

MINNETONKA INDEPENDENT SCHOOL DISTRICT #276
District Service Center
5621 County Road 101
Minnetonka, Minnesota

Summary of November 19, 2020 Study Session

The School Board of Minnetonka Independent School District #276 met in study session at 6:00 p.m. on Thursday, November 19, 2020 in the Community Room at the District Service Center, 5621 County Road 101, Minnetonka, Minnesota. Chairperson Katie Becker presided. Also present were Board members Mark Ambrosen, John Holcomb, Mike LeSage, Christine Ritchie, Chris Vitale, and Superintendent Dennis Peterson, ex officio. Absent: Lisa Wagner.

REVIEW OF NEW COURSE PROPOSALS, CHANGES AND DELETIONS

Assistant Superintendent for Instruction Amy LaDue, MHS Principal Jeff Erickson, MHS Assistant Principal Ann Hanstad, and Director of Curriculum Steve Urbanski led the discussion. Mr. Urbanski noted that all the recommendations this evening have been reviewed by department chairs, building administration, District administration, and the Teaching and Learning Advisory Committee. Courses that are approved by the Board will be included in the Skipper Log and available to students as they register for the 2021-22 school year. Course development and implementation funds will be allocated if the course has sufficient enrollment.

Department Proposals

The following proposals respond to programmatic needs that have been identified by the respective departments.

Course Title	Grade(s)
Advanced Automotive I	11-12
AP Physics C: Mechanics	12
Exploring the Teaching Profession I	11-12

Tonka Online Proposals

Tonka Online (TO) proposals expand current offerings and introduce several existing courses to an online environment.

Course Title	Grade(s)
TO Fundamentals of Neuroscience (Structure, Function, Cognition, Memory, and Learning)	9-12

TO Graphic Arts	9-12
TO Spanish V	9-12
TO Video Game Design (Level I)	9-12
TO Web Development	9-12
TO Yoga	9-12

VANTAGE Proposals

The VANTAGE program is proposing a new full-year strand called Public Policy, which will include a College in the Schools course titled American Democracy in a Changing World, as well as the existing AP Seminar course.

Course Removal List

Over the past three years, the following courses have not reached minimum student enrollment and will not be included in the 2021-22 *Skipper Log*. Building and District administration will continue to monitor courses that have not run for subsequent years.

Course Title	Department
Changemakers Design Studio	Innovation
Chinese V S1	World Languages
Chinese V S2	World Languages
Introduction to Hispanic Linguistics and Culture, Spanish Immersion	World Languages/ Immersion
Accelerated Spanish Levels 1 & 2 S1	World Languages
Accelerated Spanish Levels 1 & 2 S2	World Languages
Spanish IV, Honors	World Languages

Course Title Change

Departments have recommended revising a course title to more accurately reflect the content of the course and course sequence. The proposed and current titles are listed below.

Proposed Title	Current Title
Apparel Construction I & II	Sewing I & II

In the discussion that followed, Board members asked questions regarding future space needs for the Momentum program, the Calculus-based component of the AP Physics C course, the new “Exploring the Teaching Profession” course, and the possibility of marketing the Tonka Online courses to more students throughout the state.

Chairperson Becker noted that this item would be brought back to the December 3 regular Board meeting for approval.

REVIEW OF FY20 AUDIT

Superintendent Peterson began by saying that a draft of the FY2020 Audit report was being presented that evening for review and it would be brought back to the Board at the December 3 regular meeting for acceptance. He called upon Paul Bourgeois, Executive Director of Finance and Operations, and Michelle Hoffman of CliftonLarsonAllen LLP, to present the report and respond to Board members' questions.

Highlights of Ms. Hoffman's report included the following:

Audit Opinion - The financial statements are fairly stated. CLA issued what is known as a "clean" or unmodified audit report.

Yellow Book Opinion - No compliance issues were reported in their review of laws, regulations, contracts, and grants that could have significant financial implications to the District.

Internal Controls – No material weaknesses in controls over financial reporting were noted.

Single Audit - As part of the Single Audit, CLA tested the District's compliance with all direct and material requirements of major federal programs (Special Education Cluster and Child Nutrition Cluster). No material weaknesses were noted with respect to compliance or controls over compliance.

Legal Compliance – No compliance issues were noted with respect to Minnesota Statutes.

Enrollment - For fiscal 2019-20, Minnetonka Public Schools had an estimated total adjusted average daily membership of 11,087.84 (or 12,111.96 adjusted pupil units). For fiscal 2018-19, the District had an adjusted average daily membership of 10,927.14 (or 11,925.44 adjusted pupil units).

Fund Balance - The District's General Fund unassigned fund balance increased by \$5,730,378 during Fiscal 19-20, increasing from \$20,175,858 to \$25,906,236. Total fund balance of the General Fund increased by \$4,587,976 ending at \$32,955,275 as of June 30, 2020. The ending unassigned fund balance represents 17.76% of General Fund expenditures. A District's fund balance is an important aspect in considering the District's financial well-being since a healthy fund balance represents things such as cash flow, as a cushion against unanticipated expenditures, enrollment declines, funding deficiencies, and aid prorations at the state level and similar problems.

Budget to Actual - Total revenues on a net basis in the General Fund were \$504,581 (or 0.34%) less than the budgeted amount while total expenditures were \$2,408,648 (or 1.63%) lower than had been budgeted. The main reason for expenditures being under budget was due to lower expenditures for purchased services, supplies and other materials during the spring months when the District was closed for distance learning as mandated by the state. The net effect of the actual budget variances, including transfers in and other financing sources, was an increase to total fund balance that was approximately \$2,451,570 more than had been reflected in the District's budget. On a budget this large, these variances reflect excellent budget development, monitoring, and outcomes, and are consistent with prior year variances.

Ms. Hoffman explained the Average Daily Membership and Pupil Units in more detail; the fluctuation that occurs between the taxes and state aid categories based on legislative activity; and salary and benefit costs. Ms. Hoffman also noted that beginning in Fiscal 2015, the District was required to implement GASB Statement 68, which significantly impacted the District's ending net position as a result of recording the District's estimated share of the respective unfunded liability for the statewide pension plans for TRA and PERA. Most of the District's fund balances translate into restricted net position by virtue of external restrictions (statutory reserves) or by the nature of the fund they are in (e.g. unrestricted food service fund balance can only be spent for food service program costs). The unrestricted net position category consists mainly of the General Fund unreserved fund balances, offset against noncapital long-term obligations such as vacation or severance payable and beginning in Fiscal 2015, the District's estimated share of the unfunded portion of statewide pension plans. Consequently, many Minnesota school districts have accumulated deficits in the component of net position.

Ms. Hoffman then went over the following highlights:

- The District's average daily membership (ADM) for purposes of General Education Aid for Fiscal 2020 was 11,088 students, which represents a net change of 161 more students than the prior year. Since Fiscal 2011, the District's enrollment has increased by a net 32.85%.
- The District's General Fund had an excess of revenues and other financing sources over expenditures and other financing uses of \$4,587,976 for Fiscal 2020, bringing total fund balance of \$32,955,275 at June 30, 2020.
- General Fund expenditures for Fiscal 2020 were \$145,841,617, which represents an increase of \$3,459,329 or 2.43% from Fiscal 2019.
- During 2020, the District maintained its Aaa bond rating from Moody's Investors Service.

During the discussion that followed, Board members asked questions regarding the impact of the pandemic on both the Community Education fund and the Nutrition Services fund; the possibility of more state and/or federal funding to help school districts during this time; the budget forecast for the state of Minnesota and how that will affect the funding formula; and the possibility that school districts will not receive a funding increase next year.

Board members expressed their appreciation to Mr. Bourgeois and the members of his team, and to Ms. Hoffman of CliftonLarsonAllen, for the extensive amount of work they had put into the Audit this year. Mr. Bourgeois noted that District Controller Melissa Hallman would be retiring as of November 20, and he thanked her for her many years of exemplary service.

Chairperson Becker noted that the Board would be accepting the Audit at its December 3 regular meeting.

PRESENTATION OF FALL NWEA DATA

Director of Assessment Dr. Matt Rega led the discussion. He explained that the NWEA is an adaptive test that measures what students are ready to learn in the areas of Math and Reading. This is the thirteenth year of district-wide implementation. The following are key summary points in the analysis of the Fall 2020 administration of the NWEA:

- Most cohort groups of students fell behind Math national Fall-to-Fall growth targets.
- By Fourth Grade, with an average RIT score of 189.2, Minnetonka LEP students are performing as a middle of the year Third Grader in Reading.
- For Reading, the Second to Third Grade Chinese Immersion cohort grew by 18.7 RIT points since last Fall, surpassing NWEA's National Fall-to-Fall average RIT target of 13.5 RIT points. This is the second year in a row the Grade 2 to 3 cohort significantly surpassed Fall-to-Fall growth norms.
- For Reading, 7 of the 24 cohorts met Fall-to-Fall growth targets.
- For Math, 6 of 20 cohorts met Fall-to-Fall growth targets.
- The longer students are in Minnetonka Schools the more likely they are to make more than a year's worth of growth in one year. The acceleration becomes evident in Third and Fourth Grade and then accelerates greatly after Fourth Grade.
- More students are reaching the upper limits of the NWEA Test by middle school more than ever before ("Beyond Twelfth Grade"). The average Seventh Grader is performing at or beyond the Twelfth Grade level in Math and Reading.

Dr. Rega noted that this is the seventh year that Grades 2-5 and middle school students took the NWEA MAP Reading Common Core State Standards (CCSS) Assessment. NWEA changed to the common core assessment due to the Minnesota Department of Education's shift to the MCA III Reading. The MCA III Reading is aligned to the Common Core State Standards. The data indicates decreases among certain grade level average

RIT scores. Cohort analysis helps to explain that the decreases are explainable as grade levels fell below targets at a higher level in Math than in Reading this year. In those instances, where cohort groups did not meet Fall-to-Fall growth from 2019 to 2020, data are present that show most of these groups historically met their Fall-to-Fall growth targets. This is important to understand, as there are no indications of negative trend data when studying cohort student performance except for the current Fifth Grade English cohort in the Math and the current Chinese Immersion Second Grade cohort in Reading.

Dr. Rega noted that this year is unique regarding student performance. The new 2020 norms were created with student data from 2015-2018. Students testing this Fall will have percentiles that are compared to students from a norming group who tested under typical conditions during the latest NWEA norms study. It is predictable that students testing this Fall will have lower than typical percentiles, because current student performance during the COVID pandemic does not compare in the same manner as student performance has compared in the past. Like any year when new norms are introduced, the results should be viewed cautiously. Due to the current environment, it is recommended that the results are considered baseline and utilized to make instructional decisions in conjunction with classroom performance.

Kindergarteners in the Fall of 2019 earned an average of 148 RIT points on the NWEA Math Test, while in First Grade, they reached 169 RIT points. According to the NWEA Fall-to-Fall Growth targets, the Minnetonka Kindergarten to First Grade cohort met expected Fall-to-Fall Growth for Math. Average Fall-to-Fall growth from Kindergarten to First Grade is 21 RIT points. Kindergarten to First Grade Growth has remained steady during the past two years with a three point decrease in Math this Fall. Overall, four cohorts met Fall-to Fall Growth targets this year: two in Math and two in Reading. However, the only cohort not to make their growth targets the prior year was the Fifth Grade English cohort on the Math section.

With regard to COVID, Dr. Rega noted that this year's results were predicted by NWEA. According to NWEA research, "Preliminary COVID slide estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains and in some grades, nearly a full year behind what we would observe in normal conditions." This research was provided by Dr. Megan Kuhfeld and Dr. Beth Tarasawa in an April 2020 brief titled *"The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement."*

The article provides context for the District, because it discusses the projected steep dips in learning gains, especially in Math. When viewing the non-cohort Math performance, Fourth, Fifth, Seventh, and Eighth Grade Math results show that students decreased three RIT points or more compared to their same grade counterparts from a year ago. Again, the only cohort not to meet the Fall-to-Fall growth targets two years ago is the

current Fifth Grade cohort. This is worth noting because all other cohorts only showed a one year decline in performance. Reading did not show the same drops in performance as Math, and according to the NWEA research, students are expected to retain 70 percent of learning gains this year relative to a typical school year.

Dr. Rega then presented summary information for both Math and Reading for English and Immersion students; Open Enrolled and Resident students; Limited English Proficiency students; and Special Education students. He also presented gender and ethnicity information. He concluded his report by offering the following recommendations for action:

- Utilize NWEA Learning Continuum and Student Profile for general education teachers as well as interventionists (ELL, Special Education, Title 1)
- Utilize edSpring Software to analyze data and predictive performance toward Minnesota State Standards
- Focus on MCA Test Specifications in accordance with Learning Continuum
- Focus on the Essential Learnings in Reading and Math
- Analyze the following data:
 - Reading 3rd Grade cohort
 - Math 5th Grade cohort
- Monitor test duration and address appropriate duration with students

In the discussion that followed, Board members asked questions regarding the performance of e-learning students vs. hybrid students, and the performance of students new to the District.

CITIZEN INPUT

Chairperson Becker extended an invitation to members of the audience who wished to address the Board on any topic. She also read the guidelines for Citizen Input, for the benefit of those who wished to comment.

Chanhassen resident Karen Jordan then addressed the Board. She spoke regarding how this country offers opportunities for all, including her husband who came to this country from the Soviet Union 22 years ago to pursue the American dream. She said that if the United States was systemically racist as some people believe, no one would leave their homeland and travel here to pursue new opportunities. She asked the Board to keep in mind that those who would call others racist are doing so to bully those who do not share their views. She said that this country is based on free speech and we must all work to preserve that.

St. Louis Park resident Cindy Mullen then addressed the Board. She expressed her thanks and voiced her support for all the Board does to make sure that all students have the opportunity to reach their full potential. She noted that many students and parents in

the District support the Board and its work, and she fears those voices are being drowned out. She said that the practices Minnetonka has in place are some of the best in the state, and she does not want that to change.

Chairperson Becker thanked both speakers for their comments.

GOAL THREE DISCUSSION

Dr. Peterson began the discussion by saying that he was looking for more direction from the Board regarding Goal 3. The District goal states the following:

Goal 3: District Strategic Plan

Create and publish a five-year Strategic Plan for the district with a specific lens toward the implication of flattening enrollment and the state-imposed levy cap. Update will be presented for review by April 2021 including new learnings.

Key components should include:

- *Space and capacity plans for students, classrooms and non-instructional spaces*
- *Facility upkeep and maintenance plans for education and non-instructional spaces*
- *Technology plan for fixed assets (infrastructure) and variable (students, staff, vendors) needs and expenses*
- *Curriculum that is demonstrably meeting the needs of tomorrow's workforce*
- *District budget that considers the effects of enrollment trends, facility needs and provides options that deal with fluctuations of state/local funding and enrollment.*

In the discussion that followed, Board members thanked Dr. Peterson for the work that had been done thus far, citing the facilities study by ATS&R and the launch of the Momentum program. They asked for more information regarding the following:

- Maximum capacity numbers for every building
- Space and capacity needs for the Momentum program – build space or lease space?
- Executive summary document to share with the community
- Long-term plans for District buildings
- Space needs for VANTAGE – build space or continue to lease space?
- Future demand for PSEO and Tonka Online programs
- Future partnerships with corporations and the greater community

Dr. Peterson thanked Board members for the feedback.

FIFTH READING OF POLICY #504: STUDENT DRESS AND GROOMING CODE

Chairperson Becker began by thanking those in the community and District administrators who have provided feedback on the policy thus far. Board members discussed possible changes and revisions to the policy and decided to bring it back to the December study session for further review.

THIRD READING OF GOAL TWO-RELATED POLICIES

Chairperson Becker again thanked members of the community and District administrators who had provided feedback on the policies thus far. Board members then discussed possible changes and revisions to the following policies:

- #514: Bullying Prohibition
- #534: Equal Educational Opportunity
- #604: Inclusive Education Program
- #606: Instructional Material Review, Selection and Use
- #607: Controversial Topics and Materials

After the discussion, Chairperson Becker noted that all these policies would be brought back to the December study session for further review.

FIRST READING OF POLICY #522: TITLE IX SEX NONDISCRIMINATION POLICY, GRIEVANCE PROCEDURE AND PROCESS

Dr. Peterson noted that in May of 2020, the US Department of Education had released new Title IX rules. This comprehensive re-write of those regulations requires all public school districts to ensure that policies conform to the new rules with new definitions and complaint/grievance processes. Previously, the District's compliance with Title IX was couched in Policy 534. Under these new rules, the Minnesota School Boards Association (MSBA) recommends that an entirely new policy be adopted to ensure full compliance with new, more comprehensive USDE regulations.

The Board discussed the policy and had no recommended changes other than correcting some numbering errors within. Chairperson Becker noted that the policy would be brought back to the December 3 regular meeting for adoption.

REVIEW OF OPENING OF SCHOOL PLAN

Dr. Peterson described in more detail the recent decision for all District K-12 students to move to e-learning starting December 2. Students in Grades K-8 will continue to attend school through Tuesday, November 24. Teachers of students in Grades K-5 will have Wednesday, November 25, Monday, November 30 and Tuesday, December 1 to prepare for the transition to e-learning only on December 2. Teachers of students in Grades 6-8

will have Monday, November 30 and Tuesday, December 1 for preparing to transition to e-learning only. K-8 teachers who currently have e-learning classes will also have those days to assist their colleagues with a smooth transition, and their e-learning students will not receive instruction on Wednesday, Monday and Tuesday.

Dr. Peterson noted that teachers in Grades K-8 may continue to come to their schools for delivering e-learning instruction, or they may stay at home to do that. Teachers in Grades 9-12 may now come to the High School to deliver their instruction. The District will also continue the employment of all paras, and they will be assigned to various duties that will be needed during this time. School buildings will remain open, and parents may come to the school to pick up materials that teachers want students to have as scheduled by the respective principal. Safety measures will still be required.

With regard to Minnetonka Preschool, ECFE, ECSE and Junior Explorers, Dr. Peterson noted that these programs would continue in-person. Preschool, ECFE and ECSE staff will be preparing and planning on Wednesday November 25 and Monday November 30. Therefore, there will be no programming for those programs on those two days, other than the Minnetonka Preschool e-learning class which will continue without interruption. Junior Explorers will also continue without interruption. Parents should check with Explorers registration to see if they can be included, pending space, on these two days.

Dr. Peterson also noted that parents who need their K-8 students to be supervised during e-learning can have their children come to their school to receive the virtual instruction in a pod supervised by paras. They will still receive the same messages and lessons the rest of their class will receive. The District will provide transportation and lunches. Explorers for Grades K-5 will be open before and after school on all days, as well as full-day care on Wednesday November 25, Monday November 30 and Tuesday December 1. MCE after-school and evening youth and adult programming will also continue in-person at this time.

In the discussion that followed, Board members discussed whether or not to charge families for K-8 in-school childcare for e-learning. After discussion, Board members agreed that families would not be charged for this during the month of December, and this would be revisited after the holiday break if need be.

Dr. Peterson said that at this time, he expected that the District would either return to the previous hybrid models on January 4, or the decision will be made that e-learning has to continue longer into January. He said that the District will monitor the situation and will update families and staff with as much notice as possible if the learning model has to change. He thanked all District staff and families for their support during this challenging time.

UPDATE ON DISTRICT BONDS

Mr. Bourgeois presented this item to the Board. He began by noting that the District periodically issues bonds as needed to fund long term maintenance projects on its approximately 1,800,000 square feet of building space and 258 acres of land, or to construct targeted building additions as needed to meet the needs of the educational program for the students. When the District was founded in 1952, the district inherited the 1929 Excelsior High School Building – now serving as Excelsior Elementary School – and the 1938 Deephaven High School Building – now serving as Minnetonka Community Education Center. For approximately 16 years inclusive of 1952 with the construction of Minnetonka High School and ending in 1967 with the construction of Scenic Heights Elementary School, the district facilities were built by the populace. It took 16 years to build the district.

Starting in the middle of the 2000s decade, with all of the buildings approaching or exceeding 50 years of age, the District undertook a strategic initiative to perform mid-life long term maintenance to rebuild the buildings to ready them for another 50-60 years of use. This rebuilding process itself will last approximately 16 years through approximately 2024 before it is completed, with one of the last phases being replacement of original cabinetry in the 1950s areas of the various elementary schools. Subsequent to that, the District will be in more of a continuing maintenance mode as roofing and paving continue annually, HVAC systems which last approximately 30 years come due for replacement, and synthetic turf fields come due for replacement in the years of 2021 through approximately 2026.

In the past several years, the great majority of deferred maintenance items have for the most part been eliminated, with only a few remaining, and the District is on schedule with its long term maintenance plan to continue to replace major building components for the fleet of buildings that have reached 50 years or more of use. The District also has done targeted additions over the past several years to serve the educational programs in an efficient manner and serve all the students that wish to enroll in the District.

Mr. Bourgeois then provided a status report on the various bond issues of the district, the annual bond payments on the outstanding bond principal, and a look at the current and future levels of outstanding bonds as the district moves through its strategic facility initiatives and bonds are paid off over time. The report also contained additional information regarding the financial and budget history of the District, the course of the District set by past School Boards, and additional detail on various bond issues, all of which provide additional context to the information about the outstanding par value of bonds outstanding.

REVIEW OF DRAFT OF 2021 LEGISLATIVE POSITION STATEMENTS

Mr. Bourgeois noted that each year during the fall the Finance Advisory Committee works with District administrative staff and the citizens lobbying group Community Action for Student Education (CASE) to develop a platform of position statements for use in communicating District priorities to legislators during the subsequent legislative session.

He noted that the draft 2021 Legislative Position Statement document articulates key areas in which the District requires support from the Legislature in order for the District to continue to deliver high performing citizens into society in future years. The suggested statements focus on the need for the Legislature to provide sufficient funding for key funding formulas that are the backbone of programmatic stability for Minnetonka ISD 276.

Mr. Bourgeois then went over the following suggested statements in more detail:

- Approve School Finance Working Group 80-20-10 Recommendations
- Increase Basic Formula Revenue by 2% for FY2022
- Utilize the Property Tax Shift to Keep School Districts Whole and Fund a 2% Increase in the Basic Formula for FY2022

Chairperson Becker noted that this item would be brought back to the December 3 regular meeting for approval.

SELF INSURANCE FUND UPDATE

Mr. Bourgeois noted that the District has had a Self Insurance Fund for health and dental insurance since Fiscal Year 2001 (FY2001), being established on July 1, 2000. In the 19 fiscal years since FY2002 after the fund established its reserve, average premium increases have been 3.51%, significantly below regional health insurance cost trends.

For FY2021, the School Board increased premiums for health insurance coverage by 2.2% and left premiums for dental insurance coverage at the same level as FY2020. Final results are in for FY2020. The COVID-19 Pandemic shutdown of schools from March 16 through the end of the 2019-20 school year had a significant impact on the Self Insurance Fund in terms of its financial performance, as claims during that time period dropped off significantly while fixed revenue premiums continued to be received.

The Self Insurance Plan took in \$16,184,261 in revenues, which was an increase of \$1,123,044 or 7.5% over FY2019. Premium increases were 3.4%, covered lives increased 1.9% to 2,199 from 2,040, with the remainder of revenue resulting from the mix of health plans chosen. The Self Insurance Plan incurred \$13,143,606 in expenses, which was a decrease of \$2,534,070 or 16.2% less than FY2019. The Self Insurance Plan incurred a cash surplus of \$3,040,655 for FY2020 as a result primarily of the decrease in expenses for FY2020.

Moving forward in to FY2021 and thereafter, the Self Insurance Fund is in a very strong position. The cash balance was \$120,239,552 on June 30, 2020, while the Fund Balance after accruing for liabilities stands at \$8,305,552, of which \$2,537,300 is Designated for Umbrella Stop Loss Gap Coverage to 25% of Claims and \$5,768,252 is unassigned.

Mr. Bourgeois said that looking forward, it is anticipated that claims will accelerate back up to and possibly above prior projections as people schedule procedures that might have been delayed because of the COVID-19 Pandemic. Claims for the first three months of FY2021 were running 16.0% higher than the non-pandemic first three months of FY2020, which tends to support that assumption of increased activity. It is probable that the increased activity for FY2021 will use up some of the Self Insurance Fund Balance.

For FY2021 the Self Insurance Fund was budgeted to operate at an anticipated break-even level with premiums set prior to the onset of the COVID-19 Pandemic. For FY2022, the District must go out for proposals for Third Party Administrator services to administer the fund for FY2022 and FY2023. The evaluation process will take place over December, January and February with final recommendations for a Third Party Administrator and premium levels for FY2022 coming to the School Board at the Board's regular meeting in March of 2021.

REVIEW OF 2020-25 ENROLLMENT PROJECTIONS

Superintendent Peterson noted that this was a discussion the Board had been having every year at this time since he had come to the District in 2001. He said that this discussion supported the Board's primary job, which is to secure resources to run the District's programs. He said the effort to open up the District's schools to open enrollment has brought in millions of dollars to the District, and that revenue has been used for programs to benefit all students. He then presented a draft of actual, projected and target enrollment data for Board review and discussion. He explained the methodology he used to update the projections that he said were based on the current year's enrollment figures and extended out to the 2024-25 school year. He noted that the Board's decision to cap enrollment at 11,100 going forward was also factored into the projections.

ADJOURNMENT

The Board adjourned the Study Session at 11:00 p.m.

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