, media center, main office with safe and secure entrance, a flex classroom, breakout space and support services. In addition, the proposal includes a new visitor parking lot installed adjacent to the main office to become a main point of entry into the safe and secure entrance.

The renovation portion of the project will address the highest priority needs in relation to the interior space, building envelope, mechanical, electrical and plumbing deferred maintenance needs.

Project Description: Sample Floor Plan

Project Description: Space Programming

The following pages lay out the preliminary square footage allocations or Space Programming for the proposed project. This building is planned to serve 300 K-5 students. Again, these allocations are a starting point and, once the project is approved, will most likely be refined and adjusted during the actual design phase by further input from staff, administration and the community.

Space Programming:

Room Name/Description	Qty.		Required Area (sqft)	Net Area (sqft)	Gross Area (sqft)
Instructional Classroom					
Kindergarten	2		1200	2400	
Grade 1	2		900	1800	
Grade 2	2		900	1800	
Grade 3	2		900	1800	
Grade 4	2		900	1800	
Grade 5	2		900	1800	
B/O Learning Spaces	1		900	900	
Small group/Title I	1		300	300	
Flex Rooms	1		1200	1200	
totals				**13,800**	**17,940**
Media Center					
Entrance/circulation	1		400	400	
Seating (10% of students)	30		40	1200	
Small group			600	0	
Workroom	1		200	200	
Classroom area			900	0	
totals				**1,800**	**2,340**
Technology					
Multi-use teaching storage			700	0	
Tele-Presence Lab			900	0	
Computer Lab	1		1000	1000	
totals				**1,000**	**1,300**
Art/Science					
Classroom	1		1000	1000	
totals				**1,000**	**1,300**
Special Education					
Level II Classroom	1		1200	1200	
Resource Area	1		600	600	
Conference Room	1		225	225	
Speech/OT-PT	1		200	200	
totals				**2,225**	**2,893**
Music					

Classroom	1		1000	1000	
Seating/Stage area storage	1		600	600	
totals				**1,600**	**2,080**
Physical Education					
Gymnasium Station	1		3500	3500	
Storage and office	1		600	600	
DAPE/Auxiliary	0		800	0	
totals				**4,100**	**5,330**
Food Service					
Kitchen	1		1000	1000	
Cafeteria/Dining Space	75		15	1125	
Serving Line	1		500	500	
Storage	1		500	500	
totals				**3,125**	**4,063**
Staff Support Spaces					
Teacher Lounge	1		1000	1000	
Staff Toilets	2		65	130	
Teacher Work Room	1		600	600	
Teacher Collaboration	1		900	900	
totals				**2,630**	**3,419**
Building Services					
Receiving & General Storage	1		1500	1500	
Boiler, HVAC & Housekeeping	1		1500	1500	
totals				**3,000**	**3,900**
Main Office					
Principal office	1	students	225	225	
Nurse	1		400	400	
Reception Area/Student Support	1		400	400	
Secretary	1		200	200	
totals				**1,225**	**1,593**
Support Services					
Support Staff Office	1		200	200	
Conference Room	1		225	225	
Records/Storage	1		300	300	
Itinerant Staff Area	1		225	225	
totals				**950**	**1,235**

	Educational Net Area	Educational Gross Area
Educational Total	**36,455**	**47,392**
Square feet per Student		**158**

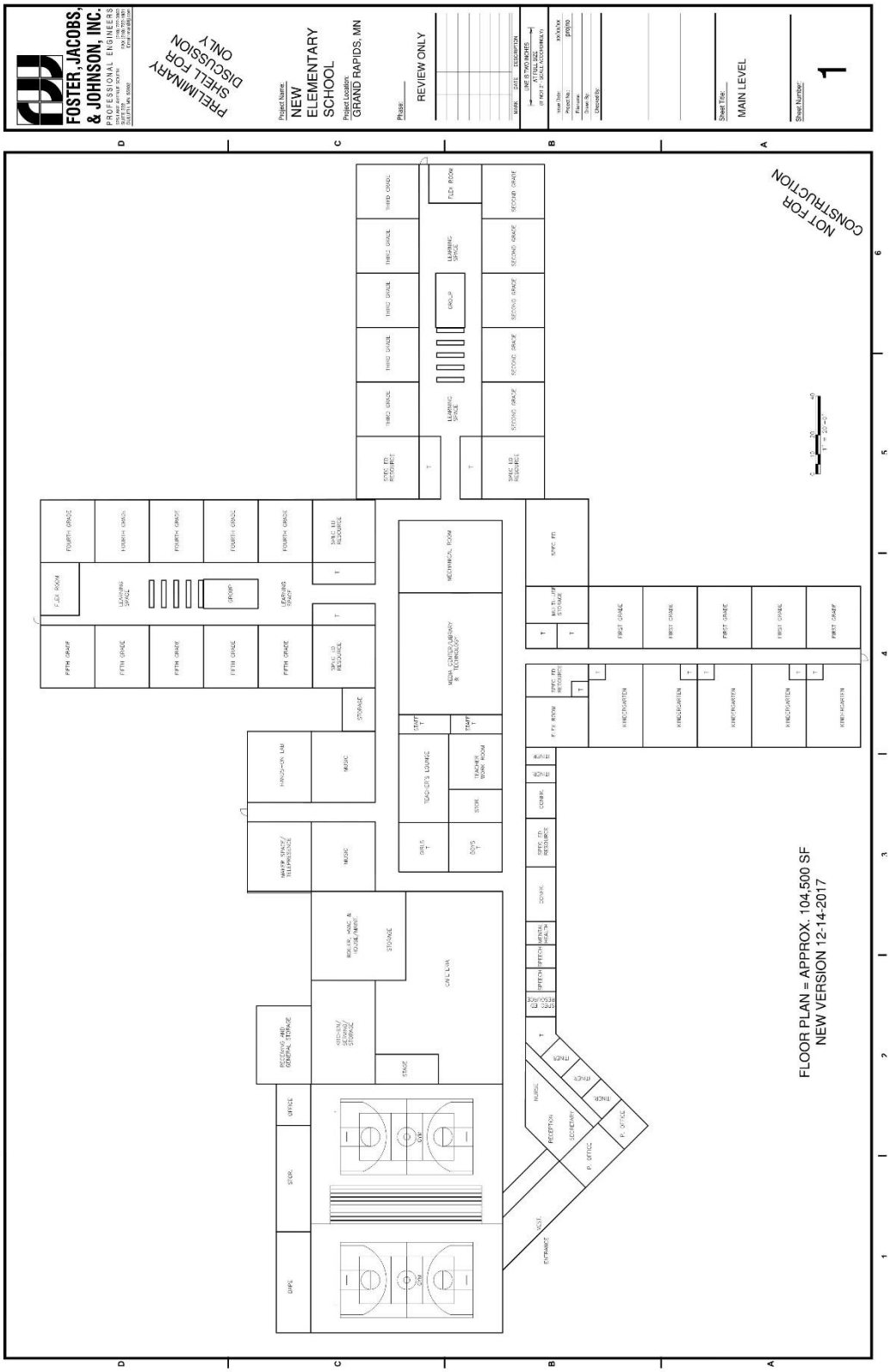
New Elementary Schools

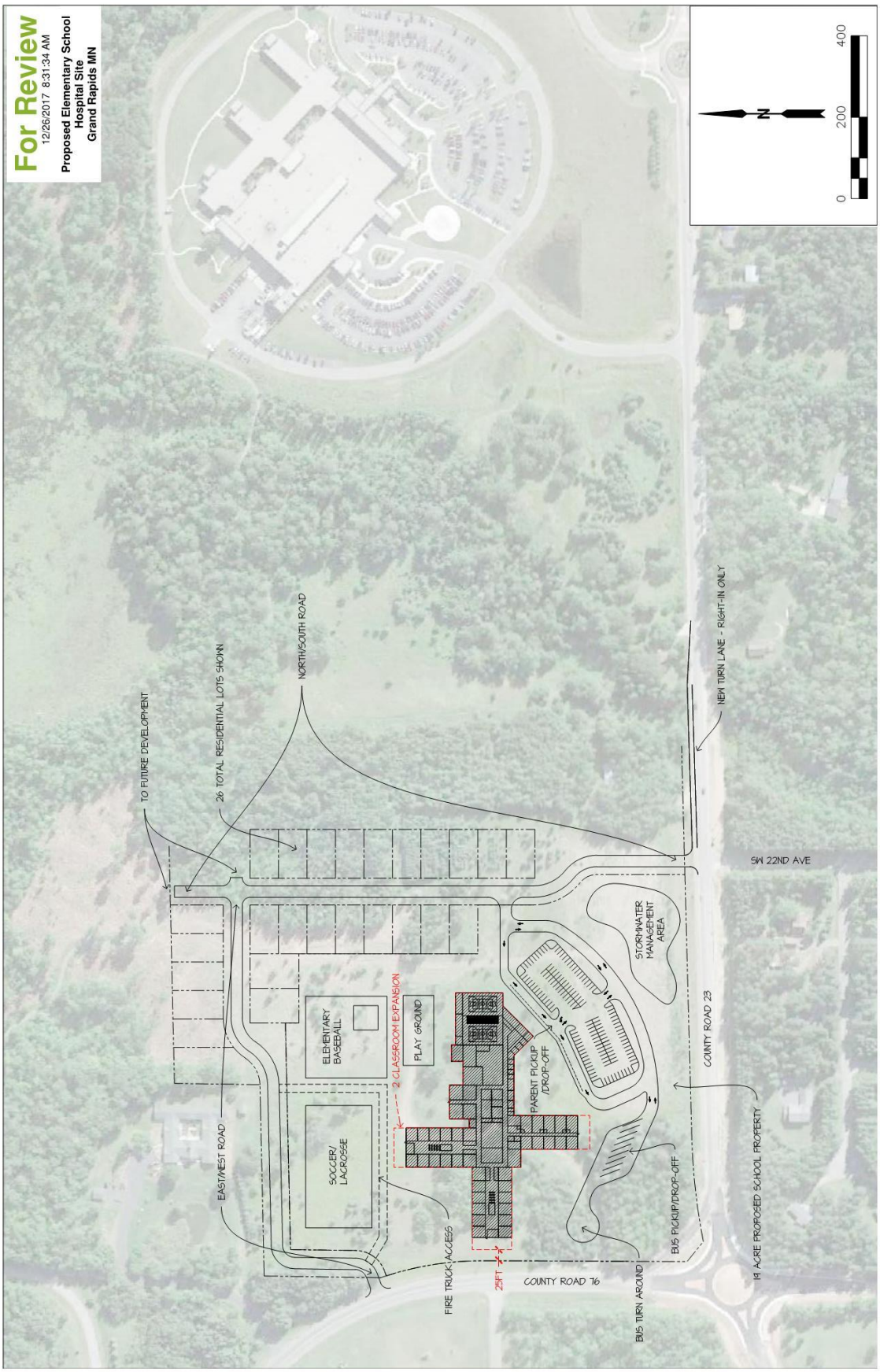
The new elementary schools would consist of the construction of two new facilities. Each of these facilities is designed for a capacity of 750 students. In addition, the core building areas and preliminary design includes room for future expansion. The new construction will allow the District to meet the educational needs as determined for future of ISD 318. The preliminary designs have been completed to maximize site use, safety, security and community use. The design of these schools will be identical to each other. This will ensure an equitable building and education between the two locations.

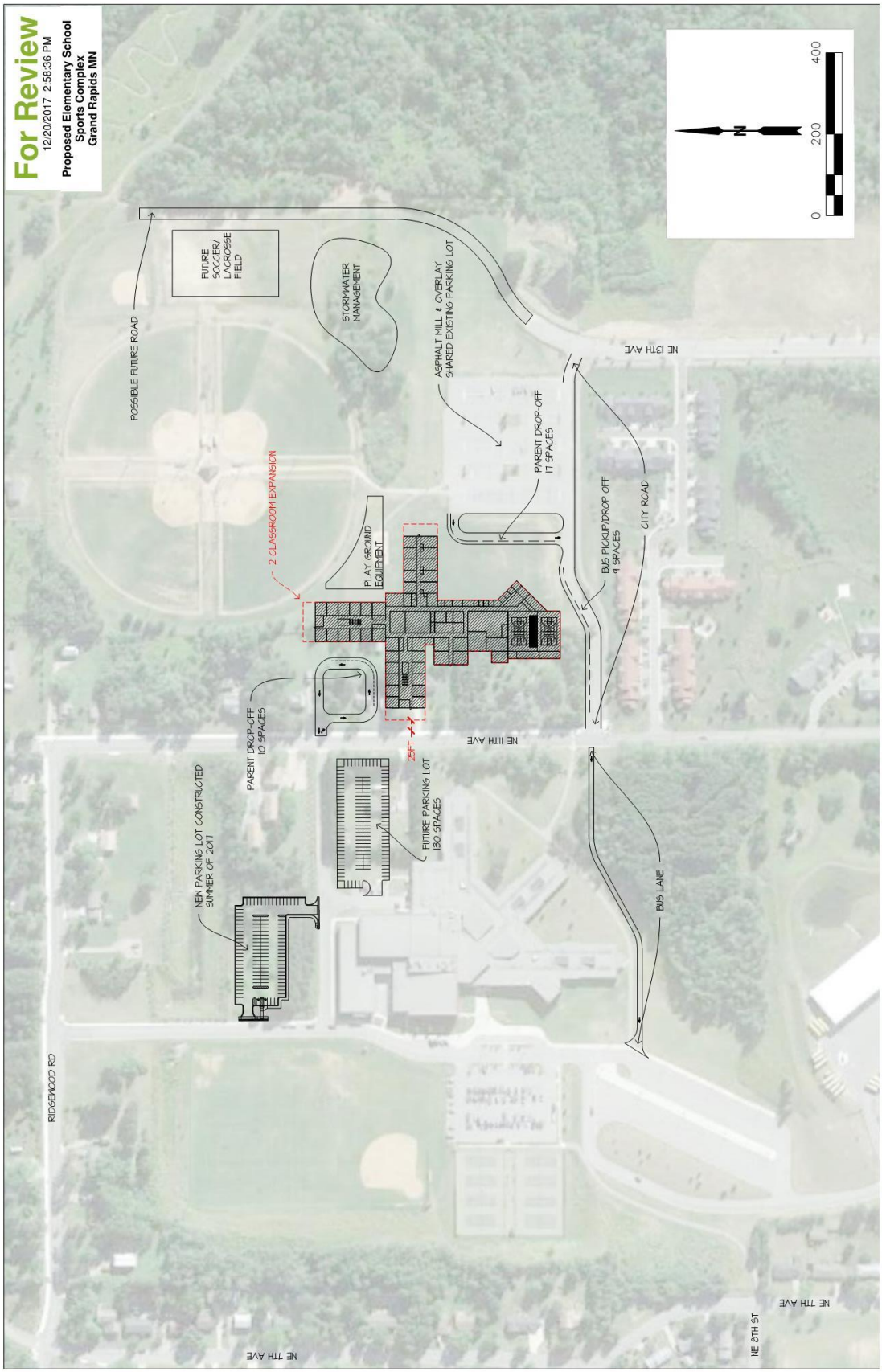
For these new buildings, a thorough analysis has been completed to select the correct sites for the District and the community. One school will be located on the southwest portion of Grand Rapids and the other in the northeast portion. This will allow for efficient flow of students to their respective schools and will help to remove some of the existing issues with student transportation.

The District has worked diligently with the City of Grand Rapids to determine that these sites have the appropriate infrastructure to accommodate these new facilities. The District has also worked with the City to plan for future development opportunities that surround the new facilities. Below is a layout of the three facilities in relation to the City of Grand Rapids.

Project Description: Sample Floor Plan




For Review
12/26/2017 8:31:34 AM
Proposed Elementary School
Hospital Site
Grand Rapids MN
0
200
400
N
TO FUTURE DEVELOPMENT
26 TOTAL RESIDENTIAL LOTS SHOWN
NORTH/SOUTH ROAD
NEW TURN LANE - RIGHT-IN ONLY
SW 22ND AVE
STORMWATER MANAGEMENT AREA
2 CLASSROOM EXPANSION
ELEMENTARY BASEBALL
PLAY GROUND
PARENT PICKUP /DROP-OFF
COUNTY ROAD 23
EAST/WEST ROAD
SOCCER/ LACROSSE
FIRE TRUCK ACCESS
25FT
COUNTY ROAD 76
BUS PICKUP/DROP-OFF
BUS TURN AROUND
19 ACRE PROPOSED SCHOOL PROPERTY


For Review
12/20/2017 2:58:36 PM
Proposed Elementary School
Sports Complex
Grand Rapids MN
N
0
200
400
POSSIBLE FUTURE ROAD
FUTURE SOCCER/ LACROSSE FIELD
STORMWATER MANAGEMENT
ASPHALT MILL & OVERLAY SHARED EXISTING PARKING LOT
NE 13TH AVE
PARENT DROP-OFF 17 SPACES
2 CLASSROOM EXPANSION
PLAY GROUND EQUIPMENT
BUS PICKUP/DROP OFF 4 SPACES
CITY ROAD
PARENT DROP-OFF 10 SPACES
NE 11TH AVE
25FT
FUTURE PARKING LOT 150 SPACES
NEW PARKING LOT CONSTRUCTED SUMMER OF 2017
BUS LANE
RIDGEWOOD RD
NE 7TH AVE
NE 8TH ST
NE 7TH AVE

Project Description: Space Programming

The following pages lay out the preliminary square footage allocations or Space Programming for the proposed project. Both facilities are designed at a capacity of 900 students and will house K-5. Again, these allocations are a starting point and, once the project is approved, will most likely be refined and adjusted during the actual design phase by further input from staff, administration and the community.

Space Programming:

Room Name/Description	Qty.		Required Area (sqft)	Net Area (sqft)	Gross Area (sqft)
Instructional Classroom					
Kindergarten	5		1200	6000	
Grade 1	5		900	4500	
Grade 2	5		900	4500	
Grade 3	5		900	4500	
Grade 4	5		900	4500	
Grade 5	5		900	4500	
B/O Learning Spaces	5		450	2250	
Small group	6		200	1200	
Title I (2 people per space)	2		300	600	
totals				**32,550**	**42,315**
Media Center					
Entrance/circulation	1		400	400	
Seating (10% of students)	75		35	2625	
Small group	2		150	300	
Workroom	0		0	0	
Classroom area	0		0	0	
totals				**3,325**	**4,323**
Technology					
Multi-use teaching storage	0		0	0	
Tele-Presence Lab	0		0	0	
Computer Lab	0		0	0	
totals				**0**	**0**
Makers/Hands on Space					
Classroom	2		1200	2400	
totals				**2,400**	**3,120**
Special Education					
Level III Classroom	2		1200	2400	
Resource Area & Sensory	5		900	4500	
Conference Room	2		225	450	
totals				**7,350**	**9,555**
Music					
Classroom	2		1200	2400	

Seating/Stage area storage	1	600	600	
totals			**3,000**	**3,900**
Physical Education				
Gymnasium Station	2	6250	12500	
Storage and office	3	600	1800	
DAPE/Auxiliary	1	1200	1200	
totals			**15,500**	**20,150**
Food Service				
Kitchen	1	1250	1250	
Cafeteria/Dining Space	300	15	4500	
Serving Line	2	500	1000	
Storage	1	500	500	
totals			**7,250**	**9,425**
Staff Support Spaces				
Teacher Lounge	1	1000	1000	
Staff Toilets	10	65	650	
Teacher Work Room	1	600	600	
Teacher Collaboration	0	900	0	
totals			**2,250**	**2,925**
Building Services				
Receiving & General Storage	1	2000	2000	
Boiler, HVAC & Housekeeping	1	1500	1500	
totals			**3,500**	**4,550**
Main Office				
Principal office	2	250	500	
Nurse	1	500	500	
Reception Area/Student Support	1	500	500	
Secretary	2	120	240	
totals			**1,740**	**2,262**
Support Services				
Support Staff Office	3	120	360	
Speech	2	150	300	
Conference Room	1	300	300	
Records/Storage	1	300	300	
Itinerant Staff Area	3	160	480	
totals			**1,740**	**2,262**

	Educational Net Area	Educational Gross Area
Educational Total	**80,605**	**104,787**
Square feet per Student		**140**

BALLOT QUESTION #1

PROJECT: ISD 318 - Preliminary Concept Budget

		SF	$ / SF
CONSTRUCTION COSTS			
Elementary Schools			
New School - West Site			
Building	$26,825,472	$104,787	$256
Land	$0		
Infrastructure			
District Share	$806,025	Allowance	
City Share	$941,906	Allowance	
IRRRB Share	$2,407,194	Allowance	
New School - East Site			
Building	$26,825,472	104,787	$256
Land	$555,840	Allowance	
Land	$301,530	Allowance	
Infrastructure			
District Share	$337,963	Allowance	
City Share	$0		
IRRRB Share	$916,700	Allowance	
Demo	$75,000	Allowance	
Cohasset			
Additions	$7,296,000	28,500	$256
Renovations			
LTFM Eligible	$2,000,000	Allowance	
Non-LTFM Eligible	$775,000	5,000	$155
Land	$0		
Infrastructure (IRRRB)	$300,000	Allowance	
Demo	$400,000	20,000	$20
Other Considerations			
Furniture, Fixtures & Equipment (FFE)	$1,500,000		
Playgrounds	$600,000		
Forest Lake Demo	$600,000		
Construction Costs Total	**$73,464,102**		
Inflation Factor	**$3,305,885**	**4.50%**	
Construction Subtotal with Addtnl Considerations as Shown:	**$76,769,987**		
(LESS CITY SHARE)	**($941,906)**		
(LESS IRRRB SHARE)	**($4,698,894)**		
(LESS LTFM CONTRIBUTION)	**($2,000,000)**		
Grand Totals:	**$69,129,187**		

As shown above, the District has worked extensively with the City of Grand Rapids and the IRRRB to help fund this solution and to make it the best plan for the community. Below is a breakdown of the City and IRRRB contributions to the project.

CITY OF GRAND RAPIDS:

1.) As outlined above in the budget breakdown, the existing Forest Lake Elementary will be demolished and the property will be exchanged to the City for the property adjacent to the Hospital (West Site). As a part of this trade, the District will also exchange the Riverview Property to the City to offset all land costs at the hospital site.
2.) The City will contribute $941,906 towards the cost of infrastructure at the Hospital (West Site). This is being done to create a mutual benefit to the District and the City. The District receives a facility in a strategic location and the City has a school to create a development around.
3.) Please see the attached letter from the City of Grand Rapids in the appendix.

IRRRB:

1.) Please see the attached letter from the Iron Range Resources & Rehabilitation Board (IRRRB).

Key Project Dates:

New 750 Student Schools:
Design Phase: Summer 2018 – Winter 2019
Bidding: Spring/Summer 2019
Construction Begins: Summer/Fall 2019
Construction Complete: Spring 2021
Project Completion/First day: September 2021

Cohasset School:
Design Phase: Summer 2018 – Winter 2019
Bidding: Spring/Summer 2019
New additions begin Summer 2020
Demo 1922 section and remodeling begins: June 1, 2021.
Kids move into Southwest Elem September 2021
Project completion with kids moving back to Cohasset: September 2022

BALLOT QUESTION #2 DETAILS:

A description of each portion of the project is provided within this section.

Grand Rapids High School Activity Improvements

The Activity Improvements consist of the following:

Practice/Lacrosse Field:

- Install a synthetic turf practice/lacrosse field and correct and improve drainage issues.
- Provide lighting on the field.

Noble Field:

- Install a synthetic turf football field inside of the existing track and correct and improve drainage issues for the track and turf.

Legion Field:

- Acquire the field from the City through the land exchange agreement for Forest Lake and the Riverview property.
- Install a synthetic turf at Legion Field and correct and improve drainage issues.
- Provide lighting on Legion Field

Bigfork High School Activity Improvements

The activity improvements consist of the following:

- Providing a locker room addition of approximately 1,200 square feet to accommodate two locker rooms.
- Renovation of the weight room.

CONSTRUCTION COSTS - PRELIMINARY 2017 costs	
Practice Field	
Turf at practice field	$400,000
Excavation/drainage for turf	$500,000
Pole Lighting	$100,000
Noble Hall Field	
Turf at Noble Hall	$425,000
Excavation/drainage for turf	$700,000
Track reconstruction	$100,000
Legion Field	
Turf at Legion Field	$450,000
Excavation/drainage for turf	$550,000
Pole Lighting	$150,000
Bigfork	
Locker Rooms	
Addition	$300,000
Weightroom	$250,000
Necessary cooridor and misc	$150,000
Relocation of Scoreboard	$2,000
Construction Costs Total	**$4,077,000**
SOFT COSTS	
Professional Fees, Services, & Reimb.	$489,240
Building Permit/Fees/State Plan Review	$101,925
Testing/Survey	$163,080
Contingency	$326,160
Soft Costs Total	**$1,080,405**
Project Cost Totals:	**$5,157,405**

Key Project Dates:

Design Phase: Summer 2018 – Winter 2019
Bidding: Spring/Summer 2019
GRHS Turf Improvements Summer 2020
Bigfork Addition Fall 2019-Summer 2020
Bigfork Renovation Summer 2020

- A specification of the source of project financing including:
  a) applicable statutory citations,
  b) the schedules 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.

Contingent on State approval, the District proposes to fund a building project with voter approved General Obligation School Building Bonds, pursuant to Minn. Stat. Chapter 475. The District is seeking approval by the voters of two questions. Question #1 would authorize the issuance of up to $68,910,000 in bonds with the cost of issuance estimated at $205,469. Question #2 would authorize the issuance of up to $5,140,000 in bonds with the cost of issuance estimated at $13,128. As documented previously and shown in the included schedules, the District intends to utilize funding from partnerships with the City of Grand Rapids and the Department of Iron Range Resources and Rehabilitation to finance a portion the project costs. In addition, the district intends to finance an estimated $2,000,000 of deferred maintenance at the Cohasset Elementary with an LTFM bond issue. The amount available for project costs, including all funding sources, plus estimated investment earnings in the construction fund, less costs of issuance and rounding, totals $76,769,987 for Question #1 and $5,157,405 for Question #2, the amount the District expects to need to fund project costs.

Ehlers, the District's financial advisor, has prepared the following documents which have been included in the following section of this document:

1. The estimated sources and uses of funds for both questions.

2. The estimated debt structure and tax levies for the proposed bonds for Question #1 individually, and for a combined Question #1 and #2.

3. The estimated tax impact of the proposed bonds on various types and values of property for Question #1 individually, and for a combined Question #1 and #2.

1) Estimated Sources and Uses of the Bonds

Ind. School District 318, Itasca County
Sources and Uses for Possible Construction Project
General Obligation School Building Bonds
January 8, 2018

Includes IRRRB Contribution

	Question 1	Question 2	Total
Bond Amount	**$68,910,000**	**$5,140,000**	**$74,050,000**
Election	**April 2018**	**April 2018**	**April 2018**
Number of Years	**19**	**19**	**19**
Number of Levies	**19**	**19**	**19**
Dated	**2/1/2019**	**2/1/2019**	**2/1/2019**
Sources of Funds			
Par Amount of School Building Bond	$68,910,000	$5,140,000	$74,050,000
City of Grand Rapids Contribution	941,906	0	941,906
IRRRB Grant	4,698,894	0	4,698,894
Long Term Facilities Maintenance Bond	2,000,000	0	2,000,000
Estimated Investment Earnings *	429,403	32,042	461,446
Total Sources	$76,980,203	$5,172,042	$82,152,246
Uses of Funds			
Capitalized Interest	0	0	0
Legal and Fiscal Costs **	205,469	13,218	218,687
Rounding / Contingency ***	4,748	1,419	6,167
Net Available for Project Costs	**76,769,987**	**5,157,405**	**81,927,392**
Total Uses	$76,980,203	$5,172,042	$82,152,246

* Estimated investment earnings are based on an average interest rate of 0.5% and and average life of 15 months.

** Includes fees for municipal advisor, bond counsel, rating agency, paying agent and county certificates.

*** The rounding amount represents the total additional funds available for project costs or debt service due to the requirement to issue bonds in $5,000 increments.

Ind. School District 318, Itasca County

Estimated Payments and Tax Levies for Existing Debt and Proposed New Debt

Question 1

$68,910,000 Bond Issue
April 2018 Election; 19 Years
Wrapped Around Existing Debt

January 4, 2018

Principal Amount:	$68,910,000
Dated Date:	2/1/2019
Avg. Interest Rate:	4.25%

Levy		Tax Capa-		Existing Commitments						Proposed New Debt				Combined Totals		
Pay.	Fiscal	city Value [1]		Initial Debt Levies [2]		Capital	Debt	Net	Tax			Add'l. Debt	Adjusted	Adjusted	Net	Tax
Year	Year	($000s)		Bldg Bonds	OPEB Bonds	Leases	Excess [4]	Levy	Rate	Principal	Interest	Excess [4]	Levy [3]	Debt Levy [3]	Levy	Rate
2017	2018	42,254	1.4%	1,022,018	4,177,907	393,739	(274,218)	5,319,446	12.59	-	-	-	-	5,319,446	5,319,446	12.59
2018	2019	41,885	-0.9%	-	4,897,741	393,739	(332,812)	4,958,669	11.84	-	-	-	-	4,958,669	4,958,669	11.84
2019	2020	41,885	0.0%	-	4,899,158	393,739	(195,910)	5,096,988	12.17	-	2,928,675	-	3,075,109	8,172,097	8,172,097	19.51
2020	2021	41,885	0.0%	-	4,903,700	218,602	(195,966)	4,926,336	11.76	-	2,928,675	-	3,075,109	8,001,444	8,001,444	19.10
2021	2022	41,885	0.0%	-	4,911,246	121,587	(196,148)	4,836,685	11.55	-	2,928,675	-	3,075,109	7,911,794	7,911,794	18.89
2022	2023	41,885	0.0%	-	4,929,963	121,587	(196,450)	4,855,100	11.59	-	2,928,675	(123,004)	2,952,104	7,807,204	7,807,204	18.64
2023	2024	41,885	0.0%	-	4,947,288	-	(197,199)	4,750,089	11.34	-	2,928,675	(118,084)	2,957,025	7,707,114	7,707,114	18.40
2024	2025	41,885	0.0%	-	4,949,049	-	(197,892)	4,751,157	11.34	-	2,928,675	(118,281)	2,956,828	7,707,985	7,707,985	18.40
2025	2026	41,885	0.0%	-	-	-	-	-	-	3,935,000	2,928,675	(118,273)	7,088,586	7,088,586	7,088,586	16.92
2026	2027	41,885	0.0%	-	-	-	-	-	-	4,260,000	2,761,438	(283,543)	7,088,966	7,088,966	7,088,966	16.92
2027	2028	41,885	0.0%	-	-	-	-	-	-	4,445,000	2,580,388	(283,559)	7,093,098	7,093,098	7,093,098	16.93
2028	2029	41,885	0.0%	-	-	-	-	-	-	4,630,000	2,391,475	(283,724)	7,088,825	7,088,825	7,088,825	16.92
2029	2030	41,885	0.0%	-	-	-	-	-	-	4,830,000	2,194,700	(283,553)	7,092,382	7,092,382	7,092,382	16.93
2030	2031	41,885	0.0%	-	-	-	-	-	-	5,035,000	1,989,425	(283,695)	7,091,951	7,091,951	7,091,951	16.93
2031	2032	41,885	0.0%	-	-	-	-	-	-	5,250,000	1,775,438	(283,678)	7,093,031	7,093,031	7,093,031	16.93
2032	2033	41,885	0.0%	-	-	-	-	-	-	5,470,000	1,552,313	(283,721)	7,089,707	7,089,707	7,089,707	16.93
2033	2034	41,885	0.0%	-	-	-	-	-	-	5,705,000	1,319,838	(283,588)	7,092,491	7,092,491	7,092,491	16.93
2034	2035	41,885	0.0%	-	-	-	-	-	-	5,945,000	1,077,375	(283,700)	7,089,794	7,089,794	7,089,794	16.93
2035	2036	41,885	0.0%	-	-	-	-	-	-	6,200,000	824,713	(283,592)	7,092,356	7,092,356	7,092,356	16.93
2036	2037	41,885	0.0%	-	-	-	-	-	-	6,460,000	561,213	(283,694)	7,088,579	7,088,579	7,088,579	16.92
2037	2038	41,885	0.0%	-	-	-	-	-	-	6,745,000	286,663	(283,543)	7,099,702	7,099,702	7,099,702	16.95
2038	2039	41,885	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals				4,069,170	41,125,006	1,642,995	(2,052,756)	44,784,415		68,910,000	39,815,700	(3,881,233)	110,280,752	155,065,167	155,065,167	

1 The estimated tax capacity value for taxes payable in 2017 is the final value provided by Itasca County. Estimates for later years are based on annual percentage changes shown above.
2 Initial debt service levies are set at 105 percent of the principal and interest payments during the next fiscal year.
3 The adjusted debt levy is the initial debt service levy less the debt excess adjustment.
4 The debt excess adjustments for Existing Debt for pay 2017 and pay 2018 are actual. The debt excess adjustment for subsequent years are estimated at 4% of the prior year's initial debt levy.

Ind. School District 318, Itasca County

Estimated Payments and Tax Levies for Existing Debt and Proposed New Debt

Question 1 & 2 Combined

$74,050,000 Bond Issue
April 2018 Election; 19 Years
Wrapped Around Existing Debt

January 4, 2018

Principal Amount:	$74,050,000
Dated Date:	2/1/2019
Avg. Interest Rate:	4.25%

Levy		Tax Capa-		Existing Commitments						Proposed New Debt				Combined Totals		
Pay.	Fiscal	city Value [1]		Initial Debt Levies [2]		Capital	Debt	Net	Tax			Add'l. Debt	Adjusted	Adjusted	Net	Tax
Year	Year	($000s)		Bldg Bonds	OPEB Bonds	Leases	Excess [4]	Levy	Rate	Principal	Interest	Excess [4]	Levy [3]	Debt Levy [3]	Levy	Rate
2017	2018	42,254	1.4%	1,022,018	4,177,907	393,739	(274,218)	5,319,446	12.59	-	-	-	-	5,319,446	5,319,446	12.59
2018	2019	41,885	-0.9%	-	4,897,741	393,739	(332,812)	4,958,669	11.84	-	-	-	-	4,958,669	4,958,669	11.84
2019	2020	41,885	0.0%	-	4,899,158	393,739	(195,910)	5,096,988	12.17	-	3,147,125	-	3,304,481	8,401,469	8,401,469	20.06
2020	2021	41,885	0.0%	-	4,903,700	218,602	(195,966)	4,926,336	11.76	-	3,147,125	-	3,304,481	8,230,817	8,230,817	19.65
2021	2022	41,885	0.0%	-	4,911,246	121,587	(196,148)	4,836,685	11.55	-	3,147,125	-	3,304,481	8,141,167	8,141,167	19.44
2022	2023	41,885	0.0%	-	4,929,963	121,587	(196,450)	4,855,100	11.59	-	3,147,125	(132,179)	3,172,302	8,027,402	8,027,402	19.17
2023	2024	41,885	0.0%	-	4,947,288	-	(197,199)	4,750,089	11.34	-	3,147,125	(126,892)	3,177,589	7,927,678	7,927,678	18.93
2024	2025	41,885	0.0%	-	4,949,049	-	(197,892)	4,751,157	11.34	-	3,147,125	(127,104)	3,177,378	7,928,535	7,928,535	18.93
2025	2026	41,885	0.0%	-	-	-	-	-	-	4,230,000	3,147,125	(127,095)	7,618,886	7,618,886	7,618,886	18.19
2026	2027	41,885	0.0%	-	-	-	-	-	-	4,580,000	2,967,350	(304,755)	7,619,962	7,619,962	7,619,962	18.19
2027	2028	41,885	0.0%	-	-	-	-	-	-	4,775,000	2,772,700	(304,798)	7,620,287	7,620,287	7,620,287	18.19
2028	2029	41,885	0.0%	-	-	-	-	-	-	4,980,000	2,569,763	(304,811)	7,622,439	7,622,439	7,622,439	18.20
2029	2030	41,885	0.0%	-	-	-	-	-	-	5,190,000	2,358,113	(304,898)	7,620,621	7,620,621	7,620,621	18.19
2030	2031	41,885	0.0%	-	-	-	-	-	-	5,410,000	2,137,538	(304,825)	7,620,090	7,620,090	7,620,090	18.19
2031	2032	41,885	0.0%	-	-	-	-	-	-	5,640,000	1,907,613	(304,804)	7,620,190	7,620,190	7,620,190	18.19
2032	2033	41,885	0.0%	-	-	-	-	-	-	5,880,000	1,667,913	(304,808)	7,620,501	7,620,501	7,620,501	18.19
2033	2034	41,885	0.0%	-	-	-	-	-	-	6,130,000	1,418,013	(304,820)	7,620,593	7,620,593	7,620,593	18.19
2034	2035	41,885	0.0%	-	-	-	-	-	-	6,390,000	1,157,488	(304,824)	7,620,038	7,620,038	7,620,038	18.19
2035	2036	41,885	0.0%	-	-	-	-	-	-	6,660,000	885,913	(304,802)	7,618,407	7,618,407	7,618,407	18.19
2036	2037	41,885	0.0%	-	-	-	-	-	-	6,945,000	602,863	(304,736)	7,620,519	7,620,519	7,620,519	18.19
2037	2038	41,885	0.0%	-	-	-	-	-	-	7,240,000	307,700	(304,821)	7,620,264	7,620,264	7,620,264	18.19
2038	2039	41,885	0.0%	-	-	-	-	-	-	-	-	-	-	-	-	-
Totals				4,069,170	41,125,006	1,642,995	(2,052,756)	44,784,415		74,050,000	42,782,838	(4,170,971)	118,503,508	163,287,923	163,287,923	

1 The estimated tax capacity value for taxes payable in 2017 is the final value provided by Itasca County. Estimates for later years are based on annual percentage changes shown above.
2 Initial debt service levies are set at 105 percent of the principal and interest payments during the next fiscal year.
3 The adjusted debt levy is the initial debt service levy less the debt excess adjustment.
4 The debt excess adjustments for Existing Debt for pay 2017 and pay 2018 are actual. The debt excess adjustment for subsequent years are estimated at 4% of the prior year's initial debt levy.

3. The estimated tax impact of the proposed bonds on various types and values of property

Ind. School District 318, Itasca County

Analysis of Tax Impact for Potential Bond Issue, April 2018 Election

January 4, 2018

Includes IRRRB Contribution

	April 2018 Election Estimates			
	Question 1	Question 2	Total, Annual	Total, Monthly
Bond Issue Amount	**$68,910,000**	**$5,140,000**	**$74,050,000**	
Number of Years	**19**	**19**	**19**	
Number of Levies	**19**	**19**	**19**	

Type of Property	Estimated Market Value	Estimated Tax Change, Taxes Payable 2018 to Taxes Payable 2019 *			
Residential Homestead	$75,000	$33	$2	$36	$3
	100,000	53	4	57	5
	125,000	73	5	78	7
	150,000	93	7	100	8
	200,000	133	10	143	12
	250,000	173	13	186	15
	300,000	213	16	229	19
	400,000	293	22	315	26
	500,000	367	28	395	33
	750,000	596	45	641	53
	1,000,000	826	62	888	74
Commercial/ Industrial	$100,000	$110	$8	$118	$10
	250,000	312	23	335	28
	500,000	679	51	730	61
	750,000	1,046	78	1,124	94
	1,000,000	1,413	106	1,519	127
	1,500,000	2,147	161	2,308	192
Apartments	$100,000	$92	$7	$99	$8
	250,000	229	17	247	21
	500,000	459	34	493	41
	1,000,000	918	69	986	82
Agricultural Homestead ** (average value per acre of land and buildings)	$2,000	$0.44	$0.03	$0.47	$0.04
	4,000	0.88	0.07	0.95	0.08
	5,000	1.10	0.08	1.18	0.10
	6,000	1.32	0.10	1.42	0.12
Agricultural Non-Homestead ** (average value per acre of land and buildings)	$2,000	$0.88	$0.07	$0.95	$0.08
	4,000	1.76	0.13	1.89	0.16
	5,000	2.20	0.17	2.37	0.20
	6,000	2.64	0.20	2.84	0.24
Seasonal Recreational	75,000	$55	$4	$59	$5
	150,000	110	8	118	10
	250,000	184	14	197	16
	500,000	367	28	395	33
	750,000	596	45	641	53

* 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. Many owners of homestead property will qualify for a refund, based on their income and total property taxes. This will decrease the net effect of the proposed bond issue for many property owners.

** Estimated tax impact includes 40% reduction due to the School Building Bond Agricultural Credit. Average value per acre is the total assessed value of all land & buildings divided by total acres. Homestead examples exclude the house, garage, and one acre, which has the same tax impact as a residential homestead.

- Documentation obligating the school district and contractors to comply with the following items:
  a) section 471.345 governing municipal contracts,
  b) sustainable design,
  c) school facility commissioning under section 123B.72, certifying the plans and designs for heating, ventilating, air conditioning and air filtration for an extensively renovated or new facility meet or exceed current code standards, including ASHRAE air filtration standard 52.1 and
  d) ANSI acoustical performance criteria, design requirements and guidelines for schools on maximum background noise levels and reverberation times,
  e) State fire code,
  f) chapter 326B governing building codes, and
  g) 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.

See the following page for Attachment 1

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 Statute 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 Statute 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 Statute chapter 326B governing building codes; and

(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 _____

Board Chair Signature: _____ Date _____

Architect/Engineer Signature: _____ Date _____

APPENDIX

A. City of Grand Rapids Memorandum of Understanding

B. City of Cohasset Memorandum of Understanding

C. Department of Iron Range Resources and Rehabilitation Memorandum of Understanding

D. Board Resolution

Appendix A

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into this 20th day of December, 2018 between the City of Grand Rapids, Minnesota and the Independent School District #318.

By way of compromise, both parties have agreed to enter into this Memorandum of Understanding.

Now therefore, the parties agree as follows:

The City of Grand Rapids will transfer deed for 6 acres at the Sports Complex along with a joint use agreement for the parking lot. The estimated cost to Independent School District #318 to be $301,530, with more accurate numbers arrived at using updated appraisals.

Independent School District #318 will transfer deed of the former Riverview School and the Forest Lake School (site to be cleared by School District) to the City of Grand Rapids. The City of Grand Rapids will transfer deed for 19 acres on the Golf Course Road. It is estimated that no monies will be exchanged for this transaction.

It is the intent of both entities to enter into the proper legal documents and exchange necessary monies, only if the bond referendum for Independent School District #318 passes and, therefore, allows the plans to move forward toward execution.

It is also agreed that the City of Grand Rapids and Independent School District #318 will cooperate in an effort to fairly share costs of utilities and infrastructure costs as per recent cooperative meetings between the City of Grand Rapids staff and Independent School District #318 staff and consulting team.

It is also agreed that the City of Grand Rapids and Independent School District #318, will work on the resolution of the Legion Park baseball field ownership, over the next 12 months, regardless of the outcome of the bond referendum.

This Memorandum of Understanding was entered into this 20th day of December 2017.

City of Grand Rapids, Minnesota

By: Dale Adams

Its: Mayor

Independent School District #318

By: [signature]

Its: ISD 318 Board Chair

Appendix B

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into this 12th day of October, 2017 between the City of Cohasset, Minnesota and the Independent School District #318.

By way of compromise, both parties have agreed to enter into this Memorandum of Understanding

Now therefore, the parties agree as follows:

The City of Cohasset will transfer deed to Independent School District #318 for the .95 acre parcel 05-002-3302 adjacent to the district's current property.

It is the intent of both entities to enter into the proper legal documents for the Independent School District #318 to use and the City of Cohasset to own the .5 acre parcel 05-445-0620 if the bond referendum for Independent School District #318 passes and, therefore, allows the plan to move forward toward execution.

This Memorandum of Understanding was entered into this 17 day of October, 2017.

City of Cohasset, Minnesota

By: _____

Its: Mayor

Independent School District #318

By: _____

Its: ISD 318 School Board Chair