

MINNETONKA SCHOOL BOARD STUDY SESSION

District Service Center
March 17, 2026
6:00 p.m.

AGENDA

- | | | |
|------|----|---|
| 6:00 | 1. | Introduction of Student School Board Advisory Representatives |
| 6:00 | 2. | Update on Immersion Curriculum Review |
| 6:30 | 3. | Review of 2027-28 Calendar |

CITIZEN INPUT

6:00 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 about educational services—except for information that personally identifies or violates the privacy rights of an individual—during *Citizen Input* will be acknowledged by the Board Chair. When called upon to speak, please state your name, connection to the district, 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 who 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 clarifying questions of you in order to gain a thorough understanding of your concern, suggestion or request. If there is any response or follow-up to your comment or suggestion, you will be contacted via email or phone by a member of the Board or administration in a timely manner.
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 or executive director of the department, then to the Executive Director of Human Resources, then to the Superintendent and finally in writing to the Board.

**SCHOOL BOARD
Minnetonka I.S.D 276
5621 County Road 101
Minnetonka, Minnesota**

Study Session Agenda Item #2

Title: Immersion Language Arts Curriculum Review

Date: March 17, 2026

OVERVIEW

Minnetonka Public Schools' curriculum provides teachers with a framework for achieving world-class excellence by aligning rigorous standards, instructional strategies, resources, and assessments, as outlined in School Board Policy #603. The District is committed to a research-based, systematic curriculum review process that ensures instructional practices remain aligned with state expectations and current best practices in teaching and learning.

This report provides the School Board with an update on Minnetonka's K–12 Immersion programming, including current program structures, curriculum review work related to partner-language literacy, and ongoing efforts to strengthen instructional resources and assessments for students enrolled in the District's Spanish and Mandarin Chinese immersion programs.

Established in 2007, Minnetonka's immersion program provides students with the opportunity to develop high levels of bilingualism, biliteracy, and cultural competency while meeting rigorous academic standards. Students begin immersion programming in elementary school and have opportunities to continue their partner language learning through middle school and high school coursework.

REVIEW AND IMPROVEMENT PROCESS

Minnetonka Public Schools maintains a comprehensive curriculum review process to strengthen instruction and ensure alignment with district priorities and state standards and requirements. As part of this process, the District established a K–12 Immersion Review Committee to align immersion programming with updated English Language Arts standards, district literacy priorities, and integrate evidence-based literacy instruction.

The review process has engaged multiple collaborative teams composed of immersion teachers including department chairs and grade-level expanded chairs along with administrators, and district leaders. These teams evaluated current programming which included curriculum, standards, and existing instructional resources along with assessment results. From this evaluation, opportunities to strengthen curriculum and instruction across the immersion program were identified. The inclusion of the K–12

expanded grade-level chairs model ensured representation from each respective immersion site and grade level, allowing classroom perspectives to inform both curricular decisions and professional learning priorities.

Over the past two years, the review committees have conducted a comprehensive needs assessment examining new Minnesota English Language Arts standards alongside evidence-based literacy practices specific to dual language immersion programs. With language arts instruction delivered exclusively in the partner language in grades K–2, and with a high percentage of partner-language instruction continuing through grades 3–8, the review teams focused on identifying which literacy skills are cross-linguistic and which demand language-specific teaching.

This analysis led to the identification of areas for improvement across grade levels. Review teams prioritized standards, identified essential learnings, and began revising instructional units and assessments, and identified instructional resources to support the guaranteed and viable curriculum. Committee members also participated in professional learning focused on evidence-based practices for language and biliteracy development.

During the past year:

- Spanish immersion elementary teachers piloted literacy resources identified through the Minnesota READ Act Curriculum Review Series.
- Chinese immersion elementary teachers piloted revisions to literacy screening assessments, updated scope and sequence, and integrated explicit instruction in character recognition and fluency.
- Secondary Spanish and Chinese immersion teachers aligned unit plans and assessments with district language proficiency expectations and English Language Arts courses.

While initial implementation of updated curriculum and instructional resources will begin during the 2026–27 school year, refinement and monitoring will continue in subsequent years. In addition, guidance from the Minnesota Department of Education’s newly established Dual Language Advisory Committee (March 2026) may inform future adjustments to ensure alignment with emerging state guidance. Immersion teacher participation on district math and social studies curriculum review committees will also support continued program alignment across subject areas.

MINNESOTA STANDARDS IN LANGUAGE ARTS

The Minnesota Academic Standards in English Language Arts are organized into three strands: Reading; Writing; Listening, Speaking, Viewing, and Exchanging Ideas (LSVE). These strands guide the development of foundational literacy skills including decoding, vocabulary development, comprehension, writing across disciplines, and effective communication. Twenty anchor standards remain consistent across grade levels, while grade-specific benchmarks outline the language arts knowledge and skills students are expected to develop as they progress through school.

Within Minnetonka's immersion program, these standards serve as an important framework for developing literacy in both English and the partner language. The standards emphasize foundational literacy skills, engagement with diverse texts and perspectives, writing for multiple purposes, and strong communication skills. Alongside the ACTFL standards for world language learning, these elements support the development of biliteracy, critical thinking, and effective communication across languages and cultures.

Because students in Kindergarten through Grade 2 immersion programming receive language arts instruction in Spanish or Mandarin Chinese exclusively and grades 3 through 8 receive a significant portion of their instruction in the partner language, the curriculum review committee carefully examined how the ELA standards apply within different linguistic structures. For example, Mandarin Chinese is a character-based logographic language, while Spanish and English are alphabetic languages. As a result, foundational literacy instruction must address language-specific skills.

To support this work:

- Spanish immersion teams are piloting new structured literacy resources aligned with evidence-based approaches to Spanish literacy development.
- Chinese immersion teams have revised the scope and sequence of the curriculum to ensure a systematic and sequential approach as well as ensuring explicit instruction related to phonological awareness, character recognition, and development of fluency with high-frequency characters.
- Grade 3-5 English teachers of immersion students have implemented *Functional Phonics and Morphology* to address English-specific word recognition skill development.

GUARANTEED AND VIABLE CURRICULUM

Minnetonka's immersion curriculum extends beyond state standards by integrating district priorities and research-based instructional design. Consistent with School Board Policy #603, the district uses the Understanding by Design (UbD) framework to guide curriculum development and ensure a guaranteed and viable curriculum.

The UbD model organizes curriculum development into three stages:

Stage1 – Identify Desired Results

Teams analyze standards and learning outcomes to determine essential learnings and priority skills students must master.

Stage 2 – Determine Acceptable Evidence

Teams develop common assessments and performance tasks that provide clear evidence of student learning.

Stage 3 – Plan Learning Experiences

Teams design instructional sequences and select resources that support student mastery of learning goals.

Over the past two years, immersion curriculum teams have engaged in all three stages of this design process. Teams prioritized academic standards and established K–12 essential learnings using a process that considers endurance, leverage, and readiness across grade levels. Essential learnings were then aligned with ACTFL proficiency guidelines and world language standards to ensure students develop both academic literacy and language proficiency.

Elementary immersion teams are working to align partner-language instruction with transferable English Language Arts standards and to inform the formal introduction of English literacy instruction beginning in Grade 3. Work on stages two and three, including assessment development, unit design, and resource selection, is currently underway and will support implementation beginning in fall 2026.

At the secondary level, curriculum writing teams have been revising unit plans to align essential learnings, assessments, instructional strategies, and instructional resources. Middle school teams include teachers from both sites to ensure consistency across programs, while high school teams include teachers from multiple grade levels to support both horizontal and vertical alignment. Furthermore, the 6-8 immersion review team has been aligning their curriculum with the MN English Language Arts standards in collaboration with the 6-8 English Language Arts teachers. This has been especially important in developing and supporting a cohesive, consistent curriculum across sites, grade levels, and language programs.

Professional learning communities will continue refining assessments, instructional units, and resources to ensure the curriculum remains responsive to the needs of Minnetonka learners.

PROFESSIONAL LEARNING

Implementation of the Minnesota READ Act has significantly influenced the development of the updated immersion language arts curriculum. The READ Act requires extensive professional learning in evidence-based reading instruction, and Minnetonka has intentionally included immersion teachers in this work to ensure alignment across all literacy programs.

During Phase 1 of the READ Act, K–5 immersion teachers participated in the required training, strengthening their knowledge of evidence-based literacy instruction. Additional professional learning has focused on dual language immersion best practices and the Science of Reading for Mandarin Chinese.

Beyond READ Act requirements, the district has implemented several initiatives to strengthen literacy instruction, including:

- Launching the K–5 Literacy Instructional Model in fall 2024 which all immersion teachers revisited during workshop week of 2025.
- Expanding Data Response Planning meetings to analyze literacy screening results in both English and the partner languages
- Strengthening MTSS intervention systems and resources
- Updating immersion literacy screening tools, particularly for Mandarin Chinese

Secondary teachers and specialists have also received training in disciplinary literacy strategies, ensuring reading and writing skills are reinforced across content areas.

Future professional learning will focus on implementation of the updated immersion language arts curriculum and continued development of the middle school instructional model. Spanish immersion teachers will integrate strategies from CORE training with new instructional resources, while Mandarin Chinese immersion teachers will continue refining literacy instruction related to character recognition and pinyin development. In addition, Phase 2 READ Act training will support secondary teachers in implementing evidence-based literacy strategies for adolescent learners.

INSTRUCTIONAL DESIGN

Elementary immersion teachers continue to implement the K–5 Literacy Instructional Model, which provides a comprehensive framework for structuring effective literacy instruction. This approach includes whole-group instruction which ensures that all students engage with grade-level standards through explicit instruction and gradual release practices (“I do, We do, You do together, You do alone”). It also includes small-group instruction that allows teachers to differentiate based on assessment data, providing targeted instruction for advancing learners, students requiring intervention, and students developing language proficiency.

At the secondary level, teachers implement disciplinary literacy practices through the Read, Write, Discuss framework. This approach recognizes that each academic discipline has distinct ways of reading, writing, and communicating knowledge. Structured discussion protocols, reading strategies, and writing routines support students in analyzing complex ideas and communicating their thinking across mathematics, science, social studies, and language arts courses. This approach strengthens academic language development and ensures that literacy instruction is integrated across language programs and disciplines, supporting students’ ability to analyze information, communicate ideas clearly, and engage deeply with content.

INSTRUCTIONAL RESOURCES

Selecting high-quality instructional resources is an important component of the curriculum review process. While state standards do not mandate specific instructional programs, they inform resource selection. In addition, School Board Policy #606 provides guidance for the review and selection of instructional materials.

In response to the READ Act, the Minnesota Department of Education and the Center for Applied Research and Educational Improvement (CAREI) evaluated K–5 literacy programs using a comprehensive evidence-based rubric. Using this guidance, Minnetonka’s Spanish immersion review team identified high-quality literacy resources available in Spanish.

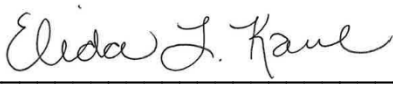
Following an extensive review of three highly rated programs, the team piloted *Adelante*, a comprehensive Spanish literacy resource aligned with structured literacy practices. Pilot teachers reported that the resource has strong alignment with evidence-based Spanish literacy instruction while supporting rigorous learning experiences for Minnetonka students.

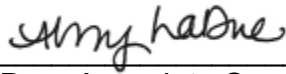
While CAREI has not conducted similar reviews for grades 6–12 or for languages other than English, district review teams have continued evaluating curriculum and instructional resources using state standards and evidence-based practices as guiding criteria.

The Immersion Curriculum Review Committees will continue their work through Summer 2026 to support implementation of updated curriculum and instructional resources beginning in the 2026–27 school year. Ongoing monitoring and refinement will ensure the program continues to meet the needs of Minnetonka students while maintaining the district’s commitment to world-class bilingual and biliteracy education.

RECOMMENDATION/FUTURE DIRECTION:

The purpose of this report is to provide an update regarding the Immersion Language Arts curriculum review.

Submitted by: 
Elida Kane, Director of Academic Programming

Submitted by: 
Amy LaDue, Associate Superintendent

Concurrence: 
David Law, Superintendent

**SCHOOL BOARD
MINNETONKA I.S.D. #276
5621 County Road 101
Minnetonka, MN
Community Room**

Study Session Agenda Item 3

TITLE: Review of 2027-2028 Calendar

DATE: March 17, 2026

BACKGROUND

Minnesota State law requires the School Board to adopt a calendar prior to April 1 of the school year preceding the year the calendar will be in effect. As is the District's practice, we are working on setting a calendar a full year in advance of its due date. Accordingly, on February 24, a committee of teachers, paraprofessionals, administrators, parents, and students worked to develop a draft recommended calendar to the School Board. The Committee followed contractual and state law parameters in developing this recommendation. The below comprises the Calendar Committee's draft recommendation.

The outline for the recommended calendar is as follows:

- ◆ First day of school for teachers: Monday, August 23, 2027
- ◆ First day of school for grades 1-12 students: Monday, August 30, 2027
- ◆ First day of school for kindergarten students: Wednesday, September 1, 2027
- ◆ Fall conference dates: Thursday, Oct. 7, 2027: 4-8pm; Friday, Oct. 8, 2027: 8am-4pm; an additional 4 hours of conference time to be assigned by building site the weeks of Oct. 4, 2027, or Oct. 13, 2027
- ◆ Spring conference dates: Thursday, March 2, 2028: 4-8pm; Friday, March 3, 2028: 8am-4pm; an additional 4 hours of conference time to be assigned by building sites the week of February 29, 2028, or March 6, 2028
- ◆ Winter Break: December 23, 2027 – January 3, 2028 (8 work days)
- ◆ Spring Break: March 27 – 31, 2028
- ◆ Last student day: Thursday, June 8, 2028
- ◆ Last teacher day: Friday, June 9, 2028

Supporting information for the 2027-28 school calendar is attached including an overview of the calendar, days for professional learning/grading-planning/PLC time and a recommended draft calendar.

Members of the calendar committee include: teachers Monica Marsh, Jennissa Schommer, Jing Zhao, Claiborne Day, Chris Zhang, Becky Holscher, Grant Hendrickson and Heather Richins; Paraprofessionals Almuth Wolf and Renee Holm; Student Advisor Sonia Warmuth; Assistant Principals Alex Hinseth and Farhan Mohamoud; Executive Director of Community Education Kim Carlson; Director of Research, Analysis & System Improvement Matt Breen; Director of Learning, Development & Educator Effectiveness Sara White; Director of Activities Ted Schultz; Executive Director of Communications JacQui Getty; Human Resources Coordinator Sandy Souba; General Counsel and Executive Director of Human Resources Anjie Flowers; Parents Tesa Laskin, Amy Wilkerson and Polina Lipnik; and MHS Students Ava Huart, Zayn Kassim, Mingchi Mathur and Valeria Yanez.

RECOMMENDATION/FUTURE DIRECTION:

We will be presenting the Calendar Committee's draft recommendation for the 2027-28 calendar. The calendar committee will meet once more after incorporating the School Board's feedback. A final calendar will be presented to the School Board for approval at a regular School Board meeting.

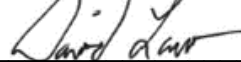
Submitted by:



Anjie Flowers

General Counsel and Executive Director of Human Resources

Concurrence:



David Law

Superintendent

Overview of Recommended 2027-28 Calendar

Background

The 2027-28 calendar draft generally follows the pattern of the 2026-27 calendar. The committee had considered parameters including state law, assessments and testing, collective bargaining agreements, and preferences of the School Board, PTO/PTA and the leaders of the Minnetonka Teachers Association (MTA).

1. Number of student days and teacher days;
2. Starting date for school;
3. Potential dates for winter and spring breaks;
4. Potential ending date for school;
5. Other unique issues impacting the calendar

Overall Summary

The calendar provides for 168 student days for kindergarten, and 170 student days for grades 1-12.

Provisions of the Recommended Calendar

PROVISIONS	RATIONALE
New Teacher Workshops Aug. 9 – August 19, 2027.	Two weeks before all staff are back.
Teacher full-day professional learning, Monday, August 23, 2027	Full eight-hour day of professional learning for teachers as feedback has supported this model. The attached summary shows the updated professional learning model.
Teacher workshop and planning August 24-26, 2027.	3 days before students begin; similar to recent calendars.
Start day grades 1-12 of August 30, 2027.	Current state law permits school to begin before Labor Day when the district has \$400,000 in construction or remodeling projects.
Kindergarten assessments August 30-31, 2027.	Two days of kindergarten assessments.
Start day for kindergarten September 1, 2027.	Two days after the start of grades 1-12 to allow for kindergarten assessments.
No School K-12+ (students, teachers, paras)	Friday before Labor Day Weekend
Labor Day: September 6, 2027. District offices closed.	By collective bargaining agreements.
Fall Conferences: • Thursday, Oct. 7, 4-8pm (12-hour day for teachers) • Friday, Oct. 8, 8am-4pm (no school K-12 students) An additional 4 hours to be scheduled at the school site level outside the school day during the weeks of October 4 or October 12, 2027.	Note that the attached calendar for 2027-28 shows an extra teacher day in October to account for the extra 4 hours of work on 10/7/27 and the extra 4 hours of work during the weeks of 10/4/27 or 10/12/27.
No School K-12+ (No teachers) Yom Kippur, Monday, October 11, 2027.	By teacher collective bargaining agreement.

PROVISIONS	RATIONALE
Education Minnesota Conferences: October 21-22, 2027.	By teacher collective bargaining agreement.
No School K-12+, teacher full-day professional learning, Monday, November 1, 2027.	Full eight-hour day of professional learning for teachers as feedback has supported this model. The attached summary shows the updated professional learning model.
Day after the end of first quarter, November 8, 2027, is a day off for students. The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLC meetings.	At the end of first quarter, consistent with the teacher collective bargaining agreement between the MTA and the District. Additionally, paras will receive professional learning time this day.
No students K-12+, no staff (teachers, paras...) Wednesday, November 24, 2027.	Preference of recent past calendars and previous recommendation.
Thanksgiving holiday: November 25-26, 2027. District offices closed.	By collective bargaining agreements
Winter break Dec. 23, 2027 – Jan. 3, 2028.	8 working days for break.
No School K-12+, teacher full-day professional learning, Tuesday, January 4, 2028.	Full eight-hour day of professional learning for teachers as feedback has supported this model. The attached summary shows the updated professional learning model.
Dr. Martin Luther King, Jr. Day: January 17, 2028. District offices closed.	By collective bargaining agreements
Day after the end of first semester and second quarter, January 21, 2028 (no school for students). The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLC meetings.	Consistent with the teacher collective bargaining agreement between the MTA and the District. Additionally, paras will receive professional learning time this day.
No School K-12+, No staff (teachers, paras...) Lunar/Chinese New Year, Wednesday, January 26, 2028.	Per discussion of calendar committee
President's Day: February 21, 2028. District offices closed.	By collective bargaining agreements
No school K-12+, No staff (teachers, paras...) Eid, Monday, February 28, 2028.	By teacher collective bargaining agreement
Spring Parent Teacher Conferences: - Thursday, March 2, 4-8pm (12 hour day) - Friday, March 3, 8am-4pm (no school) An additional 4 hours to be scheduled at the school site level outside the school day during the week of February 29 or March 6.	Note that the attached calendar shows an extra teacher day in March to account for the extra 4 hours of work on 3/2/28 and the extra 4 hours of work during the weeks of 2/29/28 or 3/6/28.
Spring Break: March 27 – 31, 2028.	At the end of third quarter, consistent with previous calendars.
Day after the end of third quarter, April 3, 2028, is a day off for students. The workday following the last day of each quarter is a non-student day for teachers for planning, grading and PLCs.	Honors request by the MTA to have grading and planning time at the end of the first and third quarters.
District offices closed Friday April 14, 2028.	By collective bargaining agreements.
Memorial Day: Monday, May 29, 2028. District offices closed.	By collective bargaining agreements.

PROVISIONS	RATIONALE
Last day for students: Thursday, June 8, 2028.	Allows for 170 student contact days for grades 1-12 and 168 student contact days for kindergarten.
Last day for staff: Friday, June 9, 2028.	Meets required 184 teacher contract days consistent with the teacher collective bargaining agreement.

2027-28 Plan for Professional Learning Days and Grading/Planning/PLC Days

Date	Plan
August 23, 2027	Teachers: Site-planned eight (8) hour professional learning day.
November 1, 2027	Teachers: Site-planned eight (8) hour professional learning day.
November 8, 2027	Teachers: Grading and Planning, PLC teams meet Paras: Professional learning time
January 4, 2028	Teachers: Site-planned eight (8) hour professional learning day.
January 21, 2028	Teachers: Grading and Planning, PLC teams meet Paras: Professional learning time
April 3, 2028	Teachers: Grading and Planning, PLC teams meet

Attachment to the School Board Agenda on School Calendar for March 17, 2026

The development of the school calendar needs to take into account many factors, including:

- **State set requirements** (including the length of the student year, the requirement surrounding starting school before Labor Day, and significant date requirements for state testing.)
- **Local contractual parameters** (including the number of teacher duty days (184), the maximum number of student days (174), 2 days off in October for teachers to attend professional meetings for their state association, a workshop day for teachers at the end of each quarter, and a one-week spring break.)
- **Preferences of the Board, staff, and community** (including preferences for the times and placement of parent conferences, the length and timing of winter and spring break, the placement and the ending date of the school year for students and staff.)

Included on the following page is a summary of surrounding school district dates and breaks for 2024-25, 2025-26 and 2026-27.

Also included are state statutes that school districts must comply with when planning a school calendar. Minn. Stat. 120A.40 governs when a public school system is allowed to begin school and Minn. Stat. 120A.41 governs the number of required instructional hours per school year.

SURROUNDING SCHOOL DISTRICT DATES AND BREAKS

2024-25

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/26/24 & 8/28/24	12/23/24-1/3/25	3/31/25-4/4/25	5/30/25
Hopkins	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/6/25
Wayzata	9/3/24	12/23/24-1/1/25	3/31/25-4/4/25	6/5/25
Chaska/Chan	9/3/24	12/23/24-1/1/25	3/31/25-4/4/25	6/3/25 & 6/5/25
Eden Prairie	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/10/25
Osseo/MG	9/3/24	12/23/24-1/3/25	3/24/25-3/28/25	6/6/25
Robbinsdale	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/4/25
St. Louis Park	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/6/25
Minnetonka	9/3/24	12/23/24-1/3/25	3/31/25-4/4/25	6/11/25

2025-26

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/25/25 & 8/27/25	12/22/25-1/2/26	3/16/26-3/20/26	5/28/26
Hopkins	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/10/26
Wayzata	9/2/25	12/23/25-1/2/26	3/30/26-4/3/26	6/5/26
Chaska/Chan	9/2/25	12/24/25-1/2/26	3/30/26-4/3/26	6/4/26
Eden Prairie	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/9/26
Osseo/MG	9/2/25	12/24/25-1/2/26	3/23/26-3/27/26	6/5/26
Robbinsdale	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/3/26
St. Louis Park	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/10/26
Minnetonka	9/2/25	12/22/25-1/2/26	3/30/26-4/3/26	6/11/26

2026-27

DISTRICT	START	WINTER BREAK	SPRING BREAK	LAST STUDENT DAY
Edina	8/31/26	12/21/26-1/1/27	3/29/27-4/2/27	6/4/27
Hopkins	8/31/26	12/21/26-1/1/27	3/29/27-4/2/27	6/9/27
Wayzata	8/31/26	12/23/26-1/1/27	3/29/27-4/2/27	6/4/27
Chaska/Chan	8/31/26 & 9/2/26	12/23/26-1/1/27	3/22/27-3/26/27	6/3/27
Eden Prairie	9/8/26 & 9/9/26	12/24/26-1/1/27	4/5/27-4/9/27	6/10/27
Osseo/MG	9/8/26	12/24/26-1/1/27	3/29/27-4/2/27	6/10/27
Robbinsdale	8/31/26	12/21/26-1/1/27	3/22/27-4/2/27	5/28/27
St. Louis Park	8/31/26	12/21/26-1/1/27	3/29/27-4/2/27	6/4/27
Minnetonka	9/1/26	12/23/26-1/1/27	3/27/27-4/2/27	6/8/27

MINNESOTA STATUTES

120A.40 SCHOOL CALENDAR.

- (a) Except for learning programs during summer, flexible learning year programs authorized under sections [124D.12](#) to [124D.127](#), and learning year programs under section [124D.128](#), a district must not commence an elementary or secondary school year before Labor Day, except as provided under paragraph (b). Days devoted to teachers' workshops may be held before Labor Day. Districts that enter into cooperative agreements are encouraged to adopt similar school calendars.
- (b) A district may begin the school year on any day before Labor Day:
 - (1) to accommodate a construction or remodeling project of \$400,000 or more affecting a district school facility;
 - (2) if the district has an agreement under section [123A.30](#), [123A.32](#), or [123A.35](#) with a district that qualifies under clause (1); or
 - (3) if the district agrees to the same schedule with a school district in an adjoining state.

120A.41 LENGTH OF SCHOOL YEAR; HOURS OF INSTRUCTION.

- (a) A school board's annual school calendar must include at least 425 hours of instruction for a kindergarten student, 935 hours of instruction for a student in grades 1 through 6, and 1,020 hours of instruction for a student in grades 7 through 12, not including summer school. The school calendar for all-day kindergarten must include at least 850 hours of instruction for the school year. The school calendar for a prekindergarten student under section [142D.08](#), if offered by the district, must include at least 350 hours of instruction for the school year. A school board's annual calendar must include at least 165 days of instruction for a student in grades 1 through 11 unless a four-day week schedule has been approved by the commissioner under section [124D.126](#).
- (b) A school board's annual school calendar may include plans for up to five days of instruction provided through online instruction due to inclement weather. The inclement weather plans must be developed according to section [120A.414](#).

August, 2027	MINNETONKA PUBLIC SCHOOLS		February, 2028
2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 31 <i>1-12 2 Tea 6</i>	2027-28 CALENDAR – RECOMMENDED CALENDAR 3/17/26 STUDY SESSION		1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 <i>Stud 19 Tea 19</i>
September, 2027	August	February	March, 2028
1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 <i>20 Stud Tea 20</i>	9-12; 16-19 New Teacher Workshops (Tentative) 23-26 Teacher PL, Workshop & Planning (K-12+) 30 School Begins 1-12+: Begin 1 st Quarter 30-31 Kindergarten Assessments	21 No School K-12+: District Office Closed: President's Day 28 No School K-12+: Eid March 2 P/T Conferences 4pm-8pm 3 No School K-12+: P/T Conferences 8am-4pm *4 additional hours of P/T Conferences to be scheduled by site the week of Feb. 28 or March 6 24 End 3rd Quarter: 41 days 27-31 No School K-12+: Spring Break	1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31 <i>Stud 17 Tea 19</i>
October, 2027	September	April	May, 2028
1 4 5 6 7 8 11 12 13 14 15 18 19 20 21 22 25 26 27 28 29 <i>17 Stud 19 Tea</i>	1 School Begins: Kindergarten 3 No School K-12+ 6 No School K-12+: District Office Closed: Labor Day October 7 P/T Conferences 4-8pm 8 No School K-12+: P/T Conferences 8am-4pm *4 additional hours of P/T Conferences to be Scheduled by site the weeks of Oct. 4 and/or Oct. 12 8 Paraprofessional, Professional Learning Day 11 No School K-12+: Yom Kippur 21-22 No School K-12+: Teacher Statewide Meetings	3 No School K-12+: Plan & Grade/PLC 4 Begin 4 th Quarter 14 No School K-12+: Good Friday May 29 No School K-12+: District Office Closed: Memorial Day	3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 <i>18 Stud 19 Tea</i>
November, 2027	October	June	June, 2028
1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 <i>17 Stud Tea 19</i>	November 1 No School K-12+: Teacher Professional Learning 5 End of 1 st Quarter: 43 days 8 No School K-12+: Plan & Grade/PLC 9 Begin 2 nd Quarter 24 No School K-12+ 25-26 No School K-12+: District Office Closed: Thanksgiving Break	8 Last day of school K-12+ 8 End 4 th Quarter 46 days: End 2 nd Semester 87 days 9 Full day teacher workshop <u>Quarters</u> <u>Semester</u> 1. 43 1. 83 2. 40 <u>2. 87</u> 3. 41 170 4. <u>46</u> 170	1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 31 <i>Stud 22 Tea 22</i>
December, 2027	November	Staff Days:	July, 2028
1 2 3 6 7 8 9 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30 31 <i>Stud 16 Tea 16</i>	December 23-24 District Office Closed 23-31 No School K-12+: Winter Break January 3 No School K-12+: District Office Closed: New Yr's Day 4 No School K-12+: Teacher Professional Learning 17 No School K-12+: District Office Closed: MLK, Jr. Day 20 End 2 nd Quarter 40 days: End 1 st Semester 83 days 21 No School K-12+: Plan & Grade/PLC; Para Prof Lrn 24 Begin 3 rd Quarter, Begin 2 nd Semester 26 No School K-12+: Lunar/Chinese New Year	170 (1-12+) 168 (K) 184	1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30 <i>6 Stud 7 Tea</i>
January, 2028	December	Student Days:	3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31 <i>Stud 16 Tea 18</i>

Color code: **New Teacher Workshop;** **Staff Work Days (no students);** **Parent/Teacher Conferences;** **End of Quarters**