MINNETONKA SCHOOL BOARD
STUDY SESSION
District Service Center
November 19, 2026

6:00 p.m.

AGENDA

6:00	1.	Presentation by VANTAGE Students in Public Policy strand
6:20	2.	Review of New Course Proposals, Changes and Deletions
6:40	3.	Review of FY26 Audited Financial Statements
7:10	4.	Review of Explorers Priority Registration
7:20	5.	Discussion on School Board Meeting Dates, Study Session Dates, and Board Leadership Positions for 2027

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.

PRESENTATION

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

Study Session Agenda Item #1

Title: Presentation by VANTAGE Students in Public Policy Strand **Date: November 19, 2026**

EXECUTIVE SUMMARY:

For the past four years, students in the Public Policy Strand of our VANTAGE program have taken on a project identified by the Board or Administration. During this time the students have tackled AI policy, researched potential models for the School Board to consider that would add student representatives to the Board, and researched Minnesota public school funding challenges. The Student School Board Representatives proposal led to our current model. The review of school funding challenges led to presentations to metro area school leaders.

This year students took on the challenging project of reviewing the Minnesota legislation that significantly limits suspensions for students in grades K-3. Tonight the Board will hear a presentation from the students who were identified by a panel of judges as the top group among several who worked on this project.

Submitted by: David Law, Superintendent

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

Study Session Agenda Item #2

Title: Review of New Course Proposals, Changes and Deletions November 19, 2026

OVERVIEW

Each year, the Teaching and Learning Department, in collaboration with Minnetonka High School, reviews and brings forward proposed new courses, course title changes, updates to existing offerings, and courses recommended to sunset following consecutive years of low or no enrollment. New courses are proposed for a variety of reasons, including state statutory requirements, student and teacher interest, and aligned to district goals and priorities. These proposals are presented to the School Board for initial review in November, with formal approval requested in December in order to be available for the registration process beginning in January.

This report includes new course proposals, course title changes, course updates, and course sunsets for the 2027–28 school year. The proposals have been reviewed by department chairs, program leaders, building administration, and district administration. The proposals and changes were also presented to the Student Teaching and Learning Advisory Committee and the District Teaching and Learning Advisory Committee for review and feedback. Both committees provided positive feedback on the proposed changes. Courses that are approved by the School Board will be included in the Skipper Log and available to students as they register for the 2027-28 school year. Course development and implementation funds will be allocated based on sufficient enrollment.

COURSE PROPOSALS

The following proposals respond to programmatic needs identified by the respective departments, programs, and administration. Full descriptions and rationales for these courses are included in the New Course Proposals attachment.

Course Title	Grade(s)
Printmaking	9–12
Government and Citizenship	11–12
Aerospace Engineering	10–12
FAA Private Pilot Ground School – Tonka Online	9–12
Aviation Fundamentals – Tonka Online	9–12
Advanced Culinary 1 – MOMENTUM	11–12
Hospitality, Events, and Tourism – MOMENTUM	11–12
College in the Schools (CIS) Introduction to Literature – VANTAGE	11–12

COURSE TITLE CHANGES

The following title changes are intended to more accurately communicate the content of the courses.

Current Title	Proposed Title
Independent Living	Independent Living with Personal Finance
Mathematics in Home Renovation	Mathematics in Construction Systems
Physics in Home Renovation	Physics in Construction Systems
VANTAGE Fashion (Fashion Design 2)	Fashion Design & Marketing
VANTAGE Global Sustainability	Power & Policy: Environmental, Economics and Government
VANTAGE Computer Science	Strand name under review; feedback being gathered from industry partners, students, and teachers

COURSE UPDATES

The following changes revise existing course or strand offerings and communicate applicable graduation requirements.

Course / Strand	Update
AP African American Studies	Meets the U.S. History graduation requirement.
VANTAGE Fashion	Strand courses: Fashion Design & Marketing / Fashion Merchandising.
VANTAGE Public Policy	AP Seminar / CIS American Democracy / Economics; adding Economics. Meets Economics and Government and Citizenship graduation requirements.
VANTAGE Power & Policy: Environmental, Economics and Government	AP Environmental Science / AP Microeconomics / Government and Citizenship. Replaces regular Economics with AP Microeconomics and Government and Citizenship; meets Economics and Government and Citizenship graduation requirements.

COURSE REMOVAL LIST

The following courses are proposed to sunset for the 2027–28 school year.

Department	Course Removal
Art	Comics III
Family and Consumer Sciences	Relationships (in-person option only; retain Tonka Online)
Physical Education	Discovering Leadership
Social Studies	Disability Studies
Technology Education	Power & Energy 2

ATTACHMENT:

New Course Proposals for 2027–28

RECOMMENDATION/FUTURE DIRECTION:

These course proposals are submitted for School Board review and consideration.

Submitted by: _____
Elida Kane, Director of Academic Programs

Submitted by: _____
Darren Best, Assistant Principal

Concurrence: _____
David Law, Superintendent

2027-2028 New Course Proposal

MINNETONKA PUBLIC SCHOOLS

Course Title: Printmaking

Submitted by: Rebecca Marks

Department: Art

Description of the Proposal:

1) **What is the proposed course name (for Skipper Log)?** Printmaking

   What grade levels can enroll? 9, 10, 11, 12

   Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)? Semester long (.5 credit)

   Offered in Semester 1; Semester 2 or either/both? Either

   Any pre-requisite courses? None

   In what subject will students earn this credit? Visual Arts

2) **How did this proposal originate?** Department members, parents/students

3) **What is the rationale for the proposal? What need does it fulfill?**

   We currently dabble in printmaking as a quick assignment in our Intro to Arts class and in our AP/IB Arts courses, and every time we have the unit, students get very excited about the project and (without prompting) ask if we have any classes focusing on printmaking. We recently received a grant for a fantastic printing press for these courses and I think it would be a wonderful way to teach a very different style and type of art from our other classes currently offered here at MHS. You can also adapt the prints made in class to be used on textiles like shirts or bags, so I think it would be a fun way to teach a course that has very clear real-world applications as well.

Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**

   It would expand our students' possibilities by teaching art that is so different in style than some of our other courses, allowing students to use the course to find an art medium that speaks to their creativity and passion. It also has wonderful real-world applications and I could see us using the course to explore the interaction between

the art we create and the products around us that we consume, diving into details like how we transfer prints to fabrics to create designs on shirts, tapestries, etc. There are also local print shops that we could use to show students modern artists who use art like this to make a living and show off the many items/products that utilize printmaking as part of their process.

2) **How is this course aligned to meet state standards and graduation requirements?**
This would be one of the art credits students can use to fill those required credits for graduation. In terms of state standards, projects involving printmaking would easily fit all of the high school visual arts state standards (generate and develop own artistic ideas, create original artwork, revise original work, make artistic choices to generate meaning, etc). It will be especially helpful with Standard 10 (Demonstrate an understanding that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities) by allowing us to show various contemporary printmaking artists from around the world, including some by local Indigenous American artists.

3) **What will be the effect of the proposal on the rest of the curriculum or on other activities? How does the proposal expand, complement or strengthen an existing program? How does the proposal affect existing programs? Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
This is a very different art form that would expand our existing program rather than substitute an existing course. I believe this class would appeal to a different type of art student who enjoys the connection between the printmaking art form and fashion, product design, and graphic arts. The projects would be a lot more stylized and abstract than some of our other courses that are more observational.

4) **To the degree that you are able, what is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
We already do have a lot of printmaking materials (like the printmaking press), and would have a course fee (like with our other courses) to cover most of the other materials needed. Other than some curriculum hours to build the course (40 hours)

and a one-time order for etching pens (35pk on blick.com would be $330.05), we should be all set.

5) **This course has been discussed with my department and approved by my department chair.**
   Yes.

2027-2028 New Course Proposal

MINNETONKA PUBLIC SCHOOLS

Course Title: Government and Citizenship

Submitted by: Erik Kottom

Department: Social Studies

Description of the Proposal:

1) **What is the proposed course name (for Skipper Log)?** Government and Citizenship

   What grade levels can enroll? 11, 12

   Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)? Semester long (.5 credit)

   Offered in Semester 1; Semester 2 or either/both? Both

   Any pre-requisite courses? n/a

   In what subject will students earn this credit? Social Studies

2) **How did this proposal originate?** This course is being proposed due to new Minnesota state legislation.

3) **What is the rationale for the proposal? What need does it fulfill?** This course will be developed to fulfill the need for new state legislation.

Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
   This proposed course will be compatible with the vision, mission, and beliefs of the district since the district is obligated to develop a curriculum which satisfies state legislative requirements.

2) **How is this course aligned to meet state standards and graduation requirements?**
   The proposed course curriculum would satisfy the 2022 Minnesota graduation standards for Government and Citizenship.

3) **What will be the effect of the proposal on the rest of the curriculum or on other activities? How does the proposal expand, complement or strengthen an**

existing program? How does the proposal affect existing programs? Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?

The proposed course would complement the current Government and Citizenship curriculum by updating current teaching materials while also meeting the needs of 11th and 12th graders. The proposed course affects programming for general-level students by building on their 9-10th grade experiences in social studies while also fostering civic engagement in democracy. The proposed course would be integrated into the 11th and 12th grade curriculum for general-level students. This course proposal satisfies new state legislation requiring MN districts to teach Government and Citizenship in 11th or 12th grade. No courses/activities should be eliminated due to the creation of this course.

4) **To the degree that you are able, what is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

   The proposed course would need a new Government and Citizenship textbook. Ideally, students will have classroom sets of textbooks along with the ability to access an e-textbook. The course will need significant district curriculum writing funds to develop course resources. The Social Studies department is currently in the curriculum review cycle, so it can tap into extra funds to support the development of this course.

5) **This course has been discussed with my department and approved by my department chair.**

   Yes.

2027-2028 New Course Proposal

MINNETONKA PUBLIC SCHOOLS

Course Title: Aerospace Engineering

Submitted by: Mitch Burfeind

Department: Career & Technical Education (Tech Ed)

Description of the Proposal:

1) **What is the proposed course name (for Skipper Log)?** Aerospace Engineering

   What grade levels can enroll? 10,11,12

   Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)? Semester long (.5 credit)

   Offered in Semester 1; Semester 2 or either/both? Either

   Any pre-requisite courses? Intro to Aviation

   In what subject will students earn this credit? Elective

2) **How did this proposal originate?** Department members, parents/students

3) **What is the rationale for the proposal? What need does it fulfill?**

   Students have been asking for more options in the Aviation/Engineering pathway. Many students come to aviation and decide they do not want to be a pilot, but this will use many of the concepts learned in aviation and show them the engineering side of it.

Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
   Aerospace engineering supports Minnetonka High School's mission of inspiring and preparing students to create their high-quality future. Through hands-on design challenges, problem-solving, and innovation, students develop critical thinking, creativity, collaboration, and communication skills that are essential for success in college, careers, and life.

2) **How is this course aligned to meet state standards and graduation requirements?**
   This course will count towards elective credit.

3) **What will be the effect of the proposal on the rest of the curriculum or on other activities? How does the proposal expand, complement or strengthen an existing program? How does the proposal affect existing programs? Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
   It will add to both the engineering and the aviation pathways.

4) **To the degree that you are able, what is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
   The curriculum will be from the PLTW Engineering package which we already purchase. There will be some additional equipment based on the class outcomes and rigor. $2500 for new lab materials and equipment would be an estimate.

5) **This course has been discussed with my department and approved by my department chair.**
   Yes.

2027-2028 New Course Proposal

MINNETONKA PUBLIC SCHOOLS

Course Title: FAA Private Pilot Ground School (Tonka Online)

Submitted by: Scott Shaffer

Department: Career & Technical Education (Tech Ed)

Description of the Proposal:

1) **What is the proposed course name (for Skipper Log)?** FAA Private Pilot Ground School (Tonka Online)

   What grade levels can enroll? 9, 10, 11, 12

   Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)? Semester long (.5 credit)

   Offered in Semester 1; Semester 2 or either/both? Either

   Any pre-requisite courses? None

   In what subject will students earn this credit? CTE Elective

2) **How did this proposal originate?** Student requests

3) **What is the rationale for the proposal? What need does it fulfill?**

   Currently, the only FAA Private Pilot Ground School option available to Minnetonka students is offered as part of the two-hour Flight Training I/World History course. Over the past several years, many students have expressed interest in taking Private Pilot Ground School but have been unable to enroll because they have already completed World History, cannot fit a two-hour course into their schedule, or are not interested in taking the combined course.

   Offering Private Pilot Ground School through Tonka Online as a one-semester, stand-alone course would make this opportunity accessible to students in all grade levels, regardless of their previous social studies coursework or scheduling limitations. The course would provide students with the required aeronautical knowledge and preparation for the FAA Private Pilot Knowledge Exam. Upon successful completion of the course and demonstration of the required knowledge, I would also be able to provide students with the instructor endorsement necessary to take the FAA Private Pilot Written Exam. (THIS WILL ONLY BE OFFERED AS A

SUMMER ONLINE OR ZERO-HOUR to not interfere with current Aviation courses offered throughout the year).

Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
   This proposal strongly supports Minnetonka's vision of child-centered excellence by expanding access, creating flexible learning pathways, and allowing students to pursue their individual interests and highest aspirations. Aviation has become one of the fastest-growing areas within Momentum. When I began teaching at Minnetonka three years ago, Momentum enrollment was approximately 220 students; today, enrollment has grown to approximately 600 students. At the same time, our advanced aviation classrooms in the Vantage/Momentum building have reached capacity, leaving limited physical space for continued growth of advanced aviation offerings.

   Offering Private Pilot Ground School through Tonka Online would provide another pathway for students interested in aviation while making innovative and efficient use of existing District resources. Students who cannot fit the two-hour Flight Training I/World History course into their schedules, have already completed World History, or simply need greater scheduling flexibility would still have access to rigorous FAA-aligned aviation coursework and the opportunity to prepare for the FAA Private Pilot Knowledge Exam.

   In addition to expanding access, the course could serve as a valuable capacity relief option as the aviation program continues to grow. It would allow Minnetonka to continue providing students with personalized, career-connected educational opportunities without requiring additional physical classroom space. This directly supports the District's commitment to tailoring learning experiences to individual students, pursuing innovative approaches to student learning, and preparing graduates to thrive in a wide variety of future pursuits.

2) **How is this course aligned to meet state standards and graduation requirements?**
   This course would be offered as a .5 elective credit and aligns directly with the Minnesota Department of Education's Career and Technical Education (CTE) Transportation/Aviation Careers framework. In fact, the state framework specifically identifies "Ground School" as an Aviation Careers course designed to prepare

students for the FAA Private Pilot Knowledge Test.

The course would address several Minnesota Aviation Careers standards, including aviation certification and regulations (ACT 02), aircraft systems and performance (ACT 03/04), aviation weather (ACT 05), flight planning and navigation (ACT 06), aerodynamics (ACT 07), and airspace, airports and communication procedures (ACT 08). Course content would also align with the FAA Private Pilot Airman Certification Standards and prepare students for an industry-recognized FAA examination.

Because aviation is included within Minnesota's Transportation CTE pathway and Minnetonka's Technology Education/Momentum programming, this course could also potentially be classified as a Technology Education/CTE elective.

3) **What will be the effect of the proposal on the rest of the curriculum or on other activities? How does the proposal expand, complement or strengthen an existing program? How does the proposal affect existing programs? Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

This proposal would complement and strengthen the existing aviation program by providing an additional pathway for students to complete Private Pilot Ground School. It would not replace Flight Training I/World History, but would serve students who cannot access that two-hour course because of scheduling conflicts, prior completion of World History, or other academic needs as well as new students who did not begin 9th or 10th grade with us.

The online course could also help reduce pressure on limited classroom capacity within the existing aviation program while allowing the in-person Flight Training I course to continue serving students who benefit from the combined aviation and World History experience.

No existing courses or activities would need to be eliminated. Rather, this proposal would expand student choice and provide greater flexibility within the current aviation curriculum.

4) **To the degree that you are able, what is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
The primary cost of this proposal would be curriculum access through Gold Seal, which is currently used in the existing Flight Training I/World History course. Gold Seal currently costs approximately $138 per student and would be the preferred curriculum because it provides an efficient, well-organized pathway specifically designed to prepare students for the FAA Private Pilot Knowledge Exam. Using the same platform would also provide consistency between the existing in-person course and the proposed online course.

There would be little to no additional equipment or supply cost. Because this course would focus specifically on Private Pilot Ground School, students would not require access to the flight simulators or other specialized aviation equipment used in Flight Training I.

If funding for Gold Seal were not available, the course could still be developed using existing district/instructor resources, FAA materials, instructor-developed lessons and assignments, and properly licensed aviation curriculum resources. This would significantly reduce or potentially eliminate additional curriculum costs, although it would require more curriculum development and would not provide the same streamlined experience as Gold Seal.

Funds are already being used to provide Gold Seal access for students in the existing Flight Training I/World History course. Ideally, the same funding structure could be extended to students enrolled in the online section.

5) **This course has been discussed with my department and approved by my department chair.**
Yes.

2027-2028 New Course Proposal

MINNETONKA PUBLIC SCHOOLS

Course Title: Aviation Fundamentals (Tonka Online)

Submitted by: Scott Shaffer

Department: Career & Technical Education (Tech Ed)

Description of the Proposal:

1) **What is the proposed course name (for Skipper Log)?** Aviation Fundamentals (Tonka Online)

   What grade levels can enroll? 9, 10, 11, 12

   Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)? Semester long (.5 credit)

   Offered in Semester 1; Semester 2 or either/both? Either

   Any pre-requisite courses? None

   In what subject will students earn this credit? CTE Elective

2) **How did this proposal originate?** Student requests

3) **What is the rationale for the proposal? What need does it fulfill?**

   The purpose of this proposal is to provide students with a more flexible way to complete the foundational coursework required before entering Minnetonka's advanced aviation courses. Each year, I have 11th and 12th grade students who are interested in advanced aviation classes but are unable to fit one of our existing foundational courses into their schedules. In the past two years, we have addressed this by allowing students to independently complete an outside FAA Part 107 Drone course before entering the advanced pathway. An online Aviation Fundamentals course would provide a more consistent Minnetonka-based option for these students.

   The course would introduce students to the major foundational areas of aviation, including aircraft components, flight instruments, principles of flight, airspace, drones, piston and jet engines, and aviation history. The course would also incorporate online, iPad-based flight simulation and drone simulation activities to provide students with applied aviation experiences in an online format. It would complement the existing hands-on foundational courses while also providing some

relief to increasingly limited classroom and lab capacity as the aviation program continues to grow. (THIS WOULD ONLY BE OFFERED AS A SUMMER OR ZERO-HOUR ONLINE COURSE).

Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**

   This proposal supports Minnetonka's vision of child-centered excellence by providing students with a flexible and personalized pathway into the District's growing aviation program. Aviation Fundamentals would allow students who are interested in advanced aviation coursework, but who cannot fit a traditional foundational course into their schedule, to complete the required preparation online and continue pursuing their individual interests and career goals.

   The course also supports the District's commitment to innovation by combining online instruction with applied learning through flight simulation, drone simulation, and other aviation-based activities. It would expand access to career-connected learning while making efficient use of existing District resources and helping accommodate continued growth within the aviation program.

   Ultimately, the course would provide students with another pathway to pursue their highest aspirations while preparing them for future opportunities in aviation, aerospace, engineering, and related career fields.

2) **How is this course aligned to meet state standards and graduation requirements?**

   This course would be offered as a .5 elective credit and would align with the Minnesota Department of Education's Career and Technical Education (CTE) Aviation Careers framework. MDE specifically identifies Introduction to Aviation as a recommended course within the Transportation, Distribution and Logistics career pathway.

   Course content would address several of Minnesota's Aviation Careers standards, including aviation history and careers (ACT 01), aircraft systems and engines (ACT 03), aircraft structures (ACT 04), flight navigation (ACT 06), principles and aerodynamics of flight (ACT 07), and the flight environment, airspace and airport operations (ACT 08). Drone instruction would also incorporate elements of the state's UAS Operations curriculum.

As a one-semester course, Aviation Fundamentals would provide .5 elective credit toward Minnetonka graduation requirements while also serving as a foundational prerequisite for students wishing to continue into advanced aviation coursework.

3) **What will be the effect of the proposal on the rest of the curriculum or on other activities? How does the proposal expand, complement or strengthen an existing program? How does the proposal affect existing programs? Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**

This proposal would strengthen the existing aviation program by creating an additional pathway into advanced aviation coursework. Aviation Fundamentals would not replace Intro to Aviation: Flight Simulation, UAS Operations, or Power & Engines. Those courses would continue to provide deeper, hands-on experiences using the flight lab, drones, engines, and other specialized equipment.

Instead, Aviation Fundamentals would provide a broader online introduction to the core concepts shared across those foundational courses. It would primarily serve students who are unable to fit one of the in-person foundational courses into their schedules but still want to continue into advanced aviation classes.

The course could also serve as an engaging elective for full-time or primarily online students who may not otherwise have access to the aviation program. Students could explore aviation through interactive flight and drone simulation activities and, when possible, a discovery flight experience. This could introduce aviation to a broader group of students who may discover an interest in aviation, aerospace, engineering, or related career fields.

The course could also help relieve pressure on limited classroom and lab capacity as aviation enrollment continues to grow. No existing courses or activities would need to be eliminated if this proposal is approved.

4) **To the degree that you are able, what is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

The cost of this proposal should be relatively limited. The course could be developed using existing aviation curriculum, instructor-created lessons and

assignments, and free FAA educational resources. Students would use their district-issued iPads for online coursework, flight simulation, and drone simulation activities, so no specialized flight lab, simulators, drones, engines, or other major equipment would be required.

The largest potential per-student expense would be the discovery flight experience. Discovery flights are already an important part of the existing Intro to Aviation program, so ideally the online course could use a similar funding and partnership model. If necessary, the course could still be offered without significant additional equipment or curriculum costs while funding options for the discovery flight component are determined.

At this time, I am not certain whether Minnetonka Online funds are specifically allocated for these expenses, but the majority of the instructional resources needed to develop and teach the course already exist within the aviation program.

5) **This course has been discussed with my department and approved by my department chair.**
Yes.

2027-2028 New Course Proposal

MINNETONKA PUBLIC SCHOOLS

Course Title: Advanced Culinary 1

Submitted by: Brooke McMaster

Department: Momentum: Hospitality and Tourism

Description of the Proposal:

1) **What is the proposed course name (for Skipper Log)?** Advanced Culinary 1

   What grade levels can enroll? 11, 12

   Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)? Full year (1credit)

   Offered in Semester 1; Semester 2 or either/both? Both

   Any pre-requisite courses? Culinary 1

   In what subject will students earn this credit? 1.0 Elective

2) **How did this proposal originate?** FACS/Admin/Vantage Program Future Planning

3) **What is the rationale for the proposal? What need does it fulfill?** This class will provide pathway for FACS Culinary, provide ServSafe certification opportunity for students, provides industry in need in Hospitality.

Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
   Explore Options to Increase Participation in Experiential Learning Programs: Pursue efforts to ensure all students graduate with tangible, "real skills for real life" and that they are future ready.

2) **How is this course aligned to meet state standards and graduation requirements?**
   Opportunity to meet requirement of Personal Finance graduation requirement as well as ensure college and career readiness through certification and Vantage curriculum. Concrete metric for measuring CCR and PF.

3) **What will be the effect of the proposal on the rest of the curriculum or on other activities? How does the proposal expand, complement or strengthen an**

existing program? How does the proposal affect existing programs? Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?

This addition gives opportunity for pathway in the industry of culinary, exposure to hospitality and certification opportunity for students. This builds on current courses at MHS such as Culinary 1 & 2, as well as expand possibilities for students to be a part of Experiential Learning at Vantage. This only expands opportunities within FACS as well as allow students opportunities 10th-12th grade to be a part of the Hospitality industry exploration.

4) **To the degree that you are able, what is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**

   CTE grants available. We already utilize SafeServe, however, there would be a cost for certificiations. $2500 grant through Minnesota Hospitality. Through our CTE, SafeServ, and Prostart connection there are grants that are available to minimize cost.

5) **This course has been discussed with my department and approved by my department chair.**

   Yes. FACS Dept. Chair and Department/Administration/ Vantage Advisory Board/Vantage Dept. Chairs

2027-2028 New Course Proposal

MINNETONKA PUBLIC SCHOOLS

Course Title: Hospitality, Events, and Tourism

Submitted by: Brooke McMaster

Department: Momentum: Hospitality and Tourism

Description of the Proposal:

1) **What is the proposed course name (for Skipper Log)?** Hospitality, Events, and Tourism

   What grade levels can enroll? 11, 12

   Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)? Full year (1credit)

   Offered in Semester 1; Semester 2 or either/both? Both

   Any pre-requisite courses? Culinary 1

   In what subject will students earn this credit? .5 Personal Finance/.5 elective

2) **How did this proposal originate?** VANMO built culinary kitchen for the opportunity.

3) **What is the rationale for the proposal? What need does it fulfill**? This class will provide pathway for FACS Culinary, provide ServSafe certification opportunity for students, and provide industry in need in Hospitality.

Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
   Explore Options to Increase Participation in Experiential Learning Programs: Pursue efforts to ensure all students graduate with tangible, "real skills for real life" and that they are future ready.

2) **How is this course aligned to meet state standards and graduation requirements?**
   Opportunity to meet requirement of Personal Finance graduation requirement as well as ensure college and career readiness through certification and Vantage curriculum. Concrete metric for measuring CCR and PF.

3) **What will be the effect of the proposal on the rest of the curriculum or on other activities? How does the proposal expand, complement or strengthen an existing program? How does the proposal affect existing programs? Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
   This addition gives opportunity for pathway in the industry of culinary, exposure to hospitality and certification opportunity for students. This builds on current courses at MHS such as Culinary 1 & 2, as well as expand possibilities for students to be a part of Experiential Learning at Vantage. This only expands opportunities within FACS as well as allow students opportunities 10th-12th grade to be a part of the Hospitality industry exploration.

4) **To the degree that you are able, what is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
   Standard costs for a Culinary class would apply however the goal would be to launch a "business" such as catering to allow sustainable budget.

5) **This course has been discussed with my department and approved by my department chair.**
   Yes. FACS Dept. Chair and Department/Administration/ Vantage Advisory Board/Vantage Dept. Chairs

2027-2028 New Course Proposal

MINNETONKA PUBLIC SCHOOLS

Course Title: College in the Schools (CIS) Introduction to Literature

Submitted by: Kaitlin Lochner

Department: Vantage: English Language Arts

Description of the Proposal:

1) **What is the proposed course name (for Skipper Log)?** College in the Schools (CIS) Introduction to Literature

   What grade levels can enroll? 11, 12

   Only a semester long course for 0.5 credits or full-year course (.5 credits/semester)? Full year (1 credit)

   Offered in Semester 1; Semester 2 or either/both? Both

   Any pre-requisite courses? None

   In what subject will students earn this credit? English

2) **How did this proposal originate?** Department members

3) **What is the rationale for the proposal? What need does it fulfill?**

   This would be in lieu of the current CIS Writing course through UMD. The CIS Writing course is offered through UMD and is a three-credit course. Much of the writing curriculum mirrors the writing in AP SEM and IB Global Politics. Because so many of our students take the AP SEM class in Public Policy, this would allow students to receive a more robust experience as they would have both a writing and a literature intensive course when taking both. Some notable highlights of this course:

   -Four U of MN Twin Cities credits.
   -Local field days for students and staff development.
   -Open to Juniors and Seniors.
   -Cultural Lenses studied pair well with the units in Global Politics.
   -It is a writing-intensive course that also meets the Literature requirement.
   -I am certified to teach this course and I still know the Faculty Coordinator Assistant from when I taught this in another district.

Analysis of the Proposal:

1) **How is this proposal compatible with the vision, mission, and beliefs of the district?**
   The syllabus supports the aims and mission of our district and specifically, the VANTAGE International Relations course. The content aligns well with the IB Global Politics course. This CIS course contains the level of rigor our district seeks to attain.

2) **How is this course aligned to meet state standards and graduation requirements?**
   This English course meets the graduation requirement for MHS and the MN state standards.

3) **What will be the effect of the proposal on the rest of the curriculum or on other activities? How does the proposal expand, complement or strengthen an existing program? How does the proposal affect existing programs? Does this course/activity substitute for an existing program? Could it be integrated into an existing course/activity? Are there courses/activities that should be eliminated if this proposal is approved?**
   This expands an additional offering in the VANTAGE program as all other English courses have a singular focus in writing. This is a Literature course that the U of MN also designates as a writing intensive course so they will have a more robust offering. This would be in lieu of CIS Writing through UMD.

4) **To the degree that you are able, what is the cost to the district of this proposal? What are the requirements for texts, equipment/supplies/curriculum writing? Are funds currently allocated and available for this activity?**
   There would be some cost involved in securing texts for this course. Some texts could be secured via pdf for the course which would be of no cost. A very approximate cost of additional texts would be $1,000 to $1,500, but this would vary greatly depending on the number of students that register. It could also be a lower cost if the majority of texts were pdf.

5) **This course has been discussed with my department and approved by my department chair.**
   Yes.

INFORMATION

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

Study Session Agenda Item #3

Title: Review of FY26 Draft Audited Financial Statements November 19, 2026

EXECUTIVE SUMMARY:

The audit of the Fiscal Year 2026 Financial Statements is undergoing final completion by the auditing firm of CliftonLarsonAllen LLP and is being readied for acceptance and approval by the School Board at the December 3, 2026 School Board Meeting.

Troy Gabler of CliftonLarsonAllen, LLP will review the Draft Basic Financial Statements in the audit at the November 19, 2026, School Board Study Session prior to final approval of the complete audit report on December 3, 2026. Upon approval, the audited financial statements will be filed with the Minnesota Department of Education prior to December 30 as required by statute.

Minnetonka Independent School District 276 will be receiving an unmodified opinion from CliftonLarsonAllen, which means the financial statements present fairly the financial position of the District on June 30, 2026.

The Draft Audited Basic Financial Statements will be available for review at the November 19 Study Session.

RECOMMENDATION/FUTURE DIRECTION:

The Fiscal Year 2026 Draft Audited Basic Financial Statements are being presented for review prior to approval and acceptance of the complete audit and Annual Comprehensive Financial Report on December 3, 2026.

Submitted by: Paul Bourgeois
Paul Bourgeois, Executive Director of Finance & Operations

Concurrence:
David Law, Superintendent

REVIEW

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

Study Session Agenda Item #4

Title: Review of Explorers Priority Registration **Date: November 19, 2026**

EXECUTIVE SUMMARY

Executive Director of Community Education Kim Carlson & Director Jenny Bodurka will discuss the recommendation, decision and implementation plan for Explorers Priority Registration which will begin in the 2027-28 School Year.

Submitted by: _____

David Law, Superintendent

DISCUSSION

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

Study Session Agenda Item #5

Title: Discussion on Board Meeting Dates, Study Session Dates, and Board Leadership Positions for 2027

Date: November 19, 2026

EXECUTIVE SUMMARY:

The Board will discuss board meeting and study session dates for 2027 and Board leadership positions. The following dates are proposed for Board meetings and study sessions in 2027:

Board Meetings	Study Sessions
January 5 (Tuesday)	January 21
February 4	February 18
March 4	March 18
April 8	April 22
May 6	May 20
May 27 (this is the June meeting)	June 17
July – Board does not meet	
August 5	August 19
September 9	September 30
October 7	October 28
November 4	November 18
December 2	December 16

Submitted by: _____
David Law, Superintendent