

**MINNETONKA SCHOOL BOARD STUDY SESSION**  
**District Service Center**

**January 21, 2021**  
**6:00 p.m.**

**AGENDA**

- |      |    |  |
|------|----|--|
| 6:00 | 1. | Sixth Reading of Policy #604: Inclusive Education Program      |
| 6:20 | 2. | Update on Learning Model Implemented January 19 and Next Steps |
| 6:45 | 3. | Review of State Finance Plan                                   |
| 7:30 | 4. | Review of Technology Security Measures                         |

**CITIZEN INPUT**

**6:45 p.m.** Citizen Input is an opportunity for the public to address the School Board on any topic in accordance with the guidelines printed below.

**GUIDELINES FOR CITIZEN INPUT**

Welcome to the Minnetonka School Board's Study Session! In the interest of open communications, the Minnetonka School District wishes to provide an opportunity for the public to address the School Board. That opportunity is provided at every Study Session during *Citizen Input*.

1. Anyone indicating a desire to speak to any item during *Citizen Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, address and topic. All remarks shall be addressed to the Board as a whole, not to any specific member(s) or to any person who is not a member of the Board.
2. If there are a number of individuals present to speak on the same topic, please designate a spokesperson that can summarize the issue.
3. Please limit your comments to three minutes. Longer time may be granted at the discretion of the Board Chair. If you have written comments, the Board would like to have a copy, which will help them better understand, investigate and respond to your concern.
4. During *Citizen Input* the Board and administration listen to comments. Board members or the Superintendent may ask questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any follow-up to your comment or suggestion, you will be contacted by a member of the Board or administration.
5. Please be aware that disrespectful comments or comments of a personal nature, directed at an individual either by name or inference, will not be allowed. Personnel concerns should be directed first to a Principal, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

**SIXTH READING**

**School Board  
Minnetonka I.S.D. # 276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #1**

**Title: Sixth Reading of Policy #604:  
Inclusive Education Program**

**Date: January 21, 2021**

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**EXECUTIVE SUMMARY**

Policy #604: Inclusive Education Program, is presented for a sixth reading.

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**ATTACHMENTS:**

- Policy 604: Inclusive Education program

**Submitted by:**



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**Dennis L. Peterson  
Superintendent of Schools**

## MINNETONKA PUBLIC SCHOOLS

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### Policy #604: INCLUSIVE EDUCATION PROGRAM

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#### I. PURPOSE

The purpose of this policy is to inform students, teachers and parents of the District's commitment to provide equal educational opportunities to all students attending District schools regardless of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability. ~~their cultural or socioeconomic background, gender, or disability.~~ Additionally, Minnetonka Public Schools affirms the importance of multicultural, gender fair, disability sensitive curriculum and instruction.

*[Note: Part of the definition of "sexual orientation" within the Minnesota Human Rights Act (MHRA) is "having or being perceived as having a self-image or identity not traditionally associated with one's biological maleness or femaleness," which is how gender identity and expression gain protection under the MHRA. Minn. Stat. § 363A.03, Subd. 44.]*

#### II. GENERAL STATEMENT OF POLICY

The School Board of the Minnetonka Public Schools is committed to providing equal educational opportunities for all students in the District, regardless of gender, disability, cultural or socio-economic background. Further, the Board is committed to delivering an inclusive educational program which encourages understanding and nondiscriminatory treatment of people regardless of race, color, creed, religion, national origin, sex, gender, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, ~~of all cultures, socioeconomic background, gender and disabilities, and the~~ Board requires the curriculum and instructional materials to include a broad perspective of students' backgrounds and heritage. The Superintendent is directed to establish procedures for the implementation of this policy.

#### III. DEFINITIONS

For the purpose of the policy, the following terms have the meaning given them in this section:

- A. Inclusive educational program: one that employs a curriculum that is developed and delivered so that students and staff gain an understanding and appreciation of the cultural and historical diversity of the United States, the historical and contemporary contributions of all women and men to society, the historical and contemporary contributions to society by people with disabilities. The curriculum and instructional materials shall reflect these expectations.

- B. Instruction: a teacher-led process, which transforms well-planned curriculum into student learning. Instructions is standards-focused teaching for the purpose of providing meaningful learning experiences that enable all students to master academic content and achieve personal goals. Teachers are expected to acknowledge the backgrounds of their students and utilize the breadth of the curriculum to be responsive to students in their class.
- C. Curriculum: a written plan including standards, benchmarks, essential questions, an assessment plan, instructional resources and strategies, and time allocations for emphasis and pacing for the content to be taught. The curriculum should be sufficiently broad to enable teachers to respond to the students in their classes.
- D. Core Instructional Materials: resources recommended through a District process, approved by the School Board, and used by teachers to provide a required common content for students to achieve intended learning.
- E. Supplementary Materials: resources determined by teachers and principals, as monitored by the Superintendent or designee, which supplement the core materials, and provide for different student needs as required to meet the intended student learning.

#### **IV. REGULATIONS**

- A. The District’s Inclusive Educational Program must be in compliance with Minnesota’s Multicultural, Gender-fair Curriculum Rule 3500.0550, adopted by the State in December 1988 and printed in the State Register May 30, 1989. Renamed Inclusive Educational Program, 1995.

#### **V. EDUCATION PROCESS**

- A. In an attempt to reduce and/or eliminate stereotyping, prejudice, and discrimination, the curriculum developed shall promote experiences in multicultural gender-fair activities which prepare students to live productively in a multicultural pluralistic society.
- B. Development of the District’s Inclusive Educational Program will occur as part of the District curriculum review process.

***Legal Reference:***

*Minnesota Rules Part 3500.0550 Inclusive Education Program*

***Cross References:***

*Policy #603: Instructional and Curricular Program Review and Improvement*

*Policy #606: Instructional Material Review, Selection and Use*

*Approved: February 1, 2007*

*Reviewed: September 17, 2020*

Reviewed: October 22, 2020

Reviewed: November 19, 2020

Reviewed: December 17, 2020

Reviewed: January 7, 2021

Reviewed: January 21, 2021

**UPDATE**

**School Board  
Minnetonka I.S.D. #276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #2**

**Title: Adoption of Learning Model Implemented  
January 19 and Next Steps**

**Date: January 21, 2021**

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**EXECUTIVE SUMMARY:**

An update on the first two days of the hybrid model for Grades K-2 and 4-5 will be provided. Any other additional information on the implementation of the rest of the plan will be provided.

**Submitted by:**



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**Dennis L. Peterson  
Superintendent of Schools**

**REVIEW**

**School Board  
Minnetonka I.S.D. #276  
5621 County Road 101  
Minnetonka, Minnesota**

**Study Session Agenda Item #3**

**Title: Review of State Finance Plan**

**Date: January 21, 2021**

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**EXECUTIVE SUMMARY:**

Approximately 18 months ago, Governor Walz tasked Commissioner Ricker with reviewing school finance in Minnesota. The School Finance Working Group reviewed the various school funding formulas currently in statute during a series of 20 meetings from September 2019 through November 2020. The final report "80-20-10: Bringing Equity to Minnesota's School Finance System" was released on November 5, 2020 for consideration by the Legislature during the 2021 Legislative Session.

The attached PowerPoint summarizes the recommendations of the 80-20-10 Plan that would have the most positive impact on Minnetonka ISD 276.

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**ATTACHMENTS:**

80-20-10 Plan Summary

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**RECOMMENDATION/FUTURE DIRECTION:**

This report is presented for the School Board's information.

**Submitted by:**

  
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Paul Bourgeois, Executive Director of Finance & Operations

**Concurrence:**

  
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Dennis Peterson, Superintendent



MINNETONKA  
PUBLIC SCHOOLS

# 80-20-10 Plan Summary

## December 17, 2020



## 80-20-10 Plan Basic Revenue 1

- 80-20-10 refers to a redefinition of Basic Revenue starting in FY2023
- Starts with current Basic Revenue
- Rolls in Local Optional Revenue and renames it Local Education Revenue
- Rolls in \$917 of Operating Referendum Revenue and lowers the Operating Referendum Cap by the same amount
  - Results in new money for districts without \$917 in Operating Referendum Revenue, but is no new money for Minnetonka ISD 276
- Rolls in Equity Revenue, Transition Revenue, Gifted & Talented Revenue, Literacy Incentive Aid, Telecommunication Equity Aid, Tax Base Replacement Aid and Referendum Minimum Aid
  - Results in no new money for districts but simplifies formulas



## 80-20-10 Plan Basic Revenue 2

- Results in \$8,704 Basic Revenue in FY2023 – about \$133 per pupil higher than where those formulas would otherwise be in FY2023
  - At 11,100 enrollment generating approximately 12,100 Adjusted Pupil Units, this would result in approximately \$1.6 million in additional ongoing Basic Revenue
  
- 80% funded by State Aid
- 20% funded by Local Levy
  
- 10% then refers to the Operating Referendum Cap which would be at \$870.40 in FY2023



## Local Adjustment Revenue & Operating Referendum Impact

- Local Adjustment Revenue is a proposal in the 80-20-10 plan to recognize the higher cost of education in the metro area
- Would move approximately \$312 from Operating Referendum to a separate local levy
- *The Operating Referendum Cap would remain at \$870.40 so Minnetonka would have the ability to go to the voters for a \$312 increase with annual inflation at that time*
- A successful Operating Referendum election would generate ongoing revenue of approximately \$3.8 million based on approximately 12,100 APUs



## Simplify Special Education Formulas To Reduce Cross Subsidy

- Replace three Special Education formulas to a single one reimbursing 50% of prior-year non-Federal special education expenditures and 100% of current-year special education transportation expenditures
- Replace two formulas used to calculate excess cost aid to one formula reimbursing 44.1% of prior year non-Federal special education not reimbursed with initial special education aid that exceeds 4.1% of general education revenue
- This would require \$121.6 million in additional revenue state-wide
- Minnetonka has about 1.24% of all state ADMs
- Minnetonka would receive approximately \$1.5 million in additional ongoing revenue, or about \$125 per APU



## Student Support Personnel Aid and Safe Schools Revenue

- Student Support Personnel Aid would fund counselors, psychologists, nurses and social workers
- Aid allocation of \$477 times students enrolled
- Results in approximately \$5.7 million at 12,100 APUs
- Some funds could be used to cover existing positions which would free up Basic Revenue dollars – 32.5 FTEs at approximately \$106,000 average salary and benefits would be \$3.4 million
- Remaining funds would have to go to more positions to provide more services
- This item is approximately 1/6 of the total estimated cost of the 80-20-10 plan
- Increase Safe Schools Revenue by \$36 per APU up to \$72 per APU
- Results in approximately \$0.435 million at 12,100 APUs



## Summary of Major Items Potentially Impacting Minnetonka ISD 276

- \$1.6 million ongoing revenue from redefined Basic Revenue formula at \$133 per APU
- \$1.5 million ongoing revenue from new Special Education Revenue formulas - equivalent to \$125 per APU
- \$3.8 million ongoing revenue from potential Operating Referendum Election at \$312 per APU
- \$3.4 million ongoing revenue from Student Support Personnel Aid for existing personnel to free up \$3.4 million in Basic Revenue
- \$0.4 million ongoing revenue from increase in Safe Schools Revenue
- Ongoing revenue impact without Operating Referendum would be \$6.9 million annually
- Ongoing revenue impact with an approved Operating Referendum would be \$10.7 million annually



## Other Recommendations

- There are proposals for other areas that would not impact Minnetonka funding streams but would require additional funding from the State
- Adjustments to various categorical revenues
- Increase equalization for various funding formulas for operations, debt payments and operating referendums
- Might result in a lower property tax levy for Minnetonka taxpayers but no new revenue for operations
- Universal 4-year-old kindergarten for half-day programs – 510 hours of instruction per year to be funded with 0.6 APUs per student times various APU-calculated formulas
  - Would require additional facility capacity



## Funding Considerations

- The estimated cost to fund all 46 proposals of the 80-20-10 plan is estimated by the School Finance Working Group to be between \$2.533 billion and \$2.755 billion annually
- Given the State's pending \$1.3 billion shortfall for the FY22-23 biennium and the state of the economic recovery, it may take several biennia for some or all of these proposals to be implemented
- In the immediate term, one of the lowest-cost proposals is the Local Adjustment Revenue, which would have an approximately \$26 million impact to the State – if adopted would open up the opportunity for the District to run a future Operating Referendum election

School Board  
Minnetonka I.S.D. #276  
5621 County Road 101  
Minnetonka, Minnesota

Study Session Agenda Item #4

Title: Review of Technology Security Measures

Date: January 21, 2021

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**OVERVIEW:**

This report is a high-level summary of current work done specific to the District's information security practices. It will review the fundamental approach the District takes to information security, and include:

- Current and predicted threats
- Work completed over the last year
- Ongoing and future improvements

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**RECOMMENDATION/FUTURE DIRECTION:**

This report is submitted for the School Board's information.

Submitted by:



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Mike Dronen, Executive Director of Technology

Concurrence:



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Dennis Peterson, Superintendent