



## Regular Meeting Agenda

Diamondhead Education Center  
200 W. Burnsville Parkway  
Burnsville, MN 55337  
January 14, 2016  
6:30 PM

(6:00 PM Board Listening Session with Chair Bob VandenBoom and Dr. DeeDee Currier)

### I. Call to Order

- A. Welcome Public
- B. Pledge of Allegiance

### II. Annual Organization of the Board of Education

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- A. Election of Chair
- B. Election of Vice Chair
- C. Election of Clerk
- D. Election of Treasurer
- E. Salaries of Board Members
- F. Regular Meetings of the School Board
- G. Authorization of Electronic (telephone) Fund Transfers 12
- H. Authorization for Use of Facsimile Signatures 13
- I. Designation of Official Depositories 14
- J. Appointment to Committees 18
- K. Authorization to Execute and File Application for State- and Federally-Funded Programs
- L. Designation of Legal Counsel
- M. Designation of Official Newspaper
- N. Designation of Identified Official with Authority for Minnesota Department of Education (MDE) Secure Website Access

### III. Business Meeting

- A. Approval of Agenda
- B. Consent Agenda

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District 191 welcomes members of the public to attend Board of Education meetings, work sessions and other public gatherings. However, public participation is allowed only during listening sessions, which are held before regular board meetings. Community members who wish to share their thoughts and opinions on meeting topics should contact the Superintendent's office at 952-707-2005 to schedule a meeting with the Superintendent or member of her leadership team.

**Description:** Although Board action is required, it is generally unnecessary to hold discussion on these items. In the event a Board member wishes to discuss an item, that item will be moved for separate consideration.

1. Approve Meeting Minutes	23
2. Approve Personnel Recommendations	27
3. Adopt a Resolution to Accept Donations	28
4. Approve Change Orders #034, #037, #039, #040, #041, #042, #043, #046, #047 #048, #049, #051, #052, and #053 for the 2015 Additions and Alterations to Burnsville High School	31
<b>IV. New Business</b>	
A. Approve the 2016-17 Secondary Course Catalog	65
<b>Speaker(s):</b> Dave Helke. Principal	
B. Approve the Revised Budget for 2015-16	159
<b>Speaker(s):</b> Lisa Rider, Executive Director of Business Services	
C. Award Bids for Nicollet Junior High School-Science Casework-Owner Direct Purchase	169
<b>Speaker(s):</b> Lisa Rider, Executive Director of Business Services	
D. Approve the Proposed Revisions and Re-adopt the Unchanged Language in the 2015-2017 Collective Bargaining Agreement with the Burnsville Education Association and ISD 191	184
<b>Speaker(s):</b> Stacey Sovine, Executive Director of Human Resources	
E. Approve FY16 Achievement and Integration Budget Revision	240
<b>Speaker(s):</b> Lisa Rider, Executive Director of Business Services	
F. Approve, on a First Reading Basis, Board Policies 404: <i>Employment Background Checks</i> (rescind GCDC), 498: <i>Political Campaigns and Activities</i> (rescind GBG), 518: <i>DNAR - Do not Attempt Resuscitation Orders</i> , 528: <i>Student Parental, Family, and Marital Status Nondiscrimination</i> (rescind JFE, JFF), 530: <i>Immunization Requirements</i> (rescind JHCB), 602.5: <i>School Cancellation</i> (rescind EBCD), 606: <i>Instructional Materials</i> (rescind IIAA, IIAC, KLB, KLBA), 610: <i>Field Trips</i> (rescind IICA), 620: <i>Credit for Learning</i> , 624: <i>Online Learning Options</i> , and 799: <i>Animals in the Schools</i> (rescind ING)	266
<b>Speaker(s):</b> Dr. Joe Gothard, Superintendent	
<b>V. Reports</b>	332
A. Student Representative	
B. Superintendent	
C. Board Members	
<b>VI. Adjourn to a Board Workshop</b>	
A. Potential Bond Refundings	333
<b>Speaker(s):</b> Jeff Seeley of Ehlers, Inc.	
B. Middle School Model Presentation	



**Agenda II.A-N**  
**January 14, 2016**

**To: Members, Board of Education**

**From: Dr. Joe Gothard, Superintendent**  
**Lisa K. Rider, Executive Director of Business Services**

**Date: January 8, 2016**

**RE: Annual Organization of the Board of Education**

**RECOMMENDATION:** to adopt the resolutions shown below to accomplish organization of the Board of Education for 2016.

The items listed below must be addressed by the school board at its organizational meeting on January 14, 2016.

In order of rank, the officers from 2015 are responsible for calling the organizational meeting to order. This individual, or someone elected as temporary chair, should preside until a new chair is elected.

Prior to the election of officers, the board should determine the method to be used in selecting its new officers. A recommended method is that of majority vote on the candidate or candidates nominated for each position. Policy 202 provides further direction with respect to selection of officers and officer's responsibilities.

The annual organization of the school board occurs in January to conform to the term of office for school board members. Some matters of school board organization are more readily conducted on a fiscal year basis and will be presented in July.

The items that follow pertain to Board of Education organization for 2016.

**A. Election of Chair**

Annotation: The chair presides at all school board meetings and works with the superintendent on calling board meetings and establishing meeting agendas. At times the chair is called upon to serve in a ceremonial capacity as the ranking elected representative of the school district. The chair countersigns all checks drawn by the treasurer.

Recommendation: Moved by Director \_\_\_\_\_, seconded by Director \_\_\_\_\_, that Director \_\_\_\_\_ be nominated and elected chair of the board for 2016.

*(It is recommended that the newly elected chair assume the chair and conduct the balance of the meeting.)*

**B. Election of Vice-Chair**

Annotation: The school board created the vice-chair position in 1989 for the purpose of easing the workload of the chair. The vice-chair serves as chair when the chair is absent, assists with board operations and plans the annual evaluation of the superintendent.

Recommendation: Moved by Director \_\_\_\_\_, seconded by Director \_\_\_\_\_, that Director \_\_\_\_\_ be nominated and elected Vice-chair of the board for 2016.

**C. Election of Clerk**

Annotation: The clerk presides at board meetings in the absence of the chair and vice-chair, and from a legal standpoint, is responsible for board minutes, signing board approved contracts and calling school board elections. The clerk also countersigns all district checks. The routine duties of the clerk are performed by the superintendent's office and business office.

Recommendation: Moved by Director \_\_\_\_\_, seconded by Director \_\_\_\_\_, that Director \_\_\_\_\_ be nominated and elected clerk of the board for 2016.

**D. Election of Treasurer**

Annotation: The treasurer is legally responsible for the deposit and withdrawal of all district funds and reporting same to the school board. Checks drawn on school district accounts are signed by the treasurer. The routine duties of the treasurer are performed by the business office.

Recommendation: Moved by Director \_\_\_\_\_, seconded by Director \_\_\_\_\_, that Director \_\_\_\_\_ be nominated and elected treasurer of the board for 2016.

**E. Salaries of Board Members**

Annotation: Salaries of school board members are set annually. In January 2008, the salaries were set at \$500 per month for each director plus an additional monthly stipend of \$50 for the chair in recognition of increased expenses associated with that office. A request to increase the monthly stipend for directors from \$500 to \$550 per month has been received, considering no increases have been made since 2008.

Recommendation: That salaries of board members be set at \$550 per month and that the chairperson receives an additional \$50 per month in recognition of additional duties and expenses associated with the position.

**F. Regular Meetings of the School Board**

Annotation: Regular meetings of the school board are typically held on the second and fourth Thursday of each month. However, board meetings may be scheduled during other weeks to accommodate scheduling needs as noted. Most

regular school board meetings will be held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville. Due to construction, the regular board meetings scheduled during the summer of 2016 will be held in the Council Chambers at Burnsville City Hall, 100 Civic Center Parkway, Burnsville.

Recommendation: That all regular meetings of the Independent School District 191 Board of Education commence at 6:30 p.m. on the dates noted below with meetings conducted at the Diamondhead Education Center (or in the Council Chambers at Burnsville City Hall during the summer of 2016) and cable cast.

January 28, 2016	November 10, 2016
February 11, 2016	November 17, 2016*
February 25, 2016	December 1, 2016*
March 10, 2016	December 15, 2016*
March 24, 2016	January 12, 2017
April 14, 2016	January 26, 2017
April 28, 2016	February 9, 2017
May 12, 2016	February 23, 2017
May 26, 2016	March 9, 2017
June 9, 2016	March 23, 2017
June 23, 2016	April 13, 2017
July 21, 2016*	April 27, 2017
August 11, 2016	May 11, 2017
August 25, 2016	May 25, 2017
September 15, 2016*	June 8, 2017
September 29, 2016*	June 22, 2017
October 13, 2016	August 10, 2017
October 27, 2016	August 24, 2017

\*Meetings not scheduled on the second or fourth Thursday of the month.

***Items G-J pertain to calendar year 2016. They are of a routine nature and although board action is required, discussion is usually unnecessary. I recommend approval of all resolutions as a single consent agenda. In the event a Board member wishes to discuss any item, it should be removed from the list so that it may receive individual attention.***

#### **G. Authorization for Electronic (telephone) Fund Transfers**

Annotation: The telephone transfer of funds between approved depositories is important to the efficient management of school district deposits. Board authorization is requested to allow the executive director of business services to enter into electronic fund transfer agreements with official depositories as provided in Chapter 334, Minnesota Statutes. (See Attached Resolution)

Recommendation: to adopt the attached resolution which authorizes the executive director of business services to enter into electronic (telephone) fund transfer agreements with the district's official depositories per Chapter 334 of the laws of Minnesota.

## **H. Authorization for Use of Facsimile Signatures**

Annotation: The use of facsimile signatures on school district checks must be authorized by board resolution. Facsimile signatures are also used on individual personnel contracts covered by master agreements. Obviously, this is the only practical method of handling this task. (See Attached Information)

Recommendation That the school board adopts the attached resolution authorizing the use of facsimile signatures on payroll and claim checks as prescribed in M.S. 47.41 and furthermore that the use of facsimile signatures be authorized for individual personnel contracts covered by board adopted master agreements.

## **I. Designation of Official Depositories**

Annotation: The Business Office maintains a current list of financial institutions to be used for depositing school district funds. The recommended list of depositories for 2016 is shown in the motion.

Recommendation: That the institutions shown below be designated as official depositories of the district for the 2016 calendar year per M.S. 124.05.

U.S. Bank of Minneapolis  
Minnesota School Districts Liquid Asset Fund Plus  
MN Trust  
Associated Bank, WI

## **J. Appointment to Committees**

Committee appointments will be made by the Chair and will be presented for recommendation at the next regular board meeting. Board members are requested to review the list of committee appointments and to indicate their interests to the chair.

## **K. Authorization to Execute and File Application for State- and Federally-Funded Programs**

Annotation: Most state- and federally-funded programs require that the school board, in official session, authorize an agent to execute and file funding applications for the school district and act as its official representatives in those state- and federally-funded programs.

Recommendation: That as of January 1, 2016, Dr. Joseph Gothard, superintendent or his designee be designated as the agent in filing applications for and representing the district in state- and federally-funded programs.

## **L. Designation of Legal Counsel**

Annotation: Policy 202 states that the school board will select the school district's legal counsel at the organizational meeting. The attorney shall attend regular and special meetings of the school board when requested and be available for

consultation as needed. The attorney shall be paid on a “time” or “retainer” basis as determined. The appointment of the attorney shall not be construed as a prohibition against seeking legal counsel from other sources when the superintendent or his designees deems it to be advisable. The individuals authorized to contact legal counsel are the school board chair, the superintendent and his designees.

Recommendation: That the following law firms be appointed as legal counsel for Independent School District 191 for 2016 and that they be paid on an hourly basis for services rendered.

Kennedy & Graven Chartered  
 Pfefferle Kane LLP (formerly Terhaar, Archibald, Pfefferle & Griebel, LLP)  
 Booth Law Group LLC  
 Rupp, Anderson, Squires & Waldspurger, P.A.  
 Knutson Flynn & Deans, P.A.  
 Hitesman & Wold, P.A.

**M. Designation of Official Newspaper**

Annotation: Administration recommends designating Sun Thisweek as the official legal newspapers serving our area. This newspaper is widely distributed across the geographic area of the school district.

Recommendation: That Sun Thisweek be designated as the official newspaper for 2016 per M.S. 123.33; Subdivision 11, and M.S. Chapter 331.

**N. Designation of Identified Official with Authority for Minnesota Department of Education (MDE) Secure Website Access**

Annotation: The Minnesota Department of Education released a new External User Access Recertification System on April 1, 2015. The External User Access Recertification System allows the designated Identified Official(s) with Authority to see everyone with external access to MDE secure systems for their local education agency (LEA); pre-authorize new external user access to MDE secure systems for their LEA; and annually review, recertify or revoke external user access to MDE secure systems for their LEA.

An LEA must resubmit documentation from the school board annually designating the Identified Official with Authority, as well as any time there is a change in the assignment of the Identified Official with Authority. This recommendation serves as the annual recertification of the Identified Official(s) with Authority designation in accordance with Minnesota State Access Control Security Standard 1.0.

Recommendation: To designate Dr. Joseph Gothard, superintendent and Jami Kenney, executive assistant as the Identified Officials with Authority to authorize user access to MDE secure websites for Independent School District 191 and gives them the responsibility of assigning job duties to local education agency staff.

*Adopted:* 08/2008  
*Reviewed:* 04/09/2015  
*Revised:* 04/23/2015  
*Rescinds:* BCB

*Burnsville-Eagan-Savage School District Policy 202*

## **202 SCHOOL BOARD OFFICERS**

### **I. PURPOSE**

School board officers are charged with the duty of carrying out the responsibilities entrusted to them for the care, management, and control of the public schools of the school district. The purpose of this policy is to delineate those responsibilities.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school board shall meet annually and organize by selecting a chair, a vice-chair, a clerk, and a treasurer.
- B. The school board shall appoint a superintendent who shall be an ex officio, nonvoting member of the school board.

### **III. ORGANIZATION**

The school board shall meet annually on the second Thursday in January, or as soon thereafter as practicable, and organize by selecting a chair, a clerk, a treasurer, and such other officers as determined by the school board. These officers shall hold office for one year and until their successors are elected and qualify.

- A. The persons who perform the duties of clerk and treasurer need not be members of the school board.
- B. The school board by resolution may combine the duties of the offices of clerk and treasurer in a single person in the office of business affairs.
- C. If a regularly scheduled board meeting is postponed due to bad weather, the meeting will be held at the discretion of the board chair and properly noticed.
- D. The school board will select the school district's legal counsel at the organizational meeting. The individuals authorized to contact legal counsel are the school board chair, the superintendent and his or her designees.

### **IV. OFFICER'S RESPONSIBILITIES**

- A. Chair

1. The chair when present shall preside at all meetings of the school board, preserve order, ensure all business before the school board is conducted with propriety and dispatch, countersign all orders upon the treasurer for claims allowed by the school board, represent the school district in all actions, and perform all duties a chair usually performs.
2. In case of absence, inability, or refusal of the clerk to draw orders for the payment of money authorized by a vote of the majority of the school board to be paid, the chair may draw the orders, or the office of the clerk may be declared vacant by the chair and treasurer and filled by appointment.
3. The chair will provide leadership in carrying out the powers and duties of the school board and act as spokesperson for the school board unless this responsibility has been delegated to others.
4. The chair will oversee all school board members' appointments to committees and outside organizations and bring such appointments to the school board for approval.
5. Other duties may be prescribed to the chair by law or school board action.

B. Vice-Chair

The vice-chair shall perform the duties of the chair in the event the chair is temporarily absent, assist the chair in the performance of his/her responsibilities, and plan and coordinate the school board's annual evaluation of the superintendent.

C. Treasurer

1. The treasurer shall deposit the funds of the school district in the official depository.
2. The treasurer shall make all reports which may be called for by the school board and perform all duties a treasurer usually performs.
3. In the event there are insufficient funds on hand to pay valid orders presented to the treasurer, the treasurer shall receive, endorse, and process the orders in accordance with Minn. Stat. § 123B.12.

D. Clerk

1. The clerk shall keep a record of all meetings in the books provided.
2. Within three days after an election, the clerk shall notify all persons elected of their election.

3. On or before September 15 of each year, the clerk shall:
  - a. file with the school board a report of the revenues, expenditures, and balances in each fund for the preceding fiscal year.
  - b. make and transmit to the commissioner certified reports, showing:
    - (1) revenues and expenditures in detail, and such other financial information required by law, rule, or as may be called for by the commissioner;
    - (2) length of school term and enrollment and attendance by grades;
    - (3) the condition and value of school district property; and
    - (4) other items of information as called for by the commissioner.
4. The clerk shall enter into the clerk's record book copies of all reports and of the teachers' term reports, and of the proceedings of any meeting, and keep an itemized account of all expenses of the school district.
5. The clerk shall furnish to the county auditor, on or before September 30 of each year, an attested copy of the clerk's record, showing the amount of proposed property tax voted by the school district or the school board for school purposes.
6. The clerk shall draw and sign all orders upon the treasurer for the payment of money for bills allowed by the school board for salaries of officers and for teachers' wages and all claims, to be countersigned by the chair.
7. The clerk shall perform such duties as required by the Minnesota Election Law or other applicable laws relating to the conduct of elections.
8. The clerk shall perform the duties of the chair in the event of the chair's and the vice-chair's temporary absences.

E. Superintendent

1. The superintendent shall be an ex officio, nonvoting member of the school board.
2. The superintendent shall perform the following:
  - a. visit and supervise the schools in the school district, report and make recommendations about their condition when advisable or on request by the school board;

- b. recommend to the school board employment and dismissal of teachers;
- c. annually evaluate each school principal assigned responsibility for supervising a school building within the district;
- d. superintend school grading practices and examinations for promotions;
- e. make reports required by the commissioner; and
- f. perform other duties prescribed by the school board.

## V. CONTACTS

The Office of the Superintendent may be contacted relative to this policy at (952) 707-2005.

***Legal References:*** Minn. Stat. § 123B.12 (Finance)  
 Minn. Stat. § 123B.14 (Officers)  
 Minn. Stat. § 123B.143 (Superintendent)  
 Minn. Stat. § 126C.17 (Referendum Revenue)  
 Minn. Stat. Ch. 205A (School District Elections)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 101 (Legal Status of the School District)  
 Burnsville-Eagan-Savage School District Policy 201 (Legal Status of the School Board)  
 Burnsville-Eagan-Savage School District Policy 203 (Operation of the School Board – Governing Rules)  
 MSBA Service Manual, Chapter 1, School District Governance, Powers and Duties

**INDEPENDENT SCHOOL DISTRICT 191****WIRE TRANSFER AGREEMENT****AUTHORIZED REPRESENTATIVES****January 1, 2016 through December 31, 2016**

- |                                  |  |                 |
|----------------------------------|--|-----------------|
| 1. <u>Lisa K. Rider</u> _____    | <u>Executive Director of<br/>Business Services</u> _____ | <u>707-2050</u> |
| 2. <u>Gordon Winterlin</u> _____ | <u>Dir/Accounting Services</u> _____                     | <u>707-2055</u> |
| 3. <u>Renae Swanson</u> _____    | <u>Accounting Specialist</u> _____                       | <u>707-2056</u> |

**Account Name**

Independent School District 191

**CERTIFIED RESOLUTION  
USE OF FACSIMILE SIGNATURES  
BY PUBLIC OFFICIALS**

I \_\_\_\_\_ Clerk \_\_\_\_\_  
(name of certifying official) (title or position)

of Independent School District #191  
(name of governing body)

do hereby certify that the following resolution was duly adopted by said governing body at a meeting thereof duly convened and held on January 14, 2016, and is in full force and effect:

**RESOLVED:** That the use of facsimile signatures by the following named

public officers \_\_\_\_\_

Chair                      Treasurer                      Clerk

on checks, drafts, warrants, warrant-checks, vouchers or other orders on public funds deposited in U.S. Bank of Minneapolis and Associated Bank, WI and hereby is approved, and that each said named person may authorize said depository bank to honor any such instrument bearing his/her facsimile signature in such form as he/she may designate and to charge the same to the account in said depository bank upon which drawn, as fully as though it bore his/her manually written signature, and that instruments so honored shall be wholly operative and binding in favor of said depository bank although such facsimile signature shall have been affixed without his/her authority.

**IN WITNESS WHEREOF,** I have hereunto set my hand this 14<sup>th</sup> day of January, 2016.

CLERK \_\_\_\_\_  
(certifying official)

**INDEPENDENT SCHOOL DISTRICT 191**

**RESOLUTION AUTHORIZING TRANSFER OF FUNDS**

From time to time, Independent School District 191 orally requests U.S. Bank of Minneapolis to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Lisa K. Rider, the Executive Director of Business Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with U.S. Bank of Minneapolis providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2016, whichever is earlier.

I, \_\_\_\_\_, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2014, and that said resolution is in full force and effect.

I have hereunto subscribed my name this  
14th day of January, 2016.

Clerk \_\_\_\_\_

Chairperson \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 191**

**RESOLUTION AUTHORIZING TRANSFER OF FUNDS**

From time to time, Independent School District 191 orally requests Minnesota School Districts Liquid Asset Fund Plus to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Lisa K. Rider, the Executive Director of Business Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with Minnesota School Districts Liquid Asset Fund Plus providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2016, whichever is earlier.

I, \_\_\_\_\_, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2014, and that said resolution is in full force and effect.

I have hereunto subscribed my name this  
14th day of January, 2016.

Clerk \_\_\_\_\_

Chairperson \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 191**  
**RESOLUTION AUTHORIZING TRANSFER OF FUNDS**

From time to time, Independent School District 191 orally requests MN Trust to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Lisa K. Rider, the Executive Director of Business Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with MN Trust providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2016, whichever is earlier.

I, \_\_\_\_\_, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2014, and that said resolution is in full force and effect.

I have hereunto subscribed my name this  
14th day of January, 2016.

Clerk \_\_\_\_\_

Chairperson \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 191**  
**RESOLUTION AUTHORIZING TRANSFER OF FUNDS**

From time to time, Independent School District 191 orally requests Associated Bank, WI to transfer funds to other banks for credit to persons designated by this District in a manner which makes it inconvenient or impossible to execute the written authorizations, instructions and releases required by said Bank, so that the Bank may have standing instructions upon which to act pursuant to oral request for the transfer of funds:

Be it resolved, that Lisa K. Rider, the Executive Director of Business Services of this District is hereby authorized to enter into the Telephone/Funds (Wire) Transfer Agreement on behalf of this District with Associated Bank, WI providing for telephonic requests for the transmission of funds belonging to this District upon the terms and conditions set forth in said agreement, and to delete and appoint such persons, from time to time, who may request such transfers on behalf of this District in accordance with such agreement.

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2016, whichever is earlier.

I, \_\_\_\_\_, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 9, 2014, and that said resolution is in full force and effect.

I have hereunto subscribed my name this  
14th day of January, 2016.

Clerk \_\_\_\_\_

Chairperson \_\_\_\_\_

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
INDEPENDENT SCHOOL DISTRICT 191  
BOARD OF EDUCATION  
Board Representative Appointments**

Position	Board Member(s)	
STANDING COMMITTEES	2015	2016
<p><b>Student Performance and Achievement Committee</b></p> <p><i>The purpose of the committee is:</i></p> <ul style="list-style-type: none"> <li><i>a. To review and report evidence of student performance over time in order to measure learning.</i></li> <li><i>b. To analyze learning and student engagement metrics to highlight critical areas in need of improvement as well as to promote better alignment of district resources to critical student outcomes.</i></li> <li><i>c. To collaborate with the Assistant Superintendent, the Teaching and Learning Team, and others - as required - to ensure that curriculum, instruction, professional development and assessments support desired student outcomes.</i></li> <li><i>d. To evaluate processes, policies and long-range planning needs vs. desired student outcomes and deliver recommendations - in support of the Strategic Roadmap - to the Superintendent and School Board for action.</i></li> <li><i>e. To establish and communicate high expectations for student support beyond our classrooms to parents, staff and the greater community –</i></li> </ul>	<p><b>Ron Hill*</b> <b>Bob VandenBoom</b> <b>DeeDee Currier</b></p>	

<i>with the goal of driving deeper student engagement and academic achievement.</i> <i>Monthly meeting.</i>		
<b>Legislative Committee</b> <i>Guide the Board's legislative advocacy work on behalf of the students and faculty of ISD 191.</i> <i>Meet as needed</i>	<b>Ron Hill*</b> <b>Bob VandenBoom</b> <b>Sandy Sweep</b>	
<b>Policy Review Committee</b> <i>Review the existing Board Policy Manual and recommend revisions and updates as appropriate and required. Monthly meeting.</i>	<b>DeeDee Currier*</b> <b>Dan Luth</b> <b>Abigail Alt</b>	
<b>Negotiating Committee</b> <i>Represents the Board in the employer/employee bargaining process.</i>	<b>Jim Schmid*</b> <b>Sandy Sweep</b> <b>Bob VandenBoom</b> <i>(alternate)</i>	
<b>AD HOC COMMITTEE</b>		
<b>Ad Hoc Technology Committee</b> <i>Support the implementation of a student achievement data dashboard for board members.</i> <i>Monthly meeting.</i>	<b>Dan Luth*</b> <b>Jim Schmid</b> <b>DeeDee Currier</b>	
<b>LIASON APPOINTMENTS</b>		
<b>AMSD (Association of Metropolitan School Districts)</b> <i>Two Fridays each month 7 – 9 a.m.</i>	<b>Ron Hill</b> <b>Bob VandenBoom</b> <i>(alternate)</i>	
<b>MSBA (Minnesota School Boards Association)</b>	<b>DeeDee Currier</b>	
<b>Foundation 191</b> <i>Board liaison to school district foundation.</i> <i>Monthly Board meeting and event participation.</i>	<b>Abigail Alt</b>	
<b>Minnesota State High School League</b> <i>Represent the School District at regional and state meetings (periodic meetings).</i>	<b>Jim Schmid</b>	
<b>Burnsville Chamber of Commerce</b> <i>Provides a vehicle for interaction of the business and education communities for the enhancement of education in District 191.</i> <i>Monthly meeting.</i>	<b>Sandy Sweep</b>	
<b>Savage Chamber of Commerce</b> <i>Provides a vehicle for interaction of the business and education communities for the enhancement of education in District 191.</i> <i>Monthly meeting.</i>	<b>DeeDee Currier</b>	
<b>Dakota County Chamber of Commerce</b> <i>Provides a vehicle for interaction of the business and education communities for the enhancement of education in District 191.</i> <i>Monthly meeting.</i>	<b>Bob VandenBoom</b>	

<b>Burnsville High School Hall of Fame</b>	<b>DeeDee Currier</b> <b>Dan Luth</b> ( <i>alternate</i> )	
<b>Intermediate School District 917</b> <i>Represent District 191 at Intermediate School District 917</i> <i>1st and 3rd Tuesday with exception of one meeting in August and one in January; 7 – 9 p.m. plus occasionally committee meetings prior to regular meeting; meet at DCTC; three-year term.</i>	<b>Ron Hill</b> ( <i>term expires 6/30/2018</i> )	
<b>TIES</b> <i>(Computer consortium for school districts)</i> <i>Advises our data processing provider on policies and priorities -- yearly meeting; Exec. Committee meets each month.</i>	<b>Dan Luth</b> ( <i>term expires 6/30/2018</i> )	
<b>University of Minnesota – CIS Program</b>	<b>Jim Schmid</b>	

**BURNSVILLE-EAGAN-SAVAGE**  
**Independent School District 191**  
**Burnsville, Minnesota**  
 BOARD OF EDUCATION

Member \_\_\_\_\_ moved for the adoption of the following resolution:

RESOLUTION TO ESTABLISH A STANDING  
 TECHNOLOGY COMMITTEE

WHEREAS,

1. Board Policy 213: *School Board Committees* provides the structure and operation of committees or subcommittees of the School Board;
2. The School Board has determined that establishing a standing Technology Committee will support the district technology goals and help with the management of Board affairs related to technology;
3. The Burnsville-Eagan-Savage District 191 Strategic Roadmap 2015-2020 states: *Utilize technology for instruction to provide rigorous, personalized learning, and maximize operational systems;*
4. The mission for the Burnsville-Eagan-Savage District 191 – District Technology Plan is:
  - Ensure equitable digital access for all students,
  - Create individualized learning experiences,
  - Leverage technology for applied and engaged learning,
  - Graduate students who are information and technologically literate problem-solvers,
  - Use technology to efficiently manage district operations and provide data for effective decision making,
  - Promote home-school communication technologies that establish powerful partnerships.
5. The Technology Committee’s purpose is to:
  - Review the existing district technology plan to identify and prioritize major work and timelines,

- Draft recommendations to address selected policies related to technology funding, integration, access, support, and professional development,
  - Draft an annual revised district technology plan and budget defining our future vision for technology integration and usage for Board approval.
6. The Technology Committee will consist of three School Board members appointed by the Board Chair, in consultation with the Vice Chair;
  7. The Technology Committee will meet monthly as determined by the Committee Chair.

THEREFORE, BE IT RESOLVED by the School Board of ISD 191 to establish a standing Technology Committee with three appointed Board Members, who meet monthly for the purposes stated above.

The motion for the adoption of the foregoing Resolution was duly seconded by member \_\_\_\_\_ and upon a vote being taken thereon, the following voted in favor of the motion:

and the following voted against the motion:

Whereupon said Resolution was declared duly passed and adopted on January 14, 2016.

\_\_\_\_\_  
Chair - Board of Education

\_\_\_\_\_  
Dr. Joe Gothard  
Superintendent of Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 December 17, 2015

The meeting of the Board of Education was called to order by Chair VandenBoom at 6:30 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Directors Currier, Alt, Luth, Schmid, Sweep and Chair VandenBoom were present. Hill was absent. Others in attendance were Superintendent Gothard, Student Representative Abegaz, administrators, staff and members of the public.

Attendance

VandenBoom welcomed the audience and asked J. Kenney, executive assistant to lead the Pledge of Allegiance.

Pledge of Allegiance

Public recognition was given to Burnsville High School Fall Teams that qualified for State, 2015 TIES Teachers of Excellence and the Internal Giving Campaign.

Recognition

Moved by Schmid, seconded by Currier, to approve the agenda. Motion carried unanimously (6, 0).

Agenda

Moved by Alt, seconded by Sweep, to approve the consent agenda:

Consent  
 Minutes  
 Personnel

- Minutes of the December 3, 2015 regular board meeting.
- Approve personnel recommendations for E. Cunningham, M. Gruenke, J. Holmes, K. Oshiro, P. Renner, S. Ripoll, M. Ugas, P. LaValle, A. Reddy and D. Delaney.
- Adopt resolution to approve and accept donations.
- Approve November payroll checks numbered 718298-718319, and direct deposit notices numbered 590718-593644, in the net amount of \$3,601,856.00. November and December claims to date represented by checks numbered 443264-443742, 138-143, 1014291-1014499, and 101199-101221 and wire transfers and adjustments totaling \$9,091,272.47. Accept November receipts of \$8,805,271.80 and investments for the General Fund, 2012A Alt Facilities, 2015A School Building Bonds and OPEB of \$105,481,563.98 as of November 30, 2015.
- Approve, on a second reading basis, Board Policies 401: *Equal Employment Opportunity*, 402: *Disability Nondiscrimination Policy*, 510: *School Activities* (rescind IGD, IGDD, IGDH, IGDJ), 602: *Organization of School Calendar and School Day* (rescind IC), 604: *Instructional Curriculum*, 605: *Alternative Programs*, 607:

Donations  
 Payroll,  
 deposits,  
 receipts, and  
 investments

Board Policies

<p><i>Organization of Grade Levels, 611: Home Schooling, 621: Educational Research, 699: Teaching About Controversial Issues (rescind INB), 899: Naming School Buildings or Facilities (rescind FFB), 901: Community Education, 903: Visitors to School District Buildings and Sites (rescind KK) and Rescind IGCA: Summer Schools.</i></p>	
<ul style="list-style-type: none"> <li>- Approve change orders #032, #033, #035 and #038 for the 2015 Additions and Alterations to Burnsville High School Bid Package #1.</li> </ul>	Change Orders
<ul style="list-style-type: none"> <li>- Approve a preliminary request for an extended field trip for Burnsville High School 9th grade students to travel to England from June 12-23, 2017</li> </ul>	Extended Field trip
<p>Motioned carried unanimously (6, 0).</p>	
<p>Moved by Luth, seconded by Schmid, to award the Burnsville High School Bid Package #4 prime contracts, including the base bid and Alternates #1 through #7, and #9 through #11 to the following contractors and authorize the signing of contracts with said contractors: contract #1420 for Elevators to ThyssenKrupp Elevator Americas for \$200,047.00 and contract # 2100 for fire protection to Total Fire Protection, Inc. for \$418,890.00. Motion carried unanimously after discussion (6, 0).</p>	Bid Package #4
<p>Moved by Currier, seconded by Sweep, to award the Byrne-Rahn-Metcalf prime contracts, including the base bid and Alternates #2 accepted while Alternates #1, #3, #4 &amp; #5 are rejected to the following contractors and authorize the signing of contracts with said contractors: contract #0610 for general construction to Morcon Construction Co., Inc. for \$2,949,700.00; contract #2300 for mechanical to NAC Mechanical &amp; Electrical Services for \$790,900.00; and contract #2600 for electrical/communications/security/sound to AJ Moore Electric, Inc. for \$602,000.00. Motion carried unanimously after discussion (6, 0).</p>	Award Byrne-Rahn-Metcalf Contracts
<p>Moved by Schmid, seconded by Alt, to approve the proposed revisions and re-adopt the unchanged language in the 2015-2017 terms and conditions of employment for the Community Education Employees of Independent School District 191. Motion carried unanimously after discussion (6, 0).</p>	Community Education Employees
<p>Received a report from Dr. Joe Gothard, superintendent on donations.</p>	Report on Donations
<p>Received a report from Cindy Amoroso, assistant superintendent and</p>	Report on 2016-

Lisa Rider, executive director of business services on 2016-17 school start times.

17 School Start Times

Moved by Currier, seconded by Schmid, to approve an income contract with the State of Minnesota acting through its Board of Trustees of the Minnesota State Colleges and Universities on behalf of Inver Hills Community College for Post-Secondary Enrollment Options (PSEO). Motion carried unanimously after discussion (6, 0).

Contract with Inver Hills Community College

Received verbal reports from Dr. Currier on behalf of the Policy Review Committee and Schmid on behalf of the Negotiating Committee.

Committee Reports

Schmid summarized the December 3, 2015 Board Listening Session that was attended by a former parent who submitted a donation to ISD 191 and a graduate student who presented ideas for a policy.

Listening Session Report

Moved by Sweep, seconded by Alt, to adjourn at 8:01 p.m. to a closed session, as permitted by Minnesota State Statute §13D.03, to discuss negotiation strategies related to the Burnsville Education Association. Motion carried unanimously (6, 0).

Adjourn to a Closed Session

January 14, 2016

Clerk

Date Approved

Closed Session Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
December 17, 2015

This meeting will be closed, as permitted by Minnesota State Statute §13D.03, to discuss ISD 191’s labor negotiation strategy.

Preliminary

The school board closed session was called to order by Chair VandenBoom at 8:13 p.m. at the Burnsville High School Senior Campus in the Diamondhead Education Center.

Call to Order

Directors Luth, Alt, Currier, Sweep, Schmid and Chair VandenBoom were present. Director Hill was absent.

Attendance

Others in attendance were Dr. Gothard, superintendent; S. Sovine, executive director of human resources; L. Rider, executive director of business services; and J. Kenney, executive assistant.

The following item was discussed:

Purpose

- Negotiation Strategy with the Burnsville Education Association.

The closed session adjourned at 8:54 p.m.

Adjourn

January 14, 2016

Clerk

Date Approved

**Burnsville-Eagan-Savage Public Schools  
Independent School District 191  
Human Resources**

TO: Members, Board of Education  
Joe Gothard, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: January 14, 2016

RE: Recommended Personnel Changes

**Certified**

**Appointment**

Emily Grove -New-Teacher, ESL, 1.0 FTE, GP and NJH, effective 1/4/16  
Allison Mishica -Replacement- Long Term Substitute, Teacher, 1.0 FTE, WB, effective 1/4/16

**Return from Leave**

Sarah Vodnick -Teacher, (currently on part time leave), requests to return to work 1.0 FTE, effective 2016/2017 school year

**Classified**

**Appointment**

Mary Alvarado -Replacement Food Service Associate, 3.75 hrs/day, BHS, effective 1/4/16  
Laquila Brown -New-EA Level III, 4 hrs/day, HV, effective 12/21/15  
Hannah Ostertag -Replacement EA Level III, 6.75 hrs/day, ST, effective 1/4/16  
Jill Anderson \*New-Community Ed Program Associate, DEC, effective 1/13/16

**Change in Assignment**

Mary Chritensen -Assignment changes to EA Level IV, 6.75 hrs/day, VV, effective 1/4/16  
Debra Scherer -Assignment changes to Clerical Level III, 8 hrs /day, BHS, effective 12/21/15  
Stacie Waters -Assignment changes to EA Level II, 7.25 hrs/day, Rahn, effective 12/21/15

**Resignation**

Linda Schmeichel -EA Level IV, GP, effective 1/8/16



**Agenda III.B.3  
January 14, 2016**

**To:** Members, Board of Education  
Dr. Joe Gothard, superintendent

**From:** Lisa K. Rider, Executive Director of Business Services

**Date:** January 8, 2016

**Re:** Donations

**RECOMMENDATION:** To adopt a resolution to approve and accept donations as presented.

**RESOLUTION TO APPROVE AND ACCEPT DONATIONS**

**WHEREAS,**

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02 states the School Board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated; and
3. Minnesota Statute 465.03 states the School Board may accept a gift, grant, or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and
4. Businesses and individuals have submitted donations to the district;

**THEREFORE, BE IT RESOLVED** by the School Board of ISD 191 to approve and accept with appreciation the donations as presented below and to permit their use as designated by the donors.

Moved by: \_\_\_\_\_

Seconded by: \_\_\_\_\_

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on Jan. 14, 2016.

\_\_\_\_\_  
Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
12/11/2015	Advanced Management Solutions	ISD 191	none	nuts
12/10/2015	StrategicSource	ISD 191	none	Plate of holiday cookies
12/9/2015	Members of the Burnsville Education Association	ISD 191 Internal Giving Fund	Brainpower in a Backpack, Ready! for Kindergarten, Foundation 191	\$14,487.15
12/2/2015	Holly Christopherson	Joseph Nicollet Junior High School	Drama Club	\$500.00
12/2/2015	Chason Inc. BP Diffley	John Metcalf Junior High	Co-Curricular	\$93.15
12/15/2015	PTO	William Byrne Elementary	Teacher Grants	\$2,793.00
12/10/2015	Rahn PTO	ISD 191	BrainPower in a BackPack	\$1,000.00
12/3/2015	Mike and Sheryl Burkhardt	ISD 191	BrainPower in a BackPack	\$150.00
12/15/2015	Harriet Bishop PTO	Harriet Bishop Elementary	Items needed for school	\$10,490.47
12/15/2015	Judy Corrigan	Sioux Trail Elementary	To use for enrichment	LEGO MINDSTORM ROBOTICS SET & 3 DACTA SETS
12/15/2015	Missions Committee, River Hills United Methodist Church	ISD 191	BrainPower in a BackPack	\$400.00
12/16/2015	McKinstry	ISD 191	students in need	bag of hats and gloves
12/15/2015	Karen Amell	Burnsville Youth Collaborative	After School Music Lessons	Flute
12/17/2015	Detlefsen Insurance Agency Inc./Kirk W. Detlefsen	Sky Oaks Elementary	For Sky Oaks students	Qty 48 2014 Rand McNally Road Atlas'
12/21/2015	Thomas Marlow	Gideon Pond Elementary	Money donation to classroom teachers	\$1400.00
12/18/2015	Community Education Early Childhood Programs	ISD 191	BrainPower in a BackPack	carload of food
12/18/2015	Travis Buck, Buck Financial Consulting, LLC	ISD 191	Bowls for BrainPower for the purchase of soup	\$250.00
1/4/2016	Sky Oaks PTO	Sky Oaks Elementary	For Mr. Kennedy's 6th Gr Classroom	Purchased a pet Gecko & supplies

				up to \$150 value
12/31/2015	Sheila Spaulding	ISD 191	BrainPower in a Backpack	\$150.00
1/2/2016	Monica Dorow	ISD 191	BrainPower in a Backpack	\$144.00
12/22/2015	Steve and Fay Finn	ISD 191	BrainPower in a Backpack	\$250.00
1/4/2016	Wells Fargo Community Support Campaign	Joseph Nicollet Junior High School	Wells Fargo Matching Gifts Program	\$100.00
1/4/2016	Wendy Larsen	Burnsville High School	Donation to the Giving Garden	\$250.00
1/4/2016	The K Foundation	Harriet Bishop Elementary	To help support or students and staff	\$1,046.06
1/4/2016	Dana Knutson	Sky Oaks Elementary	6th Gr Fieldtrip to Eagle Bluff	\$500.00
1/4/2016	Jacki Ritchie	Sky Oaks Elementary	6th Gr Fieldtrip to Eagle Bluff	\$10.00
1/5/2016	Thomson Reuters / My Community Program	Harriet Bishop Elementary	Matching gift to be used for the needs of students and staff	\$100.00
1/5/2016	Express Scripts Foundation	Harriet Bishop Elementary	Matching gift to be used for the needs of students and staff	\$250.00
12/23/2015	<a href="http://DonorsChoose.org">DonorsChoose.org</a>	Vista View Elementary	support student learning	6 Chromebooks and 15 headphones
1/5/2016	Glendale United Methodist Women	ISD 191	BrainPower in a Backpack	\$200.00
1/5/2016	Ramona L. Mutters	ISD 191	BrainPower in a Backpack	\$25.00

Total monetary contributions to accept: **\$34,588.83**



**Agenda III.B.4  
January 14, 2016**

**To: Members, Board of Education  
Superintendent Gothard**

**From: Lisa K. Rider, Executive Director of Business Services**

**Date: January 07, 2016**

**Re: Change Order #034, #037, #039, #040, #041, #042, #043, #046, #047 #048,  
#049, #051, #052, and #053 for the 2015 Additions and Alterations to  
Burnsville High School**

RECOMMENDATION: That the Board of Education approve change orders #034, #037, #039, #040, #041, #042, #043, #046, #047 #048, #049, #051, #052, and #053 for the 2015 Additions and Alterations to Burnsville High School.

On May 28<sup>th</sup>, 2015 the school board awarded contracts for bid package #1, on June 25, 2015 the school board awarded one contract for bid package #2, on August 13, 2015 the school board awarded contracts for bid package #3 and on October 22, November 5, November 19 and December 17, 2015 school board awarded contracts for bid package #4 for the 2015 Additions and Alterations to the Burnsville High School.

Change order #034 for contract #2600 (Peoples Electric CO., Inc.) is a deduct in the amount of \$5,847.00. The reason for the deduct was that Peoples Electric was the reason that Viet and Company, Inc. needed to remobilize which caused additional dollars to be spent. This is a credit to an expenditure that was school board approved in previous change order #033.

Change order #039 for contract #2600 (Peoples Electric CO., Inc.) in the amount of \$3,039.00 was for additional conduit and lighting changes.

Change order #046 for contract #2600 (Peoples Electric CO., Inc.) in the amount of \$1,725.00 was for an additional breaker needed for the warehouse freezer.

Change order #048 for contract #2600 (Peoples Electric CO., Inc.) the amount of \$2,321.00 was needed to re-feed the scoreboard at the football stadium for a

temporary path from the east parking lot to the school for the temporary student entrance.

Change order #053 for contract #2600 (Peoples Electric CO., Inc.) in the amount of \$42,629.00 was needed to provide 2 temporary generators to keep the data center and the main warehouse freezer in operation during the electrical transformer switchover and modifications to the new electrical service routing and additional electrical demo, this also included temporary lighting near the old loading dock.

Change order #037 for contract #0600 (Ebert Construction Inc.) is in the amount of \$2,070.00. The reason for this change was needed to waterproof the area in the new warehouse restroom for a shower install, changing the type of shower floor tile from an 8" x 8" tile to a mosaic tile due to the sloping floor in the shower area and changing from a thin set mortar to a mortar bed in the shower floor that slopes to the drain.

Change order #040 for contract #3110 (Max Steininger Inc.) Is in the amount of \$210.00. This change was to remove another 24 inch diameter tree that was in the way in the Northwest parking lot as the layout of the lot changed.

Change order #042 for contract #3290 (G Urban Companies LLC) is in the amount of \$1,620.00. This cost is to provide additional sod to an area where VCP (Vitrified clay pipe) was removed and replaced due to the condition of the existing pipe.

Change order #049 for contract #0240 (Veit and Company, Inc.) is in the amount of \$1,388.00. The cost for this change order was needed to provide temporary weather protection after the west side of the building was demolished. These unforeseen conditions that needed weather protection were not visible until demolition was complete.

Change order #052 for contract #3300 (Veit and Company, Inc.) is in the amount of \$46,579.00. The reason for this change was to add 227 feet of 4 inch PVC sanitary sewer +2 manholes and installation, also included in this cost was to provide an additional 169 feet of 15 inch HDPE (high density polyethylene pipe) storm sewer and installation of 2 manholes. The conditions of the old pipe systems necessitated these changes.

Change order #041 for contract #2202 (Klamm Mechanical Contractors Inc.) is a deduct in the amount of \$4,143.00 and the reason for this deduct was mechanical coordinations between bid packages.



Change order #043 for contract #2300 (Klamm Mechanical Contractors Inc.) is in the amount of \$1,121.00, the reason for this change was to replace VCP pipe with PVC pipe due to the condition of the existing pipe.

Change order #047 for contract #0330 (Northland Concrete & Masonry Company LLC) is in the amount of \$2,611.00. The reason for this change was to add additional foundation not called out on the plans on the west side addition.

Change order #051 for contract #0420 (Crosstown Masonry Inc.) Is in the amount of \$4,477.00. The reason for this change was to provide masonry and bearing plates to support the curtain beams in the existing gym pockets that were being demolished. This work was not indicated on the plans and was an unforeseen condition.

To date total change orders in amount of \$512,808.00 to the 45 original contract amounts of \$37,734,946.00 brings the total contracts with change orders to \$38,247,754.00. This represents change orders of 1.36% of original bid amounts.

The items on these change orders have been reviewed and validated by ATS&R Architects and Engineers and WENCK Construction Inc.

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

DEC 10 2015

DEC 17 2015

OWNER	<input checked="" type="checkbox"/>	PCO #	034
CONSTRUCTION MANAGER	<input checked="" type="checkbox"/>		34
ARCHITECT	<input checked="" type="checkbox"/>		
CONTRACTOR	<input checked="" type="checkbox"/>		
FIELD	<input type="checkbox"/>		
OTHER	<input type="checkbox"/>		

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #1  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 2600.007

INITIATION DATE: 10/26/15

PROJECT NOS.: 301504.01

TO CONTRACTOR:  
 (Name and address) PEOPLES ELECTRIC CO., INC.  
 277 FILLMORE AVENUE  
 ST. PAUL, MINNESOTA 55107

CONTRACT FOR: Contract #2600  
Electrical

CONTRACT DATE: 5/28/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

# RECEIVED

DEC 15 2015

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	566,500.00
Net change by previously authorized Change Orders .....	\$	22,648.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	589,148.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be <del>increased</del> (decreased) ( <del>unchanged</del> ) by this Change Order .....	\$	(5,847.00)
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be .....	\$	583,301.00
The Contract Time will be ( <del>increased</del> <del>decreased</del> ) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427  
 ADDRESS *[Signature]* 12/14/15  
 BY DATE

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
 ADDRESS *[Signature]* 12/15/15  
 BY DATE

PEOPLES ELECTRIC CO., INC.  
 CONTRACTOR  
 277 East Fillmore Avenue, St. Paul, MN 55107  
 ADDRESS *[Signature]* 12/8/15  
 BY DATE

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337  
 ADDRESS  
 BY DATE



CAUTION: You should use an original AIA document which has this caution printed in red. An original assures that changes will not be obscured as may occur when documents are reproduced.

# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 10/26/2015**

**Contractor:**

Peoples Electric Company, Inc.  
277 East Fillmore Avenue  
St. Paul, MN 55107

**Architect's Project No:**

**Contract Date:**

**Contract Number: 2600**

**Change Order Number: 007**

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
RCO-033	002	Remobilization charges for demolition.	-5,847

The original Contract (s) Value was.....	566,500
Sum of changes by prior Change Orders.....	22,648
The Contract Value prior to this Change Order was.....	589,148
The Contract Value will be changed by this Change Order in the amount of.....	-5,847
The new Contract Value including this Change Order will be.....	583,301
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa NOV 24 2015

OWNER  X  
 CONSTRUCTION MANAGER  X  
 ARCHITECT  X  
 CONTRACTOR  X  
 FIELD   
 OTHER

PCO # 037  
36

(Instructions on reverse side)

DEC 09 2015

PROJECT: 2015 ADDITIONS & ALTERATIONS TO BURNSVILLE HIGH SCHOOL BP #1  
 (Name and address) 600 EAST HIGHWAY 13 BURNSVILLE, MINNESOTA 55337

TO CONTRACTOR: EBERT, INC. D/B/A EBERT CONSTRUCTION  
 (Name and address) 23350 COUNTY ROAD 10 CORCORAN, MINNESOTA 55357

CHANGE ORDER NO.: 0600.012  
 INITIATION DATE: 10/26/15  
 PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #0600  
 General Construction Shop Annex  
 CONTRACT DATE: 5/28/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

# RECEIVED

DEC 3 2015

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	671,900.00
Net change by previously authorized Change Orders .....	\$	66,808.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	738,708.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <u>unchanged</u> ) by this Change Order .....	\$	2,070.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ...	\$	740,778.00
The Contract Time will be ( <del>increased</del> ) ( <del>decreased</del> ) ( <u>unchanged</u> ) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		<u>unchanged.</u>

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427  
 ADDRESS  
 BY *[Signature]* DATE 11/30/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
 ADDRESS  
 BY *[Signature]* DATE 12/4/15

EBERT, INC. D/B/A EBERT CONSTRUCTION  
 CONTRACTOR  
 23350 County Road 10, Corcoran, MN 55357  
 ADDRESS  
 BY *[Signature]* DATE 11/15/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337  
 ADDRESS  
 BY \_\_\_\_\_ DATE \_\_\_\_\_



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# Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 10/28/2015

Contractor:

Ebert Inc.  
23350 County Road 10  
Corcoran, MN 55357

Architect's Project No:

Contract Date:

Contract Number: 0600

Change Order Number: 012

The Contract is hereby revised by the following items:

Warehouse Shower

PCO	Item #	Description	Amount
RCO-046	001	Waterproofing, mortar bed, and change in tile selection in warehouse.	2,070

The original Contract (s) Value was.....	671,900
Sum of changes by prior Change Orders.....	66,808
The Contract Value prior to this Change Order was.....	738,708
The Contract Value will be changed by this Change Order in the amount of.....	2,070
The new Contract Value including this Change Order will be.....	740,778
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa NOV 19 2015

OWNER   
 CONSTRUCTION MANAGER   
 ARCHITECT   
 CONTRACTOR   
 FIELD   
 OTHER

PCO # 039  
38

(Instructions on reverse side)

DEC 17 2015

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #1  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 2600.008  
 INITIATION DATE: 10/30/15  
 PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #2600  
 Electrical  
 CONTRACT DATE: 5/28/2015

TO CONTRACTOR: PEOPLES ELECTRIC CO., INC.  
 (Name and address) 277 FILLMORE AVENUE  
 ST. PAUL, MINNESOTA 55107

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

# RECEIVED

NOV 23 2015


ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

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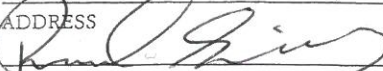
The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	566,500.00
Net change by previously authorized Change Orders .....	\$	16,801.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	583,301.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order .....	\$	3,039.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be .....	\$	586,340.00
The Contract Time will be ( <del>increased</del> ) ( <del>decreased</del> ) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

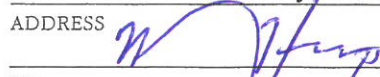
WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427

ADDRESS  
 BY  DATE 11/19/15

PEOPLES ELECTRIC CO., INC.  
 CONTRACTOR  
 277 East Fillmore Avenue, St. Paul, MN 55107

ADDRESS  
 BY  DATE 11/16/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427

ADDRESS  
 BY  DATE 12/15/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337

ADDRESS  
 BY \_\_\_\_\_ DATE \_\_\_\_\_



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# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 10/30/2015**

**Contractor:**

Peoples Electric Company, Inc.  
277 East Fillmore Avenue  
St. Paul, MN 55107

**Architect's Project No:**

**Contract Date:**

**Contract Number: 2600**

**Change Order Number: 008**

**The Contract is hereby revised by the following items:**

Additional Conduit and Lighting per PR 005.

PCO	Item #	Description	Amount
PR-005	001	Additional conduit and lighting changes per PR 005	3,039

The original Contract (s) Value was.....	566,500
Sum of changes by prior Change Orders.....	16,801
The Contract Value prior to this Change Order was.....	583,301
The Contract Value will be changed by this Change Order in the amount of.....	3,039
The new Contract Value including this Change Order will be.....	586,340
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

DEC 07 2015  
DEC 15 2015

OWNER   
CONSTRUCTION MANAGER   
ARCHITECT   
CONTRACTOR   
FIELD   
OTHER

PCO # 040  
40

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
(Name and address) BURNSVILLE HIGH SCHOOL BP #1  
600 EAST HIGHWAY 13  
BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 3110.006

INITIATION DATE: 11/11/15

PROJECT NOS.: 301504.01

TO CONTRACTOR: MAX STEININGER, INC.  
(Name and address) 3080 LEXINGTON AVENUE SOUTH  
EAGAN, MINNESOTA 55121

CONTRACT FOR: Contract #3110  
Site Demolition &  
Improvements

CONTRACT DATE: 5/28/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

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ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	530,000.00
Net change by previously authorized Change Orders .....	\$	321,647.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	851,647.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	210.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ...	\$	851,857.00
The Contract Time will be ( <del>increased</del> ) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
CONSTRUCTION MANAGER  
7500 Olson Memorial Hwy, Golden Valley, MN 55427  
ADDRESS  
BY *[Signature]* DATE 12/7/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
ARCHITECT  
8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
ADDRESS  
BY *[Signature]* DATE 12/14/15

MAX STEININGER, INC.  
CONTRACTOR  
3080 Lexington Avenue South, Eagan, MN 55121  
ADDRESS  
BY *[Signature]* DATE 11-24-15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
OWNER  
100 River Ridge Court, Burnsville, MN 55337  
ADDRESS  
BY \_\_\_\_\_ DATE \_\_\_\_\_



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Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 11/11/2015

Contractor:

Max Steininger, Inc.  
3080 Lexington Avenue South  
Eagan, MN 55121

Architect's Project No:

Contract Date:

Contract Number: 3110

Change Order Number: 006

The Contract is hereby revised by the following items:

Additional Tree Removal

PCO	Item #	Description	Amount
PR-017	001	Removal of another 24" tree per PR 017.	210

The original Contract (s) Value was.....	530,000
Sum of changes by prior Change Orders.....	321,647
The Contract Value prior to this Change Order was.....	851,647
The Contract Value will be changed by this Change Order in the amount of.....	210
The new Contract Value including this Change Order will be.....	851,857
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

DM

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

DEC 22 2015

DEC 29 2015

(Instructions on reverse side)

OWNER

CONSTRUCTION MANAGER

ARCHITECT

CONTRACTOR

FIELD

OTHER

PCO # 041  
42

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
(Name and address) BURNSVILLE HIGH SCHOOL BP #1  
600 EAST HIGHWAY 13  
BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 2202.001

INITIATION DATE: 11/13/15

TO CONTRACTOR: KLAMM MECHANICAL CONTRACTORS, INC.  
(Name and address) 12409 COUNTY ROAD 11  
BURNSVILLE, MINNESOTA 55337

PROJECT NOS.: 301504.01

CONTRACT FOR: Contract #2202  
Underground Mechanical

CONTRACT DATE: 8/13/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

# RECEIVED

DEC 24 2015

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>XXXXXXXXXXXXXXXXXXXX</del> ) was .....	\$	872,000.00
Net change by previously authorized Change Orders .....	\$	0.00
The (Contract Sum) ( <del>XXXXXXXXXXXXXXXXXXXX</del> ) prior to this Change Order was .....	\$	872,000.00
The (Contract Sum) ( <del>XXXXXXXXXXXXXXXXXXXX</del> ) will be <del>increased</del> (decreased) ( <del>XXXXXX</del> ) by this Change Order .....	\$	(4,143.00)
The new (Contract Sum) ( <del>XXXXXXXXXXXXXXXXXXXX</del> Price) including this Change Order will be ...	\$	867,857.00
The Contract Time will be ( <del>increased/decreased</del> ) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
CONSTRUCTION MANAGER  
7500 Olson Memorial Hwy, Golden Valley, MN 55427  
ADDRESS  
BY *[Signature]* DATE 12/22/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
ARCHITECT  
8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
ADDRESS  
BY *[Signature]* DATE 12/28/15

KLAMM MECHANICAL CONTRACTORS, INC.  
CONTRACTOR  
12409 County Road 11, Burnsville, MN 55337  
ADDRESS  
BY *[Signature]* DATE 12/15/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
OWNER  
100 River Ridge Court, Burnsville, MN 55337  
ADDRESS  
BY \_\_\_\_\_ DATE \_\_\_\_\_



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# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 11/13/2015**

**Contractor:**

Klamm Mechanical Contractors, Inc.  
12409 County Road 11  
Burnsville, MN 55337

**Architect's Project No:**

**Contract Date:**

**Contract Number: 2202**

**Change Order Number: 001**

**The Contract is hereby revised by the following items:**

PCO	Item #	Description	Amount
PR-018	001	Mechanical coordination with the various bid packs.	-4,143

The original Contract (s) Value was.....	872,000
Sum of changes by prior Change Orders.....	0
The Contract Value prior to this Change Order was.....	872,000
The Contract Value will be changed by this Change Order in the amount of.....	-4,143
The new Contract Value including this Change Order will be.....	867,857
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

*DM*

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa **DEC 07 2015**

**DEC 15 2015**

(Instructions on reverse side)

OWNER	<input checked="" type="checkbox"/>	PCO #	042
CONSTRUCTION MANAGER	<input checked="" type="checkbox"/>		44
ARCHITECT	<input checked="" type="checkbox"/>		
CONTRACTOR	<input type="checkbox"/>		
FIELD	<input type="checkbox"/>		
OTHER	<input type="checkbox"/>		

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 BURNSVILLE HIGH SCHOOL BP #3  
 (Name and address) 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 3290.002  
 INITIATION DATE: 11/17/15  
 PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #Landscaping  
 Irrigation Systems  
 CONTRACT DATE: 8/13/2015

TO CONTRACTOR: G URBAN COMPANIES, LLC  
 (Name and address) 3781 LABORE ROAD  
 ST PAUL, MINNESOTA 55110

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

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ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	240,069.00
Net change by previously authorized Change Orders .....	\$	4,120.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	244,189.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	1,620.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be .....	\$	245,809.00
The Contract Time will be (increased) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427  
 ADDRESS  
 BY *[Signature]* DATE 12/7/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
 ADDRESS  
 BY *[Signature]* DATE 12/14/15

G URBAN COMPANIES, LLC  
 CONTRACTOR  
 3781 LaBore Road, St. Paul, MN 55110  
 ADDRESS  
 BY *[Signature]* DATE 12/3/11

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337  
 ADDRESS  
 BY \_\_\_\_\_ DATE \_\_\_\_\_



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# Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 11/17/2015

**Contractor:**

Urban Companies  
3781 Labore Road  
St. Paul, MN 55110

**Architect's Project No:**

**Contract Date:**

**Contract Number: 3290**

**Change Order Number: 002**

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
PR-013R	003	Provide additional sod per revisions in PR 013R.	1,620

The original Contract (s) Value was.....	240,069
Sum of changes by prior Change Orders.....	4,120
The Contract Value prior to this Change Order was.....	244,189
The Contract Value will be changed by this Change Order in the amount of.....	1,620
The new Contract Value including this Change Order will be.....	245,809
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa **DEC 10 2015**

**DEC 17 2015**

(Instructions on reverse side)

OWNER

CONSTRUCTION MANAGER

ARCHITECT

CONTRACTOR

FIELD

OTHER

PCO # 043  
46

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #1  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 2300.004

INITIATION DATE: 11/17/15

PROJECT NOS.: 301504.01

CONTRACT FOR: Contract #2300  
Mechanical

CONTRACT DATE: 5/28/2015

TO CONTRACTOR: KLAMM MECHANICAL CONTRACTORS, INC.  
 (Name and address) 12409 COUNTY ROAD 11  
 BURNSVILLE, MINNESOTA 55337

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

# RECEIVED

DEC 15 2015

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Contract Maximum Price</del> ) was .....	\$	900,000.00
Net change by previously authorized Change Orders .....	\$	10,903.00
The (Contract Sum) ( <del>Contract Maximum Price</del> ) prior to this Change Order was .....	\$	910,903.00
The (Contract Sum) ( <del>Contract Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order .....	\$	1,121.00
The new (Contract Sum) ( <del>Contract Maximum Price</del> ) including this Change Order will be ...	\$	912,024.00
The Contract Time will be ( <del>increased</del> ) ( <del>decreased</del> ) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.

CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427

ADDRESS *[Signature]*  
 BY *[Signature]* DATE 12/14/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS

ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427

ADDRESS *[Signature]*  
 BY *[Signature]* DATE 12/15/15

KLAMM MECHANICAL CONTRACTORS, INC.

CONTRACTOR  
 12409 County Road 11, Burnsville, MN 55337

ADDRESS *[Signature]*  
 BY *[Signature]* DATE 12/8/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS

OWNER  
 100 River Ridge Court, Burnsville, MN 55337

ADDRESS  
 BY \_\_\_\_\_ DATE \_\_\_\_\_



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# Change Order

**Burnsville High School**

**Project # 30150401**

Tel: 952-707-2000 Fax: 952-707-2102

**Date: 11/17/2015**

**Contractor:**

Klamm Mechanical Contractors, Inc.  
12409 County Road 11  
Burnsville, MN 55337

**Architect's Project No:**

**Contract Date:**

**Contract Number: 2300**

**Change Order Number: 004**

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
PR-013R	001	VCP pipe replacement per PR 013R.	1,121

The original Contract (s) Value was.....	900,000
Sum of changes by prior Change Orders.....	10,903
The Contract Value prior to this Change Order was.....	910,903
The Contract Value will be changed by this Change Order in the amount of.....	1,121
The new Contract Value including this Change Order will be.....	912,024
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMA-1992 **DEC 11 2015**

OWNER    
 CONSTRUCTION MANAGER    
 ARCHITECT    
 CONTRACTOR    
 FIELD    
 OTHER

PCO # 046  
48

**DEC 21 2015**

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #1  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 2600.009  
 INITIATION DATE: 11/19/15  
 PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #2600  
 Electrical  
 CONTRACT DATE: 5/28/2015

TO CONTRACTOR: PEOPLES ELECTRIC CO., INC.  
 (Name and address) 277 FILLMORE AVENUE  
 ST. PAUL, MINNESOTA 55107

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

# RECEIVED

**DEC 16 2015**

**ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.**

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	566,500.00
Net change by previously authorized Change Orders .....	\$	19,840.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	586,340.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	1,725.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ...	\$	588,065.00
The Contract Time will be (increased) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427  
 ADDRESS *[Signature]* 12/15/15  
 BY DATE

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
 ADDRESS *[Signature]* 12/17/15  
 BY DATE

PEOPLES ELECTRIC CO., INC.  
 CONTRACTOR  
 277 East Fillmore Avenue, St. Paul, MN 55107  
 ADDRESS *[Signature]* 12/9/15  
 BY DATE

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337  
 ADDRESS  
 BY DATE



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Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 11/19/2015

**Contractor:**

Peoples Electric Company, Inc.  
277 East Fillmore Avenue  
St. Paul, MN 55107

Architect's Project No:

Contract Date:

Contract Number: 2600

Change Order Number: 009

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
RCO-047	001	Additional breaker for warehouse freezer per RFI 97.	1,725

The original Contract (s) Value was.....	566,500
Sum of changes by prior Change Orders.....	19,840
The Contract Value prior to this Change Order was.....	586,340
The Contract Value will be changed by this Change Order in the amount of.....	1,725
The new Contract Value including this Change Order will be.....	588,065
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

*Handwritten initials*

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

DEC 11 2015

DEC 17 2015

(Instructions on reverse side)

OWNER   
 CONSTRUCTION MANAGER   
 ARCHITECT   
 CONTRACTOR   
 FIELD   
 OTHER

PCO # 047  
50

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 BURNSVILLE HIGH SCHOOL BP #3  
 (Name and address) 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 0330.002  
 INITIATION DATE: 11/30/15  
 PROJECT NOS: 301504.01  
 CONTRACT FOR: Contract #0330  
 Cast In Place Concrete  
 CONTRACT DATE: 8/13/2015

TO CONTRACTOR: NORTHLAND CONCRETE & MASONRY COMPANY, LLC  
 (Name and address) 12026 RIVERWOOD DRIVE  
 BURNSVILLE, MINNESOTA 55337

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

## RECEIVED

DEC 15 2015

ARMSTRONG, TORSETH  
 SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	2,617,189.00
Net change by previously authorized Change Orders .....	\$	9,244.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	2,626,433.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order .....	\$	2,611.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ...	\$	2,629,044.00
The Contract Time will be (increased) ( <del>decreased</del> ) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.

CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427

ADDRESS *[Signature]*  
 BY *[Signature]* DATE 12/14/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS

ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427

ADDRESS *[Signature]*  
 BY *[Signature]* DATE 12/15/15

NORTHLAND CONCRETE & MASONRY COMPANY, LLC

CONTRACTOR  
 12026 Riverwood Drive, Burnsville, MN 55337

ADDRESS *[Signature]*  
 BY *[Signature]* DATE 12/18/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS

OWNER  
 100 River Ridge Court, Burnsville, MN 55337

ADDRESS  
 BY DATE



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Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 11/30/2015

Contractor:

Northland Concrete and Masonry Company, LLC  
12026 Riverwood Drive  
Burnsville, MN 55337

Architect's Project No:

Contract Date:

Contract Number: 0330

Change Order Number: 002

The Contract is hereby revised by the following items:

Area 11 Foundation Insulation

PCO	Item #	Description	Amount
RCO-041	001	Additional foundation not called for on the plans in Area 11	2,611

The original Contract (s) Value was.....	2,617,189
Sum of changes by prior Change Orders.....	9,244
The Contract Value prior to this Change Order was.....	2,626,433
The Contract Value will be changed by this Change Order in the amount of.....	2,611
The new Contract Value including this Change Order will be.....	2,629,044
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

DEC 11 2015

DEC 21 2015

(Instructions on reverse side)

OWNER

CONSTRUCTION MANAGER

ARCHITECT

CONTRACTOR

FIELD

OTHER

PCO # 048  
52

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
(Name and address) BURNSVILLE HIGH SCHOOL BP #1  
600 EAST HIGHWAY 13  
BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 2600.010

INITIATION DATE: 11/30/15

TO CONTRACTOR: PEOPLES ELECTRIC CO., INC.  
(Name and address) 277 FILLMORE AVENUE  
ST. PAUL, MINNESOTA 55107

PROJECT NOS.: 301504.01

CONTRACT FOR: Contract #2600  
Electrical

CONTRACT DATE: 5/28/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

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ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	566,500.00
Net change by previously authorized Change Orders .....	\$	21,565.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	588,065.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) (decreased) (unchanged) by this Change Order .....	\$	2,321.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ...	\$	590,386.00
The Contract Time will be (increased) (decreased) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
CONSTRUCTION MANAGER  
7500 Olson Memorial Hwy, Golden Valley, MN 55427  
ADDRESS  
BY *[Signature]* DATE 12/15/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
ARCHITECT  
8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
ADDRESS  
BY *[Signature]* DATE 12/17/15

PEOPLES ELECTRIC CO., INC.  
CONTRACTOR  
277 East Fillmore Avenue, St. Paul, MN 55107  
ADDRESS  
BY *[Signature]* DATE 12/9/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
OWNER  
100 River Ridge Court, Burnsville, MN 55337  
ADDRESS  
BY \_\_\_\_\_ DATE \_\_\_\_\_



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Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 11/30/2015

Contractor: Peoples Electric Company, Inc. 277 East Fillmore Avenue St. Paul, MN 55107

Architect's Project No: Contract Date: Contract Number: 2600 Change Order Number: 010

The Contract is hereby revised by the following items:

Refeed Scoreboard

PCO	Item #	Description	Amount
RCO-048	001	Refeed scoreboard for temporary path.	2,321

The original Contract (s) Value was.....	566,500
Sum of changes by prior Change Orders.....	21,565
The Contract Value prior to this Change Order was.....	588,065
The Contract Value will be changed by this Change Order in the amount of.....	2,321
The new Contract Value including this Change Order will be.....	590,386
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

Handwritten initials

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa **DEC 08 2015**

**DEC 15 2015**

OWNER   
 CONSTRUCTION MANAGER   
 ARCHITECT   
 CONTRACTOR   
 FIELD   
 OTHER

PCO # 049  
54

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 BURNSVILLE HIGH SCHOOL BP #1  
 (Name and address) 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 0240.005  
 INITIATION DATE: 12/01/15  
 PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #0240  
 Building Demolition  
 CONTRACT DATE: 5/28/2015

TO CONTRACTOR: VEIT AND COMPANY, INC.  
 (Name and address) 14000 VEIT PLACE  
 ROGERS, MINNESOTA 55374

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

# RECEIVED

DEC 10 2015

ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Contract Maximum Price</del> ) was .....	\$	71,039.00
Net change by previously authorized Change Orders .....	\$	29,108.00
The (Contract Sum) ( <del>Contract Maximum Price</del> ) prior to this Change Order was .....	\$	100,147.00
The (Contract Sum) ( <del>Contract Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order .....	\$	1,388.00
The new (Contract Sum) ( <del>Contract Maximum Price</del> ) including this Change Order will be ...	\$	101,535.00
The Contract Time will be ( <del>Contract Time</del> ) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.

CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427

ADDRESS  
 BY *[Signature]* DATE 12/8/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS

ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427

ADDRESS  
 BY *[Signature]* DATE 12/14/15

VEIT AND COMPANY, INC.

CONTRACTOR  
 14000 Veit Place, Rogers, MN 55374

ADDRESS  
 BY *[Signature]* DATE 12-7-15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS

OWNER  
 100 River Ridge Court, Burnsville, MN 55337

ADDRESS  
 BY \_\_\_\_\_ DATE \_\_\_\_\_



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Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 12/1/2015

Contractor:

Veit and Company, Inc.

14000 Veit Place

Rogers, MN 55374

Architect's Project No:

Contract Date:

Contract Number: 0240

Change Order Number: 005

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
RCO-029	001	Provide weather protection following demolition activities.	1,388

The original Contract (s) Value was.....	71,039
Sum of changes by prior Change Orders.....	29,108
The Contract Value prior to this Change Order was.....	100,147
The Contract Value will be changed by this Change Order in the amount of.....	1,388
The new Contract Value including this Change Order will be.....	101,535
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

*DM*

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa **DEC 16 2015**  
**DEC 24 2015**

OWNER   
 CONSTRUCTION MANAGER   
 ARCHITECT   
 CONTRACTOR   
 FIELD   
 OTHER

PCO # 051  
56

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 (Name and address) BURNSVILLE HIGH SCHOOL BP #3  
 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 0420.001  
 INITIATION DATE: 12/02/15  
 PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #0420  
 Masonry  
 CONTRACT DATE: 8/13/2015

TO CONTRACTOR: CROSSTOWN MASONRY, INC.  
 (Name and address) 1322 159TH AVENUE NE  
 HAM LAKE, MINNESOTA 55304

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

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DEC 22 2015

ARMSTRONG, TORSETH  
 SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Contracted Maximum Price</del> ) was .....	\$	1,240,000.00
Net change by previously authorized Change Orders .....	\$	0.00
The (Contract Sum) ( <del>Contracted Maximum Price</del> ) prior to this Change Order was .....	\$	1,240,000.00
The (Contract Sum) ( <del>Contracted Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order .....	\$	4,477.00
The new (Contract Sum) ( <del>Contracted Maximum Price</del> ) including this Change Order will be .....	\$	1,244,477.00
The Contract Time will be ( <del>increased</del> ) ( <del>decreased</del> ) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427  
 ADDRESS  
 BY *Todd Deen* DATE 12/17/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
 ADDRESS  
 BY *W. J. Aug* DATE 12/22/15

CROSSTOWN MASONRY, INC.  
 CONTRACTOR  
 1322 159th Avenue NE, Ham Lake, MN 55304  
 ADDRESS  
 BY *Jammy Buastad* DATE 12/14/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337  
 ADDRESS  
 BY \_\_\_\_\_ DATE \_\_\_\_\_



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Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 12/2/2015

**Contractor:**

Crosstown Masonry, Inc.  
1322 159th Avenue NE  
Ham Lake, MN 55304

**Architect's Project No:**

**Contract Date:**

**Contract Number: 0420**

**Change Order Number: 001**

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
RCO-053	001	Masonry work at the top of the curtain wall in the gym.	4,477

The original Contract (s) Value was.....	1,240,000
Sum of changes by prior Change Orders.....	0
The Contract Value prior to this Change Order was.....	1,240,000
The Contract Value will be changed by this Change Order in the amount of.....	4,477
The new Contract Value including this Change Order will be.....	1,244,477
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

DEC 17 2015  
DEC 29 2015

OWNER   
 CONSTRUCTION MANAGER   
 ARCHITECT   
 CONTRACTOR   
 FIELD   
 OTHER

PCO # 052  
58

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 BURNSVILLE HIGH SCHOOL BP #1  
 (Name and address) 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 3300.005

INITIATION DATE: 12/04/15

TO CONTRACTOR: VEIT AND COMPANY, INC.  
 (Name and address) 14000 VEIT PLACE  
 ROGERS, MINNESOTA 55374

PROJECT NOS.: 301504.01

CONTRACT FOR: Contract #3300  
Site Utility Relocation

CONTRACT DATE: 5/28/2015

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

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ARMSTRONG, TORSETH  
SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Sum of Contract Sum</del> ) was .....	\$	410,000.00
Net change by previously authorized Change Orders .....	\$	68,530.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	478,530.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <del>unchanged</del> ) by this Change Order .....	\$	46,579.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ...	\$	525,109.00
The Contract Time will be ( <del>increased</del> ) ( <del>decreased</del> ) (unchanged) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		unchanged.

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427  
 ADDRESS  
 BY *[Signature]* DATE 12/17/15

VEIT AND COMPANY, INC.  
 CONTRACTOR  
 14000 Veit Place, Rogers, MN 55374  
 ADDRESS  
 BY *[Signature]* DATE 12/14/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
 ADDRESS  
 BY *[Signature]* DATE 12/28/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337  
 ADDRESS  
 BY \_\_\_\_\_ DATE \_\_\_\_\_



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# Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 12/4/2015

**Contractor:**

Veit and Company, Inc.  
14000 Veit Place  
Rogers, MN 55374

**Architect's Project No:**

**Contract Date:**

**Contract Number: 3300**

**Change Order Number: 005**

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
PR-013	003	Utility revisions including 227' of 4" PVC sanitary sewer, 2 manholes and insulation per PR 013.	23,336
PR-014	001	Provide additional 15" HDPE Storm Sewer, (2) manholes and insulation as indicated on PR #14.	23,243

The original Contract (s) Value was.....	410,000
Sum of changes by prior Change Orders.....	68,530
The Contract Value prior to this Change Order was.....	478,530
The Contract Value will be changed by this Change Order in the amount of.....	46,579
The new Contract Value including this Change Order will be.....	525,109
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

# CHANGE ORDER

CONSTRUCTION MANAGER-ADVISER EDITION

AIA DOCUMENT G701/CMa

DEC 14 2015

DEC 21 2015

OWNER   
 CONSTRUCTION MANAGER   
 ARCHITECT   
 CONTRACTOR   
 FIELD   
 OTHER

PCO # 053  
60

(Instructions on reverse side)

PROJECT: 2015 ADDITIONS & ALTERATIONS TO  
 BURNSVILLE HIGH SCHOOL BP #1  
 (Name and address) 600 EAST HIGHWAY 13  
 BURNSVILLE, MINNESOTA 55337

CHANGE ORDER NO.: 2600.011  
 INITIATION DATE: 12/04/15  
 PROJECT NOS.: 301504.01  
 CONTRACT FOR: Contract #2600  
 Electrical  
 CONTRACT DATE: 5/28/2015

TO CONTRACTOR: PEOPLES ELECTRIC CO., INC.  
 (Name and address) 277 FILLMORE AVENUE  
 ST. PAUL, MINNESOTA 55107

The Contract is changed as follows:

Provide labor and material as necessary to complete the work for noted on the attached Page #2

**RECEIVED**

DEC 16 2015

ARMSTRONG, TORSETH  
 SKOLD & RYDEEN, INC.

Not valid until signed by the Owner, Construction Manager, Architect and Contractor.

The original (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) was .....	\$	566,500.00
Net change by previously authorized Change Orders .....	\$	23,886.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) prior to this Change Order was .....	\$	590,386.00
The (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) will be (increased) ( <del>decreased</del> ) ( <u>unchanged</u> ) by this Change Order .....	\$	42,629.00
The new (Contract Sum) ( <del>Guaranteed Maximum Price</del> ) including this Change Order will be ...	\$	633,015.00
The Contract Time will be ( <del>increased</del> ) ( <del>decreased</del> ) ( <u>unchanged</u> ) by .....	zero	( -0- ) days
The date of Substantial Completion as of the date of this Change Order therefore is .....		<b>unchanged.</b>

NOTE: This summary does not reflect changes in the Contract Sum, Contract Time or Guaranteed Maximum Price which have been authorized by Construction Change Directive.

WENCK CONSTRUCTION INC.  
 CONSTRUCTION MANAGER  
 7500 Olson Memorial Hwy, Golden Valley, MN 55427  
 ADDRESS  
 BY: *[Signature]* DATE: 12/15/15

PEOPLES ELECTRIC CO., INC.  
 CONTRACTOR  
 277 East Fillmore Avenue, St. Paul, MN 55107  
 ADDRESS  
 BY: *[Signature]* DATE: 12/11/15

ARMSTRONG, TORSETH, SKOLD, & RYDEEN ARCHITECTS  
 ARCHITECT  
 8501 Golden Valley Road, Ste. 300, Mpls., MN 55427  
 ADDRESS  
 BY: *[Signature]* DATE: 12/17/15

BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
 OWNER  
 100 River Ridge Court, Burnsville, MN 55337  
 ADDRESS  
 BY: \_\_\_\_\_ DATE: \_\_\_\_\_



CAUTION: You should use an original AIA document which has this caution printed in red. An original assures that changes will not be obscured as may occur when documents are reproduced.



Change Order

Burnsville High School

Project # 30150401

Tel: 952-707-2000 Fax: 952-707-2102

Date: 12/4/2015

**Contractor:**

Peoples Electric Company, Inc.  
277 East Fillmore Avenue  
St. Paul, MN 55107

Architect's Project No:

Contract Date:

Contract Number: 2600

Change Order Number: 011

The Contract is hereby revised by the following items:

PCO	Item #	Description	Amount
RCO-023	001	Provide Temp. Generator for Electrical Switchover.	2,602
RCO-023	002	Modifications to new electrical service routing as directed by ATS&R.	34,215
PR-022	001	Work included in RCO 49.	0
RCO-049	001	Additional electrical demo and temporary lighting near the loading dock. Also includes PR 22 work.	5,812

The original Contract (s) Value was.....	566,500
Sum of changes by prior Change Orders.....	23,886
The Contract Value prior to this Change Order was.....	590,386
The Contract Value will be changed by this Change Order in the amount of.....	42,629
The new Contract Value including this Change Order will be.....	633,015
The Contract duration will be changed by.....	0 days
The revised Substantial Completion date as of this Change Order is.....	

*Handwritten initials*

# Budget Report with Change Orders

Information	Company	Wenck Estimates	Awarded Bid	Change Orders To Date	Percent of Change	Numer of Change Orders	Contract Amount With Change Orders	Percent of Completion
Bid Pack #1								
Contract #0600 General Construction Shop Annex	Ebert Construction	\$919,600.00	\$671,900.00	\$68,878.00	10.25%	12	\$740,778.00	91.51%
Contract #2300 Mechanical	Klamm Mechanical	\$647,800.00	\$900,000.00	\$12,024.00	1.34%	4	\$912,024.00	90.08%
Contract #2600 Electrical	Peoples Electric	\$293,600.00	\$566,500.00	\$66,515.00	11.74%	11	\$633,015.00	92.57%
Contract #3110 Site Demolition and Improvements	Max Steininger Inc.	\$775,285.10	\$530,000.00	\$321,857.00	60.73%	6	\$851,857.00	61.80%
Contract #3300 Site Utility Relocation	Veit & Co.	\$243,170.00	\$410,000.00	\$115,109.00	28.08%	5	\$525,109.00	82.74%
Contract #0240 Building Demolition	Veit & Co.	\$366,047.14	\$71,039.00	\$30,496.00	42.93%	5	\$101,535.00	82.21%
		<u>\$3,245,502.24</u>	<u>\$3,149,439.00</u>	<u>\$614,879.00</u>			<u>\$3,764,318.00</u>	
Bid Pack #2								
Contract #0345 Precast Concrete Wall Panels	Wells Concrete	\$2,403,594.00	\$2,615,000.00	(\$120,000.00)	-4.59%	1	\$2,495,000.00	24.08%
		<u>\$2,403,594.00</u>	<u>\$2,615,000.00</u>	<u>(\$120,000.00)</u>			<u>\$2,495,000.00</u>	
Bid Pack #3								
Contract #0420 Masonry	Crosstown Masonry Incorporated	\$1,305,616.00	\$1,240,000.00	\$4,477.00	0.36%	1	\$1,244,477.00	5.10%
Contract #3301 Site Utilities	Metro Utilities, Inc.	\$181,880.00	\$288,750.00	\$0.00	0.00%	0	\$288,750.00	24.48%
Contract #3290 Landscaping/Irrigation Systems	Urban Companies, LLC	\$305,275.00	\$240,069.00	\$5,740.00	2.39%	2	\$245,809.00	16.05%
Contract #3210 Asphalt Paving/Curbs	Midwest Asphalt Corporation	\$1,244,655.00	\$921,900.00	\$0.00	0.00%	0	\$921,900.00	11.45%
Contract #3100 Earthwork/Site Demolition	Max Steininger Inc.	\$1,179,458.00	\$1,071,000.00	\$0.00	0.00%	0	\$1,071,000.00	41.85%
Contract #2202 Mechanical	Klamm Mechanical	\$551,250.00	\$872,000.00	(\$4,143.00)	-0.48%	1	\$867,857.00	8.63%
Contract #0510 Structural Steel Erection	Red Cedar Steel Erectors, Inc.	\$599,057.00	\$582,300.00	\$0.00	0.00%	0	\$582,300.00	3.26%
Contract #0340 Structural Precast Concrete	Wells Concrete	\$1,013,719.00	\$933,340.00	\$0.00	0.00%	0	\$933,340.00	0.00%
Contract #0330 Cast-In-Place Concrete	Northland Concrete & Masonry, LLC	\$2,739,043.00	\$2,617,189.00	\$11,855.00	0.45%	2	\$2,629,044.00	32.61%
Contract #0241 Building Demolition	Lloyd's Construction Services Inc.	\$146,221.00	\$285,155.00	\$0.00	0.00%	0	\$285,155.00	76.00%
Contract #0512 Structural Steel Supply	American Structural Metals, Inc.	\$788,856.00	\$898,900.00	\$0.00	0.00%	0	\$898,900.00	0.00%

Information	Company	Wenck Estimates	Awarded Bid	Change Orders To Date	Percent of Change	Numer of Change Orders	Contract Amount With Change Orders	Percent of Completion
		<u>\$10,055,030.00</u>	<u>\$9,950,603.00</u>	<u>\$17,929.00</u>			<u>\$9,968,532.00</u>	63
Bid Pack #4								
Contract #0790 Caulking/Firestopping/Traffic Coatings	The Caulkers Company, Inc.	\$96,495.00	\$86,900.00	\$0.00	0.00%	0	\$86,900.00	0.00%
Contract #0335 Polished Concrete Floors	Questmark Flooring	\$33,633.60	\$15,969.00	\$0.00	0.00%	0	\$15,969.00	0.00%
Contract #0511 Miscellaneous Metals - Erection	Red Cedar Steel Erectors, Inc.	\$58,387.35	\$126,500.00	\$0.00	0.00%	0	\$126,500.00	0.00%
Contract #0550 Miscellaneous Metals Fabrication- Supply	American Structural Metals, Inc.	\$411,285.00	\$802,450.00	\$0.00	0.00%	0	\$802,450.00	0.00%
Contract #0990 Painting	Fransen Decorating, Inc.	\$401,378.25	\$230,305.00	\$0.00	0.00%	0	\$230,305.00	0.00%
Owner Direct - Architectural Purchase	Haldeman-Homme Inc.	\$1,636,582.50	\$1,084,781.00	\$0.00	0.00%	0	\$1,084,781.00	0.00%
Contract #2601 Electrical/Communications/Security/Paging	Peoples Electric	\$3,736,950.00	\$3,558,650.00	\$0.00	0.00%	0	\$3,558,650.00	2.47%
Contract #2305 Testing and Balancing	Marcus Global, Inc.	\$71,299.20	\$67,800.00	\$0.00	0.00%	0	\$67,800.00	0.00%
Contract #2302 HVAC/Temperature Controls	Thelen Heating & Roofing, Inc.	\$3,479,700.00	\$2,751,800.00	\$0.00	0.00%	0	\$2,751,800.00	0.00%
Contract #2200 Plumbing and Heating	El-Jay Plumbing & Heating, Inc.	\$3,709,440.00	\$3,269,000.00	\$0.00	0.00%	0	\$3,269,000.00	0.88%
Contract #2100 Fire Protection	Total Fire Protection, Inc.	\$427,798.35	\$418,890.00	\$0.00	0.00%	0	\$418,890.00	0.00%
Contract #1440 Wheelchair Lift	DRN Enterprises, d.b.a Arrow Lift	\$15,750.00	\$26,989.00	\$0.00	0.00%	0	\$26,989.00	0.00%
Contract #1420 Elevators	ThyssenKrupp Elevator Americas	\$189,000.00	\$200,047.00	\$0.00	0.00%	0	\$200,047.00	0.00%
Contract #1140 Food Service Equipment	Advanced Contract Equipment and Design	\$15,750.00	\$18,381.00	\$0.00	0.00%	0	\$18,381.00	0.00%
Contract #0610 Selective Demolition/Carpentry	George F. Cook Construction Co.	\$1,521,190.65	\$1,443,000.00	\$0.00	0.00%	0	\$1,443,000.00	0.00%
Contract #1022 Folding Panel Partitions	W.L. Hall Company	\$61,425.00	\$52,904.00	\$0.00	0.00%	0	\$52,904.00	1.03%
Contract #0750 Roofing and Metal Panels	Palmer West Construction Company, Inc.	\$2,206,743.00	\$1,603,200.00	\$0.00	0.00%	0	\$1,603,200.00	0.00%
Contract #0966 Epoxy Terrazzo Flooring	Advance Terrazzo Flooring	\$612,417.75	\$508,000.00	\$0.00	0.00%	0	\$508,000.00	0.00%
Contract #0965 Resilient Flooring/Carpet	Floors by Becker, Inc.	\$368,131.05	\$431,132.00	\$0.00	0.00%	0	\$431,132.00	0.00%
Contract #0950 Acoustical Ceilings	Kirk Acoustics	\$383,939.85	\$300,280.00	\$0.00	0.00%	0	\$300,280.00	0.00%
Contract #0930 Tile	Multiple Concepts Interiors, Inc.	\$886,415.25	\$1,324,000.00	\$0.00	0.00%	0	\$1,324,000.00	0.00%

Information	Company	Wenck Estimates	Awarded Bid	Change Orders To Date	Percent of Change	Numer of Change Orders	Contract Amount With Change Orders	Percent of Completion
Contract #0920 Drywall/Cold Formed Metal Framing/DEF	Commercial Drywall, Inc.	\$1,222,033.05	\$609,850.00	\$0.00	0.00%	0	\$609,850.00	0.00%
Contract #0840 Aluminum Entrances I Storefronts I Curta	Envision Glass, Inc.	\$1,668,936.15	\$1,276,534.00	\$0.00	0.00%	0	\$1,276,534.00	0.00%
Contract #0833 Coiling/Overhead Doors	Overhead Door of the Northland	\$76,125.00	\$73,689.00	\$0.00	0.00%	0	\$73,689.00	0.00%
Contract #0810 Doors/Frames/Hardware - Supply	Kendell Doors & Hardware, Inc.	\$445,068.75	\$409,848.00	\$0.00	0.00%	0	\$409,848.00	0.00%
Owner Direct - Chiller Plant Purchase	Train Co.	\$1,470,000.00	\$1,296,580.00	\$0.00	0.00%	0	\$1,296,580.00	0.00%
Contract #1044 Signage	Walker Sign Holdings, Inc.	\$47,250.00	\$32,425.00	\$0.00	0.00%	0	\$32,425.00	0.00%
		<u>\$25,253,124.75</u>	<u>\$22,019,904.00</u>	<u>\$0.00</u>			<u>\$22,019,904.00</u>	
	Grand Totals	<b><u>\$40,957,250.99</u></b>	<b><u>\$37,734,946.00</u></b>	<b><u>\$512,808.00</u></b>	<b>1.36%</b>		<b><u>\$38,247,754.00</u></b>	
							<b><u>\$41,716,739.00</u></b>	

REVIEW AND COMMENT CONSTRUCTION BUDGET WITH ALTERNATIVE FACILITIES FUNDING



**Agenda IV.A.  
January 14, 2016**

**To:** Board of Education, Members  
Dr. Joe Gothard, Superintendent

**From:** Dave Helke, Principal

**Date:** January 8, 2016

**Re:** 2016-17 ISD 191 Secondary Course Catalog

**RECOMMENDATION:** That the Board of Education approves the 2016-17 ISD 191 Secondary Course Catalog.

The course catalog is submitted to the Board of Education for approval each year prior to the course request process. The proposed course catalog has been redesigned this year to include both the middle and high school levels and reflect the middle school program and high school program. Burnsville High School Principal Dave Helke will present the redesigned course catalog.

Attachments:  
Presentation  
Middle School Course Catalog (draft)  
Burnsville High School Course Catalog (draft)

# 2016-2017 Course Guide

66

**V** One<sup>91</sup>  
**VISION**



**INDEPENDENT SCHOOL DISTRICT 191**  
Each Student Real-World Ready

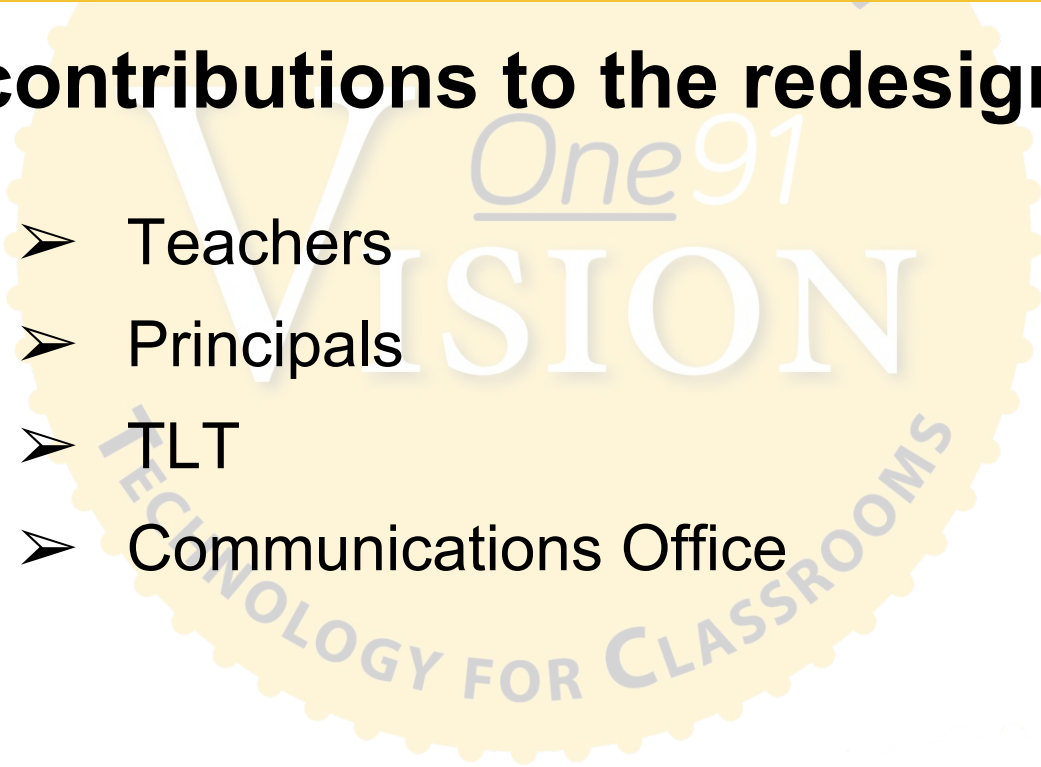
**DISTRICT 191**  
**SECONDARY SCHOOLS**

# Acknowledgements

67

**Many contributions to the redesign**

- Teachers
- Principals
- TLT
- Communications Office



# Why a course guide redesign?<sup>68</sup>

## Many reasons for the redesign

- College & Career Readiness
- Course Planning with Family Involvement
- Consistent programming at all middle schools
- Career Field, Career Pathway “branding”
- Secondary Program Alignment 6-12

# General Information

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- Building
- Program
- Enrollment & Course Registration
- Academic Expectations and Guidelines
  - Graduation Requirements
  - Grading and GPA calculation
  - Co-curricular Eligibility & NCAA

# Middle School Framework

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## Schedule for Success

- College & Career Core
- Blaze Success Time
- Advisory
- Elective Opportunities
- Exploratory Opportunities

# Career Field Framework

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V One91 ON  
TECHNOLOGY FOR CLASSROOMS

# Career Pathway Section

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## A New Way to Organize Courses

### Business, Management & Entrepreneurship

#### Marketing

- Merchandising
- Marketing Communications
- Professional Sales

#### Finance

- Banking Services
- Business Finance
- Accounting

#### Business, Management & Administration

- Administrative Support
- Operations Management
- General Management


#### Hospitality & Tourism

- Lodging
- Recreation, Amusements & Attractions
- Travel & Tourism

# Career Pathway Section

73

## A New Way to Organize Courses



Grade	Architecture & Construction	Manufacturing	Engineering, Design & Technology	Engine & Automotive Technology
12		<ul style="list-style-type: none"><li>Advanced Placement Chemistry</li></ul>		
11, 12	<ul style="list-style-type: none"><li>Engineering Design &amp; Development</li></ul>	<ul style="list-style-type: none"><li>Engineering Design &amp; Development</li></ul>	<ul style="list-style-type: none"><li>Engineering Design &amp; Development</li></ul>	<ul style="list-style-type: none"><li>Advanced Auto/Vehicle Services</li></ul>
10, 11, 12	<ul style="list-style-type: none"><li>Construction Trades 1</li><li>Construction Trades 2</li><li>Civil Engineering &amp; Architecture</li><li>Principals of Engineering</li></ul>	<ul style="list-style-type: none"><li>Construction Trades 1</li><li>Construction Trades 2</li><li>Civil Engineering &amp; Architecture</li><li>Principals of Engineering</li><li>Create-a-Skate (BAHS)</li></ul>	<ul style="list-style-type: none"><li>Civil Engineering &amp; Architecture</li><li>Principals of Engineering</li><li>Create-a-Skate (BAHS)</li></ul>	<ul style="list-style-type: none"><li>Introduction to Consumer Auto</li><li>Welding/Autobody Work &amp; Refinishing</li></ul>
9, 10, 11, 12	<ul style="list-style-type: none"><li>Cabinet Making</li><li>Fab Lab</li><li>Introduction to Engineering Design</li><li>Woodworking</li></ul>	<ul style="list-style-type: none"><li>Cabinet Making</li><li>Fab Lab</li><li>Introduction to Engineering Design</li><li>Woodworking</li></ul>	<ul style="list-style-type: none"><li>Cabinet Making</li><li>Fab Lab</li><li>Introduction to Engineering Design</li><li>Woodworking</li></ul>	<ul style="list-style-type: none"><li>Engine Technology</li></ul>

# College & Career Core Section<sup>74</sup>

The “College & Career Core” section includes courses that all students take to prepare them for college or a career. In many courses, there are advanced level options.



Language Arts

Mathematics

Physical Education/Health

Science

Social Studies

# Global Electives Section

75

Elective course offerings can be found in each Pathway table and section of this catalog.

Additional elective courses that may not fall into a specific Pathway are also found in the Global Electives section and listed by department.

# New Opportunities

**Building foundation for  
Success,  
Relevance,  
& Engagement**

*Communications*      *Exploratory:Media Literacy*      *Blaze Time*  
*Success 101*      *Pathways*      *Career & College*  
*Self-Defense*      *Healthcare Core*      *Fab Lab*      *Chef 2*

# New Opportunities

77

## STEAM<sup>3</sup>M

### Full STEAM<sup>3</sup>M ahead in 2016-17

**Science:** Full year in grades 6, 7 and 8

**Technology:** All students in grades 6 & 7, elective in grade 8

**Engineering:** Project Lead the Way in grades 6 & 7, elective in grade 8

**Arts, AVID and Advanced Learning** in grades 6, 7 and 8

**Mathematics** in grades 6, 7 and 8

## Middle Schools designed for students

to reach their highest potential and reflect on the importance of STEAM<sup>3</sup>M as a foundation for high school, college and career success

# New Opportunities

78

## High School designed around career pathways

*Healthcare Core Curriculum*

*Fab Lab*

*Creative Product Development*

*Visual Media Design*

*Self-Defense*

*CIS Introduction to African American Studies*

*Engineering Design and Development*

*Chef 2: Foundations of Culinary Arts and Hospitality  
Management*

*Nursing Assistant Skill Set*

*Design Studio Introduction*

*3-D Design*

*Cabinet Making*

*Event Management*

# Realizing the Vision

79

The goal of Vision One91 is to **redesign the district to meet the needs of today's learners and ensure the district's mission of "Each Student Real-World Ready."** Among changes will be realigning grades so elementary schools serve grades k-5, current junior highs transform to middle schools with grades 6-8, and Burnsville High School will have grades 9-12."

# Realizing the Vision

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**BES** BURNSVILLE  
EAGAN  
SAVAGE   
INDEPENDENT SCHOOL DISTRICT 191  
Each Student Real-World Ready

# DISTRICT 191 SECONDARY SCHOOLS



# Mission

**Our schools will Empower Learning,  
Energize Achievement, Embrace Community  
Each Student Real-World Ready**

## District 191 School Board

- Bob VandenBoom, Chair
- Dan Luth, Vice Chair
- Abigail Alt, Treasurer
- DeeDee Currier, Clerk
- Ron Hill, Director
- Jim Schmid, Director
- Sandy Sweep, Director

## District Leadership

Dr. Joe Gothard, Superintendent

## High School Leadership

- Dave Helke, Principal
- Bill Derden, Associate Principal
- Bruce Morrisette, Associate Principal
- Gene Rocznia, Associate Principal
- Jeff Marshall, Athletics/Activities Director
- Libby Duethman, Dean of Students
- Cindy Mullins, Dean of Students



Dave Helke, Principal



Bill Derden,  
Assoc. Principal



Bruce Morrisette,  
Assoc. Principal



Gene Rocznia,  
Assoc. Principal



Jeff Marshall,  
Activities Director



Libby Duethman,  
Dean of Students



Cindy Mullins,  
Dean of Students

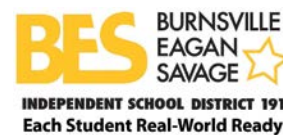
## High School Contacts

- Main Phone Line - 952-707-2100
- Attendance Line - 952-707-2104
- Athletics/Activities - 952-707-2151
- Student Counseling - 952-707-2108

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**Burnsville High School is a part of  
Burnsville-Eagan-Savage School District 191.**



**www.isd191.org • 952-707-2000**

## REGISTRATION GUIDELINES

When requesting courses it is very important to make your course requests carefully for the year. We tally all course requests and make critical decisions regarding teacher staffing, room availability, and resource allocation based on your requests. Please understand we want you to have an educational program that meets your needs, however, once these decisions are made, it will be very difficult to change your course requests.

- Make sure you meet the prerequisites for a course.
- Make sure you include courses necessary to meet high school graduation requirements.
- Make sure you carefully select courses that will prepare you for post-secondary careers and college.
- Make sure you request at least six (6) classes per semester.

There are many opportunities available to you and we encourage you to take the time to review this catalog and make an informed decision about the courses you want to request.

## COURSE CANCELLATIONS

Courses may be cancelled because of low enrollment or availability of a licensed teacher. Students are notified of course cancellations as early as possible. In some instances, it is necessary to reduce the number of sections of a course that is offered. In this case, seniors are given priority admission into a course where enrollment is limited.

## SCHEDULE CHANGES

A schedule change must be made through a counselor. Reasons for making a schedule change include:

- A student is not scheduled for a course she or he originally requested.
- A student has an incomplete schedule, and needs to add a course.
- A student doesn't meet the requirements for a course for which she or he is presently enrolled.
- A student needs to schedule/reschedule a required course for graduation.
- A student wishes to drop a study block to add a course.
- A student needs to schedule a course that is required or recommended for admission to a specific postsecondary school or program.
- A student is recommended by her or his teacher to move from one level to another within the same discipline (i.e. regular Algebra II to Honors Algebra II or vice versa).
- The change is a recommendation on a student's IEP or 504 Plan.

## DROPPING A COURSE

Students should plan carefully with their family and counselors to avoid the need for a schedule change. A course dropped after the first week of class, for any reason not listed above, will receive a grade of "F" unless approved by an administrator.

## CREDITS AND FULL-TIME ENROLLMENT

All students must be enrolled in at least twelve courses. Students must maintain attendance in a supervised study during any period in which they are not enrolled in a course. Students gaining credit beyond the school day through participation in any program may add those credits to the credits gained during the school day. In all cases, a maximum of nine credits per semester will be included on student transcripts and counted toward graduation requirements unless approved by administration.

## DATE OF ENROLLMENT

After school has been in session for ten days into a semester, students may enroll for credit if they transfer grades in from their previously attended school, demonstrate proficiency on standards already covered in a course, and/or complete those assignments and assessments needed for the teacher to determine an accurate grade for the course. (Students currently enrolled may not begin a new class for credit after this date.)

## PROFICIENCY CREDIT

Proficiency testing allows students to demonstrate knowledge and receive credit in courses as per Minnesota State Board of Education regulation 3500.2900. Applications for proficiency testing are accepted and processed according to the following guidelines only once each semester.

### 1. Conditions Under Which a Student May Apply for Proficiency Test

A student must have completed an out-of-school experience that has led to an unusual level of knowledge in a course or sequence of courses; e.g., attending a language camp, seminar or employment experiences.

### 2. Timelines for Proficiency Testing Opportunities

Student obtains application form in the Guidance Office. Application must be submitted no later than the fifth week of the semester.

- Counselor will determine whether the applicant has met the necessary criteria. If so, the counselor will pass the information to the department coordinator.
- The department coordinator or designee will contact the student and complete testing arrangements. Testing should be completed by the end of the thirteenth week of the semester.

### 3. Proficiency Testing Opportunities Which Are Not Available

- Obtaining credit in a course below the student's level of appropriate placement as determined by the department; e.g., credit in Basic Math when Algebra is the appropriate placement.
- Obtaining credit for experience having no correlation with a course in the Registration Guide; e.g., credit for figure skating.
- Obtaining credit in Independent Study, since there are no standard-learner outcomes.
- Obtaining credit in a course provided exclusively to students with an Individual Education Plan.

## REPETITION

A student may repeat any course for which a failing grade was earned. The previous grade of "F" remains on the transcript, along with the new grade earned.

## TIPS FOR PARENTS

1. Review progress, credits, and test results (ACT, MCA, PSAT).
2. Check specific requirements for your child's graduation year.
3. Develop a list of required courses.
4. Identify high priority courses and possible alternatives.
5. Research the requirements of your student's anticipated colleges.

**GRADING SYSTEM**

GRADE	1 CR
A	4.00
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.33
C	2.00
C-	1.7
D+	1.33
D	1.0
D-	.7
F	.00
NO CREDIT	.00
INCOMPLETE	.00
PASS/FAIL	.00

**CALCULATING GRADE POINT AVERAGE (GPA):**

Each grade received in a semester is assigned a numerical value (see above grading system). The sum of these numerical values is divided by the number of credits attempted in the semester to determine a GPA. A GPA is calculated for each student at the end of each semester.

**CUMULATIVE GPA / CLASS RANK**

All final semester grades from grades 9-12 are averaged to form a cumulative GPA. Students are ranked numerically in their graduating class according to their cumulative GPA. Cumulative GPA and class rank are computed for each student at the end of each semester.

**GPA RECOGNITION**

**Honor Roll:** Numerical equivalencies are used to determine the “A” and “B” honor rolls for each semester. Students who have achieved an average of 3.600 to 4.000 will be listed on the “A” honor roll. Students who have achieved an average of 2.950 to 3.599 will be listed on the “B” honor roll. A student must be full-time at BHS to be eligible for the honor roll.

**National Honor Society (NHS):** A student must have a cumulative GPA of a 3.4 or higher to qualify for consideration (juniors and seniors only) in addition to other criteria. Students who qualify for consideration will be invited to apply for NHS.

**PASS/FAIL**

Students may elect to take a maximum of two credits during their four years at Burnsville High School on a Pass-Fail basis and remain eligible for all academic honors. Requests to take courses on a Pass-Fail basis must be submitted to and approved by teachers by the tenth day of a semester. Required courses cannot be taken on a Pass-Fail basis. Pass-Fail request forms are available in the Guidance Office.

**DUAL-RANKING SYSTEM**

BHS has adopted a Dual-Ranking System for honors students. The Dual-Ranking System is not a weighted-grade system. Instead, dual ranking involves identifying a group of students who complete a specific set of core classes and establishing a secondary class rank for these students. Dual-Ranking does not impact Valedictorian or Salutatorian status and begins during your 10th grade year.

Minimum Course Requirements: (Must follow this sequence to qualify)

	End Semester 1	End Semester 2
<b>Sophomore Year</b>	2 Honors courses	4 Honors Courses
<b>Junior Year</b>	7 Honors courses	10 Honors courses
<b>Senior Year</b>	12 Honors courses	14 Honors courses

**Eligible Courses for Dual-Ranking**

**Language Arts**

Honors Lang. Arts 10  
 AP Lit & Composition  
 Honors Media Literacy & Research  
 Honors American History  
 CIS Writing & Critical Reading  
 CIS Public Speaking  
 CIS American Literature

**Math**

Honors Algebra II  
 Honors Pre-Calculus  
 CIS/AP Calculus AB  
 AP Calculus BC  
 AP Statistics

**World Languages**

CIS Spanish 5  
 CIS French 4  
 CIS French 5

**Social Studies**

AP World History  
 CIS/AP American History  
 CIS/AP American Government  
 CIS/AP Microeconomics  
 CIS/AP Macroeconomics  
 CIS Sociology  
 AP Psychology  
 CIS Intro to African American Studies

**Science**

Honors Biology  
 Honors Chemistry  
 Honors Physics  
 AP Chemistry  
 AP Environmental Science

**CTE**

AP Computer Science

**ACADEMIC LETTERS**

Sophomores and juniors receive a school letter for being on the A (3.6-4.0) honor roll for both semesters of the school year. Seniors earn an academic letter for being on the A honor roll for the first semester. The student must have at least a 3.6 grade point average for each semester (not cumulative) of an academic year and carry a minimum of 12 credits per year. Students may earn one academic letter during their time at BHS.

**CONCURRENT ENROLLMENT**

Burnsville High School offers many concurrent enrollment course opportunities. By successfully completing these courses and/or achieving an acceptable score on an accompanying qualifying exam, students may earn college credit. More information is in the College Credit Opportunities section of this catalog. Interested students should see a counselor.

## COMMENCEMENT PARTICIPATION

Participation in the graduation ceremony is a privilege reserved for students who have earned a minimum of 30 of the 32 credits required for graduation on or before June 9, 2017. An assessment of all students and their progress toward meeting all graduation requirements as defined above will be done on or before May 12, 2017. Seniors who are not meeting the requirements as defined above will be informed they will not be allowed to participate in the ceremony. All credit recovery courses and credits earned through online learning sites must be completed and the credit information received by the BHS Guidance Office by May 12, 2017. However, even though a student's name may appear in the commencement program, a senior may be denied commencement participation because of a violation. These violations could be, but are not limited to:

- A violation of school policy
- A violation of school district policy
- An outstanding detention
- Delinquent parking fines
- Delinquent activity or athletic fees, failure to return school property such as, but not limited to, books, tools, supplies, instruments, and/or athletic equipment
- Failure to pay for lost school property or school property not returned.

Important information about the senior year, including preparation for the graduation ceremony is communicated at senior meetings so make sure to attend those.

## DIPLOMA

Seniors fulfilling graduation requirements receive a diploma at the end of first or second semester. Seniors graduating after first semester may participate in the graduation ceremony, but must notify the Principal of their intention to attend the ceremony no later than May 1. Regardless, a first semester graduate is considered off roll and is no longer eligible to participate in any other high school functions.

A senior opting to remain in school all year must be enrolled in six or more courses each semester. A student ceases attending high school once he/she receives a diploma.

## EARLY GRADUATION

A student who has completed graduation requirements may opt to graduate at the end of the first semester. A senior opting for early graduation must complete an application that includes parent signature of approval.

## GRADUATING WITH DISTINCTION OR HIGH DISTINCTION

The honorees must be enrolled at Burnsville Senior High School and are recognized at commencement.

Graduates with distinction have an accumulated grade-point average of greater than or equal to 3.6, but less than 3.9, through five semesters. A student must have received 27 or more senior high semester credits through five semesters.

Graduates with high distinction have an accumulated 3.900 or higher grade-point average through five semesters. A student must have received 27 or more senior high semester credits through five semesters.

## INDEPENDENT STUDY

A student may engage in study outside of the normal course offerings. A student may not engage in independent study for course content that is currently offered. A student may only register for one credit of independent study in a semester. A student who wishes to engage in independent study needs to contact a teacher who is willing to assist with the study. On a form to be completed by the student and the teacher, the student needs to identify the objectives of the independent study, and the teacher needs to state the means whereby the objectives will be evaluated. This form needs to be completed in the first ten days of the semester unless otherwise approved.

## VALEDICTORIAN AND SALUTATORIAN

The honorees must be enrolled at Burnsville Senior High School and are recognized at commencement. Valedictorian and Salutatorian are determined by calculating all senior high credits through six semesters. A student must have received 36 or more semester credits in grades 10-12. Thirty-two of the credits must be earned while enrolled at BHS. (All final grades must be posted by the last day of school in order to be recognized at graduation.)



**GRADUATION REQUIREMENTS**  
**Classes of 2017, 2018 and 2019**

All Burnsville High School graduates must successfully complete 9th grade courses in English, Math, Science, and Social Studies and earn a minimum of 32 semester credits as listed below in grades 10-12.

All courses listed in the Career & College Core section can be used to meet the requirements listed below in Language Arts, Social Studies, Math, Science, Health, and Physical Education.

**Language Arts**

- \_\_\_\_\_ Grade 9: English 9 (2 credits)
- \_\_\_\_\_ Grade 10: English 10 (2 credits)
- \_\_\_\_\_ Grade 11: English 11 (2 credits)
- \_\_\_\_\_ Grade 12: American Literature (1 credit)
- \_\_\_\_\_ Grade 12: Media Literacy & Research (1 credit)

**Social Studies**

- \_\_\_\_\_ Grade 9: Human Geography (2 credits)
- \_\_\_\_\_ Grade 10: World History (2 credits)
- \_\_\_\_\_ Grade 11: American History (2 credits)
- \_\_\_\_\_ Grade 12: American Government (1 credit)
- \_\_\_\_\_ Grade 12: Economics (1 credit)

**Mathematics**

- \_\_\_\_\_ Grade 9: Intermediate Algebra (2 credits)
- \_\_\_\_\_ Grade 10: Geometry (2 credits)
- \_\_\_\_\_ Grade 11: Algebra II (2 credits)

**Science**

- \_\_\_\_\_ Grade 9: Science 9 (2 credits)
- \_\_\_\_\_ Grade 10: Biology (2 credits)
- \_\_\_\_\_ Grade 11: Chemistry (2 credits)

**Health/Physical Education**

- \_\_\_\_\_ Grade 10: Health (1 credit)
- \_\_\_\_\_ Grade 9-12: ITF (1 credit)

**Fine Arts**

- \_\_\_\_\_ Grade 9-12: (2 courses)
- Grade 9: Band, Chorus, History of Rock & Roll, Drawing & Painting, Sculpture, Graphic Design; Grade 10-12: All Art Courses, All Music Courses, Digital Photo, Advanced Digital Photo, Creative & Modern Dance, Acting I, Acting II, Multimedia Animation, Housing & Interior Design, Fashion Design*

**Electives**

- \_\_\_\_\_ Grade 9: (0 credits) *9th grade courses do not fulfill high school elective graduation requirements*
- \_\_\_\_\_ Grades 10-12: (8 credits) *Additional credits needed if student took ITF, and/or Fine Arts courses in 9th grade*

**GRADUATION REQUIREMENTS**  
**Class of 2020**

All Burnsville High School graduates must earn a minimum of 45 semester credits as listed below in grades 9-12.

All courses listed in the Career & College Core section can be used to meet the requirements listed below in Language Arts, Social Studies, Math, Science, Health, and Physical Education.

**Language Arts**

- \_\_\_\_\_ Grade 9: English 9 (2 credits)
- \_\_\_\_\_ Grade 10: English 10 (2 credits)
- \_\_\_\_\_ Grade 11: English 11 (2 credits)
- \_\_\_\_\_ Grade 12: English 12 (2 credits)

**Social Studies**

- \_\_\_\_\_ Grade 9: Human Geography (1 credit)
- \_\_\_\_\_ Grade 10: World History (2 credits)
- \_\_\_\_\_ Grade 11: American History (2 credits)
- \_\_\_\_\_ Grade 12: American Government (1 credit)
- \_\_\_\_\_ Grade 12: Economics (1 credit)

**Mathematics**

- \_\_\_\_\_ Grade 9: Geometry (2 credits)
- \_\_\_\_\_ Grade 10: Algebra IIA (2 credits)
- \_\_\_\_\_ Grade 11: Algebra IIB (2 credits)

**Science**

- \_\_\_\_\_ Grade 9: Physical Science 9 (2 credits)
- \_\_\_\_\_ Grade 10: Biology (2 credits)
- \_\_\_\_\_ Grade 11: Chemistry (2 credits)

**Health/Physical Education**

- \_\_\_\_\_ Grade 9: ITF (1 credit)
- \_\_\_\_\_ Grade 10: Health (1 credit)

**Fine Arts**

- \_\_\_\_\_ Grade 9-12: (2 courses) *Any course identified as meeting fine arts requirement.*



Watch for this symbol next to course descriptions throughout the catalog. It indicates that the course meets the Burnsville High School Fine Arts requirement.

**Electives**

- \_\_\_\_\_ Grades 9-12: (14 credits)

**STUDENT CO-CURRICULAR ELIGIBILITY**

The Burnsville-Eagan-Savage School District encourages all members of its student body to participate in co-curricular activities because of the benefits from such participation. However, it is the philosophy of the district that student participation is a privilege rather than a right. Therefore, students who elect to participate in athletics and activities shall be expected to exemplify high standards of behavior and academic achievement. The decisions students make, both in and outside of school, should reflect the ideals, beliefs, and standards of their organization, school, and community. The eligibility requirements apply when students are participating as members or in groups during practices, games, activities, competitions, on trips, and at any other time that the students are representing the Burnsville-Eagan-Savage Schools whether at school or outside of school. It is imperative that students follow the eligibility rules as well as any guidelines established by the activity and athletic director and/or coaches in all cases. Failure to do so may result in the consequences described here.

**ELIGIBILITY REQUIREMENTS**

To be eligible to participate in a co-curricular program, the student must adhere to all secondary schools' policies, Burnsville-Eagan-Savage School District policies, Minnesota State High School League (MSHSL) rules and applicable law. In addition, the following specific requirements apply:

**Academic Eligibility**

A 7-12 student-athlete or activity participant who receives mid-quarter or quarter grades of "F" in a class will be placed on academic probation. The student will remain on academic probation until the student attains a grade of at least a D- in all classes. A student on academic probation may be ineligible to participate in competitions/performances, but may continue to participate in practices, scrimmages, and team/club meetings.

In addition, to maintain academic eligibility a student must be making adequate progress toward graduation as defined by Burnsville Eagan Savage School District. A student is progressing adequately toward graduation if the student has accumulated the following credits prior to the beginning of the subsequent semester:

**Classes of 2017, 2018, 2019**

		<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
Semester 1		Sophomore Status	8 credits	18 credits
Semester 2		4 credits	12 credits	25 credits

**Classes of 2020 & Beyond**

	<b>9th Grade</b>	<b>10th Grade</b>	<b>11th Grade</b>	<b>12th Grade</b>
Semester 1	Freshman Status	9 credits	19 credits	31 credits
Semester 2	4 credits	14 credits	25 credits	38 credits

**School Attendance**

In order to participate in or practice in any activity, a student must be in attendance at school during 3 periods of their academic day or have administrative approval. Individual exceptions, such as doctor appointments, may be approved by Administration.

**Student Code of Responsibilities/Student Conduct**

All co-curricular students will be required to agree to the Student Code of Responsibilities.

**Student Code of Responsibilities**

As a student participating in my school's interscholastic activities, I understand and accept the following responsibilities:

- I will respect the rights and beliefs of others and will treat others with courtesy and consideration.
- I will be fully responsible for my own actions and the consequences of my actions.
- I will respect the property of others.
- I will respect and obey the rules of my school and the laws of my community, state and country.
- I will show respect to those who are responsible for enforcing the rules of my school and the laws of my community, state and country.

Violation of the Student Code of Responsibilities may result in a period of ineligibility as determined by the principal. Students who are suspended or proposed for expulsion or exclusion will be deemed to violate the Student Code of Responsibilities and a consequence may be imposed by the Principal for a period of ineligibility. Where the student conduct is not covered by the MSHSL rules but violates District 191 and/or Burnsville High School rules governing student conduct, the Principal may determine that the student is ineligible to participate in co-curricular activities for a reasonable period of time. If the student conduct violates both MSHSL rules and District 191/Burnsville High School rules, the more severe penalty will be implemented.

**Leadership Positions/Captains**

If a student serving as a captain of a team or leader of a co-curricular club/organization commits a MSHSL rule violation, the student forfeits his/her captaincy or leadership position for a period of one calendar year from the violation. Upon a second MSHSL rule violation during a student's high school career, the student will lose the opportunity for captaincy/leadership of any team or club for the remainder of the student's high school career.

**Accommodations**

Students with documented disabilities who require accommodations should discuss the need for reasonable accommodations with the coach or person in charge of the activity as soon as possible. A request for an accommodation will not be retroactive except in the most unusual circumstances.

**Appeals Process**

When a student is declared ineligible, the parent will be notified by telephone and/or mail, and the following will apply:

The student and his/her parent(s) may request a conference with the athletic/activities director. At that time the period of ineligibility will be stated and the appeal process will be reviewed. A written request to the building Principal must be made within five (5) school days of the notification of ineligibility. During the appeal process, the student is ineligible to compete in extra-curricular activities. The student may continue to practice with the team during the appeal process.

The Appeals Committee comprised of two to three teachers and the building Principal or designee will hear the appeal and make a decision on the case. A written decision will be given to the parent within 10 school days.

## COLLEGE ENTRANCE REQUIREMENTS

### TYPICAL FOUR YEAR COLLEGES AND UNIVERSITIES

In general, being academically prepared for college means adequate preparation in English, history/social studies, mathematics and science. Most college programs also require the study of a world language. Study in these fields may enable students to score higher on college entrance tests. Nearly all colleges expect students to have taken at least 24 semester credits in these college preparatory academic areas while in grades 9-12. The more selective the college, the more preparation they expect in core academic disciplines.

To learn about specific admission requirements, students should consult websites of the colleges and universities where they are interested in possibly attending.

While universities will accept most high school courses in meeting their requirements, there may be some exceptions depending on the specific university. As always, if you have any questions about admission requirements, you should talk with their respective counselor.

Entrance requirements for more selective colleges and for several of the colleges of the University of Minnesota follow:

### MORE SELECTIVE FOUR YEAR COLLEGES AND UNIVERSITIES

Most colleges require the following courses/credits in Grades 9-12 as a minimum:

- 8 credits in English (emphasis on writing, speaking and literature)
- 8 credits in math (2 years of algebra, 1 year of geometry, and 1 year of FST or Precalculus)
- 6 credits in laboratory sciences
- 7 credits in social sciences
- 8 credits in a single world language, strongly recommended (Grades 8-12)\*

The expectations at competitive colleges are significantly higher. These colleges would expect prospective students to have challenged themselves by taking at least some Advanced Placement or enriched courses

### UNIVERSITY OF MINNESOTA

Students planning to attend the University of Minnesota, or any of its branches, their freshman year should complete the following, at a minimum, in Grades 9-12:

- 8 credits in English (emphasis on writing, speaking and literature)
- 8 credits in mathematics (1 year each of algebra, geometry, advanced algebra, and FST or college algebra prep)
- 6 credits in laboratory sciences (1 year each of a biological and a physical science)
- 4 credits in a single world language (Grades 8-12)
- 6 credits in social studies (including United States history)
- 2 credits in visual and performing arts, including instruction in the history and interpretation of the art form (e.g., theater arts, music, band, chorus, orchestra, drawing, painting, photography, graphic design, etc.)

We strongly encourage students to take courses beyond these minimum requirements. Additional coursework beyond these minimums increases a student's chances for admission. Indeed, while not requiring more courses, almost all successful applicants present additional classes.

### MINNESOTA STATE UNIVERSITY SYSTEM

Students planning to enter a Minnesota State University are required to complete the following courses in grades 9-12:

- 8 credits in English (emphasis on writing, speaking, and literature)
- 6 credits in science (1 year each of chemistry, physics, and biology)
- 6 credits in mathematics (1 year each of algebra, geometry, advanced algebra)
- 4 credits in a single world language (Grades 8-12)
- 6 credits in social studies (1 year each of US history and geography)

### COMMUNITY COLLEGES

Community colleges offer some vocationally oriented programs involving one or two years of study to prepare for full-time employment. They also offer the first two years of a traditional four-year college program. Most community colleges admit any student who has graduated from high school. However, some programs have special admissions requirements. Interested students should check catalogs and/or speak directly with an admissions representative.

### BUSINESS AND TECHNICAL SCHOOLS AND COLLEGES

A wide variety of programs are offered in these schools, both public and private. Some involve prior training in high school. Interested students should check the catalogs of these schools in the Career Center or phone the school directly for suggested high school preparation.

### JOB ENTRY AFTER HIGH SCHOOL

Students who plan to enter employment directly after high school graduation may want to consider courses to improve their skills in mathematics, communications, and technical fields. Students considering moving into employment directly out of high school should also consider that they may want to pursue post-secondary training at a later time.

### MILITARY SERVICE

Many training opportunities are offered in the military services. Some of these involve special preparation in high school. Military information is readily available from the recruiters and in the Career Center. Recruiters from the various branches visit frequently.

### ATHLETIC ELIGIBILITY COLLEGE-BOUND STUDENT-ATHLETE DIVISION I OR II

If you intend to participate in Division I or II athletics as a college freshman, you must register and be certified by the NCAA Initial Eligibility Clearinghouse. The Clearinghouse is the agency that handles all eligibility for Division I and II athletics.

To be certified, you must submit your ACT or SAT scores to the NCAA Clearinghouse. Your scores must be sent directly from the testing agency to the Clearinghouse.

Students inquiring about approved core courses should consult with the NCAA Clearinghouse website at <https://web1.ncaa.org/hsportal/exec/hsAction>

The BHS school code for all NCAA documents is 242367. Students should see their counselor if they have questions about anything related to the NCAA or athletic eligibility. See pages 60-61 for more information.

**NAVIANCE - FAMILY CONNECTION**

We are pleased to introduce Family Connection – a comprehensive website that you and your student can use to make plans about colleges, and careers. Family Connection is linked with Naviance™, a service that we use in our office to track and analyze data about college and career plans, so it provides up-to-date information that's specific to our school.

Family Connection allows your student to:

- Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers
- Research colleges – Compare GPA, standardized test scores, and other statistics to actual historical data from our school for students who have applied and been admitted in the past
- Research careers – Research hundreds of careers and career clusters, and take career assessments
- Create plans for the future – Create goals and to-dos, and complete tasks assigned by the school to better prepare your student for future college and career goals.

Family Connection also lets us share information with you and your student about upcoming meetings and events, local scholarship opportunities, and other resources for college and career information.

**Getting Started**

To access Family Connection, you must have the following:

- A computer that is connected to the Internet
- An e-mail address
- Username (student's same computer login)
- ID number (student's ID number)

**Logging into Family Connection**

1. Go to [www.ISD191.org](http://www.ISD191.org)
2. Go to your school's (i.e. Burnsville Senior High School) webpage.
3. Click on Naviance.
4. Enter your username in the Username field.
5. Enter your password, which is your student ID number in the Password field.
6. Check the box next to "Remember Me" if you want to bypass entering this information on return visits. (Not recommended for shared or public computers.)
7. Click the Log In button.



# College Credit Opportunities

The following are opportunities for students to earn college credit while enrolled at Burnsville High School. See your counselor for more information about these opportunities.



**College Credit Opportunity**

Watch for this symbol next to course descriptions throughout the catalog. It indicates that the course offers an opportunity to earn college credit.

	<b>Burnsville High School College Credit Courses</b>	<b>College Credit may be earned the following ways:</b>
Advanced Placement (AP)	<ul style="list-style-type: none"> <li>AP Computer Programming A&amp;B</li> <li>AP Literature and Composition (English 11)</li> <li>AP Calculus BC</li> <li>AP Statistics A&amp;B</li> <li>AP Chemistry</li> <li>AP Environmental Science A&amp;B</li> <li>AP World History</li> <li>AP Psychology</li> <li>AP Human Geography</li> <li>AP Computer Sciences</li> <li>AP Mobile CS Principles</li> </ul>	<p>College credits are determined by scores on AP exams and individual college AP credit policies. To find out the AP policies of the colleges you're interested in, go to:</p> <p><a href="http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp">http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp</a></p>
Concurrent Enrollment <ul style="list-style-type: none"> <li>IHCC - Inver Hills Community College</li> <li>NCC - Normandale Community College</li> </ul>	<ul style="list-style-type: none"> <li>Read 93 Reading College Texts (English 10A)</li> <li>English 0099 Introduction to Academic Writing (English 10B)</li> <li>English 1108 Writing and Research Skills (English 11A)</li> <li>English 1140 Introduction to Literature (English 11B)</li> <li>Comm 1101 Public Speaking</li> <li>Political Science 1111 American Government</li> </ul>	Ramp up skills – no credit Ramp up skills – no credit Three MNSCU college credits Three MNSCU college credits Three MNSCU college credits Three MNSCU college credits
College In the Schools	<ul style="list-style-type: none"> <li>CIS/University Writing and Critical Reading .....</li> <li>CIS/American Literature .....</li> <li>CIS/AP Calculus AB .....</li> <li>CIS College Physics .....</li> <li>CIS/AP Government .....</li> <li>CIS/AP Microeconomics .....</li> <li>CIS/AP Macroeconomics .....</li> <li>CIS Sociology Multicultural Perspectives in Sociology .....</li> <li>CIS Introduction to African American Studies .....</li> <li>CIS/AP American History .....</li> <li>CIS French 4 .....</li> <li>CIS Spanish 5 .....</li> </ul>	<p><b>Students accepted into and successfully completing this course will earn:</b></p> Four U of M semester credits (WRIT 1301) Four U of M semester credits (ENGL 1001W) Four U of M semester credits (Math 1371) Four U of M semester credits (PHYS 1101W) Four U of M semester credits (POL 1001) Four U of M semester credits (APEC 1101) Three U of M semester credits (APEC 1102) Four U of M semester credits (PSTL 1211) Three U of M semester credits (AFRO 1011) Three U of M semester credits (HIST1307/1308) Five U of M semester credits (FREN1003/1004) Five U of M semester credits (SPAN 1003/1004)
Articulated Classes	<ul style="list-style-type: none"> <li>Advanced Programming</li> <li>Advertising Campaign</li> <li>Chef 2: Foundations of Culinary Arts &amp; Hospitality</li> <li>Child Development &amp; Preschool Lab</li> <li>College Accounting</li> <li>Computer Applications</li> <li>Healthcare Core Curriculum</li> <li>Housing &amp; Interior Design</li> <li>Intro to Business &amp; Marketing</li> <li>Professional Sales &amp; Marketing</li> <li>Sports &amp; Entertainment Marketing</li> <li>Starting Your own Business</li> </ul>	In addition to Advanced Placement, Concurrent Enrollment and PSEO, students also have the opportunity to earn college credit through an articulation agreement. Articulation credit can be earned at Dakota County Technical College (DCTC) and other regional post-secondary schools. Please refer to individual course descriptions in Family and Consumer Sciences, Business, Technology Education, and the Career and Technology Education additional program offerings areas for more specific courses that are eligible to receive articulation credit. Students will receive more information from teachers upon starting and completing eligible courses.

Continued from previous page: The following are opportunities for students to earn college credit while enrolled at Burnsville High School. See your counselor for more information about these opportunities.



**College Credit Opportunity**

Watch for this symbol next to course descriptions throughout the catalog. It indicates that the course offers an opportunity to earn college credit.

	<b>Burnsville High School College Credit Courses</b>	<b>College Credit may be earned the following ways:</b>
Project Lead the Way (PLTW)	<p>Project Lead the Way offers a dynamic high school program that provides students with real-world learning and hands-on experiences</p> <ul style="list-style-type: none"> <li>• Principles of Engineering (POE)</li> <li>• Introduction to Engineering Design (IED)</li> <li>• Civil Engineering and Architecture (CEA)</li> <li>• Engineering Design and Development (EDD-Capstone Course)</li> </ul>	<p>Many colleges and universities across the nation are PLTW Affiliate Partners including those listed at <a href="http://www.pltw.org/university-partners">http://www.pltw.org/university-partners</a>. PLTW classes are nationally standardized project-based courses that prepare students for college-level work and culminate with student assessment, which colleges and universities can use to determine if a student earns college credit. The following are ways post-secondary institutions articulate the PLTW (some institutions define these terms differently, so please verify before making assumptions). Check if the colleges you're interested in offer any of the following PLTW opportunities:</p> <p><b>Course Substitution Credit:</b> PLTW course substitutes for a program course. Treated similar to AP or transfer credit.</p> <p><b>Advanced Standing Credit:</b> PLTW course eliminates the need for an elective course; or give them no course credit, but gives them credit to advance their class standing (i.e. early registration, parking preferences, early financial assistance increase due to reaching junior status quicker).</p> <p><b>Partial Course Credit:</b> Grant partial credit for a course, thus reducing the tuition to the student, but not the time.</p> <p><b>Bridge Courses:</b> Course designed specifically to fill any gaps between the PLTW courses and related program courses.</p> <p><b>Retro-Credit Model:</b> Students that successfully complete a higher level course in a sequence are granted program credit for a prerequisite course.</p> <p><b>Test-Out or Challenge Exam:</b> Students are allowed to sit for a challenge exam, which upon successful completion will give them credit for the program course.</p> <p><b>Scholarship Partner:</b> Students are awarded a scholarship or grant based upon their enrollment in PLTW programs or course(s). Students are eligible to apply for scholarships, specifically designated for PLTW students.</p> <p><b>Admissions Preference Partner:</b> PLTW courses act as one of the required courses for admissions, such as a science or math equivalency courses. PLTW programs or courses are part of their weighted admissions requirements use when accepting students into the institution or degree program. PLTW enrollment grants automatic enrollment into the institution or degree program.</p>
Post Secondary Enrollment Options (PSEO)		<p>Minnesota's PSEO program allows qualified sophomores, juniors and seniors to take college coursework on Minnesota college campuses.</p> <p>If you are considering taking PSEO coursework during the 2016-2017 school year, please notify your school counselor of your plans in writing by May 30 and plan on attending an informational spring meeting. For more information visit: <a href="http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/index.html">http://education.state.mn.us/MDE/StuSuc/CollReadi/PSEO/index.html</a></p>

## Special Education Programming

Special Education Services are provided to eligible students with disabilities. Students can be eligible in one of 13 disability areas. The services are based on the results of an individual evaluation and documented in a student's Individual Education Program (IEP) plan. Services may include: specialized instruction in math, reading, written language, social skills, transition skills, and independent living and employment skills.

Additionally, students may require services in the areas of speech/language, occupational therapy, school social work, developmental adapted physical education, school nursing, physical therapy, orientation and mobility, sign language interpretation, instruction from a vision or deaf/hard of hearing teacher and/or teacher of the physically impaired.

Supplemental supports and services are available to students with documented needs on their IEPs and may include paraprofessional supports, assistive technology, curriculum adaptations, testing accommodations, etc. Students have an IEP manager assigned who facilitates IEP team meetings and coordinates services.

Services are delivered in the least restrictive environment based on the student's needs and determined by the IEP team. Services are individualized and provided through a combination of courses, related services, and/or adaptations throughout the student's school day. In addition to

services mentioned above, general and special education courses and individualized supports address the disability-related needs of students with IEPs. Note: Students with IEPs and 504 plans do not automatically qualify for accommodations with AP, SAT, PSAT and ACT testing. Please see your case manager and counselor for more information.

The following descriptions explain the array of instruction/service options available for students with IEPs and assist their IEP teams in determining the least restrictive environment:

1. General education courses with consultation: IEP manager provides support to general education teacher regarding the disability-related needs of the student and how to implement IEP adaptations in the specific course.
2. General education courses with paraprofessional support: Tasks by a paraprofessional are documented in the IEP to support the student in accessing content and participating in the general education courses.
3. General education co-taught courses: Special education faculty teaches collaboratively with the general education faculty to support student access and participation in the general education courses. Students receive core general education academic instruction as well as specialized instruction on their IEP goals. In addition, faculty collaborates on the implementation of adaptations documented in the student's IEP.
4. Special education separate/pull-out courses: Direct instruction on IEP goals by licensed special education faculty for whole or part of an instructional period.

## RESOURCE PROGRAM

### ADVOCACY: SKILLS FOR ACADEMIC SUCCESS: A & B

**Course Number:** 8603A/8604A

**Prerequisite:** Instructor Approval

This is a comprehensive course that is focused on the development of skills for academic success for students who need individualized instruction. This course will provide you direct instruction by special education instructors in the areas of study skills, test taking skills, organization, self-advocacy, disability rights/responsibilities, adaptations/accommodations, transition to post-secondary environments and resources and supports for life after high school.

### ADVOCACY: SKILLS FOR POSITIVE CHOICES: A & B

**Course Number:** 8603B/8604B

**Prerequisite:** Instructor Approval

This is a comprehensive course that is focused on the development of skills in making positive choices for students who need individualized instruction. This course will provide you direct instruction by special education instructors in the areas of goal setting, coping strategies, self-regulation, interpersonal communication, problem solving, self-advocacy, self-awareness, disability rights and responsibilities, transition to post-secondary environments, and resources and supports for life after high school.

### ALGEBRA I MATH SKILLS: A & B

**Course Number:** 8525/8526

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. This class is specifically designed to support and re-teach the skills taught in Algebra I. This course is taught by special education instructors. Students placed in this class have math goals on their IEP. You will focus on interpreting and writing equations, understanding basic algebraic

fundamentals, and the real application of algebra.

### CONSUMER MATH: A & B

**Course Number:** 8511/8512

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. You will focus on real life math problems involving money. Goals in the areas of money, budgeting, balancing a checkbook, time concepts, and measurement may be addressed.

### LANGUAGE ARTS SKILLS: A & B

**Course Number:** 8535/8536

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. This class will provide direct instruction in the areas of reading and writing by special education instructors. Students enrolled in this class have reading and/or writing IEP goals. You will focus on areas of reading and writing fluency, comprehension, developing reading strategies, and vocabulary and your writing will focus on simple and complex sentences, paragraph writing and vocabulary.

### MATH SKILLS: A & B

**Course Number:** 8523B/8524B

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. You will focus on math fluency and basic computation. Goals in the areas of basic computation, fluency, mental math, problem solving, place value, time, money, and measurement may be addressed.

## FEST PROGRAM

### CAREER DEVELOPMENT SKILLS: A & B

**Course Number:** 8683/8684

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Science Standards referenced curriculum for students who need individualized instruction for independence within the home and community. You may work on goals in the areas of career awareness, career exploration, and career investigation as part of this course. You focus on learning about career interests, strengths, self awareness, career exploration, informational interviews, job shadowing, and exploration of occupational possibilities. Community based instruction is used to generalize classroom learning.

### DAILY LIVING SKILLS: A & B

**Course Number:** 8693/8694

**Prerequisite:** Instructor Approval

This is a comprehensive course for students who need individualized instruction for independence within the home and community. Goals in the areas of independent living, recreation and leisure and community participation may be addressed in this course. You will focus on home management, family living, food preparation, clothing, personal health, and mobility in the community. Community based instruction is used to generalize classroom learning. The course occurs in a two-hour block.

### LANGUAGE ARTS SKILLS FOR LIFE: A & B

**Course Number:** 8643/8644

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction for independence within the home and community. Goals in the areas of reading fluency and comprehension and/or writing fluency may be addressed in this course. You will focus on building skills in word recognition, reading fluency, vocabulary, literal and inferential comprehension, basic grammar, spelling, sentence structure, letter writing, and paragraph writing.

### MATH SKILLS FOR LIFE: A & B

**Course Number:** 8633/8634

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction for independence within the home and community. Goals in the areas of math fluency and basic computation may be addressed in this course. You will focus on the areas of basic computation, real life math problems, money, budgeting, balancing a checkbook, time concepts, and measurement. Community based instruction is used to generalize classroom learning.

### SKILLS FOR INDEPENDENT LIVING: A & B

**Course Number:** 8673F/8674F

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Social Studies Standards referenced curriculum for students who need individualized instruction for independence within the home and community. You will work on goals in the areas of independent living, citizenship, and interpersonal communication may be addressed in this course. You focus on improving in the areas self-awareness, responsible behavior, interpersonal skills, decision making, citizenship, and awareness of one's community. Community based instruction is used to generalize classroom learning.

## NEUROBIOLOGICAL PROGRAM

### LANGUAGE ARTS SKILLS II: A & B

**Course Number:** 8531N/8532N

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. Goals in the areas of reading fluency and comprehension and/or writing fluency may be addressed in this course. The course is generally aimed at reading comprehension, and literature exploration, while continuing to expand reading strategies. Your written language skills will be improved by working on fluency, complex and compound sentences, paragraph writing and essay development.

### MATH SKILLS II: A & B

**Course Number:** 8523N/8524N

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. You will focus on math fluency and advanced computation, as well as, decimals, fractions, number theories, measurement, and geometric formulas. Concepts such as algebraic thinking and data analysis are introduced.

### SCIENCE: A & B

**Course Number:** 8561N/8562N

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Science Standards for students who need individualized instruction.

### SKILLS FOR ACADEMIC SUCCESS: A & B

**Course Number:** 8603/8604

**Prerequisite:** Instructor Approval

This is a comprehensive course that is focused on the development of skills for academic success for students who need individualized instruction. Goals in the area of study skills, organizational skills, and self advocacy may be addressed in this course. You focus on improving in the areas of study skills, organizational skills, test taking skills, self awareness, disability rights and responsibilities, adaptations/accommodations, self advocacy, transition to adult life post secondary environments, and resources and supports for life after high school.

### SOCIAL STUDIES: A & B

**Course Number:** 8541N/8542N

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Social Studies Standards for students who need individualized instruction.

### TRANSITION SKILLS I: A & B

**Course Number:** 8573N/8574N

**Prerequisite:** Instructor Approval

This is a comprehensive course for students who need individualized instruction. You may work on goals in the areas of independent living, recreation and leisure, and community participation. The course is generally aimed at integrating classroom instruction with real life while developing skills you will need for your future.

## STEP PROGRAM

### LANGUAGE ARTS SKILLS II: A & B

**Course Number:** 8818/8819

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. Goals in the areas of reading fluency and comprehension and/or writing fluency may be addressed in this course. You will focus on reading comprehension and literature exploration, while continuing to expand reading strategies. Your written language skills will be improved by working on fluency, complex and compound sentences, paragraph writing and essay development.

### MATH SKILLS II: A & B

**Course Number:** 8838/8839

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. You will focus on math fluency and advanced computation, as well as, decimals, fractions, number theories, measurement, and geometric formulas. Concepts such as algebraic thinking and data analysis are introduced.

### SCIENCE: A & B

**Course Number:** 8848/8849

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Science Standards for students who need individualized instruction.

### SKILLS FOR PERSONAL SUCCESS 11-12: A & B

**Course Number:** 8603C/8604C

**Grade Level:** 11,12

**Prerequisite:** Instructor Approval

This is a comprehensive course that is focused on the development of skills for personal success for students who need individualized instruction. Goals in the areas of making and maintaining friendships, perspective taking, and goal setting may be addressed in this course. You focus on improving in the areas of goal setting, making and maintaining friendships, perspective taking, interpersonal communication, organizational skills, self-advocacy, self awareness, disability rights and responsibilities, transition to adult life post secondary environments, and resources and supports for life after high school.

### SKILLS FOR POSITIVE CHOICES 9-10: A & B

**Course Number:** 8863/8864

**Prerequisite:** Instructor Approval

This is a comprehensive course that is focused on the development of skills in making positive choices for students who need individualized instruction. This course will provide you direct instruction by special education instructors in the areas of goal setting, coping strategies, self-regulation, interpersonal communication, problem solving, self-advocacy, self-awareness, disability rights and responsibilities, transition to post-secondary environments, and resources and supports for life after high school.

### SOCIAL STUDIES: A & B

**Course Number:** 8828/8829

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Social Studies Standards for students who need individualized instruction.

## WORK BASED LEARNING

### SEMINAR: WORK BASED LEARNING: A & B

**Course Number:** 8723/8724

**Prerequisite:** Instructor Approval

This is a comprehensive course that is focused on the development of skills for employment for students who need individualized instruction. Goals in the area of job seeking and job retention may be addressed in this course. You will focus on job applications, interviewing, resume writing, communication with co-workers and authority figures, team work, as well as soft skills such as being on time. You will participate in career awareness activities where they will learn about their individual career aptitudes, preferences and interests.

### WORK EXPERIENCE: A & B

**Course Number:** 8708/8718

**Prerequisite:** Instructor Approval

If you participate in work based learning, you may have competitive employment or find employment with the assistance of a work based learning coordinator. You are required to take a work seminar course while participating in work experience or meet weekly with the work based learning coordinator to earn credit. You will be evaluated based on multiple measures including workplace performance.

## English Learner Programming

Students who qualify for English Learner (EL) services are serviced in pull-out, sheltered content or mainstream classes, as determined by their WIDA language proficiency level:

- 1. Pull Out EL:** Students at English Language Proficiency levels 1 & 2 will attend pull-out EL Reading & Writing courses in English taught by a licensed EL teacher. These courses will consist of English Learners from all proficiency and grade levels.
- 2. Sheltered Content:** English Learners from any proficiency level may be placed in one or more Sheltered Content courses. The sheltered content courses are in the core areas of math, science, social studies and language arts. Students will learn the academic language structures of each content area while earning graduation credit in that content area. Sheltered courses may be taught by co-teachers, one who is licensed in EL and one who is licensed in the content area, by a teacher licensed in both ESL and content, or by a content licensed teacher trained in Sheltered Instruction practices. Sheltered courses may include both English

Learners and fully English proficient peers.

- 3. Mainstream content courses:** As students increase in English language proficiency, they will be placed in mainstream, or regular, content courses, with their English-speaking peers and taught by a content-licensed teacher.

Students over the age of 16, who (1) demonstrate English language proficiency level of 1, as determined by the WIDA W-APT screener, (2) are new to country, and (3) have had limited (gap of 2+ years) or no formal school experience will be served in the PATHS Language Academy the Burnsville Alternative High School. The alternative setting is designed to offer a nurturing environment where students develop their English Language skills while learning to acclimate to the U.S. school system. Students are assessed frequently to determine if a transfer to the mainstream high school setting is appropriate.

Students who demonstrate an English language proficiency level of 5.0 overall and 4.0 or higher in each ACCESS domain (speaking, listening, reading, writing) are exited from formal English Learner services and served in the mainstream classroom setting.

### EL ENTERING READING, LEVEL 1: A & B

**Course Number:** 0201/0212

**Prerequisite:** Instructor Approval

The emphasis of this course is basic vocabulary development necessary for following directions and reading. You will be introduced to beginning phonics. Activities and assignments emphasize your active participation and will include introductory reading activities. Development of vocabulary is emphasized through use of context and theme-based units.

### EL ENTERING SPEAKING, LEVEL 1

**Course Number:** 0181/0182

**Prerequisite:** Instructor Approval

The emphasis of this course is oral communication. This course will develop your listening and speaking skills needed for basic English communication in academic and real-life situations. Your participation and English Language production are key to success in this class.

### EL ENTERING WRITING, LEVEL 1: A & B

**Course Number:** 0301/0312

**Prerequisite:** Instructor Approval

The emphasis of this course is written communication. You will be introduced to basic grammar and taught the present and past verb tenses along with vocabulary development and study. Handwriting practice in manuscript is included in this course.

### EL BEGINNING READING, LEVEL 2: A & B

**Course Number:** 0221/0232

**Prerequisite:** Instructor Approval

The emphasis of this course is continued development of basic vocabulary. A beginning dictionary and the parts of speech are introduced. You will be introduced to basic summarizing and questioning using appropriate leveled books. Emphasis is on basic oral and written comprehension. Development of vocabulary is emphasized through use of context.

### EL BEGINNING WRITING, LEVEL 2: A & B

**Course Number:** 0321/0332

**Prerequisite:** Instructor Approval

This emphasis of this course is to help you improve your writing skills in English as you move toward the intermediate level of proficiency. Emphasis is on writing at the sentences level as you master the syntax patterns and increase vocabulary. The longer forms of discourse are introduced with you practicing simple narrative and descriptive compositions. Topics include the simple present, present continuous, simple past, past continuous, present perfect, and future tenses.

### EL DEVELOPING READING, LEVEL 3: A & B

**Course Number:** 0241/0252

**Prerequisite:** Instructor Approval

This course emphasizes extension of vocabulary development with the introduction of multiple meanings and parts of speech and comprehension beyond the literal level. You will use a dictionary and vocabulary development is emphasized through use of context. Literary terms are introduced through appropriate leveled readings.

### EL DEVELOPING WRITING, LEVEL 3: A & B

**Course Number:** 0341/0352

**Prerequisite:** Instructor Approval

The emphasis of this course is to introduce you to academic writing and vocabulary that you will encounter in mainstream English classes. Sentence strategies are taught so you can identify and correctly produce simple, compound, and complex sentences. Paragraph organization and purpose, grammar, usage, and spelling are also taught.

### EL EXPANDING READING/WRITING, LEVEL 4: A & B

**Course Number:** 0381/0392

**Prerequisite:** Instructor Approval

Expanding Reading and Writing is designed for EL students who are expanding their reading and writing skills into a more academic context. There is an emphasis on reading in the content areas and gaining meaning from the text. Academic writing continues to stress grammar and syntax. You will write multi-paragraph essays for a variety of purposes and audiences and be engaged in writing as a process, which includes prewriting, organizing, drafting, and revising. Special attention is paid to writing for American audiences.

CC - College Credit may be possible

C - Certification may be possible

FA - Fine Arts Credit

**English/Language Arts Core (Page 46)**

Course No.	Course Title	Grade Levels
0421/0432	ENGLISH 10: A & B	10
0441/0452	HON. ENGLISH 10: A & B	10
04611/04721	ENGLISH 10 SKILLS INTERVENTION: A & B	10
0521/0532	ENGLISH 11: A & B	11
05611/05721	ENGLISH 11 SKILLS INTERVENTION: A & B	11
0581/0592	ENGLISH 11: AP LITERATURE & COMP: A & B	11
0911/0912	ENGLISH 9: A & B	9
0921/0922	HON. ENGLISH 9	9
0750	ENGLISH 12: MEDIA LITERACY & RESEARCH	12
0770	ENGLISH 12: AMERICAN LITERATURE	12
0840	CIS/UNIVERSITY WRITING & CRITICAL READING	12 CC
0850	ENGLISH 12: HON. MEDIA LITERACY & RESEARCH	12
8529/8530	LANGUAGE ARTS SKILLS 9: A & B	9
8531/8532	LANGUAGE ARTS SKILLS 10: A & B	10
8531N/8532N	LANGUAGE ARTS SKILLS II: A & B	9, 10, 11, 12
8533/8534	LANGUAGE ARTS SKILLS 11: A & B	11
8535/8536	LANGUAGE ARTS SKILLS: A & B	9, 10, 11, 12
0870	ENGLISH 12: HON. AMERICAN LIT	12
0880	CIS/AMERICAN LITERATURE	12 CC
IH0411	IHCC: READ 93 READING COLLEGE TEXTS	10
IH0422	IHCC: ENGLISH 0099 INTRO TO ACADEMIC WRITING	10
IH0511	IHCC: ENGLISH 1108 WRITING & RESEARCH SKILLS	11 CC
IH0522	ENGLISH 11B: IHCC: INTRO TO LITERATURE	11 CC

**Mathematics Core (Page 48)**

2371/2382	ELL GEOMETRY: A & B	
2611/2622	GEOMETRY A & B	9, 10
2631/2642	ELL ALGEBRA II: A & B	
2651/2662	ALGEBRA II A & B	10, 11
2681/2692	HON. ALGEBRA II: A & B	10, 11
2921/2922	HON. GEOMETRY A & B	9, 10
8511/8512	CONSUMER MATH: A & B	11, 12
8521/8522	ALGEBRA II MATH SKILLS: A & B	10, 11, 12
8523/8524	GEOMETRY MATH SKILLS: A & B	9, 10, 11, 12
8523B/8524B	MATH SKILLS: A & B	9, 10, 11, 12
8523N/8524N	MATH SKILLS II: A & B	9, 10, 11, 12
8525/8526	ALGEBRA I MATH SKILLS: A & B	9, 10, 11, 12

**Health/Physical Education Core (Page 49)**

4000	HEALTH	10
4010	INDIVIDUAL, TEAM & FITNESS	9

**Science Core (Page 50)**

3301/3312	BIOLOGY: A & B	10
3321/3332	ELL BIOLOGY: A & B	
3401/3412	HON. BIOLOGY: A & B	10
3601/3612	CHEMISTRY CONCEPTS: A & B	11
3611/3622	ELL CHEMISTRY: A & B	
3631/3642	CHEMISTRY: A & B	11
3651/3662	HON. CHEMISTRY: A & B	11
3911/3912	PHYSICAL SCIENCE A & B	9
3921/3922	HON. PHYSICAL SCIENCE A & B	9
3971/3982	ELL PHYSICAL SCIENCE: A & B	
8561N/8562N	SCIENCE: A & B	9, 10, 11, 12

**Social Studies Core (Page 51)**

1501/1512	WORLD HISTORY: A & B	10
1511/1522	WORLD HISTORY SKILLS INTERVENTION: A & B	10
1521/1532	AP WORLD HISTORY: A & B	10 CC
1541/1552	AMERICAN HISTORY: A & B	11
1551/1562	AMERICAN HISTORY SKILLS INTERVENTION: A & B	11
1561/1572	CIS/AP AMERICAN HISTORY: A & B	11 CC
1580	AMERICAN GOVERNMENT & POLITICS	12
1581	CIS/AP AMERICAN GOVERNMENT	12 CC

1583	IHCC: POLITICAL SCIENCE 1111 AMERICAN GOVT.	CC
1590	PRINCIPLES OF ECONOMICS	
1592	CIS/AP MICROECONOMICS	12 CC
1841/1852	ELL AMERICAN HISTORY: A & B	
1911	HUMAN GEOGRAPHY	9
1921/1922	AP HUMAN GEOGRAPHY: A & B	9 CC
1941	ELL HUMAN GEOGRAPHY	
8541N/8542N	SOCIAL STUDIES: A & B	9, 10, 11, 12

**Arts, Global Communication & Info Systems (Page 23)**

2551/2562	AP COMPUTER PROGRAMMING A & B	10, 11, 12 CC
0640/0651	INTERMEDIATE MEDIA PRODUCTION: A & B	11, 12
0650/0661	ADVANCED MEDIA PRODUCTION: A & B	12
2500	INTRO TO PROGRAMMING	9, 10, 11, 12
2510	ADVANCED PROGRAMMING	9, 10, 11, 12
2540	IT EXPLORATION	9, 10, 11, 12
2570	MOBILE CS PRINCIPLES	9, 10, 11, 12
2580	AP MOBILE CS PRINCIPLES A & B	10, 11, 12 CC
5021	DRAWING & PAINTING 1	9, 10, 11, 12 FA
5031	DRAWING & PAINTING 2	9, 10, 11, 12 FA
5041	DRAWING & PAINTING 3	10, 11, 12 FA
5051	GLOBAL ARTS & JEWELRY 1	9, 10, 11, 12 FA
5061	GLOBAL ARTS & JEWELRY 2	10, 11, 12 FA
5091	VISUAL MEDIA & DESIGN 1	9, 10, 11, 12 FA
5092	VISUAL MEDIA & DESIGN 2	9, 10, 11, 12 FA
5110	SENIOR ARTIST: DRAWING & PAINTING	12 FA
5120	CERAMICS 1	9, 10, 11, 12 FA
5130	CERAMICS 2	10, 11, 12 FA
5140	CERAMICS 3	11, 12 FA
5150	SENIOR ARTIST: CERAMICS	12 FA
5500	MUSIC THEORY	FA
5501/5502	FRESHMAN BAND: A & B	9 FA
5511/5512	BLAZE BAND: A & B	10 FA
5521/5522	SYMPHONIC BAND: A & B	11, 12 FA
5531/5532	WIND ENSEMBLE: A & B	10, 11, 12 FA
5541/5542	SYMPHONIC ORCHESTRA: A & B	9, 10, 11, 12 FA
5561/5562	JAZZ ENSEMBLE: A & B	9, 10, 11, 12 FA
5571/5572	BLAZE ORCHESTRA: A & B	9, 10, 11, 12 FA
5601/5602	FRESHMAN CHOIR: A & B	9 FA
5631/5632	FREESTYLE: A & B	10, 11, 12 FA
5641/5642	BEL CANTO: A & B	10, 11, 12 FA
5661/5662	BLAZE CHOIR: A & B	10, 11, 12 FA
5671/5672	CONCERT CHOIR: A & B	10, 11, 12 FA
5701	BEGINNING PIANO	FA
5702	INTERMEDIATE PIANO	FA
5703	ADVANCED PIANO	FA
5711	BEGINNING GUITAR	FA
5712	INTERMEDIATE GUITAR	FA
5713	ADVANCED GUITAR	FA
5800	ACTING 1	9, 10, 11, 12 FA
5810	ACTING II	9, 10, 11, 12 FA
5811/5812	DANCE TECHNIQUE 1 A & B	9, 10, 11, 12 FA
5821/5822	DANCE TECHNIQUE 2 A & B	10, 11, 12 FA
0620	JOURNALISM & YEARBOOK PRODUCTION: A & B	9, 10, 11, 12
0630	INTRO TO MEDIA PRODUCTION	9, 10, 11, 12
7070	MULTIMEDIA ANIMATION	9, 10, 11, 12 FA
7080	3-D DESIGN	9, 10, 11, 12 FA
7260	WEB DESIGN	9, 10, 11, 12 FA
7630	DIGITAL PHOTOGRAPHY & MANIPULATION	9, 10, 11, 12 FA
7640	ADVANCED DIGITAL PHOTO & MANIPULATION	9, 10, 11, 12 FA
0800	CREATIVE WRITING	10, 11, 12
8001	DESIGN STUDIO INTRO	9, 10, 11, 12 FA
8010	CREATIVE PRODUCT DEVELOPMENT	9, 10, 11, 12
8020	FASHION PRODUCTION & MERCH	9, 10, 11, 12 FA
8070	HOUSING & INTERIOR DESIGN	10, 11, 12 FA CC

**Design, Engineering & Manufacturing Tech (Page 32)**

3671/3682	AP CHEMISTRY	12	CC
7380	CREATE-A-SKATE	10, 11, 12	BAHS Only
7501/7512	INTRO TO ENGINEERING DESIGN A & B	9, 10, 11, 12	CC
7510/7520	PRINCIPLES OF ENGINEERING A & B	10, 11, 12	CC
7530/7531	CIVIL ENGINEERING & ARCHITECTURE A & B	10, 11, 12	CC
7550/7551	ENGINEERING DESIGN & DEVELOPMENT A & B	11, 12	CC
7560	WOODWORKING	9, 10, 11, 12	
7563	CABINET MAKING	9, 10, 11, 12	
7580	FAB LAB	9, 10, 11, 12	
7700	ENGINE TECHNOLOGY	9, 10, 11, 12	
7748	WELDING/AUTO-BODYWORK & REFINISHING	10, 11, 12	
7750	INTRO TO CONSUMER AUTO	10, 11, 12	
7758	ADVANCED AUTO/VEHICLE SERVICES	11, 12	CC
7808	CONSTRUCTION TRADES I	10, 11, 12	CC
7818	CONSTRUCTION TRADES II	10, 11, 12	CC

**Business, Management & Entrepreneurship (Page 36)**

1594	CIS/AP MACROECONOMICS	12	CC
7130	PERSONAL MONEY MANAGEMENT	10, 11, 12	
7151	INTRO TO BUSINESS & MARKETING	9, 10, 11, 12	CC
7160	SPORTS & ENTERTAINMENT MARKETING	10, 11, 12	CC
7163/7164	DECA SEMINAR A & B	11, 12	
7171	PROFESSIONAL SALES & MARKETING	10, 11, 12	CC
7180	STARTING YOUR OWN BUSINESS	10, 11, 12	CC
7183	EVENT MANAGEMENT	10, 11, 12	CC
7191	ADVERTISING CAMPAIGN	10, 11, 12	CC
7200	ACCOUNTING	10, 11, 12	
7210	COLLEGE ACCOUNTING	10, 11, 12	CC
8030	CHEF 1	9, 10, 11, 12	C
8040	COOKING IN THE FAST LANE	9, 10, 11, 12	
8041	FOOD FOR LIFE	9, 10, 11, 12	
8080	GLOBAL FOODS	10, 11, 12	C
8090/8091	CHEF 2: FOUND. OF CULINARY ARTS 1 A & B	11, 12	C CC

**Health Sciences & Human Services (Page 41)**

1594	CIS/AP MACROECONOMICS	12	CC
1610	PUBLIC AFFAIRS	11, 12	
1620	PSYCHOLOGY	11, 12	
1630	INTRO TO SOCIOLOGY	11, 12	
1680	FORENSIC SCI & CRIMINAL JUSTICE	10, 11, 12	BAHS Only
3510	HUMAN ANATOMY	11, 12	
4001	CURRENT HEALTH ISSUES & CAREERS	12	BAHS Only
4340	YOGA, PILATES & FITNESS I	9, 10, 11, 12	
4352	YOGA, PILATES & FITNESS II	10, 11, 12	
4500	STRENGTH & CONDITIONING I	9, 10, 11, 12	
4510	STRENGTH & CONDITIONING II	10, 11, 12	
4710	FIRST AID & CPR/AED	11, 12	C
4720	ATHLETIC TRAINING	11, 12	
8051	CHILD PSYCHOLOGY & DEVELOPMENT I	9, 10, 11, 12	CC
8052	CHILD PSYCHOLOGY & DEVELOPMENT II	10, 11, 12	CC
8068	PRESCHOOL LAB EXPERIENCE	10, 11, 12	
8100	SOCIAL & FAMILY RELATIONS	11, 12	
8110	EXPLORING RELATIONSHIPS	9, 10	
8140	HEALTHCARE CORE CURRICULUM	11, 12	CC
8150	NURSING ASSISTANT SKILL SET	11, 12	
8301/8302	TEACHING MENTORSHIP-T.A.S.K. A & B	11, 12	

**Global Electives - CTE (Page 54)**

2980	INDEPENDENT STUDY - COMPUTERS	10, 11, 12	CC
7230	COMPUTER APPLICATIONS	9, 10, 11, 12	CC
7490	INDEPENDENT STUDY - BUSINESS ED	10, 11, 12	
7990	INDEPENDENT STUDY - TECHNICAL ED	11, 12	
8111	MAAP STARS/CAREERS INVESTIGATION	10, 11, 12	BAHS Only
8121	CAREER INVESTIGATION	10, 11, 12	BAHS Only
8490	IND STUDY - FAMILY & CONSUMER SCIENCES	11, 12	

**Global Electives - Fine Arts (Page 54)**

5720	HISTORY OF ROCK & ROLL	9, 10, 11, 12	FA
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**Global Electives - English/Language Arts (Page 54)**

0151/0152	ACADEMIC READING: A & B	9	
0710	CIS PUBLIC SPEAKING	11, 12	CC
IH0513	IHCC: COMM PUBLIC SPEAKING	11, 12	CC

**Global Electives - Math (Page 55)**

2401/2412	ALGEBRA FUSION: A & B	9, 10	
2701/2712	ALGEBRA III: A & B	12	
2751/2762	PRECALCULUS: A & B	11, 12	
2771/2782	HON. PRECALCULUS A & B	11, 12	
2811/2822	CIS/AP CALCULUS AB: A & B	12	CC
2851/2862	AP CALCULUS BC: A & B	12	
2951/2962	AP STATISTICS: A & B	11, 12	

**Global Electives - Physical Education (Page 56)**

4030	TEAM SPORTS	9, 10, 11, 12	
4040	CONTACT TEAM SPORTS	9, 10, 11, 12	
4050	RACKET SPORTS I	9, 10, 11, 12	
4070	RECREATIONAL SPORTS	9, 10, 11, 12	
4552	FLOOR HOCKEY, SOCCER, & SPEEDBALL	9, 10, 11, 12	
4620	RACKET SPORTS II	10, 11, 12	
4730	SELF DEFENSE	9, 10, 11, 12	
8421/8432	PERSONAL DEVELOPMENT	11, 12	BAHS Only

**Global Electives - Science (Page 56)**

3540	ASTRONOMY	11, 12	
3721/3732	PHYSICS: A & B	12	
3821/3832	HON. PHYSICS: A & B	12	
3851/3862	AP ENVIRONMENTAL SCIENCE: A & B	11, 12	CC
3881/3892	CIS COLLEGE PHYSICS	11, 12	CC
3890	ENVIRO STUDIES & WILDLIFE CONS	10, 11, 12	BAHS Only

**Global Electives - Social Studies (Page 57)**

1640	CIS SOCIOLOGY: MULTICULTURAL PERSPECTIVES	11, 12	CC
1661/1672	AP PSYCHOLOGY A & B	12	CC
1681	SURVEY OF 20TH CENTURY AMERICA	12	
1690	CIS - INTRO TO AFRICAN AMERICAN STUDIES	11, 12	CC

**Global Electives - World Languages (Page 57)**

6001/6012	French 1: A & B	9, 10, 11, 12	
6041/6052	French 2: A & B	9, 10, 11, 12	
6081/6092	French 3: A & B	10, 11, 12	
6121/6132	CIS French 4: A & B	11, 12	CC
6161/6172	CIS French 5: A & B	11, 12	CC
6301/6312	Spanish for Heritage Learners I: A & B	9, 10, 11, 12	
6311/6322	Spanish for Heritage Learners II: A & B	10, 11, 12	
6401/6412	Spanish 1: A & B	9, 10, 11, 12	
6441/6452	Spanish 2: A & B	9, 10, 11, 12	
6481/6492	Spanish 3: A & B	10, 11, 12	
6521/6532	Spanish 4: A & B	11, 12	
6561/6572	CIS Spanish 5: A & B	12	CC

**Global Electives - Youth Service (Page 59)**

8321/8322	Youth Service Teaching: A & B	11, 12	
8331/8332	Youth Service Peer Tutoring: A & B	11, 12	
8351/8352	Youth Service Social Services: A & B	11, 12	
8401/8402	Youth Service Community Volunteer: A & B	10, 11, 12	

Welcome to Burnsville Alternative High School (BAHS), which is a public educational option designed to help students in grades 10-12 remain in school and earn their high school diplomas.

BAHS offer classes in a student-centered, small and caring environment. Class sizes are small and individual support is provided to meet the needs of each learner. We enjoy helping our students succeed and supporting our teachers in their work. We're passionate about learning and we're here to help your child achieve their fullest potential possible.

Graduation, college and career readiness is our goal and expectation for each student. We work in partnership with our students, families, community and stakeholders to make this happen.

**Vision** – Success for all, regardless of circumstances.

**Mission** – We, as a learning community, promote academic and personal success for all; one student, one day at a time.

## Programming

### AVID

Academic strategies like writing to learn, inquiry, collaboration, organizational skills, and critical reading (WICOR) are taught in all classes by teachers who have been trained to use AVID (Advancement Via Individual Determination) strategies in their specific content areas. We're using AVID's proven strategies to decrease the achievement gap and increase school-wide academic performance for students with an intentional focus on college & career readiness skills. The Burnsville Alternative High School staff is excited about this building wide AVID program.

### PATHS (Preparing Academics Through Holistic Support)

PATHS Language Academy is designed to help students learn English while celebrating all cultures. Our special program offers:

- Personal attention to learning English while earning a high school degree
- Small classroom sizes for more time with teachers
- Graduation credits and internship opportunities
- Opportunities to keep in touch with friends and family globally using computers
- Family events that honor all cultures
- Local resources and support for the entire family

In addition, students will build relationships with others who are new to the U.S. through friendships and mentoring.

### Dakota County Technical College (DCTC) Opportunities

Students in grades 10-12 have the opportunity to enroll in any of the technical career areas offered through Dakota County Secondary Technical Center. Dakota County Secondary Technical Center provides technical education for high school students. Juniors and seniors may be able to earn college credit in some courses.

## General Information

- Relationships are an essential part of our school culture and student success.
- Any student 10th grade and older may apply to enter the Burnsville Alternative High School. A guidance counselor, teacher, parent or administrator may refer students.
- Students may take any number of classes at BAHS depending on their need and interests. They are also eligible to attend Dakota County Technical College, or participate (if eligible) in any co-curricular options available to Burnsville High School students.
- The Burnsville Alternative High School day is organized using a 4 block structure that meet for a full quarter. A block equates to

**18** • Information listed in this catalog is current as of January 2016. For up-to-date information, visit [www.isd191.org](http://www.isd191.org).

## Administrative Team



Janice Porter,  
Principal



Stephen Pettinelli,  
Dean of Students

## Contact Us

2140 Diffley Road  
Eagan, MN 55122  
952-707-4020

[www.isd191.org/bahs](http://www.isd191.org/bahs)

2-periods.

- Students must be making reasonable progress toward graduation to continue participation in the program. If a student is failing to make satisfactory progress, a meeting will be held to determine what educational option is appropriate.
- Students graduating from BES ALC may participate in the ALC graduation ceremony, their local school ceremony or both.
- BAHS is dedicated to creating a positive culture and climate to help every student succeed. We utilize Positive Behavioral Interventions & Supports (PBIS) strategies to aid students in striving for academic excellence, personal growth and real world readiness by following core values of Pride, Respect and Responsibility.

## Courses

Students may take any credits necessary to earn a high school diploma. Credits from other accredited high schools transfer to the Burnsville Alternative High School. For credit questions, please contact DeSha Russell, Guidance Counselor, at 952-707-4031.

## Credit

Students must complete all required work and meet the attendance standards in order to receive credit. At the end of each quarter, students can receive one semester credit for each block class.

## Evaluation

Students are evaluated both on course content, the skills they demonstrate in acquiring the material presented, and their attendance. Grades will reflect proficiency or mastery of course content, quality of the work completed, level of participation in class, and daily attendance. Emphasis is placed on the quality of the student's day to day performance. Students receive a weekly progress report.

## Attendance

Attendance is a critical component of the alternative program. Attendance is directly tied into the credit a student earns. It is a part of the student's grade. According to Minnesota State law, all students are to be in school until the age of 18. A student is considered truant if they have 7 unexcused absences, either 7 full days, single periods on 7 different days, or a combination of both. A truancy report must be filed with the county. The goal is to keep students in school. The BES ALC high school alternative program abides by this law and will respond accordingly.

## Credit Recovery

For students in grades 10-12 in need of credit recovery, the BES Area Learning Center Extended Day program is offered in an online format. There are usually two sessions during the school year. Students can sign up for a maximum of two (2) courses per session. The online class must be completed during the enrolled session. All students are required to take a pre-assessment on the first day of the session. Teachers are available for assistance during the week on specifically assigned days which are published during the registration periods. Students are required to meet with their teachers a minimum of 10 times during the session.

# Career Fields

## What is a Career Field?

Potential career interests are broken into four categories called Career Fields (shown on the next page). Each Career Field contains careers that are related to each other. By placing the careers in fields, we hope to help students see many options that may pique their interests based on careers they already know about.

The list of careers on the Career Fields page is by no means comprehensive. It provides examples of the kinds of careers students might be preparing for by following a particular Pathway.

## How do I use the Career Fields Page?

Each colored section represents a Career Field, with the name of the field listed at the top of the section. For instance, the purple section is the “Arts, Global Communications & Information Systems” Career Field. Other Career Fields are “Design, Engineering & Manufacturing Technologies” in orange, “Business, Management & Entrepreneurship” in yellow, and “Health Sciences & Human Services” in blue. These color themes follow throughout the Course Catalog.

Within each Career Field, there are three or four groups of careers. These groups have a heading (e.g. “Visual & Performing Arts” in the Arts, Global Communications & Information Systems field.) which is the name of a Pathway at Burnsville High School. **Read more about Pathways on Page 21.**

Then, under each Pathway is a list of career examples. A student who is interested in a particular career can find it on the Career Fields page and then know which Pathway they would follow to begin preparing for that career. For instance, if you are interested in Radio Broadcasting, you’ll see that career falls under the “Journalism & Broadcasting” Pathway. Simply turn to the Purple section of this catalog to get details about the Journalism & Broadcasting Pathway.

## What is Success 191?

At the center of the Career Fields page is “Success 191.” This is a one-semester course that students take during their first year at Burnsville High School (ninth-grade only). In Success 191, students will learn about themselves, their interests and beginning planning their futures. Students will learn about what options they have, planning their studies to ensure they graduate, choosing the right college or field of study, finding scholarships, and much more.

## Career & College Core

The “College & Career Core” section includes courses that all students take to prepare them for college or a career. In many courses, there are advanced level options.

## Global Electives

Elective course offerings can be found in each Pathway table and section of this catalog. Additional elective courses that may not fall into a specific Pathway are also found in the Global Electives section and listed by department.

## How to Read the Career Fields Page

<b>Career Field</b>	<b>Arts, Global Communications &amp; Information Systems</b>	
<b>Pathway</b>	<b>Visual &amp; Performing Arts</b> <ul style="list-style-type: none"> <li>• Music</li> <li>• Theater</li> <li>• Visual Arts</li> </ul>	<b>Information Technology</b> <ul style="list-style-type: none"> <li>• Information Support Services</li> <li>• Network Systems</li> <li>• Programming &amp; Software</li> <li>• Web &amp; Digital Communications</li> </ul>
<b>Career Examples</b>	<b>Journalism &amp; Broadcasting</b> <ul style="list-style-type: none"> <li>• Video Journalism</li> <li>• Print Journalism</li> <li>• Radio Broadcasting</li> </ul>	

### QUICK GUIDE

**Career Fields**  
Broad categories of career interests. There are 4 Career Fields, each represented by a different color.

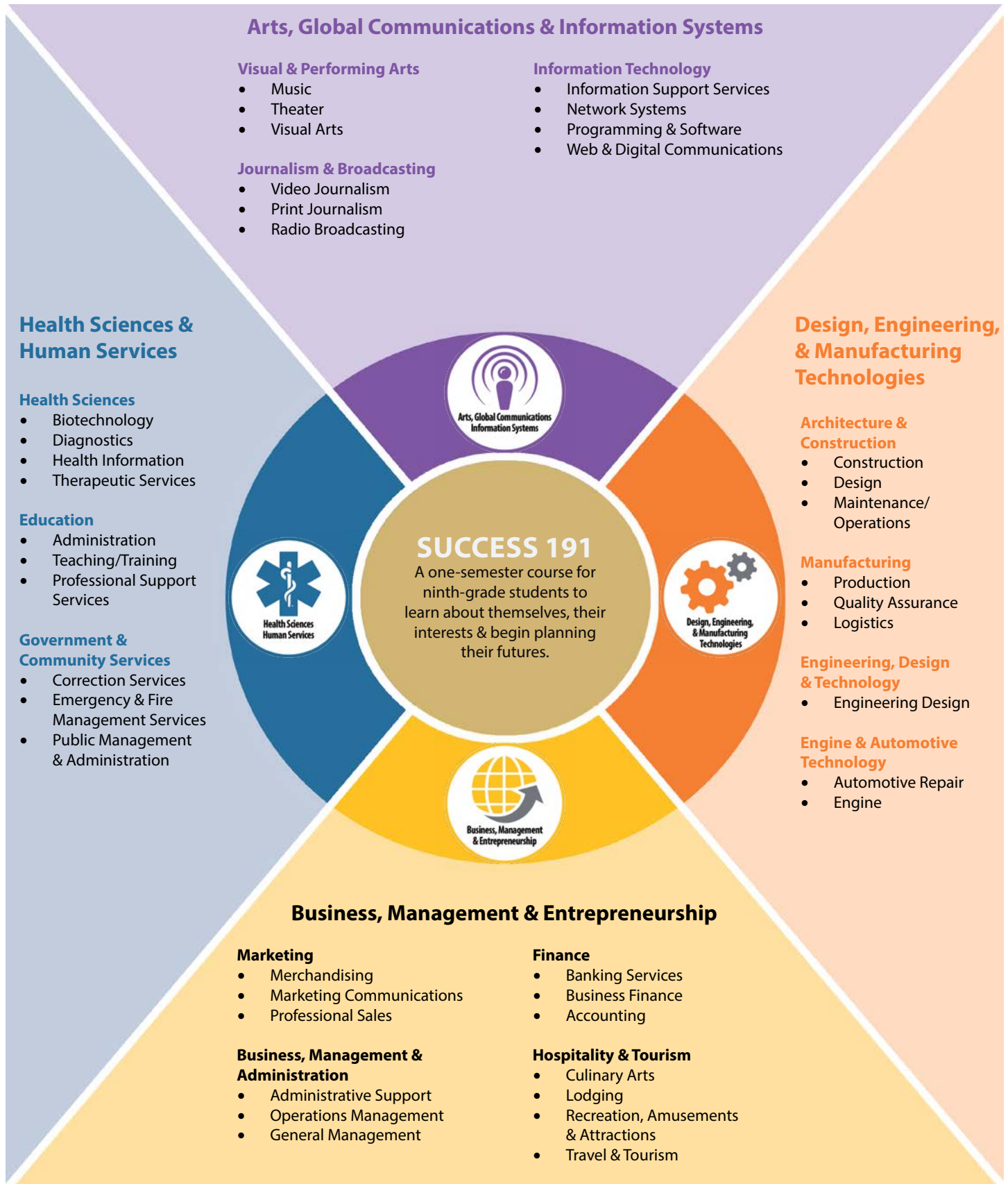
**Pathways**  
Series of classes that students take to help them prepare for their futures.

**Career Examples**  
Real-world jobs



# Career Fields

This guide will help students find Pathways that are related to their career interests.



# Pathways

## What is a Pathway at Burnsville High School?

A Pathway is a series of classes that BHS students can take that will help them follow their interests and prepare for further study, training or work opportunities within a career field. As students learn more about their interests, they can explore one or more Pathways, which can help them:

- Plan their education at BHS and beyond.
- Prepare for college and career.
- Explore classes that might interest them.
- Understand how classes & careers fit together.
- Understand what is required for success.

Each Pathway falls within a Career Field. For instance, a student who is interested in architecture would:

1. Look in the Design, Engineering, Manufacturing Technology Career Field, which includes architecture,
2. Find the Architecture & Construction Pathway, and
3. Plan to take courses in that Pathway, starting from the bottom and building to the top.

This catalog has sections for each Career Field, and inside each section, you'll see a grid like the one below that will help you organize and plan your courses throughout your high school career.

## Can I only choose one Pathway?

You are not limited by the Pathways. They are intended to help you find courses that match your interests, but you can take courses from many different Pathways, as long as you meet BHS credit requirements shown on Page 6.

## How do I use the Pathway table?

Each column in the table represents a specific Pathway. In the table below, the Pathways are "Architecture & Construction," "Manufacturing," "Engineering, Design & Technology," and "Engine & Automotive Technology."

Courses in that column build from introductory courses at the bottom, which might be taken in ninth grade, to more advanced courses at the top.

### Design, Engineering & Manufacturing Technologies Pathways

### Career Field

Designated by color throughout the catalog

### Pathways

Each column in the table represents a Pathway. Use the Career Fields page to find careers that interest you and which Pathways they fall within.

### Courses

Start at the bottom of the table to find introductory courses in your Pathway, then plan to build up toward advanced courses that will prepare you more and more for the careers that interest you. Grades shown are recommended

This page will help students find & choose courses that are related to a particular Pathway. Each column in the table represents a specific Pathway. Courses in that column build from introductory courses at the bottom, which might be taken in ninth grade, to more advanced courses at the top.

Grade	Architecture & Construction	Manufacturing	Engineering, Design & Technology	Engine & Automotive Technology
12		<ul style="list-style-type: none"> <li>• Advanced Placement Chemistry</li> </ul>		
11, 12	<ul style="list-style-type: none"> <li>• Engineering Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>• Engineering Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Auto/Vehide Services</li> </ul>
10, 11, 12	<ul style="list-style-type: none"> <li>• Construction Trades 1</li> <li>• Construction Trades 2</li> <li>• Civil Engineering &amp; Architecture</li> <li>• Principals of Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• Construction Trades 1</li> <li>• Construction Trades 2</li> <li>• Civil Engineering &amp; Architecture</li> <li>• Principals of Engineering</li> <li>• Create-a-Skate (BAHS)</li> </ul>	<ul style="list-style-type: none"> <li>• Civil Engineering &amp; Architecture</li> <li>• Principals of Engineering</li> <li>• Create-a-Skate (BAHS)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to Consumer Auto</li> <li>• Welding/Autobody Work &amp; Refinishing</li> </ul>
9, 10, 11, 12	<ul style="list-style-type: none"> <li>• Cabinet Making</li> <li>• Fab Lab</li> <li>• Introduction to Engineering Design</li> <li>• Woodworking</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet Making</li> <li>• Fab Lab</li> <li>• Introduction to Engineering Design</li> <li>• Woodworking</li> </ul>	<ul style="list-style-type: none"> <li>• Cabinet Making</li> <li>• Fab Lab</li> <li>• Introduction to Engineering Design</li> <li>• Woodworking</li> </ul>	<ul style="list-style-type: none"> <li>• Engine Technology</li> </ul>



## SUCCESS 191

SUCCESS 191 is a one-semester course in which ninth-grade students will learn about themselves, their interests and begin planning their futures. Students enrolling in Success 191 will receive information at registration information sessions.



# ARTS, GLOBAL COMMUNICATIONS & INFORMATION SYSTEMS

Visual & Performing Arts  
Information Technology  
Journalism & Broadcasting

## Icon Key



College Credit  
Opportunity



Certification  
Opportunity



Fine Arts  
Credit

Watch for these symbols next to course descriptions throughout the catalog. They indicate that the course offers an opportunity to earn college credit, a professional certification, and/or meets the Burnsville High School Fine Arts requirement.

## Arts, Global Communications, Information Systems Pathways

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This page will help students find & choose courses that are related to a particular Pathway. Each column in the table represents a specific Pathway. Courses in that column build from introductory courses at the bottom, which might be taken in ninth grade, to more advanced courses at the top.

Grade	Visual & Performing Arts	Information Technology	Journalism & Broadcasting
12	<ul style="list-style-type: none"> <li>Advanced Media Production</li> <li>Senior Artist: Ceramics</li> <li>Senior Artist: Drawing &amp; Painting</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Media Production</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Media Production</li> </ul>
11, 12	<ul style="list-style-type: none"> <li>Advanced Guitar</li> <li>Advanced Piano</li> <li>Ceramics 3</li> <li>Intermediate Media Production</li> <li>Symphonic Band</li> </ul>	<ul style="list-style-type: none"> <li>Intermedia Media Production</li> </ul>	<ul style="list-style-type: none"> <li>Intermedia Media Production</li> </ul>
10, 11, 12	<ul style="list-style-type: none"> <li>Acting 2</li> <li>Bel Canto</li> <li>Blaze Choir</li> <li>Ceramics 2</li> <li>Concert Choir</li> <li>Dance Technique 2</li> <li>Drawing &amp; Painting 3</li> <li>Freestyle Choir</li> <li>Global Arts &amp; Jewelry 2</li> <li>Housing &amp; Interior Design</li> <li>Intermediate Guitar</li> <li>Intermediate Piano</li> <li>Wind Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>AP Computer Programming</li> <li>AP Mobile CS Principles</li> </ul>	<ul style="list-style-type: none"> <li>Creative Writing</li> </ul>
10	<ul style="list-style-type: none"> <li>Blaze Band</li> </ul>		
9, 10, 11, 12	<ul style="list-style-type: none"> <li>3-D Design</li> <li>Acting 1</li> <li>Advanced Digital Photography &amp; Manipulation</li> <li>Beginning Guitar</li> <li>Beginning Piano</li> <li>Blaze orchestra</li> <li>Ceramics 1</li> <li>Creative Product Development</li> <li>Dance Techniuqe 1</li> <li>Design Studio Introduction</li> <li>Digital Photography &amp; Manipulation</li> <li>Drawing &amp; Painting 1 &amp; 2</li> <li>Fashion Production &amp; Merchandising</li> <li>Global Arts &amp; Jewelry 1</li> <li>Jazz Ensebmle</li> <li>Multimedia Animation</li> <li>Music Theory</li> <li>Symphonic Orchestra</li> <li>Visual Media &amp; Design 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>3-D Design</li> <li>Advanced Digital Photography &amp; Manipulation</li> <li>Advanced Programming</li> <li>Digital Photography &amp; Manipulation</li> <li>Introduction to Programming</li> <li>IT Exploration</li> <li>Mobile CS Principles</li> <li>Multimedia Animation</li> <li>Visual Media &amp; Design 1 &amp; 2</li> <li>Web Design</li> </ul>	<ul style="list-style-type: none"> <li>3-D Design</li> <li>Advanced Digital Photography &amp; Manipulation</li> <li>Digital Photography &amp; Manipulation</li> <li>Introduction to Media Production</li> <li>Journalism &amp; Yearbook Production</li> <li>Multimedia Animation</li> <li>Visual Media &amp; Design 1 &amp; 2</li> </ul>
9	<ul style="list-style-type: none"> <li>Freshman Band</li> <li>Freshman Choir</li> </ul>		

**3-D DESIGN****Course Number:** 7080**Grade Level:** 9, 10, 11, 12**Prerequisite:** Multimedia Animation

This course builds on the knowledge and skills learned in Multimedia Animation to provide you with the opportunity to study the concepts of multimedia design more in-depth. Specifically, you will learn more about graphics and animation software use in product design, film effects, and gaming. In this high-end, fast-paced course, you will use the software 3-D Max, used by the film industry to model and develop its animated movies, to design and fabricate a toy or product that markets the characters and storyline of a 3-D film.

**ACTING I****Course Number:** 5800**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

Acting is the study and application of basic acting experiences. You will work with inhibition, stage fright, voice and body exercises, pantomime, charades, story dramatization, and improvisation. It will also expose you to character portrayal in various memorized cuttings from different plays of the modern period.

**ACTING II****Course Number:** 5810**Grade Level:** 9, 10, 11, 12**Prerequisite:** Acting I or instructor approval

You will receive training in acting theory, method, and technique in this more advanced acting course. You will use these in working with scripts representing styles from French fop to James Dean rebel. You will also be given opportunities to direct scenes in these various styles. Actors may use scripts in student-directed scenes.

**ADV. DIGITAL PHOTOGRAPHY & MANIPULATION****Course Number:** 7640**Grade Level:** 9, 10, 11, 12**Prerequisite:** Digital Photography and Manipulation

The Advanced Digital Photography and Manipulation course provides you with a more in-depth study of photographic composition, specifically portrait/people and nature photography with an emphasis on controlled lighting and flash photography. You will also study and perform advanced digital manipulation and facial repair (image enhancements) with Adobe CS5 or higher and will use images in presentations (PowerPoint and Windows Movie Maker), printing, enlarging and displaying. To complete the required projects, you are encouraged to provide your own cameras. You may be responsible for materials needed for take-home projects above the requirements of the course.

**ADVANCED GUITAR****Course Number:** 5713**Grade Level:** 10, 11, 12**Prerequisite:** Beg. Guitar & Int. Guitar, or Instructor Approval

This course is designed to continue coursework taught in intermediate guitar and will be more performance-based. Advanced notes, rhythms, and theory will be taught to give you the ability to play challenging guitar music. You will play mostly in groups. Repertoire will include classical, folk, jazz and pop music. A small number of performances outside of the school day are possible. From the knowledge acquired, you will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.

**ADVANCED MEDIA PRODUCTION: A & B****Course Number:** 0650/0661**Grade Level:** 12

**Prerequisite:** Introduction to and Intermediate Media Production  
Advanced Media Production is designed to give you the advanced skills and understanding of television production. This course is strongly recommended for students who are interested in media and media production as a career choice. You will also be encouraged to explore other aspects of video production including music videos, documentaries and short films. You will be required to mentor other students and have opportunities to participate in internships, as well as, produce segments for Burnsville cable educational channel 18 (BCTV).

**ADVANCED PIANO****Course Number:** 5703**Grade Level:** 9, 10, 11, 12**Prerequisite:** Beginning and Intermediate Piano, or Instructor Approval

This is a course that is designed to continue coursework taught in intermediate piano. Advanced notes, rhythms, and theory will be taught to give students the ability to play challenging piano music. You will play individually and in groups, and will have the opportunity to move at an individualized pace. Repertoire will include classical, folk, jazz and pop music. From the knowledge acquired in this course, you will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.

**ADVANCED PROGRAMMING****Course Number:** 2510**Grade Level:** 9, 10, 11, 12**Prerequisite:** Introduction to Programming

This course builds on the knowledge and skills learned in Introduction to Programming to provide you with the opportunity to study the concepts of programming more in-depth. You will continue your study of the Visual Studio design environment. Specifically, you will learn to use many basic program structures, including variables and arrays, decision and loop structures, user defined sub-routines and functions, file and registry operations, and OLE (Object Linking and Embedding). Additionally, you will explore VBA and its uses for VB macros in Word and Excel.

**AP COMPUTER PROGRAMMING A & B****Course Number:** 2551/2562**Grade Level:** 10, 11, 12**Prerequisite:** None

If you are planning on taking the AP Computer Science Exam, you will want to take Advanced Placement (AP) Computer Science. The AP Computer Science Course will provide you with experiences suitable for continued study of computer science at the university level or study in other disciplines that require significant involvement with computing. You will learn and apply program design, programming techniques and implementation, program analysis and error handling, data structures, algorithms, and the study of modern computer hardware and operating systems.



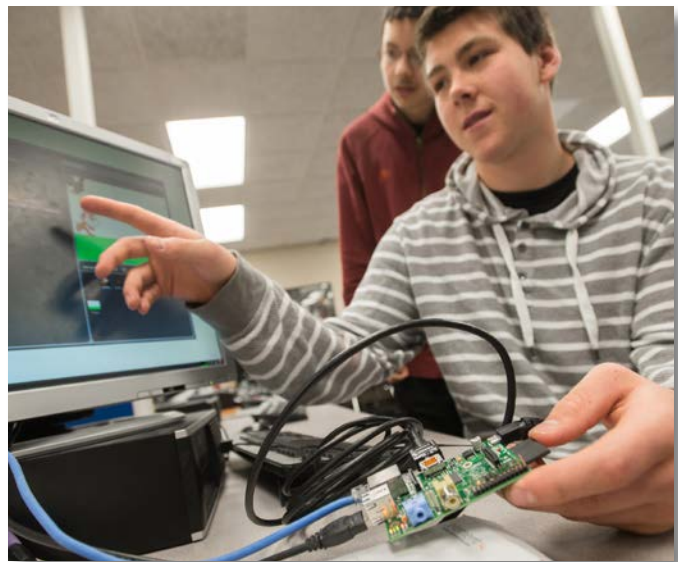
**AP MOBILE CS PRINCIPLES A & B**

**Course Number:** 2580

**Grade Level:** 10, 11, 12

**Prerequisite:** Algebra II recommended

Advanced Placement (AP) Mobile Computer Science Principles provides you an opportunity for advanced study of the applications and principles of computer science. You will learn about computer science and deepen your understanding of its fundamental concepts through building socially useful mobile apps. In addition to programming and core computer science concepts, the course is project-based and designed to strengthen your skills in the areas of writing, communication, collaboration, and creativity. If you are looking at careers in computer science, this course will ensure you have the knowledge and skills employers are looking for.



**BEGINNING GUITAR**

**Course Number:** 5711

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

This is a course that is designed for guitar beginners. Basic notes, rhythms and theory will be taught to give students the ability to play beginning guitar music. You will play individually and in groups. Repertoire will include classical, folk, jazz and pop music. From the knowledge acquired, you will be able to study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.



**BEGINNING PIANO**

**Course Number:** 5701

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

This is a course designed for piano beginners. Basic notes, rhythms and theory will be taught to give you the ability to play beginning piano music. You will play individually and in groups, and will have the opportunity to move at an individualized pace. Repertoire will include classical, folk, jazz, and pop music. From the knowledge acquired, you will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.



**BEL CANTO: A & B**

**Course Number:** 5641/5642

**Grade Level:** 10, 11, 12

**Prerequisite:** Audition required

Bel Canto is for female students with an advanced ability in vocal music and a high degree of self-motivation and dedication to achieve the highest performance level possible. This choir performs sacred and secular music from many different cultures, styles, and periods in music history. Attendance at all performances and extra rehearsals is mandatory. This choir may participate in South Suburban Conference events, as well as a choir tour every other year.



**BLAZE BAND: A & B**

**Course Number:** 5511/5512

**Grade Level:** 10

**Prerequisite:** Freshman Band, or instructor approval

Blaze Band emphasizes good playing techniques and habits while performing a wide variety of challenging repertoires and presentations. The Blaze Band studies mature musical concepts and techniques, with the primary focus on furthering quality breathing techniques, musicianship, characteristic tone and ensemble techniques. Attendance at several performances outside of the school day is required. Members will be responsible for obtaining proper performance attire and miscellaneous supplies.



**BLAZE CHOIR: A & B**

**Course Number:** 5661/5662

**Grade Level:** 10, 11, 12

**Prerequisite:** None

Blaze Choir is an upperclassmen ensemble which gives you the experience of preparing and performing choral music, both sacred and secular from a variety of styles. There is an emphasis on comprehensive music education that includes musical development for you, as well as establishing a sense of enjoyment and accomplishment of singing and performing as a group. Blaze Choir will perform at all scheduled performances. Attendance at all performances and extra rehearsals is mandatory.



**BLAZE ORCHESTRA: A & B**

**Course Number:** 5571/5572

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** Students must have previous experience playing the violin, viola, cello, or string bass. Students must be proficient at reading music notation.

Blaze Orchestra reinforces the playing techniques and habits learned in middle school orchestra while performing a wide variety of challenging repertoire. Technical focus will be on sound development, ensemble balance, and blending of sounds. Attendance at a limited number of rehearsals and a variety of performances outside of the school day is required of all members. Members will be responsible for obtaining proper performance attire and miscellaneous supplies.



**CERAMICS 1**

**Course Number:** 5120

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

In this course, you will learn and engage in the process of working with clay to create a variety of handmade projects, including working on the potter's wheel. You will design and create each project using multiple creative approaches as you creatively express your personal voice. You will engage in multiple processes as you learn and develop skills to create well crafted clay objects, joining the long tradition of the craft. All projects will be bisque and glaze fired and taken home. You will also have the opportunity to connect with the service learning project Bowls for BrainPower.



**CERAMICS 2****Course Number:** 5130**Grade Level:** 10, 11, 12**Prerequisite:** Ceramics 1

In this course, you will focus on learning how to create functional pottery on the potter's wheel, as well as improve on the hand building skills developed in Ceramics. You choose from a menu of project choices, engaging in deeper learning and understanding of the processes of working with clay. You will creatively express your personal voice for each project as you continue to explore the dynamics of creating well-crafted clay objects and develop an appreciation for the tradition of the craft. All projects will be bisque and glaze fired and taken home. You will also have the opportunity to connect with the service learning project Bowls for BrainPower.

**CERAMICS 3****Course Number:** 5140**Grade Level:** 11, 12**Prerequisite:** Ceramics 1 and Ceramics 2

You will build upon the learning and understanding of the processes of working with clay developed in earlier ceramics classes, improving your skills and abilities in using hand building or wheel throwing techniques as you express your personal voice in clay projects. You will develop your personal style as you continue to explore the dynamics of creating well-crafted clay objects and develop a deeper appreciation for the tradition of the craft. All projects will be bisque and glaze fired and taken home. You will also have the opportunity to connect with the service learning project Bowls for BrainPower.

**CONCERT CHOIR: A & B****Course Number:** 5671/5672**Grade Level:** 10, 11, 12**Prerequisite:** Audition required

Concert Choir is for those of you with an advanced ability in vocal music and a high degree of self-motivation and dedication to achieve the highest performance level possible. This choir performs primarily a cappella sacred and secular literature from many cultures and periods of music history. Attendance at all performances and extra rehearsals is mandatory. This choir may participate in South Suburban Conference events, as well as a choir tour every other year.

**CREATIVE PRODUCT DEVELOPMENT****Course Number:** 8010**Grade Level:** 9, 10, 11, 12**Prerequisite:** Design Studio Introduction

In the Creative Product Development course you will study textiles, fabrics, clothing care and construction, sewing equipment, pattern selection, and needlecraft. You will learn more advanced sewing, including pattern alterations and fashion design. You will select projects that match your interests and abilities to create unique products that reflect you. The knowledge and skills you learn will allow you to express yourself through your work and can be used as a hobby, for entrepreneurial opportunities, or as a pathway to a career in design.

**CREATIVE WRITING****Course Number:** 800**Grade Level:** 10, 11, 12**Prerequisite:** None

Emphasis in this course will be on writing to develop a clearer and more expressive voice. Experimenting with a variety of written exercises and practice, you will explore the creative process and learn strategies for improving both the content and mechanics of your written expression. Reading works of published writers to examine the craft of writing will be part of our course work, as well as ongoing peer and teacher feedback. You will establish a body of polished work--stories, poems, dialogues, personal narratives and children's literature.

**DANCE TECHNIQUE 1 A & B****Course Number:** 5811/5812**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

This course is designed as an introduction to basic dance technique, composition, dance history, and philosophy. Through dance, you will learn the fundamentals of kinesthetic awareness, spatial awareness, proper body alignment, locomotor and non-locomotor movements, physical and technical exercises, patterns, and combinations that will help you develop your strength, flexibility, coordination, balance, memory, and performance skills. You will learn the history and philosophy of various forms of dance through lectures, discussions, readings, videos, and written work. Performances are a required part of this course.

**DANCE TECHNIQUE 2 A & B****Course Number:** 5821/5822**Grade Level:** 10, 11, 12**Prerequisite:** Dance Technique 1, or instructor approval

This course is designed to follow Dance Technique 1 A & B and support you in refining your dance skills. You are expected to have a working knowledge of fundamental concepts and skills involved in basic dance movements. Technique and composition, history and philosophy continue at an intermediate level in this course. Performances are a required part of this course.

**DESIGN STUDIO INTRODUCTION****Course Number:** 8001**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

This course is designed as an introductory course to help you develop your personal and career interest in the areas of fashion design and housing and interior design. You will explore the elements and principles of good design while exploring the building blocks of design theory to express yourself in fashion and your surroundings. You will apply the elements and principles of design to create portfolios relating to your interests in either a fashion or interior design pathway of study. You will have the opportunity to work on individualized projects allowing you to develop skills in your area of interest.



**DIGITAL PHOTOGRAPHY & MANIPULATION****Course Number:** 7630**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

Digital Photography and Manipulation includes the study of cameras (types, accessories and handling), photographic composition, as well as, digital manipulation (image enhancements and repairs through special techniques) with Adobe Cs5 or higher, Picasa and Pklnik. You will also study printing and presentation techniques (contact printing, enlarging and displaying) while using PowerPoint and Windows Movie Maker. To complete the required projects, you are encouraged to provide your own cameras. You may be responsible for materials needed for take-home projects above the requirements of the course.

**DRAWING & PAINTING 1****Course Number:** 5021**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

If you wish to learn and engage in understanding how to communicate thoughts, ideas and concepts visually then this is the course for you. You will create with multiple materials/mediums as you engage in a variety of drawing & painting activities. You will explore and develop ways to clearly communicate your artistic intent and personal voice by completing a series of projects, processes, and experiences designed to improve your art making skills. If you plan to pursue a post-secondary art major or a career in art, you will be able to build your portfolio using projects you create in this course.

**DRAWING & PAINTING 2****Course Number:** 5031**Grade Level:** 9, 10, 11, 12**Prerequisite:** Drawing & Painting 1 or Art I or 2-D Foundation

You will build upon the knowledge and skills learned in Drawing & Painting as you further develop your artistic intent and personal voice. You will focus on building skills as you create original works of art with multiple materials/mediums based upon your project choices. Additionally, you will have the opportunity to participate in exhibiting your work. If you plan to pursue a post-secondary art major or a career in art, you will be able to build your portfolio using projects you create in this course.

**DRAWING & PAINTING 3****Course Number:** 5041**Grade Level:** 10, 11, 12**Prerequisite:** Drawing & Painting 2

You will continue to build upon the knowledge and skills learned in earlier visual arts courses as you focus on developing your artistic and personal voice while creating original works of art. You will engage in multiple approaches/processes and work with a variety of materials/mediums based upon your personal interest and choices. Participation in exhibitions, scholarship contests, and creating work to be included in a personal portfolio will be strongly encouraged and supported.

**FASHION PRODUCTION & MERCHANDISING****Course Number:** 8020**Grade Level:** 9, 10, 11, 12**Prerequisite:** Design Studio Introduction

The Fashion Production and Merchandising course focuses on you as an individual and how clothes and fashion are an important part of your life, helping you look your best and feel good about yourself. In this course, you will explore the history of fashion, current trends in fashion, apply the elements and principles of design, and apply your knowledge and skills to express a personal artistic statement that reflects creative choices. You will be involved in wardrobe planning, fashion sketching and design, and basic sewing applications with the creation of fashion accessories, simple clothing items, clothing refurbishing, and repair. You will present your learned skills and projects in the production of a fashion show. You may be responsible for materials needed for take-home projects above the requirements of the course.

**FREESTYLE CHOIR: A & B****Course Number:** 5631/5632**Grade Level:** 10, 11, 12**Prerequisite:** Audition required. Student must also participate in one of the following: Concert Choir, Bel Canto or Blaze Choir.

FreeStyle is a small ensemble that explores a wide variety of literatures with an emphasis on vocal jazz. You will also interpret and evaluate the music they perform through the study of music theory, history and improvisation. You must have a high degree of self-motivation and dedication to achieve the top performance level possible. This choir will perform for school and community events that require an extra amount of after school commitment. Attendance at all performances and extra rehearsals is mandatory. This choir usually tours annually.

**FRESHMAN BAND: A & B****Course Number:** 5501/5502**Grade Level:** 9**Prerequisite:** 8th grade band, or instructor approval

Freshman Band reinforces good playing techniques and habits learned in middle school band, while performing a wide variety of challenging repertoire and presentations. The Freshman Band will study more mature musical concepts and techniques, with the primary focus on fostering quality breathing techniques, musicianship, characteristic tone and ensemble techniques. Attendance at several performances outside of the school day is required of all members. Members will be responsible for obtaining proper performance attire and miscellaneous supplies.

**FRESHMAN CHOIR: A & B****Course Number:** 5601/5602**Grade Level:** 9**Prerequisite:** None

Freshman Choir is for all incoming 9th graders who wish to sing at a high school level. As a member of this mixed-voice ensemble, you will perform literature from many music periods and styles. Your participation in Freshman Choir provides opportunity for the development of individual singing skills, musicianship and teamwork through sight-reading, ear training, music theory application, and performance. Attendance at all performances and extra rehearsals is mandatory.

**GLOBAL ARTS & JEWELRY 1****Course Number:** 5051**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

If you enjoy hand-making things or maybe do not feel art is necessarily your thing, but would like an opportunity to be creative then this course is for you. You will engage in creative processes based upon cultural traditions from around the globe and learn a variety of design approaches as you create art/craft and jewelry projects that reflect your personal voice and personal choices. You are able to take all completed projects home.

**INTERMEDIATE GUITAR****Course Number:** 5712**Grade Level:** 9, 10, 11, 12**Prerequisite:** Beginning Guitar or Instructor Approval

This is a course that is designed to continue coursework taught in beginning guitar. Intermediate notes, rhythms, and theory will be taught to give you the ability to play more difficult guitar music. You will play individually and in groups, and will have the opportunity to move at an individualized pace. Repertoire will include classical, folk, jazz and pop music. From the knowledge acquired in this course, you will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.

**GLOBAL ARTS & JEWELRY 2****Course Number:** 5061**Grade Level:** 10, 11, 12**Prerequisite:** Global Arts & Jewelry 1 or Arts & Crafts

In this course, you will build on the knowledge and skills learned in Global Arts and Jewelry 1 as you explore global arts and crafts traditions even further. You will engage in creative processes based upon cultural traditions from around the globe and learn a variety of design approaches as you create art/craft and jewelry projects that reflect your personal voice and personal choices. You are able to take all completed projects home.

**INTERMEDIATE MEDIA PRODUCTION: A & B****Course Number:** 0640/0651**Grade Level:** 11, 12**Prerequisite:** Introduction to Media Production and Journalism

Intermediate Media Production is designed to give you an advanced knowledge of media production. This course is strongly recommended if you are interested in media and media production as a career choice. You will be involved in producing a weekly news magazine show called "Blaze Weekly" including writing, shooting, editing, reporting, directing, and anchoring. You will also help produce remote broadcasts of community events for BCTV and segments for Burnsville cable education channel 18 (BCTV).

**HOUSING & INTERIOR DESIGN****Course Number:** 8070**Grade Level:** 10, 11, 12**Prerequisite:** Design Studio Introduction

Housing and Interior Design focuses on individual and family needs in residential housing. You will use the elements and principles of design learned in the Design Studio Introduction course as you explore housing alternatives, architectural and furniture styles, and create interior backgrounds using wall, floor and window treatments. You will draw floor plans, create room elevations and learn how to implement a design plan. You will be able to apply all your skills in a final project designing a future "client's" home using the artistic foundations learned in class in a variety of contexts that fit the unique lifestyle of the homeowner.

**INTERMEDIATE PIANO****Course Number:** 5702**Grade Level:** 9, 10, 11, 12**Prerequisite:** Beginning Piano or Instructor Approval

This is a course that is designed to continue coursework taught in beginning piano. Intermediate notes, rhythms, and theory will be taught to give you the ability to play more difficult piano music. You will play individually and in groups, and will have the opportunity to move at an individualized pace. Repertoire will include classical, folk, jazz and pop music. From the knowledge acquired in this course, you will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.



## INTRODUCTION TO MEDIA PRODUCTION

**Course Number:** 630

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

Basic Media Production is designed to provide you with the basic understanding and operation of media production and journalism (broadcast and print). This course is strongly recommended if you are interested in video production, journalism, broadcast journalism, or film as a career choice. You will be using Adobe products (Photoshop, Premiere, etc.) as well as learning journalistic writing skills for print and television. You will also learn the basics of television and web production, including the history and future of media. Additionally, you will learn how to use studio equipment and equipment to produce live remote productions. Students will produce segments for Burnsville cable educational channel 18 (BCTV).

## INTRODUCTION TO PROGRAMMING

**Course Number:** 2500

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

This course is an overview of basic computer programming. You will study the history of computers, including the evolution of both hardware and software, the hardware and operating systems of modern computers, including DOS and Windows, and explore the capabilities of Visual Basic. Specific topics you will learn to use include the Visual Studio design environment, object oriented program(OOP), and basic program structures underneath these objects in Visual Basic such as variables, decision statements (IF...Then), and loops (For...Next).

## IT EXPLORATION

**Course Number:** 2540

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

This course will provide you with opportunities to learn more about technology education and career opportunities. You will be inspired, guided, and supported to become the next, best Minnesota-grown technologists! You will experience several modules (units of study) in this course, including GamifyIT, Office Productivity, Introduction to Computer Systems, Software and Application Development (coding), Business Analytics (BiziPop), and Information Security.

## JAZZ ENSEMBLE: A & B

**Course Number:** 5561/5562

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** Audition required. The student must also participate in one of the following: Freshman Band, Blaze Band, Symphonic Band or Wind Ensemble.

Jazz Ensemble has a balanced instrumentation of 18-21 members playing saxophone, trumpet, trombone, piano, bass, drums, and guitar, exploring the jazz idiom at an advanced level. You will perform original artistic jazz music in concert and learn the basics of jazz improvisation. You will also interpret and evaluate the music they perform through the study of basic music theory and jazz history.



## JOURNALISM & YEARBOOK PRODUCTION: A & B

**Course Number:** 0620/0621

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

You will learn skills related to creating, researching, writing, editing, and design of newspapers and other publications including written forms, podcasts, and documentary films in this course. Additionally, you will actively engage in the production of the school yearbook by holding staff positions in a yearbook study. You will research marketing techniques, photo design, photography, and editing through an online design program. Speakers will visit throughout the course to discuss the field of journalism as well as the production of yearbooks.

## MOBILE CS PRINCIPLES

**Course Number:** 2570

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

This mobile computing course offers you a great opportunity to experience, engage, and broaden your participation in computer science. You will learn about computer science and deepen your understanding of its fundamental concepts through building socially useful mobile apps. In addition to programming and core computer science concepts, the course is project-based and designed to strengthen your skills in the areas of writing, communication, collaboration, and creativity.

## MULTIMEDIA ANIMATION

**Course Number:** 7070

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

This course is an introduction to the study and creation of multimedia using various software programs. You will learn and apply both the aesthetic and technical aspects of multimedia design and production and be introduced to web and video production using software, including Adobe, Dreamweaver, Flash, Adobe Photoshop and more.



**MUSIC THEORY****Course Number:** 5500**Grade Level:****Prerequisite:** Instructor Approval

If you would like a more in-depth study of music fundamentals, writing, analysis, and listening skills then you should definitely take this academic music course. By the end of this course you will have a deeper understanding of how music is organized and how it applies to you, particularly if you're interested in composition, or plan to study music at the collegiate level. It is very helpful to have some experience with piano, voice, or another instrument, but not required.

**VISUAL MEDIA & DESIGN 1****Course Number:** 5091**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

From apps and logos to posters and t-shirts, this class is all about creative design! You produce your own design portfolio to creatively solve a wide range of design challenges. You will explore the process of creativity from brainstorming ideas to production and presentation. You will learn to recognize how the elements and principles of art are used to create fresh, exciting, and memorable design for the 21st century. Participation in exhibitions, scholarship contests, and creating work to be included in their portfolio will be strongly encouraged and supported.

**SENIOR ARTIST: CERAMICS****Course Number:** 5150**Grade Level:** 12**Prerequisite:** Ceramics 1 and Ceramics 2

If you are passionate about working with clay and considering pursuing it for further study or a career, then this course is one to take. You will complete art works and will work with your classmates to organize and present to the public a group exhibition of your artwork. You create a personal learning plan communicating your artistic intent as expressed through projects and processes. All projects will be bisque and glaze fired and taken home. You will also have the opportunity to connect with the service learning project Bowls for BrainPower.

**VISUAL MEDIA & DESIGN 2****Course Number:** 5092**Grade Level:** 9, 10, 11, 12

**Prerequisite:** Visual Media & Design 1, Graphic Design, or Art Design  
Our world is embedded with visual information that comes in many forms including websites, social media, magazine advertisements, and billboards, to name a few.

You will extend your knowledge of digital image processing including manipulation techniques and creation of graphics for real-world applications and develop technical knowledge and creative problem solving skills. Participation in exhibitions, scholarship contests, and creating work to be included in their portfolio will be strongly encouraged and supported.

**SENIOR ARTIST: DRAWING & PAINTING****Course Number:** 5110**Grade Level:** 12**Prerequisite:** Drawing & Painting 2 or Art 2

If you are an artist considering an art career and want to further develop your portfolio, then this is a course you need to take. You will have the opportunity to investigate post secondary and career options in the visual arts. You will complete art works and will work with your classmates to organize and present to the public a group exhibition of your artwork. You create a personal learning plan communicating your artistic intent as expressed through projects and processes.

**WEB DESIGN****Course Number:** 7260**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

This web design course is designed to give you experience working with the elements and principles of design, specifically applying them to creation of web pages. Through working on projects, students have an opportunity to practice art fundamentals while learning technical skills, including Hyper Text Markup Language (HTML) coding, Adobe Dreamweaver web design software, and Adobe Photoshop software applications.

**SYMPHONIC BAND: A & B****Course Number:** 5521/5522**Grade Level:** 11, 12**Prerequisite:** Varsity Band, or instructor approval

Symphonic Band continues the concepts studied in Freshman and Blaze Bands while performing a variety of band repertoire exploring many different music styles, historical periods, presentations and ability levels. In addition to furthering technical facility as individual musicians, great emphasis is placed on the development of musical interpretation and advanced playing skills. Attendance at a limited number of rehearsals and a variety of performances outside of the school day is required. Members will be responsible for obtaining proper performance attire and miscellaneous supplies.

**WIND ENSEMBLE: A & B****Course Number:** 5531/5532**Grade Level:** 10, 11, 12**Prerequisite:** Audition required

Wind Ensemble is a highly select ensemble whose goal is the study and performance of the finest repertoire available to the band world, performed at the highest level attainable. This ensemble is tailored toward band students with advanced technical ability, musicianship, and high degree of self-motivation. Attendance at several performances outside of the school day is required of all members. Members are responsible for obtaining proper performance attire and miscellaneous supplies.

**SYMPHONIC ORCHESTRA: A & B****Course Number:** 5541/5542**Grade Level:** 9, 10, 11, 12**Prerequisite:** Audition required

In Symphonic Orchestra, you will study and perform a variety of musical styles/genres in a small group setting. Symphonic Orchestra is a comprehensive music class that combines advanced playing techniques with critical thinking to improve performance. Attendance at several performances outside of the school day is required. Members will be responsible for obtaining proper performance attire and miscellaneous supplies.





# DESIGN, ENGINEERING, MANUFACTURING TECHNOLOGIES

Architecture & Construction

Manufacturing

Engineering, Design & Technology

Engine & Automotive Technology

## Icon Key



College Credit

College Credit  
Opportunity



Certification

Certification  
Opportunity



Fine Arts

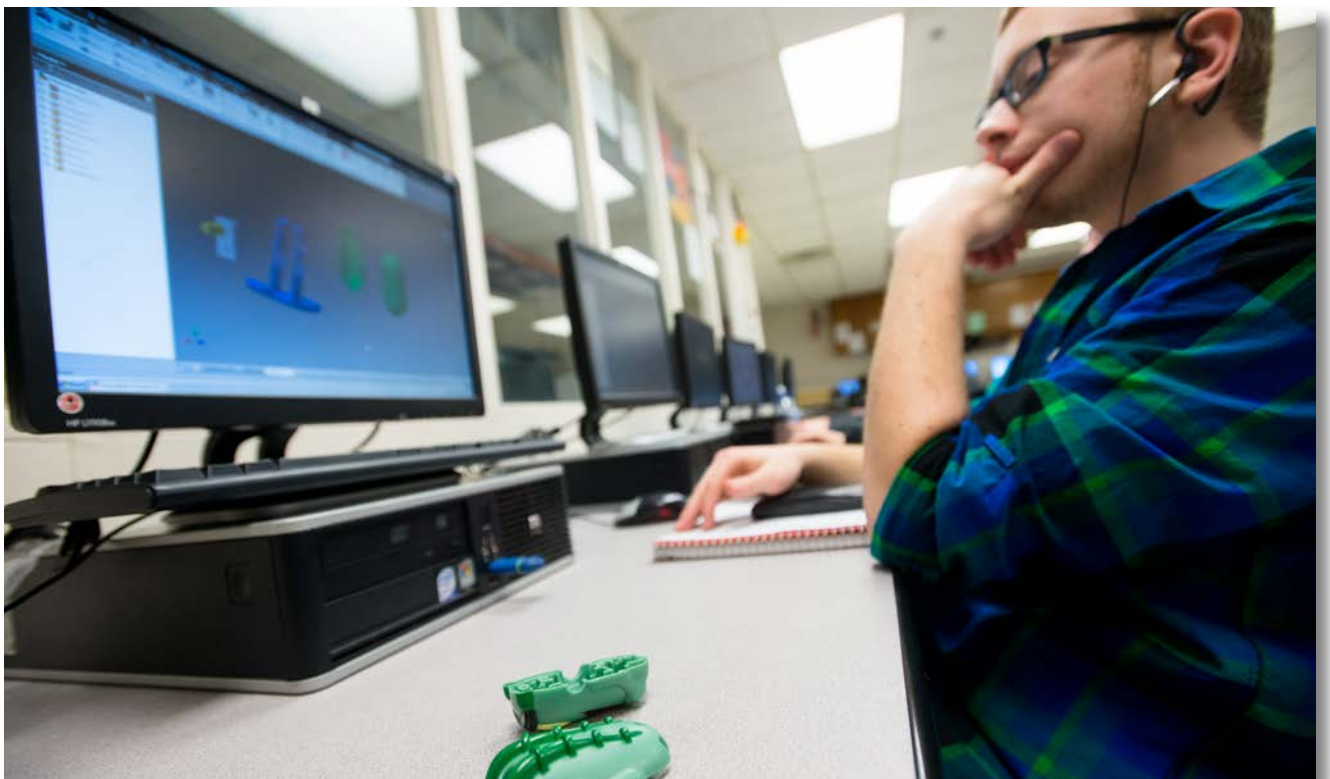
Fine Arts  
Credit

Watch for these symbols next to course descriptions throughout the catalog. They indicate that the course offers an opportunity to earn college credit, a professional certification, and/or meets the Burnsville High School Fine Arts requirement.

## Design, Engineering & Manufacturing Technologies Pathways

This page will help students find & choose courses that are related to a particular Pathway. Each column in the table represents a specific Pathway. Courses in that column build from introductory courses at the bottom, which might be taken in ninth grade, to more advanced courses at the top.

Grade	Architecture & Construction	Manufacturing	Design, Engineering & Technology	Engine & Automotive Technology
12		<ul style="list-style-type: none"> <li>Advanced Placement Chemistry</li> </ul>		
11, 12	<ul style="list-style-type: none"> <li>Engineering Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>Engineering Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>Engineering Design &amp; Development</li> </ul>	<ul style="list-style-type: none"> <li>Advanced Auto/Vehicle Services</li> </ul>
10, 11, 12	<ul style="list-style-type: none"> <li>Construction Trades 1</li> <li>Construction Trades 2</li> <li>Civil Engineering &amp; Architecture</li> <li>Principals of Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Construction Trades 1</li> <li>Construction Trades 2</li> <li>Civil Engineering &amp; Architecture</li> <li>Principals of Engineering</li> <li>Create-a-Skate (BAHS)</li> </ul>	<ul style="list-style-type: none"> <li>Civil Engineering &amp; Architecture</li> <li>Principals of Engineering</li> <li>Create-a-Skate (BAHS)</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Consumer Auto</li> <li>Welding/Autobody Work &amp; Refinishing</li> </ul>
9, 10, 11, 12	<ul style="list-style-type: none"> <li>Cabinet Making</li> <li>Fab Lab</li> <li>Introduction to Engineering Design</li> <li>Woodworking</li> </ul>	<ul style="list-style-type: none"> <li>Cabinet Making</li> <li>Fab Lab</li> <li>Introduction to Engineering Design</li> <li>Woodworking</li> </ul>	<ul style="list-style-type: none"> <li>Cabinet Making</li> <li>Fab Lab</li> <li>Introduction to Engineering Design</li> <li>Woodworking</li> </ul>	<ul style="list-style-type: none"> <li>Engine Technology</li> </ul>



## ADVANCED AUTO/VEHICLE SERVICES

**Course Number:** 7758

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Intro to Consumer Auto  
The Advanced Auto/Vehicle Services course provides you with a more in-depth study of automobile maintenance and repair. While in the Introduction to Consumer Auto course, you focused on how the car works, in this course the focus is on how to work on the car. You will learn vehicle inspection, maintenance, and repairs and perform everything from basic services to advanced diagnosis and repair. This course meets two periods daily.



## ADVANCED PLACEMENT CHEMISTRY

**Course Number:** 3671/3682

**Grade Level:** 12

**Prerequisite:** Completion of Honors Chemistry and instructor approval. Successful completion of Algebra II or Honors Algebra II.  
This is a second-year high school chemistry course that provides you with a more in-depth study of chemistry. It is designed to be equivalent to a general, first-year college chemistry course. Topics covered are atomic theory and atomic structure, chemical bonding, nuclear chemistry, states of matter, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics and descriptive chemistry. There is an emphasis on chemical calculations, the mathematical formulation of principles and high quality laboratory experiences, The AP College Board recommends that students also take a high school physics course and a four-year college preparatory program in mathematics in addition to AP Chemistry. Successful completion of the AP Chemistry examination may result in credit and/or advanced placement in college courses. Note: This course has a summer homework requirement.



## CABINET MAKING

**Course Number:** 7563

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** Successful completion of Woodworking  
This course builds on the knowledge and skills learned in Woodworking to provide you with the opportunity to study the cabinetry and finish carpentry trades more in-depth. The course emphasizes precision manufacturing, safety, design, blueprint reading, and quality. You will identify basic tools and equipment used in the cabinetry trade, identify and describe materials used in cabinet making, understand and apply basic techniques, design and build a sample cabinet, and develop an understanding of the applied mathematics involved in cabinetry and finish carpentry.

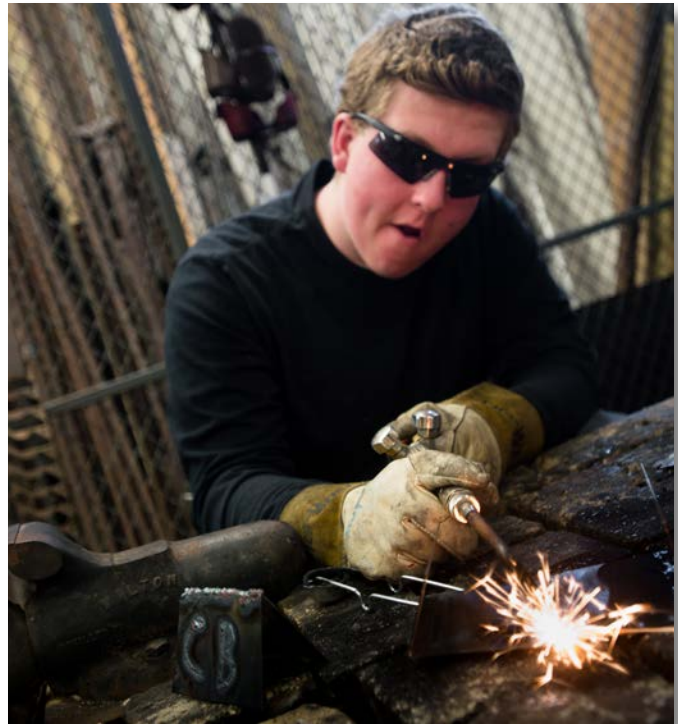
## CIVIL ENGINEERING AND ARCHITECTURE (CEA, 1 YEAR) A & B

**Course Number:** 7530/7531

**Grade Level:** 10, 11, 12

**Prerequisite:**

You will learn important aspects of building and site design and development in this course. You will apply math, science, and standard engineering practices to design both residential and commercial projects and document your work using 3-D architecture design software.



## CONSTRUCTION TRADES I

**Course Number:** 7808

**Grade Level:** 10, 11, 12

**Prerequisite:** None

The Construction Trades Program (CTP) is a hands-on, project-based course where you will have both classroom and lab experiences to learn construction techniques. As part of this course, you will learn about and do framing, sheeting, siding, roofing, window and door installation, and plumbing and electrical work. You will work together in this course with classmates to build a garden shed. This course meets two periods daily.



## CONSTRUCTION TRADES II

**Course Number:** 7818

**Grade Level:** 10, 11, 12

**Prerequisite:** Successful completion of Construction Trades I

The Construction Trades II course provides you with a more in-depth study of the construction trades that you began to learn in Construction I. In addition, you will learn more basic plumbing and electrical repairs, sheetrock, taping, painting techniques, and finish carpentry. This course meets two periods daily.



## CREATE-A-SKATE

**Course Number:** 7380

**Grade Level:** 10, 11, 12 BAHS Only

**Prerequisite:** None

In this course, you create your own personal skateboard deck using an interdisciplinary curriculum. You experience hands-on mathematics, science, history, culture, language skills, as well as, design and engineering principles, in a collaborative learning experience. You will leave the class with a high quality, durable skateboard that is ready to ride.

**ENGINE TECHNOLOGY**

**Course Number:** 7700  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** None

In this course, you will learn the operating theory of basic 2-and 4-cycle engines, including carbureation, ignition, and compression systems. This course includes both classroom and lab experiences. In the lab, you will disassemble, inspect, and reassemble a 4-stroke engine. You will also gain an understanding of precision measuring, proper hand tool operation, compression ratios, octane ratings, stoichiometric air to fuel ratios, cylinder leakage testing and replacement part manufacturing, using 3D scanners and printers.

**ENGINEERING DESIGN AND DEVELOPMENT A & B (CAPSTONE COURSE, EDD, 1 YEAR)**

**Course Number:** 7550/7551  
**Grade Level:** 11, 12

**Prerequisite:** Successful completion of at least two other PLTW courses prior to enrollment.

Companies are continually thinking of ways to improve products. Project Lead the Way - Engineering Design and Development (PLTW-EDD) is the course that allows you to design a solution to a technical problem. This course is an engineering course in which you will work in teams to research, design, and construct a solution to an open-ended engineering problem. Engineering Design and Development serves as the capstone course within the Project Lead The Way course sequence and allows you to apply all the skills and knowledge learned in previous Project Lead The Way courses that you have taken during your high school career. Inventor, which is a state-of-the-art 3-D design software package from AutoDesk, will help you design solutions to the problem.

**FAB LAB**

**Course Number:** 7580  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** None

Do you want to use state-of-the-art equipment to design, build and test almost anything? Would you like to develop the technological, problem-solving and hands-on skills desired by employers? If your answer is yes, then this course is for you. In Fab Lab Introduction, computer-controlled fabrication technologies such as 3D printers, lasers, CNC routers, vinyl cutters and milling machines will be used to transform a product idea into its tangible form. As part of this course experience, you will explore many interrelated career fields, such as engineering, science, mathematics, art, and graphic design.

**INTRODUCTION TO CONSUMER AUTO**

**Course Number:** 7750  
**Grade Level:** 10, 11, 12  
**Prerequisite:** None

The Consumer Auto course begins with an overview of consumer knowledge related to vehicles, including buying, leasing, insuring, and maintaining a vehicle. You will then disassemble an automobile and study its components and systems. While you will learn basic maintenance and repairs, emphasis in the course is placed on how the automobile and its systems function. After taking this course, you may choose to continue in the Automotive Vehicle Services course where you will build on your knowledge and skills learning how to complete more complex repairs.

**INTRODUCTION TO ENGINEERING DESIGN (IED, 1 YEAR) A & B**

**Course Number:** 7501/7512  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** None

In this course, you will dive deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. You will work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and an engineering notebook to document your work.

**PRINCIPLES OF ENGINEERING (POE, 1 YEAR) A & B**

**Course Number:** 7510/7520  
**Grade Level:** 10, 11, 12  
**Prerequisite:** None

Through problems that engage and challenge, you will explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation as part of this course. You will also develop skills and strategies in problem solving, research, design process documentation, collaboration, and presentation.

**WELDING/AUTO-BODYWORK AND REFINISHING**

**Course Number:** 7748  
**Grade Level:** 10, 11, 12  
**Prerequisite:** None

The Welding/Auto-body course provides you experience with oxyacetylene, arc, MIG and TIG welding equipment and techniques, including auto-body repair. You may design and fabricate projects of your choosing. In the auto-body and refinishing portion of the course, you will learn skills to inspect car bodies and panels and the proper technique for correcting damage due to collision and rust. You will have the opportunity to work on personal projects with instructor approval. You may be responsible for materials needed for take-home projects above the requirements of the course.

**WOODWORKING**

**Course Number:** 7560  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** None

This course is an overview of basic woodworking knowledge, skills, and techniques. You will learn skills to help you understand technical reading and writing, and use hand tools, power tools, and woodworking machines. You will learn multiple cutting and joinery processes and finishing techniques using various species of wood. You will have the opportunity to demonstrate your knowledge and skills of woodworking through the research, development, and production of products throughout the course.



# BUSINESS, MANAGEMENT & ENTREPRENEURSHIP

Marketing

Business, Management & Administration

Finance

Hospitality & Tourism

## Icon Key



College Credit  
Opportunity



Certification  
Opportunity



Fine Arts  
Credit

Watch for these symbols next to course descriptions throughout the catalog. They indicate that the course offers an opportunity to earn college credit, a professional certification, and/or meets the Burnsville High School Fine Arts requirement.

This page will help students find & choose courses that are related to a particular Pathway. Each column in the table represents a specific Pathway. Courses in that column build from introductory courses at the bottom, which might be taken in ninth grade, to more advanced courses at the top.

Grade	Marketing	Business, Management & Administration	Finance	Hospitality & Tourism
12		<ul style="list-style-type: none"> <li>CIS/AP Macroeconomics</li> </ul>	<ul style="list-style-type: none"> <li>CIS/AP Macroeconomics</li> </ul>	
11, 12	<ul style="list-style-type: none"> <li>DECA Seminar</li> </ul>			<ul style="list-style-type: none"> <li>Chef 2</li> </ul>
10, 11, 12	<ul style="list-style-type: none"> <li>Advertising Campaign</li> <li>Event Management</li> <li>Professional Sales &amp; Marketing</li> <li>Sports &amp; Entertainment Marketing</li> <li>Starting Your Own Business</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> <li>Advertising Campaign</li> <li>College Accounting</li> <li>Event Management</li> <li>Professional Sales &amp; Marketing</li> <li>Sports &amp; Entertainment Marketing</li> <li>Starting Your Own Business</li> </ul>	<ul style="list-style-type: none"> <li>Accounting</li> <li>Advertising Campaign</li> <li>College Accounting</li> <li>Event Management</li> <li>Personal Money Management</li> <li>Starting Your Own Business</li> </ul>	<ul style="list-style-type: none"> <li>Advertising Campaign</li> <li>Event Management</li> <li>Starting Your Own Business</li> <li>Global Foods</li> </ul>
9, 10, 11, 12	<ul style="list-style-type: none"> <li>Introduction to Business &amp; Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Business &amp; Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Business &amp; Marketing</li> </ul>	<ul style="list-style-type: none"> <li>Chef 1</li> <li>Cooking in the Fast Lane</li> <li>Food for Life</li> <li>Introduction to Business &amp; Marketing</li> </ul>



## ACCOUNTING

**Course Number:** 7200  
**Grade Level:** 10, 11, 12  
**Prerequisite:** None

In this introductory course in accounting, you will study and apply the accounting cycle (debits and credits), journalizing, posting, trial balance, financial statements, and adjusting and closing the ledger for both a service-type business and a merchandising business. You will be introduced to computerized accounting.

## ADVERTISING CAMPAIGN

**Course Number:** 7191  
**Grade Level:** 10, 11, 12

**Prerequisite:** Introduction to Business and Marketing

All careers require marketing skills, which give an individual an advantage in today's competitive workforce. In this course, you will learn and apply basic marketing concepts and fundamentals using the marketing mix or "4 P's" of marketing. You will create written projects and presentations to display your marketing knowledge, both individually and in teams. For example, you will be creating advertising campaigns, sales demonstrations, and more. You are encouraged to participate in DECA, an internationally recognized organization, to enhance course content.

## CHEF 1

**Course Number:** 8030  
**Grade Level:** 9, 10, 11, 12

**Prerequisite:** Successful completion of Food for Life or Cooking in the Fast Lane

The Chef 1 course prepares you for careers in the restaurant and beverage area of the hospitality industry. The course uses classroom food preparation laboratory experiences to provide you the foundation needed to prepare for employment in the restaurant industry. You will prepare meats, sauces, salads, sandwiches, pasta, bread, garde manger, baking and pastry items and also study food safety/sanitation, food production equipment, culinary math, menu planning, customer service, and restaurant-related career paths. This course is a prerequisite for Chef 2 - Foundations of Culinary Arts. The preparation, sampling, and tasting of food is an important aspect of this course. ServSafe certification is offered.

## CHEF 2: FOUNDATIONS OF CULINARY ARTS AND HOSPITALITY MANAGEMENT 1 A & B

**Course Number:** 8090/8091  
**Grade Level:** 11, 12



**Prerequisite:** Successful completion of Cooking in the Fast Lane, Food for Life, or Taste of Culture and successful completion of Chef 1 (or Instructor Approval)

Chef 2 prepares you for careers in food service and the hospitality industry, Minnesota's second-largest employer. As an aspiring chef, restaurateur, and/or hospitality manager, you will master several cooking techniques through working in an industrial kitchen while focusing on menu planning, cost control, safety, and sanitation. Specific topics you will study include stocks, sauces, soups, fruits, vegetables, and grains.

This is a hybrid course and meets online for some class periods. Additionally, this course meets during seventh hour and beyond the regular school day during an extended afternoon period. Transportation via the daily activity bus will be provided. Students will be required to participate in three additional events during each semester. Students must be self motivated and dedicated to learning about all aspects of a career in the hospitality industry.

Students who successfully complete Chef 2 and go on to complete Chef 3, pass the national test for each course, and complete an approved volunteer or work experience requirement will graduate with the National Restaurant Association's Prostart National Certificate of Achievement. The Certificate of Achievement opens opportunities for local and national scholarships and allows students to apply credits from Chef 2 and Chef 3 at more than 60 of the country's leading hospitality/culinary arts colleges and universities.



**CIS/AP MACROECONOMICS****Course Number:** 1594**Grade Level:** 12

**Prerequisite:** Successful completion of CIS/AP Microeconomics  
CIS/AP Macroeconomics is designed to give students an understanding of unemployment/ inflation, measures of national income, macro models, fiscal policy/problems. Poverty and income distribution. International trade and exchange rates. Economic growth/development. Successful completion of CIS/Advanced Placement Principles of Economics A & B or the Advanced Placement Examination may lead to college and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework.

**COLLEGE ACCOUNTING****Course Number:** 7210**Grade Level:** 10, 11, 12

**Prerequisite:** Successful completion of Accounting  
This advanced course in accounting focuses on the financial accounting concepts from a user perspective. You will focus on the application of these concepts in a real-world environment, using financial statements analysis and annual reports, to reveal information about the creditworthiness and financial performance of companies organized as corporations. You will study and apply basic accounting procedures, analyze business transactions, record transactions in journals, handle cash and banking procedures, prepare financial statements, prepare adjusting and closing entries, and complete an accounting cycle for a proprietorship and/or corporation.

**COOKING IN THE FAST LANE****Course Number:** 8040**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

Cooking in the Fast Lane is a course designed to introduce you to survival cooking skills benefiting you now and in your future. You will focus on short-cut meals, smart shopping, and convenience cooking and baking methods in this course. You will prepare foods, including simple and delicious meals, desserts and snacks, easy celebration ideas, pizza, salads, and a chili contest. This course meets the prerequisite for Chef I. The preparation, sampling, and tasting of food is an important aspect of this course.

**DECA SEMINAR A & B****Course Number:** 7163/7164**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Professional Sales & Marketing OR Hospitality and Tourism

This course is designed for DECA Chapter members to develop a better understanding of community involvement. You will work on a community service project to demonstrate your understanding of the role of community service within your community, planning and implementing of a project to benefit a community service or charity, and evaluating a project's effectiveness in meeting its stated goals. You will design and organize the project with the DECA chapter assisting with implementation. You are encouraged to participate in DECA, an internationally recognized organization, as a way to enrich course content and experiences.

**EVENT MANAGEMENT****Course Number:** 7183**Grade Level:** 10, 11, 12

**Prerequisite:** Successful completion of Introduction to Business & Marketing

The hospitality and tourism industry will be the focus of this course. You will primarily be studying hotel and restaurant management, key hospitality issues, the development and management of tourist locations, event planning, and marketing and environmental issues related to leisure. You will work on a large project throughout the course with opportunities to develop your presentation skills. You are encouraged to participate in DECA, an internationally recognized organization, to enhance course content.

**FOOD FOR LIFE****Course Number:** 8041**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

Food for Life is the first in a sequence of courses that provide you a foundation for continuing in all career areas related to food, hospitality, nutrition, and wellness. Food for Life is highly recommended if you have an interest in building your culinary and hospitality knowledge and skills. You will explore the food industry and examine your own career goals while experiencing industry practices and building basic skills. Food preparation experiences include a Chopped competition, cupcake contest, and basic meal preparation, plating, garnishing, measuring, and cooking methods. This course meets the prerequisite for Chef 1 and Taste of Culture courses. The preparation, sampling, and tasting of food is an important aspect of this course.

**GLOBAL FOODS****Course Number:** 8080**Grade Level:** 10, 11, 12**Prerequisite:** None

Discover the world through food and explore how recipes and their ingredients link cultures. Global Foods takes you on journey focused on food customs, habits, and methods of preparation through the study and preparation of regional foods from the United States and around the globe. The preparation, sampling, and tasting of food is an important aspect of this course. ServSafe certification is offered.

**INTRODUCTION TO BUSINESS AND MARKETING****Course Number:** 7151**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

In this introductory course, you will examine the foundations and functions of business, including marketing, finance, hospitality, and management. You will learn how to successfully market both yourself and the companies you will one day own or work for. This course will provide you the foundation of knowledge and skills necessary for other business courses you may take in high school and college. You are encouraged to participate in DECA, an internationally recognized organization, as a way to enrich course content and experiences.



### PERSONAL MONEY MANAGEMENT

**Course Number:** 7130

**Grade Level:** 10, 11, 12

**Prerequisite:** None

The management of your personal finances is an important skill as you become independent. This course is designed to provide you with knowledge and skills in the areas of budgeting, banking, buying/renting property, preparing personal income-tax forms, investing, and more. The skills learned in this course, including the use of computer software, will have life-long benefits for you personally, and may interest you to explore a career in finance.

### PROFESSIONAL SALES & MARKETING

**Course Number:** 7171

**Grade Level:** 10, 11, 12

**Prerequisite:** Successful completion of Introduction to Business & Marketing

This course builds on the Introduction to Business and Marketing course to provide you with the opportunity to develop skills and competencies needed for careers in marketing and sales, merchandising, hospitality, and management. You will learn and apply marketing research methodology and gain a deeper understanding of marketing principles in a real world context by working with a team to develop a large project and presentation. This course is for you, whether you plan on continuing your education in business at the college level or enter the job market upon completion of high school. You are encouraged to participate in DECA, an internationally recognized organization, as a way to enrich course content and experiences.



### SPORTS & ENTERTAINMENT MARKETING

**Course Number:** 7160

**Grade Level:** 10, 11, 12

**Prerequisite:** None

This course is designed to introduce you to the fundamentals of marketing through the sports and entertainment industries. You will learn these fundamentals through understanding and using current marketing strategies, listening to speakers currently working in the industry, and completing projects, both individually and with teams. You will be exposed to many careers within the sports and entertainment industry in this fun and fast-paced class and learn strategies to help obtain your dream job. You are encouraged to participate in DECA, an internationally recognized organization, as a way to enrich course content and experiences.



### STARTING YOUR OWN BUSINESS

**Course Number:** 7180

**Grade Level:** 10, 11, 12

**Prerequisite:** None

This course will allow you to think like an entrepreneur and be involved in the fastest growing segment of the job market today, running your own business. You will be introduced to important elements and steps involved in starting a small business and have the opportunity to form your own company and run your own small business. Throughout the course, you will be learning through speakers, individual and group projects, multimedia, simulation software and conducting your own research.





# HEALTH SCIENCES & HUMAN SERVICES

Health Sciences

Education

Government & Community Services

## Icon Key



College Credit  
Opportunity



Certification  
Opportunity



Fine Arts  
Credit

Watch for these symbols next to course descriptions throughout the catalog. They indicate that the course offers an opportunity to earn college credit, a professional certification, and/or meets the Burnsville High School Fine Arts requirement.

This page will help students find & choose courses that are related to a particular Pathway. Each column in the table represents a specific Pathway. Courses in that column build from introductory courses at the bottom, which might be taken in ninth grade, to more advanced courses at the top.

Grade	Health Sciences	Education	Government & Community Services
12	<ul style="list-style-type: none"> <li>Current Health Issues &amp; Careers (BAHS Only)</li> </ul>		<ul style="list-style-type: none"> <li>CIS/AP Macroeconomics</li> </ul>
11, 12	<ul style="list-style-type: none"> <li>Athletic Training</li> <li>First Aid &amp; CPR/AED</li> <li>Healthcare Core Curriculum</li> <li>Human Anatomy</li> <li>Introduction to Sociology</li> <li>Nursing Assistant Skill Set</li> <li>Psychology</li> <li>Social &amp; Family Relations</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Sociology</li> <li>Psychology</li> <li>Social &amp; Family Relations</li> <li>Teaching Mentorship - TASK</li> </ul>	<ul style="list-style-type: none"> <li>Social &amp; Family Relations</li> <li>Public Affairs</li> </ul>
10, 11, 12	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development 2</li> <li>Strength &amp; Conditioning 2</li> <li>Yoga, Pilates &amp; Fitness 2</li> </ul>	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development 2</li> <li>Preschool Lab Experience</li> </ul>	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development 2</li> <li>Forensic Science &amp; Criminal Justice (BAHS Only)</li> </ul>
9, 10, 11, 12	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development 1</li> <li>Exploring Relationships</li> <li>Strength &amp; Conditioning 1</li> <li>Yoga, Pilates &amp; Fitness 1</li> </ul>	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development 1</li> <li>Exploring Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development 1</li> <li>Exploring Relationships</li> </ul>

## ATHLETIC TRAINING

**Course Number:** 4720

**Grade Level:** 11, 12

**Prerequisite:** Health and ITF

Athletic training is a course that will help you learn how to prevent, assess, treat and rehabilitate a variety of athletic injuries. You will learn about anatomy, medical terminology, major injuries and how to care for each one. This is a great course if you are interested in athletic training, physical therapy, occupational therapy, personal training, nursing, and other careers in the medical field.

## CHILD PSYCHOLOGY AND DEVELOPMENT I

**Course Number:** 8051

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

This course will provide you with an introductory overview of children from birth to age three, the roles of caregivers, and foundations of child psychology. You will learn about building strong families, pregnancy, childbirth, communication, discipline, and self esteem through ages and stages of child development. Child Psychology I will have an emphasis on understanding self and children and what effective parenting involves and the level of responsibility required. This course includes caring for a flour baby. This course is a prerequisite for Preschool Lab Experience.



## CHILD PSYCHOLOGY AND DEVELOPMENT II

**Course Number:** 8052

**Grade Level:** 10, 11, 12

**Prerequisite:** Child Psychology and Development I

If you want to work in a career related to children, such as teaching, social service, medicine, or child care, then this course will help prepare you. In this course you will study children from birth to age five with an emphasis on the theories of development in the social, emotional, physical, and intellectual and moral aspects using the works of prominent theorists. You will have the opportunity to participate in discussions examining both biological and environmental factors affecting development maturing of children. You will also apply the child development theories to real world situations using case studies and observations and care for a computerized infant for one weekend.



## CIS/AP MACROECONOMICS

**Course Number:** 1594

**Grade Level:** 12

**Prerequisite:** CIS/AP Microeconomics

CIS/AP Macroeconomics is designed to give students an understanding of unemployment/ inflation, measures of national income, macro models, fiscal policy/problems. Poverty and income distribution. International trade and exchange rates. Economic growth/development. Successful completion of CIS/Advanced Placement Principles of Economics A & B or the Advanced Placement Examination may lead to college and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework.



## CURRENT HEALTH ISSUES AND CAREERS

**Course Number:** 4001

**Grade Level:** 12 BAHS Only

**Prerequisite:** This course is offered for students enrolled at BAHS. Issues that are crucial to students' personal lives are examined with an emphasis on the relationship between lifestyle and health. The course enables students to deal more effectively with the health problems faced during the college experience, and subsequently throughout life. These issues may include stress, sexuality, nutrition, mental health and illness, aging, chronic and communicable disease, drug and alcohol use, and dealing with death, and other selected topics.

## EXPLORING RELATIONSHIPS

**Course Number:** 8110

**Grade Level:** 9, 10

**Prerequisite:** None

In this course you will explore healthy school, family, and personal relationships. Class discussions and experiences will help you relate to others and take a leadership role in your own life, family and community. You will focus on improving friendships, healthy risk-taking, enhancing self-esteem, managing conflict and emotions, conducting peace circles, and using restorative practices.

## FIRST AID AND CPR/AED

**Course Number:** 4710

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Health

This course will provide you with practical training in all aspects of first aid and CPR, leading to American Red Cross certification in both areas. You have the ability to receive certification in First Aid, CPR, and AED for adults, children and infants. A small fee is required for American Red Cross certification. Certification is not required.



## FORENSIC SCIENCE & CRIMINAL JUSTICE

**Course Number:** 1680

**Grade Level:** 10, 11, 12 BAHS Only

**Prerequisite:** None

This class is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system focusing on laws that are practical and relevant to student lives. The main focus of this course is to emphasize the evidential value of crime scenes and related evidence and the services involved. You will explore the roles of different types of professionals involved in forensics and criminal justice.

## HEALTHCARE CORE CURRICULUM

**Course Number:** 8140

**Grade Level:** 11, 12

**Prerequisite:** None

The health care core curriculum (HCCC) course is just for you if you are interested in the health care field or pursuing a health care career. The core course provides you with an overall introduction to health care and is the foundation for all other health care related courses. Specific topics you will study include behaviors of success in health care settings, communication in healthcare settings, awareness and sensitivity to client needs, respecting client and staff diversity, healthcare safety and standard precautions, and legal issues in healthcare and healthcare ethics.



## HUMAN ANATOMY

**Course Number:** 3510

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Biology A & B, or Honors Biology A & B.

Human Anatomy and Physiology is the study of the organization, structure, function, and interrelationships of the major systems of the body and their responses to the environment. This course is highly recommended if you are interested in a health or science career. Participation in hands-on dissection is required.

## INTRODUCTION TO SOCIOLOGY

**Course Number:** 1630

**Grade Level:** 11, 12

**Prerequisite:** None

Sociology provides a unique way to look at human behavior and the world; it is the study of human relationships in society. You will study topics including groups and organizations, culture, conformity, deviance and crime, gender, race, ethnicity and discrimination, and social change.

## NURSING ASSISTANT SKILL SET

**Course Number:** 8150

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Healthcare Core Curriculum. This course provides you an introduction to basic nursing care skills and concepts necessary to take the examination to be a Nursing Assistant/Registered (NA/R) with the State of Minnesota and be employed in a health care facility under the direct supervision of a licensed nurse. As part of this course, you will complete a 24 hour clinical rotation at a long term care facility.

## PRESCHOOL LAB EXPERIENCE

**Course Number:** 8068

**Grade Level:** 10, 11, 12

**Prerequisite:** Successful completion of Child Psychology and Development I

The Preschool Lab Experience provides you with the opportunity to apply child psychology principles in a simulated nursery school setting and acquire an understanding of the developmental stages that young children go through. You will work in teams and be responsible for teaching preschool age children. During the course, you will develop skills in lesson planning, teaching, jobbing, and observing on a rotating basis by setting up and operating a preschool for local area children ages 3 to 5. Specifically, you will set up learning centers and develop age appropriate, content specific, curriculum in art, music, stories, math, and science. This is a must take course if you are interested in careers working with children, such as teaching, psychology, medicine, social services and parenting/caregivers.

## PSYCHOLOGY

**Course Number:** 1620

**Grade Level:** 11, 12

**Prerequisite:** None

Psychology is an introduction to the basic principles of biology and environmental processes that underlie and facilitate human behavior. You will study topics including research methods and the brain, altered states of consciousness, development psychology, learning and memory, abnormal psychology and social psychology.

## PUBLIC AFFAIRS

**Course Number:** 1610  
**Grade Level:** 11, 12  
**Prerequisite:** None

This course will give you the opportunity to work with your local, county, and state community on an actual public concern. Through an examination of the impact of active citizens solving community problems, you will recognize the contributions you can make to your community. You are required to complete a project during the course.

## STRENGTH AND CONDITIONING I

**Course Number:** 4500  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** Successful completion of ITF

Strength and Conditioning includes designing and implementing of a fitness plan that considers muscular strength, muscle endurance, cardio-respiratory endurance, flexibility and body composition. You will learn the proper form and techniques for a variety of weight training lifts with the core lifts being the bench press, squat and Olympic clean. This is a very high level activity class.

## STRENGTH AND CONDITIONING II

**Course Number:** 4510  
**Grade Level:** 10, 11, 12  
**Prerequisite:** Successful completion of ITF and Strength and Conditioning I

Strength and Conditioning II includes a more advanced design and implementation of the student's own individual fitness plan. You will continue to master the proper form and techniques for a variety of weight training lifts with the core lifts being the bench press, squat and Olympic clean. This is a very high level activity class.



## SOCIAL AND FAMILY RELATIONS

**Course Number:** 8100  
**Grade Level:** 11, 12  
**Prerequisite:** None

Social & Family Relations is especially relevant if you are interested in careers that involve interacting with people, such as business administrators, business managers, teachers, family & marriage counselors, physicians, customer relation specialists, nurses, psychologists, and human relations. You will study a variety of topics including communication styles, problem-solving, teaming, creative thinking, self-understanding and self-discipline, personal growth, listening skills, and decision making. Through your experiences in the course you will better understand others, learn customer service skills, and develop more positive relationships with family, friends, and members of your community.

## TEACHING MENTORSHIP-T.A.S.K. A & B

**Course Number:** 8301/8302  
**Grade Level:** 11, 12  
**Prerequisite:** Instructor Approval  
 T.A.S.K. (Teaching to Achieve Success for Kids) is a service learning course that trains you in teaching skills for presentation of age-appropriate lessons to the elementary students of District 191. A mentor teacher is assigned to you. You prepare for a career in education or related fields by choosing and delivering curriculum and instruction to other students' developmental needs in a safe and collaborative environment. Teamwork, small group communication skills and preparing for peer-leadership roles at BHS are emphasized. You are responsible for providing your own transportation to the elementary schools.

## YOGA, PILATES AND FITNESS I

**Course Number:** 4340  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** Successful completion of ITF

This course is designed to enhance your level of fitness through participating in a variety of workouts selected from Yoga, Pilates and other fitness activities. The course strives to improve your core and overall body strength as well as your cardiovascular fitness level. This is a high level activity class.

## YOGA, PILATES AND FITNESS II

**Course Number:** 4352  
**Grade Level:** 10, 11, 12  
**Prerequisite:** Successful completion of ITF and Yoga, Pilates and Fitness I

This advanced course of Yoga, Pilates, and Fitness is designed to continue to build upon your fitness level from the first course and raise it to an even higher level. This advanced course will be used to further develop and enhance your core and overall body strength as well as your cardiovascular fitness. This is a high level activity class.



# CAREER & COLLEGE CORE

Language Arts

Mathematics

Physical Education/Health

Science

Social Studies

## Icon Key



College Credit  
Opportunity



Certification  
Opportunity



Fine Arts  
Credit

Watch for these symbols next to course descriptions throughout the catalog. They indicate that the course offers an opportunity to earn college credit, a professional certification, and/or meets the Burnsville High School Fine Arts requirement.

## LANGUAGE ARTS

### CIS/AMERICAN LITERATURE - INTRODUCTION TO LITERATURE: POETRY, DRAMA, NARRATIVE

**Course Number:** 0880

**Grade Level:** 12

**Prerequisite:** Student must be a junior or senior and in the top 30% of their class, or have instructor approval.

English 1001 W is a University of Minnesota course and is offered for high school students who have demonstrated exceptional abilities in reading and writing. You will read eight to ten stimulating books of World Fiction, ranging from the traditional to the unconventional by authors such as Toni Morrison, Ernest Hemingway, and Tim O'Brien. You are expected to be able to discuss the text, allude to its passages, compare it to other things, identify issues and ideas, internalize it, and more. Grades are based on a reading notebook, in-class discussions, and two required essays, and a mid-term and final. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Note: Students taking this course will receive credit for the required American Literature course.



### CIS/UNIVERSITY WRITING AND CRITICAL READING

**Course Number:** 0840

**Grade Level:** 12

**Prerequisite:** Student must be a senior and in the top 20% of their class, or have instructor approval.

This course emphasizes the development of skills necessary for a college level writing and critical reading. By developing strategies for the process of writing, this course provides you a variety of approaches that can be extended and adapted to other academic situations that require writing, reading, and analytic skills. You will be simultaneously working on multiple assignments in this writing workshop based class. The grading for this course is in accordance with the University of Minnesota for college level coursework. Note: Students taking this course will receive credit for the required Media Literacy and Research course. This course has a summer reading and writing requirement.



### ENGLISH 10 SKILLS INTERVENTION: A & B

**Course Number:** 04611/04721

**Grade Level:** 10

**Prerequisite:** Instructor Approval

Language Arts Skills Intervention is designed for individuals who need more intense focus on developing fundamental reading and writing skills. This is a year-long course designed to work intensively on improving your reading and writing skills. You will focus more on non-fiction reading and expository writing skills while meeting the standards covered in English 10A.

### ENGLISH 10: A & B

**Course Number:** 0421/0432

**Grade Level:** 10

**Prerequisite:** None

This is a year-long course designed to focus on the reading, writing, critical thinking, and communication skills needed for your success both in high school and life after graduation. You will read and study a variety of literature and texts that provide you with opportunities to learn reading comprehension strategies and literary elements. Grammar, vocabulary lessons and assignments will accompany major writing and speech projects.

### ENGLISH 11 SKILLS INTERVENTION: A & B

**Course Number:** 05611/05721

**Grade Level:** 11

**Prerequisite:** Instructor Approval

Language Arts Skills Intervention is designed for individuals who need more intense focus on developing fundamental reading and writing skills. This is a year-long course designed to work intensively on improving your reading and writing skills. You will focus more on non-fiction reading and expository writing skills while meeting the standards covered in English 11A.

### ENGLISH 11: A & B

**Course Number:** 0521/0532

**Grade Level:** 11

**Prerequisite:** None

This course will have you exploring world and British literature through a study of reading, writing, listening, and speaking. You will examine world cultures through representative literary works. Major narrative patterns will include romance/adventure/heroic quest, tragedy, satire and irony, and comedy. Reading selections include drama, poetry, novels, short stories, and nonfiction. You will be required to read and write outside of class and complete writing assignments related to literature in the course, including required multi-paragraph papers.

### ENGLISH 11: ADVANCED PLACEMENT LITERATURE AND COMPOSITION: A & B

**Course Number:** 0581/0592

**Grade Level:** 11

**Prerequisite:** None

If you are able to meet multiple demands at the same time and be engaged in reading works of literature and deep analysis and discussion of those works consistently throughout the semester this AP course is recommended for you in place of the regular English 11 course. Individuals most successful in an AP course have met or exceeded proficiency on the reading MCA and are able to handle an accelerated pace of instruction and analyze a wide variety of challenging literature and text through insightful writing and discussion. You will be required to read and write outside of class and complete writing assignments related to literature in the course, including required multi-paragraph papers. Students will be prepared to take the AP exam, although it is optional. Note: This course has a summer reading and writing requirement.

### ENGLISH 11B: INVER HILLS COMMUNITY COLLEGE: ENGLISH 1140 INTRODUCTION TO LITERATURE

**Course Number:** IH0522

**Grade Level:** 11

**Prerequisite:** Students must earn at least 70% in English 1108

English 1140 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 11 requirement and the Minnesota state standards as well as ramping up skills in preparation for coursework at the college level. English 1140 introduces you to the methods of comprehending and analyzing college level poetry, drama, novels, short stories, and creative nonfiction.



**ENGLISH 12: MEDIA LITERACY AND RESEARCH****Course Number:** 0750**Grade Level:** 12**Prerequisite:** None

Media literacy and research is a study of how messages of news, information, persuasion, and entertainment are produced, packaged, and delivered to a mass audience through the mass media. In addition, the effects of mass communications on the audience will be analyzed, specifically the degree to which societal values and norms reflect the values and norms portrayed in the media, as well as the degree to which the media defines gender and culture. Legal and social issues will be explored. A short history of the major media serves as an introduction to the course, with the remainder of the course focused on becoming media literate – not merely passively consuming media, but rather understanding how and why it is directed at us, analyzing its impact, and using it to create personal communication systems. You will complete a research-writing project in this course. Note: This course does not fulfill NCAA athletic eligibility requirements. If you need to meet NCAA eligibility criteria, you must take an additional approved language arts course as an elective.

**ENGLISH 12: HONORS AMERICAN LITERATURE****Course Number:** 0870**Grade Level:** 12**Prerequisite:** None

If you have an inclination to study and discuss literature in depth, this honors course is for you. Through an integrated study of reading, writing, speaking, and listening, this course will explore literature of America. Reading selections include drama, poetry, novels, short stories and nonfiction. You will be required to read outside of class. Writing assignments related to literature, including a literary analysis, are required. You must be able to meet multiple demands at the same time and be engaged in reading texts consistently throughout the semester.

**ENGLISH 12: AMERICAN LITERATURE****Course Number:** 0770**Grade Level:** 12**Prerequisite:** None

Through an integrated study of reading, writing, speaking and listening, this course will explore literature of America. Reading selections include drama, poetry, novels, short stories, and nonfiction. You will be required to read outside of class and complete writing assignments related to literature and suitable to skill level, including completion of a literary analysis.

**ENGLISH 12: HONORS MEDIA LITERACY AND RESEARCH****Course Number:** 0850**Grade Level:** 12**Prerequisite:** None

If you are able to meet multiple demands at the same time and be engaged in reading texts consistently throughout the semester this honors course is recommended for you in place of the regular Media Literacy and Research course. Individuals most successful in an honors course have met or exceeded proficiency on the reading MCA. Note: This course does not fulfill NCAA athletic eligibility requirements. If you need to meet NCAA eligibility criteria, you must take an additional approved language arts course as an elective. This course has a summer reading and writing requirement.

**ENGLISH 9: A & B****Course Number:** 0911/0912**Grade Level:** 9**Prerequisite:** None

This is a year-long course designed to focus on the reading, writing, critical thinking, and communication skills needed for your success both in high school and life after graduation. You will read and study a variety of literature and texts that provide you with opportunities to learn reading comprehension strategies and literary elements.

**HONORS ENGLISH 10: A & B****Course Number:** 0441/0452**Grade Level:** 10**Prerequisite:** None

If you are able to meet multiple demands at the same time and be engaged in reading texts consistently throughout the semester this honors course is recommended for you in place of the regular English 10 course. Individuals most successful in an honors course have met or exceeded proficiency on the reading MCA and are able to handle an accelerated pace of instruction and analyze a wide variety of challenging literature and text through insightful writing and discussion. Note: This course has a summer reading and writing requirement.

**HONORS ENGLISH 9****Course Number:** 0921/0922**Grade Level:** 9**Prerequisite:** None

If you are able to meet multiple demands at the same time and be engaged in reading texts consistently throughout the semester, this honors course is recommended for you in place of the regular English 9 course. Individuals most successful in an honors course have met or exceeded proficiency on the reading MCA and are able to handle an accelerated pace of instruction and analyze a wide variety of challenging literature and text through insightful writing and discussion.

**INVER HILLS COMMUNITY COLLEGE: READ 93 READING COLLEGE TEXTS (ENGLISH 10A)****Course Number:** IH0411**Grade Level:** 10**Prerequisite:** Accuplacer assessment score of 63-77

Read 93 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 10 requirement and meets the Minnesota state standards as well as building up skills in preparation for coursework at the college level. Read 93 focuses on developing the reading and study strategies you will need in a typical college course with emphasis on strategies for improving understanding of what is read. The course also supports your development of skills and habits for lifelong learning and college success.

**INVER HILLS COMMUNITY COLLEGE: ENGLISH 0099 INTRODUCTION TO ACADEMIC WRITING (ENGLISH 10B)**

**Course Number:** IH0422

**Grade Level:** 10

**Prerequisite:** Accuplacer assessment score of 63-77

English 99 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 10 requirement and the Minnesota state standards, as well as building skills in preparation for college level work. English 99 prepares you for college-level academic writing through extensive practice with essay-length assignments. You will write informed, thesis-driven essays in response to academic texts while developing your understanding of grammatical rules.

**INVER HILLS COMMUNITY COLLEGE: ENGLISH 1108 WRITING AND RESEARCH SKILLS (ENGLISH 11A)**



**Course Number:** IH0511

**Grade Level:** 11

**Prerequisite:** Accuplacer assessment score of 78 or higher

English 1108 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 11 requirement and the Minnesota state standards as well as building up skills in preparation for coursework at the college level. English 1108 emphasizes critical writing, reading, and thinking with attention to rhetorical elements such as argumentative structure, audience. You will also draw conclusions from your readings, document the use of sources, and practice the writing process.

**LANGUAGE ARTS SKILLS 10: A & B**

**Course Number:** 8531/8532

**Grade Level:** 10

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. This class will provide direct instruction in the areas of reading and writing by special education instructors. This class is specifically designed to support and re-teach skills taught in English 10. Students enrolled in this course are also enrolled in the general education English 10 course and have reading and/or writing IEP goals. You will focus on reading comprehension, writing, critical thinking, grammar, vocabulary development, literature exploration, and communication skills.

**LANGUAGE ARTS SKILLS 11: A & B**

**Course Number:** 8533/8534

**Grade Level:** 11

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. This class will provide direct instruction in the areas of reading and writing by special education instructors. This class is specifically designed to support and re-teach skills taught in English 11. Students enrolled in this course are also enrolled in a general education English 11 course and have reading and/or writing IEP goals. The course is designed to focus on reading comprehension, literature exploration, and expanding reading strategies. Your written language skills focused on are fluency, complex and compound sentences, paragraph writing, and essay development.

**LANGUAGE ARTS SKILLS 9: A & B**

**Course Number:** 8529/8530

**Grade Level:** 9

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. This class will provide direct instruction in the areas of reading and writing by special education instructors. This class is specifically designed to support and re-teach skills taught in English 9. Students enrolled in this course are also enrolled in the general education English 9 course and have reading and/or writing IEP goals. You will focus on reading comprehension, writing, critical thinking, analysis of non-fiction sources, grammar, vocabulary development, and communication skills.

**MATHEMATICS**

**ALGEBRA II A & B**

**Course Number:** 2651/2662

**Grade Level:** 9, 10, 11

**Prerequisite:** Successful completion of Intermediate Algebra A & B

The use of algebra is of little value to you unless you can apply the content. This course will include the study of topics such as, linear programming, arithmetic and geometric sequences and series, exponential and logarithmic functions, trigonometry, radical functions, statistics and probability, all in the application of real-world problems. Geometry is integrated with algebra to take advantage of all mathematics students have had when studying such topics as, exponents, logarithms, trigonometry, sequences, series, statistics and combinations. Note: Calculator required: TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**ALGEBRA II MATH SKILLS: A & B**

**Course Number:** 8521/8522

**Grade Level:** 11

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. This class is specifically designed to support and re-teach the skills taught in Algebra II by special education instructors. Students enrolled in this course are enrolled in an Algebra II course and have math IEP goals. You will focus on the use of algebraic concepts to solve real-world problems.

**CONSUMER MATH: A & B**

**Course Number:** 8511/8512

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. You will focus on real life math problems involving money. Goals in the areas of money, budgeting, balancing a checkbook, time concepts, and measurement may be addressed.

**ELL PRE-ALGEBRA: A & B**

**Course Number:** 2152/2162

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** Instructor Approval

In Pre-Algebra you will study decimals, fractions, exponents, measurement, integers, basic graphing, solving one and two step equations, and problem solving. This course provides additional academic language instruction and support for English Language Learners.



## GEOMETRY A & B

**Course Number:** 2611/2622

**Grade Level:** 9, 10

**Prerequisite:** Successful completion of Algebra 1 for 9th graders, Int. Algebra for 10th graders

In Geometry A and B, you will learn to read, interpret, represent, and use geometry to solve real-world problems. Coordinates and transformations, which are critical to building and maintaining algebra skills and concepts, are studied early. You will also study measurement, area, volume, Pythagorean Theorem, coordinate geometry, similarity, logic, indirect reasoning, and right triangle trigonometry. Proofs, which require geometry knowledge and experience, are built up slowly. Note: Scientific calculator required (TI-84/TI-84 Plus or TI-83 strongly recommended)

## GEOMETRY MATH SKILLS: A & B

**Course Number:** 8523/8524

**Grade Level:** 9, 10

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. This class is specifically designed to support and re-teach the skills taught in Geometry by special education instructors. Students enrolled in this course are enrolled in a Geometry course and have math IEP goals. You will focus on using Geometry to solve real-world problems.

## HONORS ALGEBRA II: A & B

**Course Number:** 2681/2692

**Grade Level:** 9, 10, 11

**Prerequisite:** Successful completion of Intermediate Algebra A & B

This course generally follows the description of the traditional Algebra II A/B course, but provides a more extensive experience especially with regards to topics such as sequences/series, conic sections, and trigonometry. Note: Calculator required: TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

## HONORS GEOMETRY A & B

**Course Number:** 2921/2922

**Grade Level:** 9

**Prerequisite:** Successful completion of Intermediate Algebra A & B

This course follows generally the description of the traditional Geometry A/B course but provides a more extensive experience from early stages with the devising, presentation, and defense of student proofs and the theoretical consideration of the nature of proof. Note: Calculator required: TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

## PHYSICAL EDUCATION/HEALTH

### HEALTH

**Course Number:** 4000

**Grade Level:** 10

**Prerequisite:** None

The focus of health education will be on making appropriate decisions in the six priority areas: Intentional/Unintentional Injuries, Physical Fitness, Dietary Practices, Drugs and Alcohol, Tobacco, and Sexual Health.

## ELL ALGEBRA I: A & B

**Course Number:** 2351/2362

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** Instructor Approval

In Algebra I you will be introduced to statistics, probability, and reasoning as well as the study of algebra. These topics are not isolated as separate units of study or as enrichment. Instead, they are employed to motivate, justify, and extend important concepts of algebra. This course emphasizes reading and problem solving throughout. This course provides additional academic language instruction and support for English Language Learners.

## ELL ALGEBRA II: A & B

**Course Number:** 2631/2642

**Grade Level:** 11

**Prerequisite:** Geometry B or ELL Geometry B

This course provides additional academic language instruction and support for English Language Learners as you study Algebra II.

## ELL GEOMETRY: A & B

**Course Number:** 2371/2382

**Grade Level:** 9, 10

**Prerequisite:** Algebra 1B, Algebra Concepts B, or ELL Algebra 1B

This course provides additional academic language instruction and support for English Language Learners as you study Geometry.

### INDIVIDUAL, TEAM AND FITNESS

**Course Number:** 4010

**Grade Level:** 9

**Prerequisite:** None

This course meets the high school physical education requirement. The design of this course allows you to participate in team and individual lifetime physical activities. The course also provides opportunities to improve your fundamental skills and cardiovascular and strength conditioning. Units of instruction include soccer, volleyball, badminton, swimming, bat and ball games, weight training and cardiovascular fitness. Requirements of the course include baseline fitness testing and implementation of a fitness plan to improve your fitness.

### SCIENCE

#### BIOLOGY: A & B

**Course Number:** 3301/3312

**Grade Level:** 10

**Prerequisite:** None

Biology A and B is the study of living things and how biological topics impact our daily lives. This lab-based course includes the nature of science, the scientific method, cells, DNA structure, genetics, evolution, ecology, and the human body.

#### CHEMISTRY CONCEPTS: A & B

**Course Number:** 3601/3612

**Grade Level:** 11

**Prerequisite:** Instructor approval.

If you need a less mathematical intense chemistry course you may want to consider Chemistry Concepts. It is the study of structure and composition of matter, basic atomic theory, the periodic table, chemical bonding, naming compounds and writing formulas, writing and balancing simple chemical equations, and identifying basic reaction types and their products. Note: Does not fulfill NCAA athletic eligibility requirements.

#### CHEMISTRY: A & B

**Course Number:** 3631/3642

**Grade Level:** 11

**Prerequisite:** Completion of or concurrent enrollment in Algebra II or Honors Algebra II.

In this course, you will engage in the study of the structure and composition of matter, basic atomic theory, the periodic table, chemical bonding, energy changes, naming compounds and writing chemical formulas, writing and balancing simple chemical equations, the mole concept, gas laws, kinetic theory, solution chemistry, ionization, and acid-base theory. Hydrocarbons, bio-molecules, and ionizing radiation may also be studied.

#### ELL BIOLOGY: A & B

**Course Number:** 3321/3332

**Grade Level:** 10

**Prerequisite:** Instructor Approval

This course provides additional academic language instruction and support for English Language Learners as you study Biology.

#### ELL CHEMISTRY: A & B

**Course Number:** 3611/3622

**Grade Level:** 11

**Prerequisite:** Instructor Approval

This course provides additional academic language instruction and support for English Language Learners as you study Chemistry.



#### ELL PHYSICAL SCIENCE: A & B

**Course Number:** 3971/3982

**Grade Level:** 9

**Prerequisite:** Instructor Approval

This course provides additional academic language instruction and support for English Language Learners as you study Physical Science.

#### HONORS BIOLOGY: A & B

**Course Number:** 3401/3412

**Grade Level:** 10

**Prerequisite:** Successful completion of or concurrent enrollment in Algebra II, Honors Algebra II, or MCA or MAP score at or above the 75th percentile.

Honors Biology A topics include the scientific method, cells structure and function, and DNA structure. An independent research project is required. Honors Biology B topics include genetics, evolution, ecology and the human body.

#### HONORS CHEMISTRY: A & B

**Course Number:** 3651/3662

**Grade Level:** 11

**Prerequisite:** Completion of or concurrent enrollment of Algebra II or Honors Algebra II and MCA or MAP score at or above the 75th percentile.

If you are planning on pursuing a science related career in college, you will want to take Honors Chemistry. This course will take a more mathematical approach than Chemistry A & B. You will engage in the study of matter, the mole concept, chemical calculations, the atom, types of reactions, and laboratory skills. Honors Chemistry B is the study of gas laws, equilibrium, acid-base reactions, oxidation-reduction reactions, organic chemistry, and laboratory skills.

#### HONORS PHYSICAL SCIENCE A & B

**Course Number:** 3921/3922

**Grade Level:** 9

**Prerequisite:** None

If you are self-motivated and excel in math, reading and writing you may want to consider taking this course in place of the Physical Science course. In addition to covering the content in the physical science course, you will also be required to design and conduct a research project (science fair) and expand your understanding of science by reading advanced science text, completing more complex labs, and writing formal lab reports.

**PHYSICAL SCIENCE A & B****Course Number:** 3911/3912**Grade Level:** 9**Prerequisite:** None

With an emphasis on building science process skills and laying the groundwork for success in subsequent high school science courses, ninth grade physical science is a standards-based course that introduces you to chemistry, physics, and engineering. You will use the scientific method to solve problems, develop hypotheses, design experiments, collect and analyze data, and state conclusions based on their data.

**SOCIAL STUDIES****ADVANCED PLACEMENT WORLD HISTORY: A & B****Course Number:** 1521/1532**Grade Level:** 10**Prerequisite:** None

AP World History is a cross-cultural, chronological study of the history of the world. The course highlights the nature of changes in international frameworks, as well as comparisons among major societies from the years 8000 B.C. to present day. You will be expected to critically assess historical sources, write clear, well-evidenced essays, and compare and contrast civilizations cross-culturally during set time periods.

**AMERICAN GOVERNMENT AND POLITICS****Course Number:** 1580**Grade Level:** 12**Prerequisite:** None

American Government and Politics will give you the tools to understand the basics of our political system. The goal of the class is to help you learn how to be active participants in our democracy. You will study the foundations of government and citizenship, the Constitution and federalism, linking people and government, Congress, the President, the judicial system and civil liberties.

**AMERICAN HISTORY SKILLS INTERVENTION: A & B****Course Number:** 1551/1562**Grade Level:** 11**Prerequisite:** Instructor Approval

American History Skills Intervention is designed for individuals who need more intense focus on developing fundamental reading and writing skills. This is a year-long course designed to work intensively on improving your reading and writing skills. You will explore American History through present day with an emphasis on reading comprehension, writing, and word recognition.

**AMERICAN HISTORY: A & B****Course Number:** 1541/1552**Grade Level:** 11**Prerequisite:** None

American History A studies the period from the early migrations through the period of reconstruction. You will study topics including early American civilizations, exploration, colonial development, colonial revolution, constitutional period, early republic, westward expansion, Age of Jackson, Civil War, and reconstruction. American History B studies the period of industrialization to the present. You will study topics including Populism and Progressivism, imperialism and World War I, 1920's, Great Depression, New Deal, World War II, Cold War, Civil Rights Movement, and the cultural, social, political, and economic history of the post-World War II period.

**AP HUMAN GEOGRAPHY: A & B****Course Number:** 1921/1922**Grade Level:** 9**Prerequisite:** None

This college level course focuses on the goal of understanding patterns and processes that have shaped, and continue to shape human relationships on earth. You will study population geography, cultural geography, political geography, economic geography, agricultural geography and urban geography. You will be expected to do college level reading and will be assigned research that is designed to lead to a deeper understanding of geographic models and concepts and make applications to the real world. This year long course is designed to meet or exceed the experience of an introductory one semester college human geography course. Note: This course meets the 9th grade social studies graduation requirement. Students have the opportunity to take the AP Human Geography Exam in the spring to possibly earn college credit.

**CIS/ADV. PLACEMENT AMERICAN GOVERNMENT - AMERICAN DEMOCRACY IN A CHANGING WORLD****Course Number:** 1581**Grade Level:** 12

**Prerequisite:** Students must be seniors who meet at least ONE of the following additional qualifications: 1) Have a cumulative GPA in recent social science courses that exceeds a 3.5, OR 2) Be in the top 20% of his/her high school class, OR 3) Demonstrate strength in the necessary reading and writing skills.

CIS/Advanced Placement American Government will examine fundamental aspects of U.S. government, focusing on the language and logic used by political institutions in the governing process. Current public policy issues will help illustrate and analyze the concepts of U.S. government. The class will explore larger questions about the kind of society we want and the roles government should play in achieving that society. You will be expected to critically assess sources, write clear and well-evidenced essays, and complete the work volume and academic expectations of a college freshman. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Note: A 3.5 cumulative GPA or approved U of M petition is required to receive credit from the U of MN.

**CIS/ADV. PLACEMENT AMERICAN HISTORY: A & B****Course Number:** 1561/1572**Grade Level:** 11

**Prerequisite:** Students must be juniors or seniors and meet at least ONE of the following additional qualifications: 1) Have a cumulative GPA in recent social science courses that exceeds a 3.25, OR 2) Be in the top 30% of his/her high school class, OR 3) Instructor approval. CIS/Advanced Placement American History A is a survey of American History from the early migrations to the end of reconstruction. Advanced Placement American History B is a survey of American History from the rise of industrialism to the present day. You will acquire factual knowledge, consider historical evidence, and interpret data in an analytical and critical fashion. You will be expected to critically assess sources, write clear and well-evidenced essays, and complete the work volume and academic expectations of a college freshman. The grading for this course is in accordance with the University of Minnesota for college level coursework.



### CIS/ADV. PLACEMENT MICROECONOMICS



**Course Number:** 1592

**Grade Level:** 12

**Prerequisite:** Students must be seniors who meet at least ONE of the following additional qualifications: 1) Earned a B or better in a rigorous high school algebra II course, OR 2) Have a cumulative GPA that exceeds a 3.5, OR 3) Be in the top 20% of his/her high school class, OR 4) Have teacher approval.

Economics is a social science seeking to understand society and studies choice under conditions of scarcity. CIS/AP Microeconomics concerns itself with the individual segments of the economy such as households and business firms. It looks at choices individuals and firms make and how they interact in the market to trade goods and services. You will study topics such as scarcity and choice, opportunity costs and trade offs, economic systems, markets and prices, supply and demand, productivity, efficiency, marginal analysis, competition and market structure, market failures, role of government, income distribution, public goods, externalities, and the social goals of freedom, equity, efficiency, growth and security. You will be expected to critically assess sources, write clear and well-evidenced essays, and complete the work volume and academic expectations of a college freshman. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Note: A 3.5 cumulative GPA or approved U of M petition is required to receive credit from the U of MN.

### ELL AMERICAN HISTORY: A & B

**Course Number:** 1841/1852

**Grade Level:** 11

**Prerequisite:** Instructor Approval

This course provides additional academic language instruction and support for English Language Learners as you study American History.

### ELL HUMAN GEOGRAPHY

**Course Number:** 1941

**Grade Level:** 9

**Prerequisite:** Instructor Approval

This course provides additional academic language instruction and support for English Language Learners as you study Human Geography.

### HUMAN GEOGRAPHY

**Course Number:** 1911

**Grade Level:** 9

**Prerequisite:** None

This semester long course presents you with an overview of basic geographical knowledge, an introduction to geospatial technologies, and an examination of geographical patterns around the globe utilizing the themes of population, culture, politics, economics, urbanization and environmental issues in order to achieve the basic goal of understanding patterns and process that have shaped and continue to shape human relationships on earth.

### INVER HILLS COMMUNITY COLLEGE: POLITICAL SCIENCE 1111 AMERICAN GOVERNMENT



**Course Number:** 1583

**Grade Level:** 12

**Prerequisite:** Placement in this course is dependent on scores on the ACCUPLACER assessment.

American Government 1111 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the twelfth grade Government requirement for Social Studies and meets the Minnesota state standards as well as building up skills in preparation for coursework at the college level. You will study processes and policies of United States national government, political parties, campaigns and elections, public opinion, interest groups, media coverage and current political issues. The course will also examine principles of the Constitution, and the structure and behavior of the legislative, executive, and judicial branches.

### PRINCIPLES OF ECONOMICS

**Course Number:** 1590

**Grade Level:** 12

**Prerequisite:** None

This course is an integrated study of macroeconomics, microeconomics, and other principles of social science. You will study the topics of scarcity, supply and demand, price systems and market structures, government revenue and spending, economic indicators and monetary/fiscal policy. In addition, you will learn about personal financial decision-making.

### WORLD HISTORY SKILLS INTERVENTION: A & B

**Course Number:** 15111/15221

**Grade Level:** 10

**Prerequisite:** Instructor Approval

World History Skills Intervention is designed for individuals who need more intense focus on developing fundamental reading and writing skills. This is a year-long course designed to work intensively on improving your reading and writing skills. You will explore World History from the earliest civilizations through present day with an emphasis on reading comprehension, writing, and word recognition

### WORLD HISTORY: A & B

**Course Number:** 1501/1512

**Grade Level:** 10

**Prerequisite:** None

World History A is a cross-cultural, chronological study of the history of the world. You will study topics including physical and cultural evolution, the beginnings of civilizations, development of classical empires, development of universal religions, and the Middle Ages. World History B begins with the Renaissance and concludes by exploring global trends in a changing world. You will study topics including the Renaissance, scientific revolution, industrialism, nationalism, revolution, colonialism and imperialism, the world wars, the post-World War II world, and new regional conflicts.

# GLOBAL ELECTIVES

Career & Technical Education (CTE)

Fine Arts

Language Arts

Mathematics

Physical Education

Science

Social Studies

World Languages

Youth Service

## Icon Key



College Credit  
Opportunity



Certification  
Opportunity



Fine Arts  
Credit

Watch for these symbols next to course descriptions throughout the catalog. They indicate that the course offers an opportunity to earn college credit, a professional certification, and/or meets the Burnsville High School Fine Arts requirement.

## CAREER & TECHNICAL EDUCATION

### CAREER INVESTIGATION

**Course Number:** 8121

**Grade Level:** 10, 11, 12 BAHS Only

**Prerequisite:**

The Career Investigation course will provide you an opportunity to develop a personal portfolio of career related items, including interest inventories, abilities, values, goals, and experiences. You will study career clusters, today's global job market, letters of application, resume writing, interviewing skills, communication techniques, on-the-job etiquette, and presenting a professional image in this course.

### COMPUTER APPLICATIONS

**Course Number:** 7230

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

Are you prepared for the computer application skills you will need in college, a career, or life itself? In this introductory computer course, you will learn practical and useful applications of the Microsoft Office Professional software package. You will have opportunities in this course to use word processing, database, and spreadsheet features, as well as basic information technology skills.



### INDEPENDENT STUDY - BUSINESS EDUCATION

**Course Number:** 7490

**Grade Level:** 10, 11, 12

**Prerequisite:** Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

### INDEPENDENT STUDY - COMPUTERS

**Course Number:** 2980

**Grade Level:** 10, 11, 12

**Prerequisite:** Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.



### INDEPENDENT STUDY - FAMILY AND CONSUMER SCIENCES

**Course Number:** 8490

**Grade Level:** 11, 12

**Prerequisite:** Instructor approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

### INDEPENDENT STUDY - TECHNICAL EDUCATION

**Course Number:** 7990

**Grade Level:** 11, 12

**Prerequisite:** Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

### MAAP STARS/CAREERS INVESTIGATION

**Course Number:** 8111

**Grade Level:** 10, 11, 12 BAHS Only

**Prerequisite:**

The goal of this course is supporting you in developing career, academic, and social skills. You will experience career related activities that assist you in making informed career choices, build a cooperative and competitive spirit through individual and team activities and competition, strengthen social skills and build an appreciation for the responsibility of citizenship, brotherhood, and the American free enterprise system. You will also be able to develop self confidence, increase motivation, and create a desire for and belief in life-long learning.

## FINE ARTS

### HISTORY OF ROCK & ROLL

**Course Number:** 5720

**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None

This is a non-performance music course that focuses on the history of popular music and its impact on society and culture. You will study the chronological history of significant rock and roll icons, performers, and events. Study will cover popular music from the early 1950s through present day, and will focus on influential performers such as Elvis, the Beatles, Pink Floyd and Public Enemy. You will study the progression of rock music styles, including R&B, punk and rap, through projects, exploration, and film.



## LANGUAGE ARTS

### ACADEMIC READING: A & B

**Course Number:** 0151/0152

**Grade Level:** 9

**Prerequisite:** Instructor approval

This class is specifically designed for 9th grade students who based on MCA and MAP assessments and class work need additional support in the area of reading. This class will improve your reading skills while preparing you for college and career level reading. Skills learned and practiced will allow for greater success and achievement in all your academic courses. This course is taken in addition to the required English 9 course.

### CIS PUBLIC SPEAKING

**Course Number:** 0710

**Grade Level:** 11, 12

**Prerequisite:** Students must be juniors or seniors and in the top 50% of their class, or instructor approval.

CIS Public Speaking is a challenging course that includes a combination of advanced writing, speaking, and listening skills. This class will help you gain skills, poise, and confidence in various speaking situations. The emphasis in this approach to public speaking is on preparation (research, organization, and writing) and practice (rehearsal). You will combine research skills, writing skills, and delivery skills and select speech topics, organize ideas through outlines or manuscripts, use various types of intros and conclusions, and use effective delivery techniques. The grading for this course is in accordance with the University of Minnesota for college-level coursework.



## INVER HILLS COMMUNITY COLLEGE: COMM 11 PUBLIC SPEAKING (English 12 in place of Media Literacy)



**Course Number:** IH0513

**Grade Level:** 12

**Prerequisite:** Students must earn at least 70% in English 1140  
This course is offered in cooperation with Inver Hills Community College. Public speaking is an introductory study of public speaking. Focus is on the different types of public speeches and the research, organizational, and delivery skills needed to present them effectively. This course requires frequent participation. You are required to give speeches in a variety of settings.

## MATHEMATICS

### ADVANCED PLACEMENT CALCULUS BC: A & B

**Course Number:** 2851/2862

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Honors Precalculus A&B, 80% score on placement test and instructor approval  
Advanced Placement (AP) Calculus BC is for you if you are planning to take the Advanced Placement Exam. It is a full-year course in the calculus of functions of a single variable. It includes all topics covered in AP Calculus AB plus additional topics. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB. Students taking the AP Calculus BC exam will also receive a sub-score for AP Calculus AB. Successful completion of AP Calculus BC and the AP Examination may lead to college credit and/or advanced placement at the college level. Note: Calculator required: TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

### ADVANCED PLACEMENT STATISTICS: A & B

**Course Number:** 2951/2962

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Honors Algebra II and instructor recommendation.

This AP course will provide you with learning in the following areas.

1) Exploring Data: Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Emphasis is placed on interpreting information from graphical and numerical displays and summaries. 2) Planning a Study: Data must be collected according to a well-developed plan if valid information on a conjecture is to be obtained. Your plan will include clarifying the question and deciding upon a method of data collection and analysis. 3) Anticipating Patterns: Probability is the tool used for anticipating what the distribution of data should look like under a given model. 4) Statistical Inference: Inference from data can be thought of as the process of selecting a reasonable model and including a statement in probability language, of how confident one can be about the selection. An intensive review prepares students for the Advanced Placement Examination. Note: Calculator required: TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

### ALGEBRA FUSION: A & B

**Course Number:** 2401/2412

**Grade Level:** 9, 10

**Prerequisite:** Instructor approval

This class is specifically designed for 9th grade students who based on MCA and MAP assessments and class work in Algebra I and Intermediate Algebra need additional support in the development of essential algebraic concepts. This class will improve your math skills and prepare you for your study of algebra in high school and college. Skills learned and practiced will allow for greater success and achievement in all your courses that use math. This course is taken in addition to the required Geometry course. An emphasis will be placed on the connections between equations, graphs, tables, and /real-world situations for both linear equations and quadratic equations. You will also study other topics such as proportions, radicals, and polynomials. Note: Scientific Calculator (TI-84/TI-84 Plus or TI-83 strongly recommended)

### ALGEBRA III: A & B

**Course Number:** 2701/2712

**Grade Level:** 12

**Prerequisite:** Successful completion of Algebra II A & B

This course is designed to prepare you for first year college level mathematics courses. If you are not prepared and ready to take Precalculus, but wish to take math in preparation for career and college this is the course for you. You will be provided a general survey of mathematical topics that are useful in our contemporary world with a strong focus on using technology as a tool for success in mathematics. Topics include functions and their graphs, exponents and logarithms, sequences and series, trigonometry, and graph theory. Note: Calculator required: TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

### CIS/ADVANCED PLACEMENT CALCULUS: A & B



**Course Number:** 2811/2822

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Precalculus A & B, and 80% score on placement test

Advanced Placement (AP) Calculus AB is for you if you are planning to take the Advanced Placement Exam. You will study the derivative and its many applications first semester and the integral and its many applications second semester. An intense review prepares students for the Advanced Placement Examination. Successful completion of AP Calculus AB and the AP Examination may lead to college credit and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Note: Calculator required: TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

### HONORS PRECALCULUS A & B

**Course Number:** 2771/2782

**Grade Level:** 10, 11, 12

**Prerequisite:** Successful completion of Algebra II: A & B or Honors Algebra II: A & B

Honors Precalculus will build on the ideas of functions and logic to establish a foundation to prepare students for courses they will encounter in college. Topics include an in depth study of polynomials, polar coordinates, equations, and graphs, trigonometry and vectors. Juniors completing Honors Precalculus will have completed the prerequisite for Advanced Placement Calculus BC. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is equivalent to one semester of college calculus. Note: Calculator required: TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**PRECALCULUS: A & B****Course Number:** 2751/2762**Grade Level:** 10, 11, 12**Prerequisite:** Successful completion of Algebra II A & B

Precalculus will build on the ideas of functions and logic to establish a foundation to prepare you for courses you will encounter in college. Topics you will study include functions and their graphs, exponents and logarithms, trigonometry, polar coordinates, and a study of vectors. Seniors completing Precalculus will be prepared to enter a full year of college calculus. Juniors completing Precalculus will have completed the prerequisite for Advanced Placement Calculus AB. The content of AP Calculus AB is designed to qualify the student for placement and credit in a course that is equivalent to one semester of college calculus. Note: Calculator required: TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**PHYSICAL EDUCATION****CONTACT TEAM SPORTS (Flag Football, Basketball, Team Handball)****Course Number:** 4040**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of ITF

This course covers fundamental skills, playing techniques, rules, and basic strategies for Flag Football, Basketball and Team Handball. You will play games where body contact is involved.

**FLOOR HOCKEY, SOCCER, AND SPEEDBALL****Course Number:** 4552**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of ITF

This class covers the fundamental skills, playing techniques, rules, and basic strategies for Floor Hockey, Soccer, and Speedball. Team tournaments will be played in each unit. This is a high level activity class.

**PERSONAL DEVELOPMENT (BWCA/CAMPING)****Course Number:** 8421/8432**Grade Level:** 11, 12 BAHS Only**Prerequisite:** This course is offered for students enrolled at BAHS

This experiential course provides you an opportunity to take a class with a small number of students during summer school in the Minnesota Boundary Waters Canoe Area. The curriculum consists of fitness, character development, outdoor/camping skills, and the history on the Boundary Waters Canoe Area. You will be in class at school for 3-4 days prior to the trip and then go into the BWCA for 5 days/4 nights.

**RACKET SPORTS I (Tennis, Pickleball, Badminton)****Course Number:** 4050**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of ITF

This course covers the fundamental skills, rules, and strategies of Tennis, Pickle ball and Badminton. You will participate in singles, doubles, and team tournament play.

**RACKET SPORTS II (Tennis, Pickleball, Badminton)****Course Number:** 4620**Grade Level:** 10, 11, 12**Prerequisite:** Successful completion of ITF and Racket Sports I

This course emphasizes advanced skills and strategies in singles and doubles play of each game. Singles and doubles tournaments will be part of each unit of play.

**RECREATIONAL SPORTS (Ultimate, Volleyball, Kittenball, Badminton, Dodgeball and Floor Hockey)****Course Number:** 4070**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of ITF

This course will cover the fundamental skills, rules, playing techniques and basic strategies for Ultimate, Volleyball, Kittenball, Badminton, Dodgeball, and Floor Hockey. You will participate in singles, doubles and team tournaments as part of class play.

**SELF DEFENSE****Course Number:** 4730**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of ITF

In this semester long class, you will learn self-protection techniques, evading techniques, and escape techniques. You will also have strength and conditioning opportunities. This course is designed to teach empowerment, so you will have the confidence to protect and defend yourself.

**TEAM SPORTS****Course Number:** 4030**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of ITF

This course covers fundamental skills, playing techniques, rules, and basic strategies for soccer, ultimate, softball, volleyball and basketball. Tournament play will be included in some of the activities.

**SCIENCE****ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE: A & B****Course Number:** 3851/3862**Grade Level:** 11, 12**Prerequisite:** Successful completion of Biology or Honors Biology and concurrent enrollment in Chemistry or Honors Chemistry.

AP Environmental Science will examine how the biosphere works and how humans are affecting it. A major emphasis will be on sustainability of ecosystems and resources as well as human responsibility. Basic principles of biology, chemistry, physics, earth science and math as well as sociology, economics and politics will be applied by examining the natural environment and considering how human activity is changing it. Successful completion of the Advanced Placement Environmental Science examination may result in college credit and/or advanced placement in college courses.

## ASTRONOMY

**Course Number:** 3540

**Grade Level:** 11, 12

**Prerequisite:** None

Astronomy is the study of the solar system and stars/galaxies. Topics include planets, moon(s), minor members of the solar system, history of astronomy, telescopes and tools of astronomy, and time. Topics from the stellar system(s) include our sun, stars, galaxies, quasars, stellar evolution and history.

## ENVIRONMENTAL STUDIES & WILDLIFE

### CONSERVATION

**Course Number:** 3890

**Grade Level:** 10, 11, 12 BAHS Only

**Prerequisite:**

Environmental Studies is a class that is designed to introduce you to major ecological concepts and the environmental concerns that affect the world in which we live. Students explore the interactions of people and their environment. The course also focuses on local and global issues in wildlife conservation and addresses global issues with sustainable solutions and positive action.

## HONORS PHYSICS: A & B

**Course Number:** 3821/3832

**Grade Level:** 12

**Prerequisite:** Completion of Algebra II.

If you are planning on pursuing a science related career in college, you will want to take Honors Physics. Honors Physics is the study of matter and energy and their interaction, using a mathematical approach. Topics include rectilinear motion, motion in two dimensions, Newton's Laws, equilibrium, momentum, energy, current electricity, modern physics, waves, refraction and reflection of light, mirrors and lenses, and static electricity.

## PHYSICS: A & B

**Course Number:** 3721/3732

**Grade Level:** 12

**Prerequisite:** Completion of or concurrent enrollment in Algebra II or Honors Algebra II. It is strongly recommended that students take this course concurrently with a math course.

Physics is the study of matter and energy and their interaction. Topics include rectilinear motion, motion in two dimensions, Newton's Laws, momentum, energy, current electricity, modern physics, waves, refraction and reflection of light, sound and musical instruments, and static electricity.

## SOCIAL STUDIES

### ADVANCED PLACEMENT PSYCHOLOGY A & B

**Course Number:** 1661/1672

**Grade Level:** 12

**Prerequisite:** None

The year-long AP Psychology course is designed to introduce you to the systematic and scientific study of human behavior and mental processes. You will be exposed to the psychological facts, principles and theories associated within the major subfields of psychology. The ultimate goal of this course is to provide you with an understanding of the main concepts of psychology.



## CIS - INTRODUCTION TO AFRICAN AMERICAN STUDIES

**Course Number:** 1690

**Grade Level:** 11, 12

**Prerequisite:** Meet at least TWO of the following requirements: Rank in the top 50% of their high school class; demonstrate strength in visual, written, and/or oral learning styles to the CIS instructor; demonstrate reading and writing proficiency to the CIS instructor. This course is an introduction to the study of people of African descent in the United States and in the broader African diaspora. You will explore why people of African descent have occupied an oppressed position in the US and globally, and how they have resisted this oppression creating social change. We will be centrally concerned with how race, gender, and class shape the lives of people of African descent in the US and in the diaspora. The course will explore Black struggles for citizenship and movements toward democratization.



## CIS SOCIOLOGY: MULTICULTURAL PERSPECTIVES IN SOCIOLOGY

**Course Number:** 1640

**Grade Level:** 11, 12

**Prerequisite:** None

Multicultural Perspectives in Sociology is designed as an introduction to sociological methods and approaches. The purpose of this course is to provide you with the basic tools to better understand and question our social world. By utilizing a multicultural perspective, you will study social identity(s) and develop your sociological imaginations to fully understand the causes, and solutions, of the big questions of our time. Note: This course is part of the U of MN Entry Point Project which targets students who are in the top 50th – 20th percentile as well as multilingual and ELL students.



## SURVEY OF 20TH CENTURY AMERICA

**Course Number:** 1681

**Grade Level:** 12

**Prerequisite:** American History

A decade-by-decade survey of events and ideas in the 20th Century United States and their impact on and reflection of the culture of each decade will be studied in this course. You will learn about, examine and critically analyze each decade through its events, literature, music, film and TV.

## WORLD LANGUAGES

### CIS FRENCH 4: A & B

**Course Number:** 6121/6132

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of French 3: A & B. A grade of C or higher is highly recommended.

This course includes the study of one short story - Le Petit Prince while also strengthening oral proficiency through discussion of topics of current events and music. Grammatical concepts continue to be studied. The structure of the language continues to be stressed through listening, speaking, reading, and writing. You will strengthen your conversational skills as the class is conducted mainly in French and includes the opportunity to earn five semester credits from the University of Minnesota (Fren 1003). Advanced language study is strongly encouraged for the college-bound student.



**CIS FRENCH 5: A & B****Course Number:** 6161/6172**Grade Level:** 11, 12**Prerequisite:** Successful completion of French 4: A & B. A grade of C or higher is highly recommended.

This course includes the study of the music and lyrics that accompany the story - Les Miserables, while also strengthening oral proficiency through discussion of current topics. This is a challenging course designed for the motivated language student. While practicing and improving communicative language skills, you have the opportunity to earn five semester credits at the University of Minnesota (Fren 1004). The class is conducted mainly in French and students are expected to use as much French as possible.

**FRENCH 1: A & B****Course Number:** 6001/6012**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

This introductory course exposes you to the French-speaking world as they develop basic proficiency in the four language modalities of speaking, reading, writing and listening. The curriculum will enable you to communicate and practice through a variety of learning experiences including multi-media sources, original conversations, music, games, etc. Language study is highly recommended for the college-bound student.

**FRENCH 2: A & B****Course Number:** 6041/6052**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of French 1: A & B. A grade of C or higher is highly recommended.

The French 2 curriculum focuses on improving and expanding speaking, reading, writing and listening skills acquired in French 1. You will increase vocabulary and understanding of basic grammar. Cultural study is included as well. Language study is highly recommended for the college-bound student.

**FRENCH 3: A & B****Course Number:** 6081/6092**Grade Level:** 10, 11, 12**Prerequisite:** Successful completion of French 2: A & B. A grade of C or higher is highly recommended.

Students will build upon proficiency skills acquired in previous levels. This course will emphasize vocabulary and grammar which will allow you to communicate in the present, past, and future tenses about a variety of topics. You are expected to speak French as the majority of the class is conducted in the target language. Advanced language study is strongly encouraged for the college-bound student.

**SPANISH 1: A & B****Course Number:** 6401/6412**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

This introductory course exposes you to the diverse Spanish-speaking world as you develop basic proficiency in the four language modalities of speaking, reading, writing and listening. The district-wide curriculum will enable you to communicate on a variety of topics on a limited basis. Language study is highly recommended for the college-bound student.

**SPANISH 2: A & B****Course Number:** 6441/6452**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of Spanish 1: A & B. A grade of C or higher is highly recommended.

The Spanish 2 curriculum focuses on improving and expanding speaking, reading, writing and listening skills acquired in Spanish 1. You will increase vocabulary and understanding of basic grammar. Language study is highly recommended for the college-bound student.

**SPANISH 3: A & B****Course Number:** 6441/6452**Grade Level:** 10, 11, 12**Prerequisite:** Successful completion of Spanish 2: A & B. A grade of C or higher is highly recommended.

You will build upon proficiency skills acquired in previous levels. This course will emphasize vocabulary and grammar which will allow you to communicate in the present, past, and future tenses on a variety of topics. The majority of the class is conducted in Spanish. Advanced language study is strongly encouraged for the college-bound student.

**SPANISH 4: A & B****Course Number:** 6441/6452**Grade Level:** 11, 12**Prerequisite:** Successful completion of Spanish 3: A & B. A grade of C or higher is highly recommended.

Conversational skills are strengthened as the class is conducted in Spanish. The structure of the Spanish language continues to be stressed through review and expansion of the four basic skills. This course provides you a more advanced study of grammatical and communicative structures through multi-media sources. Advanced language study is strongly encouraged for the college-bound student.

**CIS SPANISH 5: A & B****Course Number:** 6441/6452**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of Spanish 4: A & B with a A grade of B or higher or successful completion of Spanish for Heritage Learners II: A & B and instructor recommendation.

This is a college course governed by the rules and expectations of the University of Minnesota's College-in-the-Schools program. This challenging course is designed for the motivated language student. Your skills are strengthened as the class is conducted entirely in Spanish. You will enhance Your communicative speaking, writing, reading and listening skills in the context of cultural themes related to the Hispanic world. The student has the opportunity to earn ten semester credits at the University of Minnesota (Spanish 1003 and 1004).

**SPANISH FOR HERITAGE LEARNERS I: A & B****Course Number:** 6301/6312**Grade Level:** 9, 10, 11, 12**Prerequisite:** Student must be a native or heritage speaker of Spanish or instructor approval.

This course is designed for students for whom Spanish is their native or heritage language. It provides you with the opportunity to expand your existing proficiency and to develop your reading and writing skills. Spelling and vocabulary development are stressed. Emphasis will be placed on usage appropriate to academic and professional settings.

**SPANISH FOR HERITAGE LEARNERS II: A & B****Course Number:** 6311/6322**Grade Level:** 10, 11, 12**Prerequisite:** Successful completion of Spanish for Heritage Learners I: A & B.

Spanish for Heritage Learners II is a course designed to apply the lexical and grammatical command acquired in heritage speakers' daily lives. Through this course you will further develop fluency and accuracy in both oral and written contexts.

**YOUTH SERVICE****YOUTH SERVICE TEACHING: A&B****Course Number:** 8321/8322**Grade Level:** 11, 12**Prerequisite:** Instructor Approval

Note: Offered as a .5 credit per semester. May be taken twice for credit.

Students will be provided opportunities for assisting a teacher in a variety of settings. The instructor will arrange experiences mutually designed by students and instructor. Students are responsible for transportation to an elementary or junior high school.

**YOUTH SERVICE PEER TUTORING: A&B****Course Number:** 8331/8332**Grade Level:** 11, 12**Prerequisite:** Acceptable application and interview

Note: Offered as a .5 credit per semester. May be taken twice for credit.

Peer tutoring is a service program open to students who maintain a B or better average. Students are trained in tutoring techniques and interpersonal communication skills. Peer tutors are assigned to a study hall to serve as tutors to students needing tutorial assistance.

**YOUTH SERVICE SOCIAL SERVICES: A&B****Course Number:** 8351/8352**Grade Level:** 11, 12**Prerequisite:** Acceptable application and interview

Note: Offered as a .5 credit per semester. May be taken twice for credit.

Students will be provided opportunities to research and explore social service careers. The instructor will arrange experiences mutually designed by student and instructor. Students are responsible for their own transportation.

**YOUTH SERVICE COMMUNITY VOLUNTEER: A&B****Course Number:** 8401/8402**Grade Level:** 10, 11, 12**Prerequisite:** Coordinator Approval

Note: Offered as a .5 credit per semester. May be taken twice for credit. May be taken four additional times for no credit.

The youth service coordinator works with students in planning their community volunteering and is responsible for monitoring the activity. Community volunteer hours are completed outside the school day. Opportunities for performing service in the community are many and varied. Any viable option for volunteering in the community will be considered including, but not limited to, serving at a school, social service agency, community education program, hospital, long-term care facility, zoo, environmental setting, park, recreation facility, municipal or other governmental agency, museum, art gallery, or cultural organization.



# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## NCAA Division I Initial-Eligibility Requirements

### **Core Courses: (16)**

- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - **Sixteen (16) core courses** are required (see chart below for subject-area requirements).
    - Ten (10) core courses completed before the seventh semester; seven (7) of the 10 must be in English, math or natural/physical science.
      - These courses/grades are "locked in" at start of the seventh semester (cannot be repeated for grade-point average [GPA] improvement to meet initial-eligibility requirements for competition).
  - *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements (see below).*

### **Test Scores: (ACT/SAT)**

- Students must present a corresponding test score and core-course GPA on the sliding scale (see Page No. 2).
  - **SAT:** critical reading and math sections.
    - Best subscore from each section is used to determine the SAT *combined* score for initial eligibility.
  - **ACT:** English, math, reading and science sections.
    - Best subscore from each section is used to determine the ACT *sum* score for initial eligibility.
- All ACT and SAT attempts *before* initial full-time collegiate enrollment may be used for initial eligibility.
- **Enter 9999 during ACT or SAT registration to ensure the testing agency reports your score directly to the NCAA Eligibility Center. Test scores on transcripts will not be used.**

### **Core Grade-Point Average:**

- Only *core courses* that appear on the high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)) will be used to calculate your core-course GPA. Use this list as a guide.
- **Initial full-time collegiate enrollment *before* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale A (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet subject-area requirements.
- **Initial full-time collegiate enrollment *on or after* August 1, 2016:**
  - Students must present a corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
  - Core-course GPA is calculated using the **best 16 core courses** that meet both progression (10 before seventh semester; seven in English, math or science; "locked in") and subject-area requirements.

<b>DIVISION I Core-Course Requirement (16)</b>	
4	years of English
3	years of math (Algebra I or higher)
2	years of natural/physical science (1 year of lab if offered)
1	year of additional English, math or natural/physical science
2	years of social science
4	years of additional courses (any area above, foreign language or comparative religion/philosophy)

<b>DIVISION I – 2016 Qualifier Requirements</b>	
<i>*Athletics aid, practice, and competition</i>	
•	16 core courses
○	Ten (10) core courses completed before the start of seventh semester. Seven (7) of the 10 must be in English, math or natural/physical science. <ul style="list-style-type: none"> <li>▪ "Locked in" for core-course GPA calculation.</li> </ul>
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.300) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

<b>DIVISION I – 2016 Academic Redshirt Requirements</b>	
<i>*Athletics aid and practice (no competition)</i>	
•	16 core courses
○	No grades/credits "locked in" (repeated courses after the seventh semester begins may be used for initial eligibility).
•	Corresponding test score (ACT sum score or SAT combined score) and core-course GPA (minimum 2.000) on Sliding Scale B (see Page No. 2).
•	Graduate from high school.

# NCAA ELIGIBILITY CENTER QUICK REFERENCE GUIDE



## Division II Initial-Eligibility Requirements

### Core Courses

- **Division II currently requires 16 core courses.** See the chart below.
- **Beginning August 1, 2018**, to become a full or partial qualifier for Division II, all college-bound student-athletes must complete the 16 core-course requirement.

### Test Scores

- **Division II** currently requires a minimum SAT score of 820 or an ACT sum score of 68. **Beginning August 1, 2018**, Division II will use a sliding scale to match test scores and core-course grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- The SAT score used for NCAA purposes includes **only** the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a **sum** of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

### Grade-Point Average

- Be sure to look at your high school's List of NCAA Courses on the NCAA Eligibility Center's website ([www.eligibilitycenter.org](http://www.eligibilitycenter.org)). Only courses that appear on your school's approved List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- The current **Division II** core GPA requirement is a minimum of 2.000. **Division II** core GPA required to be eligible for competition on or after August 1, 2018, is 2.200 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- The minimum **Division II** core GPA required to receive athletics aid and practice as a partial qualifier on or after August 1, 2018, is 2.000 (corresponding test-score requirements are listed on the Sliding Scale on Page No. 2 of this sheet).
- Remember, the NCAA core GPA is calculated using NCAA core courses only.

#### **DIVISION II 16 Core Courses**

- 3 years of English.
- 2 years of mathematics (Algebra I or higher).
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 years of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

**ACCUPACER:** ACCUPACER is a test used along with your academic background, goals and interests to help match your skill level with selecting courses.

**ACT:** ACT assessment is a five-hour national college admissions test which includes five sections: writing, science, math, reading and English. Most colleges will accept a student's ACT scores as part of the admissions evaluation. Eleventh grade students take this assessment which is administered in the high school.

**AP:** Advanced Placement. Advanced Placement courses are designed by the College Board. In May, students take a test for each AP course in which they are enrolled; students who achieve a certain score may, if their college accepts the AP credit, receive college credit. There is a separate fee required for each AP test taken by the student. AP exam fee waivers are available, check with the school counselors.

**Articulation Credit:** Several Career and Technical Education courses which are offered at BHS can be used for college credit upon enrollment in an applicable program at the community college level. Students in grades 10, 11 or 12 who take a qualifying course and earn a grade of a B or better in that course will receive an articulated college credit certificate (valid for 5 years). Upon enrollment in an applicable community college program the student will be able to use that certificate to transfer the high school course in as college credit as defined in the articulation agreement.

**ASFAB:** ASFAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

**BHS:** The abbreviation for Burnsville High School.

**CIS:** The abbreviation for College in the Schools, the University of Minnesota's nationally accredited program that brings U of M faculty together with high school teachers to offer University courses to high school students.

**College:** In contrast to a university, a college traditionally only offers undergraduate degrees and programs. (There are, of course, some exceptions to this definition.)

**College Admissions Test:** A test often required by four-year colleges to help determine which students to admit to their school. The most common tests are the ACT and SAT.

**College Fair:** An event where people from colleges gather to talk with students and parents.

**Community College:** Schools that prepare students for certain jobs or to transfer to a four-year college.

**Concurrent enrollment:** A program that provides high school students with the opportunity to take college-credit bearing courses taught by college-approved high school teachers, generally on the high school campus.

**Dual Enrollment:** Dual enrollment is an enrollment plan that allows a student to earn credit in both a high school and community college or college course at the same time.

**Dual Ranking:** Involves identifying a group of students who complete a specific set of core classes each semester beginning in their tenth grade year. Successfully completing the dual rank sequential courses will establish a secondary class rank for these students.

**FAFSA:** The abbreviation for Free Application for Federal Student Aid.

**Financial Aid:** Need-based money awarded to qualified students to help pay for college.

**Free Application for Federal Student Aid (FAFSA):** This form is required for any student who wants to be considered for need-based federal aid. Make sure you get your form in by the deadline! Visit <https://fafsa.ed.gov/> for more information.

**Grade Point Average (GPA):** The average of a student's grades, typically based on a four-point scale.

**Honors:** Certain courses are designated as honors courses because of the challenging nature of the curriculum.

**Post-Secondary:** This term means "after the completion of high school." It typically refers to any education a person receives beyond or after high school, including four-year colleges and universities and community colleges.

**Prerequisite:** A prerequisite is a required course that is to be completed before a student can take a course in question.

**PSAT:** An assessment developed by The College Board to determine college readiness. Students are assessed in the areas of critical reading, mathematics, and written expression in preparation for the SAT 1: Reasoning Test. The PSAT is offered once a year in October to any interested student for a nominal fee. Juniors taking the exam may qualify through their scores for the National Merit Scholarship program.

**PSEO:** An abbreviation that refers to "Postsecondary Enrollment Option"; a program that allows high school students to earn college credit while still in high school through enrollment and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution.

**Resumé:** A summary of a person's skills, activities and work experience often used when applying for a job.

**SAT:** A standardized, five-hour test developed by The College Board that measures verbal, mathematical reasoning and writing skills. Four-year colleges use a student's score on this test as part of the admissions evaluation for entrance.

**Secondary:** This term refers to middle and high schools.

**Transcript:** A record of your academic history.



# DISTRICT 191 MIDDLE SCHOOLS 2016-17 COURSE CATALOG



EACH STUDENT REAL-WORLD READY

# Welcome

**Welcome to the middle school section of the Burnsville High School and District 191 Middle Schools Course Catalog.**

**The Middle Schools in District 191 — Eagle Ridge, John Metcalf and Joseph Nicollet — are eagerly anticipating working with your children. The middle school years are exciting and challenging times for our students and their parents. This guide is intended to provide information and allow families to plan for the coming school year and the years ahead.**

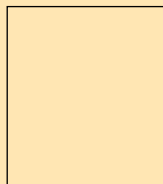
**If you have questions about the information and courses included, please contact your child’s school.**

## Middle School Leadership

- Don Leake, Eagle Ridge Principal
- Cherie Braspenick, Eagle Ridge Assoc. Principal
- Kelly Ronn, Metcalf Principal
- Bill Heim, Metcalf Assoc. Principal
- Renee Brandner, Nicollet Principal
- Jeff Leach, Nicollet Assoc. Principal
- Jeff Marshall, Athletics/Activities Director



Don Leake,  
Eagle Ridge



Kelly Ronn,  
Metcalf

Renee Brandner,  
Nicollet

## Middle School Contacts

Eagle Ridge Middle School - 952-707-2800  
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**Eagle Ridge, John Metcalf and Joseph Nicollet Middle Schools are a part of Burnsville-Eagan-Savage School District 191.**



**INDEPENDENT SCHOOL DISTRICT 191**  
**Each Student Real-World Ready**

**www.isd191.org • 952-707-2000**

## Middle Schools in District 191

### Changes for 2016-17

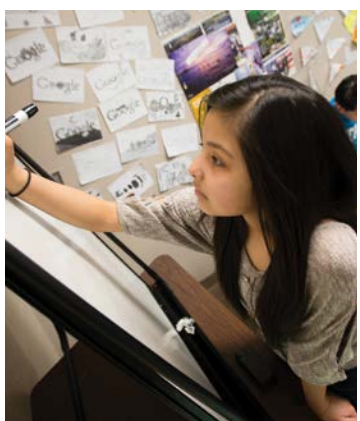
Our new middle schools will open for the 2016-17 school year as part of Vision One91 in Burnsville-Eagan-Savage School District 191. The goal of Vision One91 is to redesign the district to meet the needs of today's learners and ensure the district's mission of "Each Student Real-World Ready."



Our redesign involves realigning grades so elementary schools serve grades K-5, current junior highs transform to middle schools with grades 6-8, and Burnsville High School will become a comprehensive high school serving grades 9-12.

As part of Vision One91, there is new funding to increase student access to technology, online resources, collaborative problem-solving experiences and different approaches to learning. Teachers will receive ongoing training and support to embed technology into everyday learning and individualize instruction.

We're taking the best of what we had in all three junior highs, and sharing it in all three new middle schools. We're also adding quality elements that we've come across in extensive research of best practices to create a unique design we call STEA<sup>3</sup>M.



### Full STEA<sup>3</sup>M ahead in 2016-17

**Science:** Full year in grades 6, 7 and 8

**Technology:** All students in grades 6 & 7, elective in grade 8

**Engineering:** Project Lead the Way in grades 6 & 7, elective in grade 8

**Arts, AVID and Advanced Learning** in grades 6, 7 and 8

**Mathematics** full-year in grades 6, 7 and 8

### STEA<sup>3</sup>M Middle Schools

Every middle school in District 191 is a **STEA<sup>3</sup>M** school with **Science, Technology, Engineering and Math**. Each school will also have three **As** for **Arts, AVID and Advanced Learning**.

The curriculum designed for our middle schools is interdisciplinary, project and inquiry-based, and is focused on key units of study aligned to national and state standards. The STEA<sup>3</sup>M mindset is embedded in lessons and challenges students to reach their highest potential and reflect on the importance of STEA<sup>3</sup>M as a foundation for high school, college and career success. Our STEA<sup>3</sup>M middle schools prepare students for the workplace of the future which will expect employees to think critically, use creativity and apply skills to ever-evolving situations.

### Rigor, Opportunity, Community

All three middle schools will offer similar programming and opportunities.

- Each student will be assigned to an interdisciplinary team of teachers.
- An eight-period day (plus advisory) will allow students the opportunity to explore more subjects and interests.
- Advisory will focus on college/career readiness, social and emotional learning standards, community building, and enhancing the relationships between students and teachers.
- Honors classes will be offered in 6th, 7th and 8th grade in core subject areas (literary arts, social studies and science).
- Math acceleration for qualified students will continue in 6th, 7th and 8th grades.
- All students will have one period each day for reading instruction at their level with students at the same level.
- All students will participate for one period each day in enrichment, acceleration or intervention programming that we call Blaze Success Time.
- Expanded opportunities for elective and exploratory offerings.

## Programming

### AVID College Readiness

All three District 191 middle schools offer AVID (Advancement Via Individual Determination), a college prep program designed to increase the number of students who enroll in four-year colleges. AVID serves all students by ensuring they acquire the organizational and study skills needed for them to be successful. Students learn academic strategies to develop critical thinking skills and ask probing questions.

AVID is available as an elective course for students in grades 6-8 at all middle schools. Use of AVID teaching methods, such as Cornell note-taking and group collaboration, takes place in all classes and creates a college-going culture across all schools, so that every student benefits from this renowned national program.

### STEM

Our middle school model increases STEM (Science, Technology, Engineering & Math) programming. All students will have exploratory classes focused on digital literacy in both 6th and 7th grade, as well as Project Lead the Way (PLTW) engineering courses in Design & Modeling and Automation & Robotics.

All students in 8th grade will have elective opportunities in PLTW in Green Architecture with Energy in the Environment and Science of Technology & Magic of Electrons and as well as Digital Age and Computer Animation courses. STEM enrichment opportunities during Blaze Success Time will be offered to interested students.

The STEM magnet program at Metcalf Middle School will continue in 2016-17 for students in grade 8.

### Gifted/Talented (GT)

Our middle school model expands current GT enrichment programming to all three middle schools. GT programming will continue to utilize the Honors/Enriched course model in Literary Arts, Social Studies, and Science and accelerated Math. During Blaze Success Time, GT enrichment opportunities in all core areas will be developed and offered to interested students. Students will need to meet certain academic criteria in order to register for these classes.

The Gifted & Talented magnet program at Eagle Ridge Middle School will continue in 2016-17 for students in grade 8.

### English Learner Programming

Students who qualify for English Learner (EL) services are serviced in pull-out, sheltered content or mainstream classes, as determined by their WIDA language proficiency level. Please discuss your child's placement in this program with your school's Guidance Counselor. Students who demonstrate an English language proficiency level of 5.0 overall and 4.0 or higher in each ACCESS domain (speaking, listening, reading, writing) are exited from formal English Learner services and served in the mainstream classroom setting.

## Special Education Programming

Special Education Services are provided to eligible students with disabilities. Students can be eligible in one of 13 disability areas. The services are based on the results of an individual evaluation and documented in a student's Individual Education Program (IEP) plan. Services may include: specialized instruction in math, reading, written language, social skills, transition skills, and independent living and employment skills.

Additionally, students may require services in the areas of speech/language, occupational therapy, school social work, developmental adapted physical education, school nursing, physical therapy, orientation and mobility, sign language interpretation, instruction from a vision or deaf/hard of hearing teacher and/or teacher of the physically impaired.

## Academic Information

### GRADING SYSTEM

GRADE	1 CR
A	4.00
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.33
C	2.00
C-	1.7
D+	1.33
D	1.0
D-	.7
F	.00
NO CREDIT	.00
INCOMPLETE	.00
PASS/FAIL	.00

### CALCULATING GRADE POINT AVERAGE (GPA):

Each grade received in a semester is assigned a numerical value (see above grading system). The sum of these numerical values is divided by the number of credits attempted in the semester to determine a GPA. A GPA is calculated for each student at the end of each semester.



## Schedule for Success

All District 191 middle schools offer the same courses and have the same requirements for students during middle school.

### Core Courses

The subject areas of communications, literary arts, math, science and social studies continue to be the core of our curriculum. All students are required to take these courses in grades 6-8.

### Blaze Success Time (BST)

Blaze Success Time is designed to support student academic success and enrichment for all students. Students will be scheduled for supplemental supports, enrichment, or acceleration during the school day in addition to their core class program (communications, math, literary arts, science, and social studies). Students may also have access to enrichment opportunities.

### Advisory

Students have a daily advisory period (approximately 20 minutes) where they are provided an opportunity for academic check-in and social engagement. During this time students will participate in college and career readiness activities, set and monitor academic goals, engage in team building activities and receive support to navigate social and emotional situations.

### Elective Opportunities

Middle school is a time when students are learning about themselves and their passions. Our eight-period day (plus advisory) gives them more opportunities to explore elective courses that interest them, including music, world languages, physical education, film & animation, AVID, Project Lead-the-Way and more.

### Exploratory

In 6th and 7th grades, students will rotate through a series of four exploratory classes, taking one each quarter. The exploratory classes will include Project Lead the Way engineering, family & consumer sciences, art, computer technology and health.

## Academic Information (cont.)

### GPA RECOGNITION

**Honor Roll:** Numerical equivalencies are used to determine the "A" and "B" honor rolls for each semester. Students who have achieved an average of 3.600 to 4.000 will be listed on the "A" honor roll. Students who have achieved an average of 2.950 to 3.599 will be listed on the "B" honor roll. A student must be full-time at their middle school to be eligible for the honor roll.

### ACADEMIC ELIGIBILITY (See Page 7)

### COURSE CANCELLATIONS

Courses may be cancelled because of low enrollment or availability of a licensed teacher. Students are notified of course cancellations as early as possible. In some instances, it is necessary to reduce the number of sections of a course that is offered. In this case, seniors are given priority admission into a course where enrollment is limited.

### NAVIANCE

Students and families have access to Naviance Family Connection, a tool to help students plan their coursework and prepare for post-high school. See more on Page 9 of this catalog.

### Sample Course Schedule

Period*	Course/Subject
1	Literary Arts
2	Communications
3	Math
4	Blaze Success Time
ADVISORY	
LUNCH	
5	Science
6	Social Studies
7	Electives/PE
8	Electives/Exploratory

\* about 45 min. each

### SCHEDULE CHANGES

A schedule change must be made through a counselor. Reasons for making a schedule change include:

- A student has an incomplete schedule, and needs to add a course.
- A student doesn't meet the requirements for a course for which she or he is presently enrolled.
- A student needs to schedule/reschedule a required course for graduation.
- A student is recommended by her or his teacher to move from one level to another within the same discipline (i.e. regular Algebra II to Honors Algebra II or vice versa).
- The change is a recommendation on a student's IEP or 504 Plan.

### TIPS FOR PARENTS

1. Review progress, credits, and test results (ACT, MCA, PSAT).
2. Check specific requirements for your child's graduation year.
3. Develop a list of required courses.
4. Identify high priority courses and possible alternatives.
5. Research the requirements of your student's anticipated colleges.

## English/Literary Arts

### LITERARY ARTS 6

**Course Number:** 0611/0612

These courses will provide students a solid foundation in reading, writing, speaking, listening and viewing. Students will study the characteristics of various genres through reading and writing. Key texts include short stories, novels, non-fiction pieces and poetry. Writing assignments will focus on students writing well developed, single paragraphs with an emphasis on structure and supporting details.

### HONORS LITERARY ARTS 6

**Course Number:** 0621/0622

The Honors Language Arts students in sixth grade will explore advanced and complex concepts within and beyond the Minnesota Academic Standards. The opportunity for deeper learning will be provided through higher level questioning, inquiry, and active exploration of the content. Real-world applications will require reflective thinking, reasoning, problem-solving, written communication, and insight.

### LITERARY ARTS 7

**Course Number:** 0711/0712

These courses provide advanced reading, writing, media literacy, and English language instruction; deepens the habits and skills for critical thinking and analysis; and allows students to learn and expand research skills. Students will read, write, and evaluate a variety of genres and participate in literature discussions.

### HONORS LITERARY ARTS 7

**Course Number:** 0721/0722

The Honors Language Arts students in seventh grade will explore advanced and complex concepts within and beyond the Minnesota Academic Standards. The opportunity for deeper learning will be provided through higher level questioning, inquiry, and active exploration of the content. Real-world applications will require reflective thinking, reasoning, problem-solving, written communication, and insight. Students will become more self-directed in their studies and be able to work across disciplines.

### LITERARY ARTS 8

**Course Number:** 0811/0812

These courses provide advanced reading, writing, media literacy, and English language instruction. Focus will be on higher level questioning, inquiry, and reading and writing skills and strategies. Students will be exposed to various genres of reading and writing, such as suspense, short stories, nonfiction and poetry and prepare for state level standards and testing, including researching and narrative writing. Students will actively explore both fiction and nonfiction, and are expected to integrate their learning with other subject areas through research and application.

### HONORS LITERARY ARTS 8

**Course Number:** 0821/0822

This course is designed for advanced students who need acceleration, depth, and complexity in the Language Arts. Focus will be on higher level questioning, inquiry, and reading and writing skills and strategies utilizing higher level materials and resources. Students will actively explore both fiction and non-fiction, and are expected to integrate their learning with other subject areas through research and application, and other Pre-AP strategies.

### COMMUNICATIONS 6-8

**Course Number:** 0601/0602, 0701/0702, 0801/0802

All students grades 6-8

Students will learn to use specific critical thinking strategies to analyze literary and informational text resources. Students will develop metacognitive skills to process textual information. Students will be grouped with like ability peers, in their grade, and utilize leveled materials to improve each student's critical thinking skills.

## Social Studies

### SOCIAL STUDIES 6

**Course Number:** 1611/1612

Minnesota Studies

Minnesota Studies features history as the lead discipline; however, the focus includes geographic, economic, and civic understandings. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues, and individuals significant to Minnesota history. Additionally, students analyze how the state's physical features and location of resources affect settlement patterns and the growth of cities. Students will also analyze the influence of a market-based economy at the local and national levels. Overall, students will learn about the unique role Minnesota has played, and continues to play, in regional, national, and global politics.





### HONORS SOCIAL STUDIES 6

**Course Number:** 1621/1622

Minnesota Studies

Honors Social Studies 6 is a deeper and more complex study of content and concepts in Minnesota History. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues, and individuals significant to Minnesota history. Heavy emphasis is placed on essay writing utilizing primary and secondary source information. Students must be both strong readers and strong writers to excel in this class.

### SOCIAL STUDIES 7

**Course Number:** 1711/1712

US History

The primary emphasis in the course will be the study of American History as outlined by the Minnesota state standards in Social Studies utilizing debate, inquiry, role-playing and Socratic questioning, along with other techniques of differentiation for high level learning. Incorporated into the course will be a focus on the Constitution, federalism and other related concepts of American government.

### HONORS SOCIAL STUDIES 7

**Course Number:** 1721/1722

US History

This rigorous class is a deeper and more complex study of content and concepts in American History and Government utilizing debate, inquiry, role-playing and Socratic questioning, along with other techniques of differentiation for high level learning. Students will examine and analyze a variety of texts, including primary source documents which are at college reading level. Heavy emphasis is placed on essay writing and students will learn the framework of how to craft a DBQ (document-based question) which is found on all AP exams. Students must be both strong readers and strong writers to excel in this class.

### SOCIAL STUDIES 8

**Course Number:** 1811/1812

World Geography

Students will develop a global view of the world using physical and cultural geography as a focus of their explorations, discovering how people live and impact the earth and how the earth impacts people and their cultures. This class is taught with a regional approach using the Five Themes of Geography framework and encompassing the standards set forth by the Department of Education. Students will work individually and in groups to develop in-depth world investigative projects based on interest that will incorporate movies, textbooks, novels, computer-based research, and guest speakers. Current world events and issues will be analyzed through various media.

### HONORS SOCIAL STUDIES 8

**Course Number:** 1821/1822

World Geography

The Honors Social Studies 8 curriculum involves all the skills and learning requirements of Social Studies 8 along with stressing skills in cartography, listening and note taking, writing for a variety of purposes and audiences, speaking, problem solving, analysis, and research. Using Pre-AP strategies, this course will introduce skills, concepts, and critical thinking to prepare students for future success in Advanced Placement courses and to become enlightened citizens of the world.

## Math

### MATH 6

**Course Number:** 2601/2602

In sixth grade math, students will focus on representing positive rational numbers in a variety of ways including fractions, decimals and percents, and compute fluently with each of these to solve real-world and mathematical problems. Students will explore mathematical situations using algebraic properties to solve problems. This exploration will include using function rules, graphs, tables, and equations. The course will also focus on calculations and relationships involving lengths, areas, and angles of geometric figures in mathematical problems.

### PRE-ALGEBRA

**Course Number:** 2711/2712

**Grade Level:** 7 & Accelerated 6

This course is the foundation for algebraic concepts. Students will engage in an in-depth study of equations and expressions, similarity, proportional reasoning, integers, measures of center and data variability, and apply this learning to solve real-world mathematical problems. This course explores complex topics with a greater emphasis on algebraic concepts. This course prepares students to be mathematically literate, as well as prepare them for future math courses, the 7th grade MN Math Standards, and MN standardized math tests.



## ALGEBRA I

**Course Number:** 2811/2812

**Grade Level:** 8 & Accelerated 7

In eighth grade Algebra, students will explore linear relationships and how they can be used to model real-world situations and solve problems. This exploration will include the use of tables, graphs, equations, and functions. Students will apply these tools to situations involving two distinct mathematical relationships. The meaning of equality will be emphasized and explored throughout the course as students learn how to solve equations in one and two variables. Students will also study slope, y-intercepts, linear inequalities, Pythagorean Theorem, and arithmetic sequences. Students will use algebra as a tool to model real-world situations and solve related problems. Emphasis will be placed on developing the skills to explain their reasoning in algebraic terms.

## GEOMETRY A/B

**Course Number:** 2611/2622

**Grade Level:** Accelerated 8th Grade

Students will learn to read, interpret, represent, and use geometry to solve real-world problems. Coordinates and transformations, being critical to building and maintaining algebra skills and concepts, will be studied semester 1. Measurement and area, topics important to all students, will also be studied in the first semester. Proof, requiring geometry knowledge and experience, is built throughout the year. Study of areas and volumes in three dimensions, Pythagorean Theorem, coordinate geometry, similarity, logic, indirect reasoning, and right triangle trigonometry are all studied in the second semester.

Calculator required: Scientific Calculator (TI-84 or TI-84 Plus or TI-83 Graphing Calculator highly recommended)

## Science

### SCIENCE 6

**Course Number:** 3611/3612

Physical Science

Physical Science is a course that focuses on concepts in physics and chemistry. Students will learn and implement the scientific method as they explore and experiment. The study of matter focuses on states of matter, atoms, elements, compounds and mixtures. The study of waves is introduced through the investigation of light and sound. Lastly, students will study concepts of forces, motion and energy while spotlighting Newton's Laws of Motion.

### HONORS SCIENCE 6

**Course Number:** 3621/3622

Physical Science

This course covers the same topics as the Science 6 course, with greater depth and choice for extended scientific study. Students will be given opportunities to enrich their learning by having greater choice in the process, product, and type of assessments. This course requires advanced math skills to accelerate basic content and provide for deeper application of concepts.

### SCIENCE 7

**Course Number:** 3711/3712

Life Science

The seventh grade curriculum emphasizes concepts central to life science. Students use the tools of scientists including balances, microscopes, and thermometers, students will be given opportunities to enrich their learning by having greater choice in the process, product, or type of assessment. Students study the cell, the kingdoms of living things, human biology, genetics, and ecology.

### HONORS SCIENCE 7

**Course Number:** 3721/3722

Life Science

This course covers the same topics as the Science 7 course, with greater depth and choice for extended scientific study. Students will be given opportunities to enrich their learning by having greater choice in the process, product, and type of assessments.

## SCIENCE 8

**Course Number:** 3811/3812

Chemistry and Earth Science

The chemistry curriculum includes structure and properties of matter, structure of the atom, and chemical reactions. The earth science curriculum covers rocks and minerals, plate tectonics, the solar system, and weather. This course uses math and language skills in the exploration and understanding of core scientific concepts along with controlled experiments in a lab setting. This course includes both middle level Minnesota chemistry and earth science standards as well as the Nature of Science and Engineering middle level standards.

## HONORS SCIENCE 8

**Course Number:** 3821/3822

Chemistry and Earth Science

This course covers the same topics as the Science 8 Chemistry and Earth Science course, with greater depth and choice for extended scientific study. Students will be given opportunities to enrich their learning by having greater choice in the process, product, and type of assessments. This course requires advanced math skills to accelerate basic content and provide for deeper application of concepts.

## Advisory/Success

### BLAZE SUCCESS TIME

**Course Number:** 9601/9602, 9701/9702, 9801/9802

**Grade Level:** All Students 6-8

Blaze Success Time is a course designed to support student academic success and enrichment for all students. Students will be scheduled for supplemental supports, enrichment, or acceleration during the school day in addition to their core class program (math, language arts, communications, science, and social studies). Students may also have access to enrichment activity opportunities as extensions to general curriculum.

### ADVISORY PROGRAM

**Course Number:** ADV6 A/B, ADV7 A/B, ADV8 A/B

**Grade Level:** All Students 6-8

Students have a daily advisory period (approximately 20 minutes) where they are provided an opportunity for academic check-in and social engagement. Students will be assigned an Advisor. During this time students will participate in college and career readiness activities, set and monitor academic goals, engage in team building activities and receive support to navigate social and emotional situations.



## Pathway Electives

As students explore their interests in middle school, we encourage them to think about how those interests may grow in high school and eventually relate to their future college and career choices. Next to many of the Pathway Electives courses, you'll see icons that represent the Career Fields shown on Page 19 of this catalog. These courses dovetail into the high school Pathways shown on the page. We encourage parents and students to read more about BHS Pathways as they plan their middle school class schedule.



**Arts, Global Communications & Informations Systems**



**Engineering, Manufacturing & Natural Resources**



**Business & Entrepreneurship**



**Health Sciences & Human Services**

## Art

### ART 6

**Course Number:** 5650

**Notes:** 9-week Required Exploratory

Focuses on the foundations of art (elements, principles, aesthetics, and art history) by creating 2-D and 3-D media possibly including, but not limited to: drawing, painting, printmaking, collage, multimedia, crafts, and sculpture. This studio class will provide hands-on experiences that will allow you to develop your production skills as you express your own ideas, thoughts, and feelings. Students will work to revise, evaluate, critique, discuss and present their work and the work of others.

### ART AROUND THE WORLD

**Course Number:** 5750

**Grade Level:** 7

**Notes:** Semester Elective

This semester exploratory art class will allow students to look at and learn about the many different styles of art from all around the world. In this course students will identify a variety of visual arts media and then use the creative process to make sense of the world around them. Perhaps they will take a closer look at the jade carvings from China or the hand stitched molas of Mexico. Wherever their art travels take them to, students are bound to enjoy this fun hands on look at the vast world of art.

### ART EXTRAVAGANZA

**Course Number:** 5850

**Grade Level:** 8

**Notes:** Semester Elective

Do you love to draw or wish you could? Do you like working with clay? If you've said yes to either question, this is the class for you! Using the art elements of line, shape, form, value, and texture and following the principles of emphasis, proportion, repetition, rhythm, variety, unity, movement, balance, and contrast, you will discover your inner creativity. Gain confidence in your abilities each day as you see that realistic drawing is a skill to develop and that you can learn to "see" with the eyes of an artist. You'll explore the basics of drawing as you work from both real objects and photos. Later, learn to express yourself with clay by using the pinch, coil, and slab methods. See your 2-D renderings become fantastic 3-D forms! Painting and glazing will be included.

## EXPLORING THE WORLD OF CLAY

**Course Number:** 5860

**Grade Level:** 8

**Notes:** Semester Elective

Students who love creating with their hands will find this class full of opportunities to 'think outside the box' while they study the art elements of texture, form, and space. Clay pottery and sculpture projects will evolve from such cultural influences as Native American pottery and from themes such as the human figure. Weaving with yarn, creating with wire and wood, plaster and papier mache may also be explored. Students will be expected to think, discuss, and write about art and design throughout the process of producing and creating it.

## AVID

### AVID ELECTIVE

**Course Number:** 6001/02, 7001/02, 8001/02

**Grade Level:** 6-8

**Notes:** Full-Year Elective

AVID is a college preparatory program designed to help those students in the academic middle succeed in rigorous higher level courses. It is a full-year elective class taken during the school day as part of a student's regular course load during Blaze Success Time (BST). AVID is in grades 6-12 focusing on writing, reading, organizational and study skills, learning styles, test taking strategies, career and college investigation, ACT/SAT preparation and community involvement. The focus of the AVID program is to help students not only get into college but succeed once they are there. It is a program that focuses students on their commitment to bettering themselves and the greater community; thus, creating a more global perspective

## Drama

### DRAMA 6

**Course Number:** 5680

**Grade Level:** 6

**Notes:** Semester Elective

An introductory performance based class for students interested in learning dramatic literature through the stage and dramatic arts. We'll learn terms and skills and use this knowledge by performing on stage. Other lessons may include improvisation, dramatic interpretation of songs, stage make-up, and creating prompt books. If you like to perform, this class is for you. Grades are based on performances.



## DRAMA 7

**Course Number:** 5780

**Grade Level:** 7

**Notes:** Semester Elective

A performance based class for students interested in learning dramatic literature through the stage and dramatic arts. We'll learn theatrical terms and skills and use this knowledge by performing some short scenes, musical numbers and perhaps a short play. Other lessons will include improvisation, dramatic interpretation of songs, stage make-up, and creating prompt books. If you like to perform, this class is for you. Grades are based on performances. Memorization is required for many of the assignments.



## Music

### CHOIR 6

**Course Number:** 5611/5612

**Grade Level:** 6

**Notes:** Full-Year Elective

6th Grade Choir is an ensemble for students who love to sing or want to learn about singing. This fun elective will teach proper concert etiquette and rehearsal techniques. 6th Grade Choir helps build teamwork skills as students learn the techniques of vocal music and perform a wide variety of repertoire in required concerts. Attendance at performances outside of the school day is required of all members. 6th Grade Choir is a full year course.



### CHOIR 7

**Course Number:** 5711/5712

**Grade Level:** 7

**Notes:** Full-Year Elective

7th Grade Choir is an ensemble for students who have no choral experience and for those who want to build upon the skills they've learned in 6th grade choir. This fun elective will reinforce proper concert etiquette and rehearsal techniques, and will also incorporate choral skills including proper breath support, tone production, posture, movement and diction. 7th Grade Choir helps to build teamwork skills as students learn the techniques of vocal music and perform a wide variety of repertoire in required concerts. Attendance at performances outside of the school day is required of all members. 7th Grade Choir is a full year course.



### CHOIR 8

**Course Number:** 5811/5812

**Grade Level:** 8

**Notes:** Full-Year Elective

8th Grade Choir is an ensemble for students who have no choral experience and for those who want to build upon the skills they've learned in 7th grade choir. We cover a wide variety of choral repertoire, and perform at several concerts during the year. The ultimate goal is to acquire enough musical knowledge to read and interpret music on sight with precision and expression, which can be accomplished given time, patience and practice. Learn correct breath support, tone production, music theory, posture, movement, diction, and performance etiquette. Attendance at performances outside of the school day is required of all members. 8th Grade Choir is a full year course.



## BAND 6

**Course Number:** 5601/5602

**Grade Level:** 6

**Notes:** Full-Year Elective

In 6th Grade Band, students will study a variety of musical literature. Beginning fundamentals of instrumental musicianship will be introduced and built upon, including instrument technique, posture, rhythmic skills, note reading, tone production and rehearsal techniques. Students will present two required evening concerts during the school year. Attendance at performances outside of the school day is required of all members, and some outside practice is required. This fun elective will help build teamwork skills as well as develop individual musicianship. Band is a full year course.



## BAND 7

**Course Number:** 5701/5702

**Grade Level:** 7

**Notes:** Full-Year Elective

In 7th Grade Concert Band, students will study a variety of musical literature. Reinforced fundamentals of instrumental musicianship will be emphasized, and students will be introduced to new musical concepts. Students will continue developing their note reading and rhythmic skills as well as focusing on tone production, instrumental and rehearsal technique. This fun elective will help build teamwork skills as well as develop individual musicianship. Attendance at performances outside of the school day is required of all members, and some outside practice is required. Band is a full year course.



## BAND 8

**Course Number:** 5801/5802

**Grade Level:** 8

**Notes:** Full-Year Elective

8th grade band is a performance based course that offers students an opportunity to develop individual musical skills through performance in a large ensemble setting. Collaborating with other musicians, students will master more technical pieces, build confidence for performing on stage, and develop concentration and focus. The goal of the 8th Grade Band is to provide high quality opportunities for each individual student in performing, listening, and creating music. Through the development of an appreciation of music in the context of aesthetic education, it is the intent of the program to instill a lifelong love of music in each individual student. Attendance at performances outside of the school day is required of all members, and some outside practice is required. Band is a year-long elective. 8th Grade Band is a full year course.



## ORCHESTRA 6

**Course Number:** 5641/5642

**Grade Level:** 6

**Notes:** Full-Year Elective

In 6th Grade Orchestra, students will continue using the Sound Innovations book series in addition to learning new orchestral literature. Students will have multiple performance experiences throughout the year, and will focus more on ensemble musicianship to enhance the level of their performances. Note reading, rhythmic skills, tone production and bowing techniques will be refined and enhanced. Formative and summative assessments will be done to track yearly progress in 6th grade orchestra. If a student has not participated in orchestra prior to coming to middle school please contact the orchestra director so we can share suggestions for a successful experience in orchestra.



## ORCHESTRA 7

**Course Number:** 5741/5742

**Grade Level:** 7

**Notes:** Full-Year Elective; must have completed Orchestra 6

In 7th Grade Orchestra, students will continue using the Sound Innovations book series in addition to learning more challenging orchestral literature. Students will have multiple performance experiences throughout the year, and will have an introduction to more advanced techniques such as vibrato, spiccato and shifting. Tone production, bowing techniques and musical fluency will continue to be refined and enhanced. Formative and summative assessments will be done to track yearly progress in 7th grade orchestra. Pre-requisite is 6th Grade Orchestra.



## ORCHESTRA 8

**Course Number:** 5841/5842

**Grade Level:** 8

**Notes:** Full-Year Elective; must have completed Orchestra 7

In 8th Grade Orchestra, students will continue to refine individual and ensemble skills through a variety of musical literature, while developing more advanced techniques such as shifting and vibrato. Students will have multiple performance experiences each year. 8th grade string students will perform a solo or as part of an ensemble for added small group experience. Advanced techniques and musical fluency will continue to be refined and enhanced. Students will learn the historical and theoretical background of the music they are performing while developing critical listening skills. Formative and summative assessments will be done to track yearly progress in 8th grade orchestra. Pre-requisite is 7th grade orchestra.



**EXPLORING MUSIC****Course Number:** 5621/5622**Grade Level:** 6**Notes:** Elective

If you like music, but do not want to perform, this class is for you! We will learn about instruments of the orchestra, music history, and how your favorite music came to be so popular. Students will experience a wide variety of music, including music of their choice, through exploration and film. Students will develop music appreciation by aurally analyzing music elements of sound, harmony, melody, rhythm, form, and expression.

**MUSIC IN OUR WORLD****Course Number:** 5721/5722**Grade Level:** 7**Notes:** Elective

This is a general music course for non-performing students. Students will explore a diverse range of musical topics, exposing them to musical styles and instruments from all over the world. Students will learn about music and its functions throughout history and its role in many of the world's cultures.

**ADVENTURES IN AMERICAN MUSIC****Course Number:** 5821/5822**Grade Level:** 8**Notes:** Elective

The fusing of many world cultures in the United States has a unique and rich musical heritage. American phenomena such as jazz, marching bands, gospel, and blues will be studied in addition to the folk music and protest songs unique to U.S. history. Students will once again evaluate their own musical choices and gain an appreciation for the importance of respectful tolerance of the musical tastes of others.

**Physical Education/Health****PHYSICAL EDUCATION 6****Course Number:** 4601/4602**Grade Level:** 6**Notes:** Required

In this course the students will enhance their own physical skills through regular physical activity. They will gain knowledge of their own personal fitness level, while developing positive personal and social behaviors in the physical activity settings. They will also learn the value of physical activity for a lifetime.

**PERSONAL HEALTH AND WELLNESS****Course Number:** 4750**Grade Level:** 7**Notes:** Required Exploratory

In this health class, students learn about personal health and wellness. They explore topics such as the nine life skills, the five components of health and wellness, self awareness, the five components of fitness, communicable disease, drugs, alcohol and tobacco, refusal skills and sexuality.

**PHYSICAL EDUCATION 7****Course Number:** 4701/4702**Grade Level:** 7**Notes:** Required

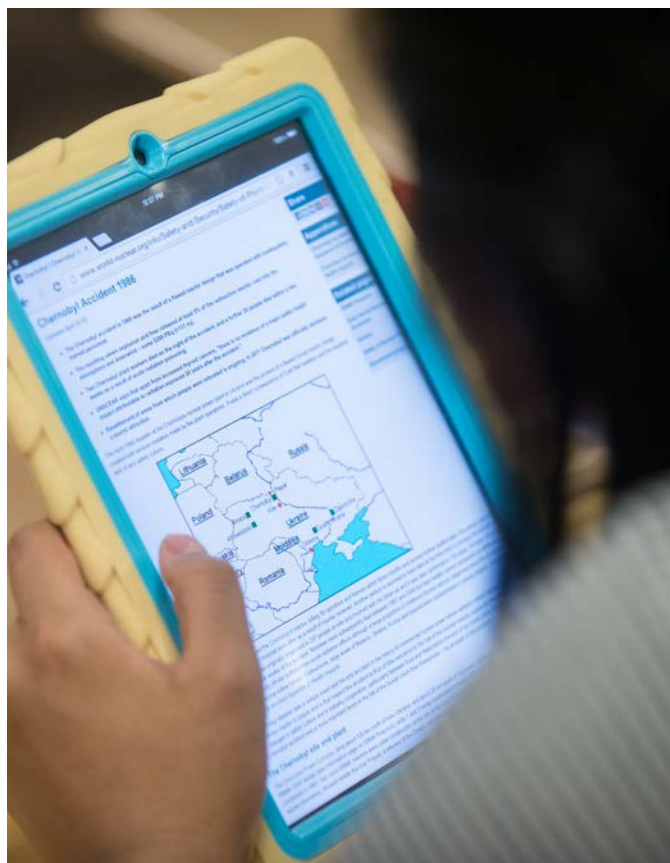
In this course the students continue to enhance their own physical skills through regular physical activity. They will grow their knowledge of their own personal fitness levels, while continuing to develop positive personal and social behaviors in the physical activity settings. They will also learn the value of physical activity for a lifetime.

**FALL/WINTER SPORTS AND FITNESS****Course Number:** 4800**Grade Level:** 8**Notes:** Semester Elective

Choose this course if you want to play fall and winter sports. This course could include but will not be limited to the following activities: badminton, tennis, soccer, touch football, weight training, and volleyball.

**SPRING/WINTER SPORTS AND FITNESS****Course Number:** 4810**Grade Level:** 8**Notes:** Semester Elective

Choose this course if you want to play spring and winter sports. This course could include but will not be limited to the following activities: badminton, tennis, soccer, softball, weight training, and baseball.



## FACS

### FACS 6

**Course Number:** 8650

**Grade Level:** 6

**Notes:** Required

This course is designed to provide students with essential life skills, using classroom instruction as well as practical experiences in labs. Students will be introduced to topics in areas such as Foods and Nutrition, Consumerism and Career Readiness, Personal Development and Relationships, Family/Child Development, Clothing Care/Sewing, and Housing and Interior Design.

### FACS 7

**Course Number:** 8750

**Grade Level:** 7

**Notes:** Required

This course is designed to build upon prior learning through a deeper exploration into the nutrition and science behind the five food groups. It will provide students with essential life skills through classroom instruction as well as practical experiences in labs. Learning will include topics in areas such as Foods and Nutrition, Consumerism and Career Readiness, Personal Development and Relationships, Family/Child Development, Clothing Care/Sewing, and Housing and Interior Design.

### STYLE: INTERIOR AND FASHION DESIGN

**Course Number:** 8800

**Grade Level:** 7

**Notes:** Semester Elective

If you like to design and be creative, this class is for you.

Students will complete hands-on projects related to interior design and fashion. Interior Design will include designing, decorating, and organizing spaces. Fashion Design includes clothing selection, wardrobe planning, personal grooming, and accessories. Develop your own style!



### TEEN CUISINE (FOODS)

**Course Number:** 8810

**Grade Level:** 8

**Notes:** Semester Elective

This semester-long foods course is for students who like hands-on learning. Through lab experiences students will select, prepare and sample a variety of foods. Topics include: desserts, grains, fruits, vegetables, protein, dairy, snacks, and meal options. Emphasis will be on healthy eating and the appreciation for different types of food.

## Business Ed./Computer

### EXPLORATORY: MEDIA LITERACY

**Course Number:** 7600

**Grade Level:** 6

**Notes:** Exploratory

The Media Literacy class is committed to helping students learn keyboarding skills, become safe digital citizens, and explore a wide variety of digital resources while using critical thinking skills to creatively solve problems in all classes. Students will enhance their keyboarding skills, learn copyright rules, internet search protocols, computer ethics, how to utilize their school google account and tools, and how to transfer back and forth between Microsoft Office products and Google productivity tools. Students will also explore the electronic resources available to them in ISD 191 (Schoolology, Synergy, document storage, etc.)



### EXPLORATORY: DIGITAL KNOWLEDGE

**Course Number:** 7700

**Grade Level:** 7

**Notes:** Exploratory

The Digital Knowledge course is designed to provide students with practical hands-on computer technology experience using a variety of hardware, software programs and peripheral devices that you can use throughout the coming years. Students will improve keyboarding skills, learn to embed items into other work, make videos, study copyright laws, learn web design, computer animation, and programming, and investigate careers in these areas.



### THE DIGITAL AGE

**Course Number:** 7800

**Grade Level:** 8

**Notes:** Semester Elective

Students will take a look at Business from the digital side. See how Businesses use technology to conduct day to day activities as well as interacting with their customers through social media, store technology and the internet. Specific topics of study include: Business Marketing-including web design, photoshop, and social media coding; Sales-PowerPoint; Finance-Excel and check registers; Hospitality and Tourism-creating brochures; and Career Investigation.



### FILM & ANIMATION

**Course Number:** 7810

**Grade Level:** 8

**Notes:** Semester Elective

This course will take students through the steps of creating a film or animated film. Students will take an idea to finished short film. Learn to use the equipment, software, and edit clips. Topics of study include: Production processes, Copyright, Equipment, Music, Flash animation, Adobe Photoshop, Adobe Premier, and Career Investigation.



## Technology Education

### PLTW: DESIGN AND MODELING

**Course Number:** 7650

**Grade Level:** 6

**Notes:** Exploratory

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.



### PLTW: AUTOMATION AND ROBOTICS

**Course Number:** 7750

**Grade Level:** 7

**Notes:** Exploratory

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.



### PLTW: GREEN ARCHITECTURE/ENERGY AND THE ENVIRONMENT

**Course Number:** 7850

**Grade Level:** 8

**Notes:** Semester Elective

Green Architecture - Today's students have grown up in an age of "green" choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D architectural design software.



Energy & the Environment - Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

### PLTW: MAGIC OF ELECTRONS/SCIENCE OF TECHNOLOGY

**Course Number:** 7860

**Grade Level:** 8

**Notes:** Semester Elective

Magic of Electrons - Welcome to Programming is Electric! We will explore the science of electricity, digital electronics and how they interact with computer programming. Students will develop electronic devices that will have to be programmed to solve a problem. We will acquire knowledge and skills in basic circuitry design and examine the logic behind computer programming.



Science of Technology - Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nanomaterials.

## World Language

### SPANISH I A/B

**Course Number:** 6401/6412

**Grade Level:** 8

**Notes:** Semester Elective

Learning a new language is fun! The focus of the curriculum is communication, culture, and grammar. Material is reinforced through meaningful reading, writing, listening, and speaking activities in the Spanish language. Concepts are introduced and practiced by role playing, group projects, partner activities, and independent work.

*Students who do not plan to take five years of a world language, are below grade level in reading and writing, and/or have struggled academically in seventh grade are encouraged to wait and begin their language study in 9th grade.*

# BACK COVER



**AGENDA IV-B**  
**January 14, 2016**

**TO:** Members, Board of Education

**FROM:** Lisa K. Rider, Executive Director of Business Services

**DATE:** January 7, 2016

**RE:** Approve 2015-16 Revised Budget

**RECOMMENDATION:** That the Board of Education approves the 2015-16 Revised Budget providing revenues and expenditures in all funds as follows:

<u>Fund</u>	<u>Revenue</u>	<u>Expenditure</u>	<u>Inc (Decr) to Fund Balance</u>
General	\$ 118,046,063	\$ 121,227,919	\$ (3,181,856)
Food Service	5,459,059	5,501,902	(42,843)
Community Service	6,146,430	6,201,941	(55,511)
Alt Facility and Capital Projects	1,318,000	70,046,291	(68,728,291)
Debt Service	<u>10,013,006</u>	<u>11,242,968</u>	<u>(1,229,962)</u>
<b>Total</b>			
Governmental	140,982,558	214,221,021	(73,238,463)
Trust & Agency	682,150	680,000	2,150
Internal Service	<u>20,912,307</u>	<u>21,851,734</u>	<u>(939,427)</u>
<b>All Funds</b>	<u>\$ 162,577,015</u>	<u>\$ 236,752,755</u>	<u>\$ (74,175,740)</u>

Each fiscal year the budget is revised to reflect the most current information available with respect to revenues and expenditures. This recommendation formally recognizes these revisions by incorporating them into the budget document. Revisions have been made in all governmental funds except debt service.

Following is a brief explanation of the more substantive revisions:

#### General Fund

- Acknowledge decreasing general enrollment and elected to keep revenue as was projected, making an assumption the conservative budgeting used in adopted budget will sustain the loss of revenue due to declining enrollment.
- Budget carryovers from the prior year as committed by the Board of Education.
- Revenue and expenditure budget changes related to final federal funding allocations for fiscal year 2016, including amounts carried forward from fiscal year 2015.
- Overall increase in General Fund FTE's of 1.61.
- Adjustment for more accurate expenditure estimates.

The impact of these revisions results in a projected decrease in ending total fund balance of approximately \$3,200,000. The projected unassigned fund balance as a percent of general fund total expenditures for June 30, 2016 is approximately 10.05%.

#### Food Service Fund

The food service revenues and expenditures have been revised for more accurate assumptions based on prior year trends and experiences, programming, and increases in food product costs and equipment purchases. These adjustments increase both revenues and expenditures resulting in a small projected decrease in fund balance.

#### Community Service Fund

The community service revenues and expenditures have been revised for more accurate assumptions based on prior year trends, experiences, and changes in programming. These adjustments increase both revenues and expenditures resulting in a small projected decrease in fund balance.

#### Debt Service Fund

The debt service revenues and expenditures have been reviewed and accurately reflect principal and interest payments.

I recommend approval of the 2015-16 Revised Budget.

## General Fund Budget Comparative Summary

	Revised Budget 2014-15	Actual Results 2014-15	Adopted Budget 2015-16	Revised Budget 2015-16
<b>Total Beginning Fund Balance</b>	\$ 21,960,591	\$ 21,960,591	\$ 20,677,866	\$ 20,677,866
<b>Revenues</b>	116,289,398	119,103,906	117,485,579	118,046,063
<b>Expenditures</b>	120,691,888	120,386,631	120,257,155	121,227,919
<b>Variance (Revenues - Expenditures)</b>	<u>(4,402,490)</u>	<u>(1,282,725)</u>	<u>(2,771,576)</u>	<u>(3,181,856)</u>
<b>Total Ending Fund Balance</b>	<u>\$ 17,558,101</u>	<u>\$ 20,677,866</u>	<u>\$ 17,906,290</u>	<u>\$ 17,496,010</u>
<b>Breakdown of Fund Balance Categories</b>				
<b>Nonspendable</b>	\$ 256,197	\$ 647,352	\$ 647,352	\$ 647,352
<b>Restricted</b>	2,741,636	3,787,467	3,893,155	3,832,925
<b>Committed</b>	1,483,026	1,393,434	871,315	837,994
<b>Unassigned</b>	13,077,242	14,849,613	12,494,468	12,177,739
<b>Total Ending Fund Balance</b>	<u>\$ 17,558,101</u>	<u>\$ 20,677,866</u>	<u>\$ 17,906,290</u>	<u>\$ 17,496,010</u>
 <b>Unassigned Fund Balance %</b>	 10.84%	 12.33%	 10.39%	 10.05%

## 2016 Revised Budget by Budget Unit

(Staffing and Budgeted FTE as of Jan 8, 2016)

	2016	
	Adopted Budget	Revised Budget
<b>01010 - General Elementary Instruction - Personnel</b>	20,900,124	20,622,054
Provides the funding necessary to provide instruction in the core academic subjects of language arts, math, and social studies at the district's ten elementary schools.		
This budget unit consists of salaries and benefits for <a href="#">210.00</a> FTEs.		
<b>01030 - General Elementary Instruction - Subs</b>	408,000	566,881
Provides the funding necessary for elementary substitutes.		
This budget unit consists of salaries and benefits for <a href="#">no</a> FTEs.		
<b>02010 - General Junior High Instruction - Personnel</b>	5,528,539	5,559,571
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's three junior highs.		
This budget unit consists of salaries and benefits for <a href="#">54.55</a> FTEs.		
<b>02020 - General Junior High Instruction - Subs</b>	153,000	188,065
Provides the funding necessary for junior high substitutes.		
This budget unit consists of salaries and benefits for <a href="#">no</a> FTEs.		
<b>03010 - General High School Instruction - Personnel</b>	6,194,028	6,202,024
Provides the funding necessary to offer courses in the core academic subjects of language arts, math, science, social studies, and world language at the district's senior high.		
This budget unit consists of salaries and benefits for <a href="#">54.70</a> FTEs.		
<b>03020 - General High School Instruction - Subs</b>	102,000	102,000
Provides the funding necessary for high school substitutes.		
This budget unit consists of salaries and benefits for <a href="#">no</a> FTEs.		
<b>04010 - PhyEd, Health, Art, Science, Music - Personnel</b>	5,987,199	5,992,059
Provides the funding to provide K-12 physical education, 7-12 health, K-12 visual arts, K-12 general/vocal music, K-6 science, and 5-12 Instructional music instruction.		
This budget unit consists of salaries and benefits for <a href="#">69.71</a> FTEs.		
<b>05010 - AVID Electives - Personnel</b>	223,873	168,628
Provides the funding necessary for AVID elective courses offered from general education formula funds.		
This budget unit consists of salaries and benefits for <a href="#">0.00</a> FTEs.		
<b>06010 - Family and Consumer Science Instruction</b>	437,136	439,486
Provides the funding to operate the instructional program of family and consumer science.		

## 2016 Revised Budget by Budget Unit

(Staffing and Budgeted FTE as of Jan 8, 2016)

This budget unit consists of salaries and benefits for <u>4.60</u> FTEs.		
<b>06020 - Trade and Industrial Education</b>	453,417	463,692
Provides the funding to operate the instructional program of trade and industrial education.		
This budget unit consists of salaries and benefits for <u>5.00</u> FTEs.		
<b>06040 - Business and Office Education</b>	298,816	312,673
Provides the funding to operate the instructional program of business and office education.		
This budget unit consists of salaries and benefits for <u>3.20</u> FTEs.		
<b>06060 - Post-Secondary Tuition</b>	575,000	550,000
Provides the budget for secondary students to attend classes through the District's various University and College programs including college in the schools (CIS) and post-secondary enrollment options (PSEO).		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>06070 - Post-Secondary Tuition</b>		225,000
Provides the budget for secondary students to attend Career tech classes.		
<b>07010 - K-12 Media Services</b>	985,341	928,993
Provides the funding to provide K-12 media services- media specialists and media educational assistants.		
This budget unit consists of salaries and benefits for <u>13.50</u> FTEs.		
<b>07020 - K-12 Gifted and Talented</b>	637,681	662,464
Provides the funding to provide for a half-time gifted and talented instructor at each elementary school and an additional 1.0 at the gifted and talented magnet school.		
This budget unit consists of salaries and benefits for <u>6.10</u> FTEs.		
<b>07030 - 7-12 Guidance Services</b>	1,128,341	1,184,129
Provides the funding to provide 7-12 guidance services.		
This budget unit consists of salaries and benefits for <u>13.30</u> FTEs.		
<b>07060 - English Second Language Learner</b>	3,354,843	3,432,775
Provides funding for the district's K-12 English Second Language Learner program and includes salaries, benefits, and other instructional expenses.		
This budget unit consists of salaries and benefits for <u>39.50</u> FTEs.		
<b>08010 - Site Allocation of Instructional/Operational Resources</b>	533,728	461,865
Provides the per pupil funding allocation for instructional and operational related expenses. This funding is intended to cover the costs of building level equipment repairs, purchase of general supplies, classroom supplies, telephone, etc.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>08020 - Building Level Copier Leases</b>	144,835	100,952
Provides the funding for the monthly lease costs of the main multi-functional device within each school.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>09010 - Special Ed Salaries/Benefits</b>	22,736,598	22,740,591
Provides funding for staff costs necessary to operate the Office of Individualized Student Services. Most, but not all of these expenditures, are either reimbursed with state or federal special education funds or are related to general education functions.		

## 2016 Revised Budget by Budget Unit

(Staffing and Budgeted FTE as of Jan 8, 2016)

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This budget unit consists of salaries and benefits for 293.77 FTEs.		
<b>09030 - Special Ed Purchased Services</b>	2,238,184	2,008,115
Provides funding for Individualized Student Services purchased services, supplies and equipment.		
This budget unit consists of salaries and benefits for no FTEs.		
<b>09040 - Special Ed Transportation</b>	3,113,100	3,113,100
Required transportation, purchased services, supplies and equipment for students served by Individualized Student Services.		
This budget unit consists of salaries and benefits for no FTEs.		
<b>10010 - Alternative Learning Center</b>	3,998,025	3,919,927
Provides categorical funds to operate the alternative high school, school within a school, extended day and extended year programs for elementary and junior high school students.		
This budget unit consists of salaries and benefits for 33.35 FTEs.		
<b>10020 - Mental Health Services</b>	235,156	235,156
Licensed mental health professionals, through a financial partnership with Headway, who are able to respond to pressing mental health needs, proactively support student success, and be readily available in case of a crisis.		
This budget unit consists of salaries and benefits for no FTEs.		
<b>10030 - K-12 Nursing/Health Services</b>	909,356	903,551
Provides funding to operate the district health services department including salaries, benefits and other operating expenses for the district school health offices. Certain FTEs may also be included in Special Ed Salaries, 09010.		
This budget unit consists of salaries and benefits for 10.00 FTEs.		
<b>11010 - Co-Curricular Activities (Non-Athletic)</b>	405,555	411,577
Provides the funding to support co-curricular activities. These funds are supplemented through ticket sales, fund raising, donations, etc.		
This budget unit consists of salaries and benefits for 1.00 FTEs.		
<b>11020 - High School Interscholastic Athletics</b>	1,095,956	1,269,029
Provides the funding to provide high school athletics. These funds are supplemented through ticket sales, fund raising, donations, etc.		
This budget unit consists of salaries and benefits for 1.38 FTEs.		
<b>11021 - Jr High Interscholastic Athletics</b>	92,580	98,390
Provides the funding to provide junior high athletics. These funds are supplemented through ticket sales, fund raising, donations, etc.		
This budget unit consists of salaries and benefits for no FTEs.		
<b>12010 - Title I, Part A Regular - Improving Basic Programs</b>	1,150,000	1,512,675
Provides funding to help ensure all children meet challenging state academic standards. Includes staffing, instructional, Supplemental Education Services and staff development expenses.		
This budget unit consists of salaries and benefits for 14.74 FTEs.		
<b>12020 - Title II, Part A Regular - Teacher/Principal Training &amp; Recruiting</b>	250,000	262,751
Funding pays a portion of teacher and administrative salaries of highly qualified professionals working to improve student achievement.		
This budget unit consists of salaries and benefits for 2.00 FTEs.		

## 2016 Revised Budget by Budget Unit

(Staffing and Budgeted FTE as of Jan 8, 2016)

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<b>12030 - Title III Regular - Limited English Proficient Students</b>	175,000	324,991
Funding supports ESL personnel, their professional development, and for interpretation needs of our LEP families.		
This budget unit consists of salaries and benefits for <u>1.85</u> FTEs.		
<b>12050 - Carl Perkins Grant</b>	68,000	68,000
Funding pays for professional development and supplies to teachers of Family and Consumer Science, Business, and Technology Education at Burnsville Senior High School.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>13010 - Q-Comp/Pro-Pay</b>	2,778,859	2,834,076
Provides for expenditures associated with the district's Q-Comp / Pro-Pay programs including salaries and benefits, stipends, performance incentives and other operating expenses.		
This budget unit consists of salaries and benefits for <u>10.00</u> FTEs.		
<b>13020 - Integration and Achievement</b>	1,923,278	1,923,278
Provides for expenditures related to the integration and achievement program including salaries and benefits, professional development and other operating expenses.		
This budget unit consists of salaries and benefits for <u>18.31</u> FTEs.		
<b>13030 - Compensatory Education</b>	2,917,138	3,024,862
Provides funding for compensatory programs and initiatives to meet the educational needs of students who are under prepared or are not meeting age appropriate performance standards.		
This budget unit consists of salaries and benefits for <u>25.97</u> FTEs.		
<b>14010 - Technology</b>	2,594,489	2,594,124
Provides funding manage and support the district's technologies including instructional, operational resources, equipment and supplies including the District's intranet and telephone systems.		
This budget unit consists of salaries and benefits for <u>12.00</u> FTEs.		
<b>15010 - Instructional Development</b>	537,735	484,276
Provides the funding for district professional development (PD) to support the acquisition of district learning goals. Includes operational resources, purchased services, equipment, supplies, and building level PD allocations.		
This budget unit consists of salaries and benefits for <u>0.00</u> FTEs.		
<b>15020 - Curriculum Development</b>	310,429	305,047
Provides the funding for the ongoing development of a comprehensive written curriculum. Also includes operational resources, purchased services, equipment and supplies.		
This budget unit consists of salaries and benefits for <u>1.00</u> FTEs.		
<b>15030 - Curriculum Adoptions</b>	600,000	610,000
Provides the funding for the purchase of curriculum resources to support delivery of the written curriculum including textbooks, manipulatives, software and software subscriptions.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>15040 - Assessment Program</b>	275,957	316,111
Provides the funding necessary to implement required accountability assessments to monitor student progress toward achievement of academic standards through software fees, purchased services, equipment and supplies.		

## 2016 Revised Budget by Budget Unit

(Staffing and Budgeted FTE as of Jan 8, 2016)

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This budget unit consists of salaries and benefits for <u>1.50</u> FTEs.		
<b>16010 - Board of Education</b>	129,022	101,249
Provides the funding for the School Board. Includes School Board stipends, District elections, legal fees and other expenses related to Board initiatives.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>16020 - Superintendent</b>	379,080	472,313
Provides the funding to operate the office of Superintendent of Schools to support the District's mission, vision, and instructional goals.		
This budget unit consists of salaries and benefits for <u>2.00</u> FTEs.		
<b>16030 - Assistant Superintendent</b>	177,551	254,988
Provides the funding to operate the office of the Assistant Superintendent of Schools to support the development, operation and evaluation of the district's elementary and secondary instructional programs.		
This budget unit consists of salaries and benefits for <u>1.50</u> FTEs.		
<b>16040 - Human Resources</b>	776,121	812,222
Provides the funding to support operation of the Human Resources office including advertising, recruiting, hiring, staff development, legal fees, software applications, and compliance requirements.		
This budget unit consists of salaries and benefits for <u>5.00</u> FTEs.		
<b>16041 - Workers Comp, Unemployment, &amp; Premiums for Property Casualty Liability</b>	1,200,000	1,187,454
Provides the funding to support the District's workers comp, unemployment, and property, casualty liability insurance and contingencies for deductibles.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>16050 - Business</b>	1,158,860	1,208,319
Provides the funding to operate the school district's business services- including accounting, payroll, and mandatory state and federal reporting.		
This budget unit consists of salaries and benefits for <u>10.50</u> FTEs.		
<b>16054 - Business - OPEB Implicit Chargeback</b>	-546,307	-546,463
Represents allowable medical, dental, and life insurance costs reimbursable by the district's other postemployment benefits trust.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>16060 - Communications and Marketing</b>	368,039	423,039
Provides the funding to the District's communications and marketing initiatives, maintenance of District websites, social networks, publications, etc.		
This budget unit consists of salaries and benefits for <u>2.00</u> FTEs.		
<b>16070 - Student Registration and Census</b>	444,031	437,158
Provides the funding to operate the school district's student registration, enrollment, and reporting services.		
This budget unit consists of salaries and benefits for <u>5.50</u> FTEs.		
<b>17011 - Elementary Administrators</b>	1,339,200	1,344,150
Provides the funding to operate the elementary principals' offices at each school.		

## 2016 Revised Budget by Budget Unit

(Staffing and Budgeted FTE as of Jan 8, 2016)

167

This budget unit consists of salaries and benefits for <u>10.00</u> FTEs.		
<b>17012 - Elementary Building Clerical</b>	472,508	498,708
Provides the funding to operate the elementary principals' offices at each school.		
This budget unit consists of salaries and benefits for <u>11.50</u> FTEs.		
<b>17013 - Elementary EAs</b>	334,969	343,460
Provides the funding various administrative and educational roles at each school.		
This budget unit consists of salaries and benefits for <u>17.67</u> FTEs.		
<b>17014 - Elementary Admin Benefits</b>	614,244	607,369
Provides the funding for the benefits of the above administrator, clerical and EA staff.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>17021 - Secondary Administrators</b>	1,312,666	1,310,666
Provides the funding to operate the secondary principals' offices at each school.		
This budget unit consists of salaries and benefits for <u>12.00</u> FTEs.		
<b>17022 - Secondary Building Clerical</b>	780,488	813,549
Provides the funding to operate the secondary principals' offices at each school.		
This budget unit consists of salaries and benefits for <u>17.63</u> FTEs.		
<b>17023 - Secondary EAs</b>	241,364	250,239
Provides the funding various administrative and educational roles at each school.		
This budget unit consists of salaries and benefits for <u>7.38</u> FTEs.		
<b>17024 - Secondary Admin Benefits</b>	754,826	733,567
Provides the funding for the benefits of the above administrator, clerical and EA staff.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>17025 - Miscellaneous Stipends</b>	147,889	146,785
Provides the funding for miscellaneous stipends and extra hours that are currently not attached to another budget unit.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>17026 - Campus Cup</b>	113,681	113,270
Provides the funding of the Café located at the Senior Campus at Diamondhead.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>18010 - Student Transportation</b>	3,387,925	3,387,925
Provides the funding to transport eligible students to and from school including during regular and extended year/day terms.		
This budget unit consists of salaries and benefits for <u>2.03</u> FTEs.		
<b>19010 - Custodial</b>	5,205,745	5,086,584
Provides the funding to operate the District's custodial services. Includes supplies, equipment and contracted services.		
This budget unit consists of salaries and benefits for <u>65.40</u> FTEs.		
<b>19020 - Building, Grounds and Maintenance</b>	1,407,815	1,490,678

## 2016 Revised Budget by Budget Unit

(Staffing and Budgeted FTE as of Jan 8, 2016)

Provides the funding to operate the District's building, grounds and maintenance departments. Includes supplies, equipment and contracted services.		
This budget unit consists of salaries and benefits for <u>8.75</u> FTEs.		
<b>19030 - Environmental Health and Safety/ADA Compliance</b>	433,655	433,655
Provides the funding to operate the District's environmental health and safety department. Includes supplies, equipment and contracted services.		
This budget unit consists of salaries and benefits for <u>1.00</u> FTEs.		
<b>19040 - Facility Leases</b>	658,207	658,207
Provides the funding for the District's facility leases for BEST, Pates Stadium and the Hamilton Building.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>19050 - Warehouse and Purchasing</b>	94,686	95,374
Provides the funding to operate the school district's warehouse and purchasing departments		
This budget unit consists of salaries and benefits for <u>1.25</u> FTEs.		
<b>19060 - Utilities</b>	1,936,587	1,936,587
Provides the funding for the District's utilities.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>20010 - School Resource Officers</b>	260,000	260,000
Provides the primary funding for school police resource officers for the district's secondary s		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>20030 - Safe Schools</b>	217,007	214,899
Provides the primary funding for additional supervision at Burnsville Senior High and Metcalf Junior High.		
This budget unit consists of salaries and benefits for <u>5.19</u> FTEs.		
<b>21000 - Miscellaneous State and Local Grants</b>	6,000	29,030
Provides the primary funding for various grants received outside of Federal and Special Education funding.		
This budget unit consists of salaries and benefits for <u>no</u> FTEs.		
<b>Total General Fund Expenditure Budget</b>	<b>120,257,155.00</b>	<b>121,227,919.00</b>
Total General Fund Period FTEs - 1087.33		



**Agenda IV.C  
January 14, 2016**

**To: Members, Board of Education**

**From: Lisa K. Rider, Executive Director of Business Services**

**Date: January 7, 2016**

**Re: Award the Nicollet Junior High School Science Casework- Owner Direct Purchase**

RECOMMENDATION: That the Board of Education award the Nicollet Junior High School science casework- owner direct purchase to the following vendor and authorize the signing of contract with said vendor.

Contract#	Type	Contractor	Amount
0980M	Owner Direct Purchase for Science Laboratory Casework-Material	Haldeman-Homme, Inc.	\$234,710
0980L	Owner Direct Purchase for Science Laboratory Casework-Labor	Haldeman-Homme, Inc.	\$49,295
Total all Contracts			\$284,005

Burnsville-Eagan-Savage School District utilizing state contract received a proposal of materials and labor from Haldeman-Homme, Inc. meeting our specs defined in our published bid documents. The proposal was received December 11, 2015 at 10am at the office of Wenck Construction. The attached recommendation letter from Wenck Construction includes the details of both labor and materials for this owner-direct purchase allowing us to maximize our tax-exempt status.

The contracts for contractors have been developed with the assistance of our construction attorney, Michael Rowley of Terhaar, Archibald, Pfefferle, and Griebel, LLP (TAP&G); Wenck Construction Incorporated (WCI); and Krause Anderson (Property Casualty Insurance) representation. This contract will be finalized in the coming weeks. We ask that the board authorize the signing of this contract to allow for the work to begin as soon as possible.

Attachment: WCI recommendation and support



Responsive partner. Exceptional outcomes.

December 11, 2015

Independent School District #191  
100 River Ridge Court  
Burnsville, Minnesota 55337

ATTENTION: Mr. Glenn Simon

**RE: NICOLLET JUNIOR HIGH SCHOOL – SCIENCE  
CASEWORK - OWNER DIRECT PURCHASE**

Dear Mr. Simon:

Based upon bid results and the results of our pre-award conference with the apparent low bidder, we are making a recommendation for award of the following prime contracts.

<u>Contract #</u>	<u>Description/Contractor</u>		
0980M	Owner Direct Purchase for Science Laboratory Casework - Material Haldeman-Homme, Inc. 430 Industrial Boulevard Minneapolis, Minnesota 55413	Base Bid	\$ 234,710
		Contract Amount	<b>\$ 234,710</b>
0980L	Owner Direct Purchase for Science Laboratory Casework - Labor Haldeman-Homme, Inc. 430 Industrial Boulevard Minneapolis, Minnesota 55413	Base Bid	\$ 49,295
		Contract Amount	<b>\$49,295</b>
		<b>TOTAL</b>	<b><u>\$284,005</u></b>

Thank you, and please call with any questions.

Yours very truly,

A handwritten signature in black ink, appearing to read "Shane Butler". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Shane Butler  
Project Manager

SB:sb

cc: Architect                      File. 301504-03

(Proposal provider shall copy this form on their own letterhead.)

DOCUMENT 00 41 00 L

**LABOR PROPOSAL FORM FOR**

**OWNER DIRECT PURCHASE CONTRACT**

**FOR**

**SCIENCE LABORATORY CASEWORK**

**FOR**

**NICOLLET JUNIOR HIGH SCHOOL  
400 East 134<sup>th</sup> Street  
Burnsville, Minnesota 55337**

**PROPOSAL TO:** **BURNSVILLE EAGAN SAVAGE PUBLIC SCHOOL  
INDEPENDENT SCHOOL DISTRICT NO. 191  
Administrative Services Center  
100 River Ridge Court  
Burnsville, Minnesota 55337**

**PROPOSAL FROM:** Haldeman-Homme, Inc.  
430 Industrial Blvd.  
Minneapolis, MN 55413

In accordance with the Proposal Documents prepared by Armstrong, Torseth, Skold and Rydeen, Inc., Architects and Engineers, Minneapolis, Minnesota, dated December 3, 2015, relating to the Contract for:

**OWNER DIRECT PURCHASE CONTRACT  
FOR  
SCIENCE LABORATORY CASEWORK  
FOR  
NICOLLET JUNIOR HIGH SCHOOL  
400 East 134<sup>th</sup> Street  
Burnsville, Minnesota 55337**

**ATS&R PROJECT NUMBER: 15002.8  
UNIVERSITY OF MINNESOTA CONTRACT NUMBER: U155.23**

Owner Direct Purchase Contract -Burnsville  
Science Laboratory Casework - Nicollet JHS

15002.8

DOCUMENT 00 41 00 L

the undersigned, having visited the site of proposed construction and having become thoroughly familiar with local conditions affecting the cost and performance of the Work and with all requirements of the Proposal Documents and related Addenda, hereby purposed and agrees to provide all Labor required to construct and complete the Work in accordance with the Proposal Documents and Addenda for the following amounts:

**Base Proposal for Labor:**

**SPECIFICATION**  
**CATEGORY**

**TITLE**

12 35 52

Wood Overlay Steel Laboratory Casework

\$ 49,295.00

**Time of Completion:** If this Proposal is accepted, we agree to coordinate and cooperate with all other parties associated with the Work and the Construction Schedule established by the Construction Manager to Substantially Complete the Work on or before the date(s) specified in the Construction Manager's "Milestone Schedule, Section 01 02 00 of the Project Specifications"

**Proposal Documents:** Proposal provider acknowledges receipt of the Drawings and Project Manual, dated December 3, 2015 and affirms that all costs for labor associated with these Documents, and related Addenda, are included in Base Proposal sum.

**Addendum:** Receipt of the following Addenda to the Contract Documents and their costs being incorporated into the Proposal is acknowledged (give Addendum numbers):

---

**Proposal Acceptance:** If written notice of the acceptance of this Proposal is received by the undersigned within 60 days after date set for submittal of this Proposal, or at any other time thereafter before Proposal is withdrawn, the undersigned agrees to enter into and execute a Contract with the Owner in accordance with this Proposal as accepted, and to furnish and deliver to Construction Manager the Performance Bond, Payment Bond, and proof of insurance coverage, all within 10 days after notice of acceptance of this Proposal.

**Execution of Proposal:** The entity(ies) signing this proposal is fully authorized to sign on behalf of the named firm and to fully bind the named firm to all of the conditions and provisions of the Contract. This proposal shall remain valid and not be withdrawn for 60 calendar days after Proposal due date.

Owner Direct Purchase Contract -Burnsville  
Science Laboratory Casework - Nicollet JHS

15002.8

DOCUMENT 00 41 00 L

Submitted this 11th day of December, 2015

Legal Name of Firm: Haldeman-Homme, Inc.

Street Address: 430 Industrial Blvd.

City: Minneapolis State: MN Zip Code: 55413

Phone Number: 612-331-4880 Fax Number: 612-378-2236

E-Mail Address: lbiteler@haldemanhomme.com

Prime Contact: LeRoy Biteler

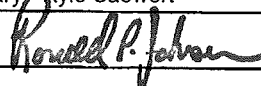
Proposal Provider is: (Check One)

Individual       Partnership       Corporation

If Proposal provider is a corporation, give legal name of corporation, state where incorporated, and names of president and secretary; if a partnership, give names of all individual co-partners composing the firm; and if an individual, give first and last name in full.

Haldeman-Homme, Inc. incorporated in the State of Minnesota.

President - Ronald P. Johnson, Secretary Kyle Saewert

Signature: 

Name (Typed or Printed): Ronald P. Johnson

Title: President

END OF DOCUMENT



Owner Direct Purchase Contract -Burnsville  
Science Laboratory Casework - Nicollet JHS  
Prepared by Wenck Construction, Inc.

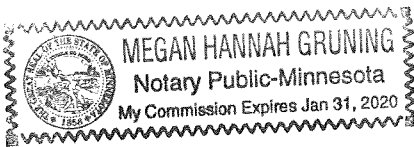
3. I declare under penalty of perjury that, to the best of my knowledge, everything I have stated in this document is true.

*Ronald P. Johnson*

Subscribed and sworn to before  
me this 11th day of December 2015.

Notary Public

**END OF BID FORM**





# HALDEMAN HOMME, INC.

430 Industrial Blvd, Minneapolis, MN 55413  
Tel: 612-331-4880 Fax: 612-378-2236

SERVING EDUCATION, HEALTH CARE, AND INDUSTRY SINCE 1924

"Exceeding Customer Expectations Since 1924"

## PROPOSAL HH42302.1

**To: Burnsville Eagan Savage Public School ISD No. 191**  
**Attn: Shane Butler**  
**Date: December 10, 2015**  
**Project: Nicollet JH School**  
**Location: Burnsville, MN**  
**Architect: ATS&R**  
**Addendum: N/A**  
**Bid Date: 12/11/2015**

### SERVICES

- \*Construction
- \*Consulting / Training
- \*Service & Maintenance
- \*Layout & Design
- \*Project Management

### PRODUCTS

- \*Athletic & Wood Flooring
- \*Athletic Equipment
- \*Auditorium Seating
- \*Bleachers
- \*Casework
- \*Clean Rooms
- \*Divider Walls
- \*Laboratory Equipment
- \*Laboratory Furniture
- \*Library & File Systems
- \*Lockers
- \*School Equipment
- \*Storage Systems
- \*Tracks
- \*Turf Fields

We propose to furnish the following using standard design, materials, construction sizes and colors. Based on Architectural Drawing pages A3.3A.N, A11.2 and A11.3 dated 11/13/2015.

### All Pricing is per University of MN Contract U155.23

Specification Section: 123552 – Wood Overlay Steel Laboratory Casework

<b>Material and Freight</b> .....	<b>\$234,710.00</b>
<b>Installation</b> .....	<b>\$49,295.00</b>

**Pricing Includes:** (as shown in rooms A301, A303, A305, A315, A317, A322, A324, A328, and A330 only)

1. Steel Casework with Wood Fronts (Plain Sliced Red Oak)
2. 1" Thick Black Epoxy Resin Countertops with Epoxy Resin Sinks
3. Faucets and Gas Turrets
4. Payment and Performance Bond

### Voluntary Alternate:

Base Bid pricing includes 1" thick epoxy resin countertops to match industry standards, in lieu of specified 1.25".

3/4" thick countertops can be provided for a net deduct of <\$1,895>.

### Qualifications:

1. Pricing good for 1 production run and 1 delivery with completion not later than 12/31/2016.
2. All wall cabinets in rooms A301, A303, A305, A315, A317, A330 and elevation 5A in A525 are assumed to be existing. New wall cabinets are provided only where shown in elevations 5C, 5D, 6A, 6B and 6C on A11.2.
3. Proposed project schedule:
 

Shop Drawings	3 weeks
Approval Process	1 week
Manufacturing Lead Time	22-24 weeks
Shipping	1 week
Installation	4-5 weeks

### Excludes:

1. State Sales & Use Taxes. Purchaser by acceptance of this quotation agrees to furnish Tax Exemption Certificates on non-taxable materials, otherwise any applicable tax will be added at time of invoicing.
2. Any Liquidated, Consequential and/or Actual Damages clauses.
3. Any work related to existing wall cabinets or epoxy shelves.
4. Emergency shower/eyewash units (by plumber)
5. Number plates, Label holders, Goggle cabinets, linear diffuser grilles, toe-kick grilles, wall shelving or any tables (none of these items indicated on the drawings)
6. Charges for vertical transportation, Mechanical/electrical utilities and connections, Bonds, Removal of existing equipment, Traps, Ducts, Rubber/vinyl base, In-wall backing/blocking.
7. Note: Clean-up to be limited to removing all debris, dirt and rubbish accumulated as a result of our installation to a dumpster provided by others, leaving the premises broom clean and orderly.

### SEE PAGE 2 for Terms & Conditions

This proposal is based upon usage of the AGC/ASA/ASC "Standard Form Construction Subcontract", 1996 Edition or a subcontract form otherwise acceptable to Haldeman-Homme, Inc.

TERMS: Net 30 Days

ACCEPTED: Company \_\_\_\_\_  
Name \_\_\_\_\_  
Date \_\_\_\_\_

RESPECTFULLY,  
**HALDEMAN-HOMME, INC.**  
By LeRoy Biteler

LeRoy Biteler (612) 362-2152

Note: This quotation is offered for acceptance within 30 days and is subject to revision beyond that time.

[www.haldemanhomme.com](http://www.haldemanhomme.com)

[www.hhbestlab.com](http://www.hhbestlab.com)

The Haldeman  
Homme Family of  
Companies:

- \*Academic Specialties TX
- \*Anderson Ladd
- \*IDEA



Employee Owned



# HALDEMAN HOMME, INC.

430 Industrial Blvd, Minneapolis, MN 55413  
Tel: 612-331-4880 Fax: 612-378-2236

SERVING EDUCATION, HEALTH CARE, AND INDUSTRY SINCE 1924

## PROPOSAL HH42302.1

### Haldeman-Homme, Inc. Terms and Conditions

#### Academic Specialties, Inc. / Academic Specialties TX / Anderson Ladd Inc. / Iowa Direct Equipment & Appraisal

"Exceeding Customer Expectations Since 1924"

#### SERVICES

- \*Construction
- \*Consulting / Training
- \*Service & Maintenance
- \*Layout & Design
- \*Project Management

#### PRODUCTS

- \*Athletic & Wood Flooring
- \*Athletic Equipment
- \*Auditorium Seating
- \*Bleachers
- \*Casework
- \*Clean Rooms
- \*Divider Walls
- \*Laboratory Equipment
- \*Laboratory Furniture
- \*Library & File Systems
- \*Lockers
- \*School Equipment
- \*Storage Systems
- \*Tracks
- \*Turf Fields

#### The Haldeman Homme Family of Companies:

- \*Academic Specialties
- \*Academic Specialties TX
- \*Anderson Ladd
- \*IDEA



Employee Owned

#### General

These terms and conditions are a component part of the attached proposal and constitute the entire agreement between Haldeman-Homme, Inc. and any of its subsidiaries. By signing the proposal, Customer acknowledges that they understand and accept the proposal and the following terms and conditions. All work shall be done in accordance with the attached proposal unless otherwise provided for in writing and signed by Haldeman-Homme, Inc. Applicable sales, excise and use taxes are not included unless otherwise stated in the proposal. Tax exempt entities hereby agree to furnish tax exemption certificates when requested on non-taxable materials. Material Only Contracts: Responsibility for the unloading, handling, storage and installation of material transfers to the Customer upon shipment from the factory. Customer is responsible for receiving, unloading and inspecting materials and filing freight claim for any shortage or damage of materials. Delivery and freight charges are not included unless otherwise stated in the proposal.

#### Site Conditions

A smooth, level and clean sub-floor shall be provided or as required by Haldeman-Homme, Inc. Maintain environment at proper temperature (55-80 degrees F.) and humidity (35-50%) before, during and 30 days following installation. Delays due to circumstances beyond the control of Haldeman-Homme, Inc. shall entitle Haldeman-Homme, Inc. to an equitable adjustment of time and contract price.

#### Acceptance

This proposal may be accepted within 30 days subject to credit approval. Haldeman-Homme, Inc. reserves the right to revoke this offer prior to acceptance by customer. Customer agrees that, by signing, grant authority to credit bureaus to release credit history information for the purpose of establishing credit with Haldeman-Homme, Inc. and its subsidiaries. Haldeman-Homme, Inc. and its subsidiaries may, at its sole discretion, require a credit application, joint check agreement with the property owner/end user if the property owner/end user is a separate entity from the Customer, a copy of the Customer's payment bond, a personal guarantee, or a combination of said documents as a condition of credit approval.

#### Installation

This proposal assumes unloading and elevator use shall be conducted during normal business hours. This proposal is based on completing the work during normal business hours. Overtime, evening and weekend work is available at additional charge. Customer agrees to provide Haldeman-Homme, Inc. with sufficient and timely unloading facilities, dock and elevator access as needed at no additional cost to Haldeman-Homme, Inc. Customer shall provide temporary, secure storage for materials prior to installation. Customer shall provide adequate electrical power, lighting, water and restroom facilities during installation. Customer shall provide area that is free and clear and prepared for installation.

#### Engineering

All engineering, proposal drawings, specifications shall represent Haldeman-Homme, Inc.'s investment in engineering skill and development and remain the property of Haldeman-Homme, Inc. Such are submitted with the understanding that the information will not be disclosed or used in any way detrimental to Haldeman-Homme, Inc.'s interests.

#### Changes

Any requests for changes to the scope of work shall be made in writing with signed acceptance by authorized personnel from Haldeman-Homme, Inc. and Customer.

#### Liability

Haldeman-Homme, Inc. shall not be liable for damages in any form or any other claim arising out of strikes, floods, fire, accidents, or any other causes beyond our control. Haldeman-Homme, Inc. shall not be liable for liquidated, consequential or any other damages or penalties of any kind for delays in completion of work. Haldeman-Homme, Inc. indemnity obligations to the Customer and owner are limited to the liability created by the gross negligence of Haldeman-Homme, Inc., its employees or subcontractors. In the event the terms of this agreement conflicts with the Customer's proposal or purchase order the parties acknowledge and agree the terms of this agreement shall control.

#### Payment

Payment in full will be due and payable thirty (30) days from invoice date. Customer agrees to pay progress-billing invoices during the course of the project reflecting partial shipment of material and/or partial completion of labor work performed. Where materials are stored or staged temporarily at the job site or in offsite or bonded warehouse, customer shall pay for materials and reasonable storage charges. The failure of the Customer to make payments within contract terms shall entitle Haldeman-Homme, Inc., in addition to all other rights, to suspend all work and shipments and shall further entitle Haldeman-Homme, Inc. to an extension of time of performance of the work. No payments shall be withheld from or penalties assessed against Haldeman-Homme, Inc. due to causes for which Haldeman-Homme, Inc. is not responsible.

Customer agrees that, if the billed amount is not paid within terms, a service charge will be charged on the overdue balance at a percentage rate of 1.5% (18% ANNUAL PERCENTAGE RATE) for all accounts. If the customer fails to pay the entire unpaid balance on the account when due Haldeman-Homme, Inc. may without further notice or demand, exercise all rights and remedies available by law for the collection of the balance due on the account. Haldeman-Homme, Inc. reserves the option to exercise its lien rights at all times in accordance with applicable law to secure collection of amounts due. Applicant will be liable for all expenses of collection with or without suit, including all court costs and reasonable attorney's fees to the extent under applicable state law. Venue shall be the State District Court of Minnesota.

#### Disputes

Customer and Haldeman-Homme, Inc. hereby agree that disputes between the parties which cannot be settled amicably, shall be settled through the State District Court of Minnesota.

#### Cancellation

An officer of Haldeman-Homme, Inc. must approve cancellation requests in writing. In order to compensate Haldeman-Homme, Inc. for its investment in engineering, time, processing and administrative work, approved cancellations shall be subject to cancellation charge of 25% of the contract amount plus the cost of materials produced or in production, labor or other services performed, freight, taxes and any other out of pocket expenses incurred by Haldeman-Homme, Inc.

#### Warranty

THE MANUFACTURER EXPRESS WARRANTY IS PROVIDED IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED. THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE ARE HEREBY DISCLAIMED BY HH/AL.

#### Insurance

Haldeman-Homme, Inc. maintains insurance and will provide certificates of insurance if requested on coverage and limits as provided by its insurance policy. No other insurance coverage is provided including waiver of subrogation or additional named insureds.

#### Codes

Customer, architect and/or contractor shall be responsible for all local, state and federal agency code compliance, permits, fees, design, engineering and testing. Haldeman-Homme, Inc. does not provide professional liability insurance for any of these services. Costs for any and all such services are not included in this proposal.

Signature: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

(Proposal provider shall copy this form on their own letterhead.)

**DOCUMENT 00 41 00 M**

**MATERIAL PROPOSAL FORM FOR**

**OWNER DIRECT PURCHASE CONTRACT**

**FOR**

**SCIENCE LABORATORY CASEWORK**

**FOR**

**NICOLLET JUNIOR HIGH SCHOOL  
400 East 134<sup>th</sup> Street  
Burnsville, Minnesota 55337**

**PROPOSAL TO:** **BURNSVILLE EAGAN SAVAGE PUBLIC SCHOOL  
INDEPENDENT SCHOOL DISTRICT NO. 191  
Administrative Services Center  
100 River Ridge Court  
Burnsville, Minnesota 55337**

**PROPOSAL FROM:** Haldeman-Homme, Inc.  
430 Industrial Blvd.  
Minneapolis, MN 55413

In accordance with the Proposal Documents prepared by Armstrong, Torseth, Skold and Rydeen, Inc., Architects and Engineers, Minneapolis, Minnesota, dated December 3, 2015, relating to the Contract for:

**OWNER DIRECT PURCHASE CONTRACT  
FOR  
SCIENCE LABORATORY CASEWORK  
FOR  
NICOLLET JUNIOR HIGH SCHOOL  
400 East 134<sup>th</sup> Street  
Burnsville, Minnesota 55337**

**ATS&R PROJECT NUMBER: 15002.8  
UNIVERSITY OF MINNESOTA CONTRACT NUMBER: U155.23**

Owner Direct Purchase Contract -Burnsville  
Science Laboratory Casework - Nicollet JHS

15002.8

DOCUMENT 00 41 00 M

the undersigned, having visited the site of proposed construction and having become thoroughly familiar with local conditions affecting the cost and performance of the Work and with all requirements of the Proposal Documents and related Addenda, hereby purposes and agrees to provide all Material required to construct and complete the Work in accordance with the Proposal Documents and Addenda for the following amounts:

**Base Proposal for Material:**

**SPECIFICATION      TITLE**  
**CATEGORY**

12 35 52	Wood Overlay Steel Laboratory Casework	\$ <u>234,710.00</u>
----------	--	----------------------

**Time of Completion:** If this Proposal is accepted, we agree to coordinate and cooperate with all other parties associated with the Work and the Construction Schedule established by the Construction Manager to Substantially Complete the Work on or before the date(s) specified in the Construction Manager's "Milestone Schedule, Section 01 02 00 of the Project Specifications"

**Proposal Documents:** Proposal provider acknowledges receipt of the Drawings and Project Manual, dated December 3, 2015 and affirms that all costs for material associated with these Documents, and related Addenda, are included in Base Proposal sum.

**Addendum:** Receipt of the following Addenda to the Contract Documents and their costs being incorporated into the Proposal is acknowledged (give Addendum numbers):

**Proposal Acceptance:** If written notice of the acceptance of this Proposal is received by the undersigned within 60 days after date set for submittal of this Proposal, or at any other time thereafter before Proposal is withdrawn, the undersigned agrees to enter into and execute a Contract with the Owner in accordance with this Proposal as accepted, and to furnish and deliver to Construction Manager the Performance Bond, Payment Bond, and proof of insurance coverage, all within 10 days after notice of acceptance of this Proposal.

**Execution of Proposal:** The entity(ies) signing this proposal is fully authorized to sign on behalf of the named firm and to fully bind the named firm to all of the conditions and provisions of the Contract. This proposal shall remain valid and not be withdrawn for 60 calendar days after Proposal due date.

Owner Direct Purchase Contract -Burnsville  
Science Laboratory Casework - Nicollet JHS

15002.8

DOCUMENT 00 41 00 M

Submitted this 11th day of December, 2015

Legal Name of Firm: Haldeman-Homme, Inc.

Street Address: 430 Industrial Blvd.

City: Minneapolis State: MN Zip Code: 55413

Phone Number: 612-331-4880 Fax Number: 612-378-2236

E-Mail Address: lbiteler@haldemanhomme.com

Prime Contact: LeRoy Biteler

Proposal Provider is: (Check One)

Individual       Partnership       Corporation

If Proposal provider is a corporation, give legal name of corporation, state where incorporated, and names of president and secretary; if a partnership, give names of all individual co-partners composing the firm; and if an individual, give first and last name in full.

Haldeman-Homme, Inc. incorporated in the State of Minnesota

President - Ronald P. Johnson, Secretary - Kyle Saewert

Signature: 

Name (Typed or Printed): Ronald P. Johnson

Title: President

END OF DOCUMENT



# HALDEMAN HOMME, INC.

430 Industrial Blvd, Minneapolis, MN 55413  
Tel: 612-331-4880 Fax: 612-378-2236

SERVING EDUCATION, HEALTH CARE, AND INDUSTRY SINCE 1924

"Exceeding Customer Expectations Since 1924"

## PROPOSAL HH42302.1

**To: Burnsville Eagan Savage Public School ISD No. 191**  
**Attn: Shane Butler**  
**Date: December 10, 2015**  
**Project: Nicollet JH School**  
**Location: Burnsville, MN**  
**Architect: ATS&R**  
**Addendum: N/A**  
Bid Date: 12/11/2015

### SERVICES

- \* Construction
- \* Consulting / Training
- \* Service & Maintenance
- \* Layout & Design
- \* Project Management

### PRODUCTS

- \* Athletic & Wood Flooring
- \* Athletic Equipment
- \* Auditorium Seating
- \* Bleachers
- \* Casework
- \* Clean Rooms
- \* Divider Walls
- \* Laboratory Equipment
- \* Laboratory Furniture
- \* Library & File Systems
- \* Lockers
- \* School Equipment
- \* Storage Systems
- \* Tracks
- \* Turf Fields

We propose to furnish the following using standard design, materials, construction sizes and colors. Based on Architectural Drawing pages A3.3A.N, A11.2 and A11.3 dated 11/13/2015.

**All Pricing is per University of MN Contract U155.23**

Specification Section: 123552 – Wood Overlay Steel Laboratory Casework

<b>Material and Freight</b> .....	<b>\$234,710.00</b>
<b>Installation</b> .....	<b>\$49,295.00</b>

**Pricing Includes:** (as shown in rooms A301, A303, A305, A315, A317, A322, A324, A328, and A330 only)

1. Steel Casework with Wood Fronts (Plain Sliced Red Oak)
2. 1" Thick Black Epoxy Resin Countertops with Epoxy Resin Sinks
3. Faucets and Gas Turrets
4. Payment and Performance Bond

### Voluntary Alternate:

Base Bid pricing includes 1" thick epoxy resin countertops to match industry standards, in lieu of specified 1.25".

3/4" thick countertops can be provided for a net deduct of <\$1,895>.

### Qualifications:

1. Pricing good for 1 production run and 1 delivery with completion not later than 12/31/2016.
2. All wall cabinets in rooms A301, A303, A305, A315, A317, A330 and elevation 5A in A525 are assumed to be existing. New wall cabinets are provided only where shown in elevations 5C, 5D, 6A, 6B and 6C on A11.2.
3. Proposed project schedule:
 

Shop Drawings	3 weeks
Approval Process	1 week
Manufacturing Lead Time	22-24 weeks
Shipping	1 week
Installation	4-5 weeks

### Excludes:

1. State Sales & Use Taxes. Purchaser by acceptance of this quotation agrees to furnish Tax Exemption Certificates on non-taxable materials, otherwise any applicable tax will be added at time of invoicing.
2. Any Liquidated, Consequential and/or Actual Damages clauses.
3. Any work related to existing wall cabinets or epoxy shelves.
4. Emergency shower/eyewash units (by plumber)
5. Number plates, Label holders, Goggle cabinets, linear diffuser grilles, toe-kick grilles, wall shelving or any tables (none of these items indicated on the drawings)
6. Charges for vertical transportation, Mechanical/electrical utilities and connections, Bonds, Removal of existing equipment, Traps, Ducts, Rubber/vinyl base, In-wall backing/blocking.
7. Note: Clean-up to be limited to removing all debris, dirt and rubbish accumulated as a result of our installation to a dumpster provided by others, leaving the premises broom clean and orderly.

### SEE PAGE 2 for Terms & Conditions

This proposal is based upon usage of the AGC/ASA/ASC "Standard Form Construction Subcontract", 1996 Edition or a subcontract form otherwise acceptable to Haldeman-Homme, Inc.

TERMS: Net 30 Days

ACCEPTED: Company \_\_\_\_\_  
Name \_\_\_\_\_  
Date \_\_\_\_\_

RESPECTFULLY,  
**HALDEMAN-HOMME, INC.**

By LeRoy Biteler

LeRoy Biteler (612) 362-2152

Note: This quotation is offered for acceptance within 30 days and is subject to revision beyond that time.

[www.haldemanhomme.com](http://www.haldemanhomme.com)

[www.hbestlab.com](http://www.hbestlab.com)

The Haldeman  
Homme Family of  
Companies:

- \* Academic Specialties
- \* Academic Specialties TX
- \* Anderson Ladd
- \* IDEA



Employee Owned



# HALDEMAN HOMME, INC.

430 Industrial Blvd, Minneapolis, MN 55413  
Tel: 612-331-4880 Fax: 612-378-2236

SERVING EDUCATION, HEALTH CARE, AND INDUSTRY SINCE 1924

## PROPOSAL HH42302.1

### Haldeman-Homme, Inc. Terms and Conditions

#### Academic Specialties, Inc. / Academic Specialties TX / Anderson Ladd Inc. / Iowa Direct Equipment & Appraisal

"Exceeding Customer Expectations Since 1924"

#### SERVICES

- \* Construction
- \* Consulting / Training
- \* Service & Maintenance
- \* Layout & Design
- \* Project Management

#### PRODUCTS

- \* Athletic & Wood Flooring
- \* Athletic Equipment
- \* Auditorium Seating
- \* Bleachers
- \* Casework
- \* Clean Rooms
- \* Divider Walls
- \* Laboratory Equipment
- \* Laboratory Furniture
- \* Library & File Systems
- \* Lockers
- \* School Equipment
- \* Storage Systems
- \* Tracks
- \* Turf Fields

#### The Haldeman Homme Family of Companies:

- \* Academic Specialties
- \* Academic Specialties TX
- \* Anderson Ladd
- \* IDEA



Employee Owned

#### General

These terms and conditions are a component part of the attached proposal and constitute the entire agreement between Haldeman-Homme, Inc. and any of its subsidiaries. By signing the proposal, Customer acknowledges that they understand and accept the proposal and the following terms and conditions. All work shall be done in accordance with the attached proposal unless otherwise provided for in writing and signed by Haldeman-Homme, Inc. Applicable sales, excise and use taxes are not included unless otherwise stated in the proposal. Tax exempt entities hereby agree to furnish tax exemption certificates when requested on non-taxable materials. Material Only Contracts: Responsibility for the unloading, handling, storage and installation of material transfers to the Customer upon shipment from the factory. Customer is responsible for receiving, unloading and inspecting materials and filing freight claim for any shortage or damage of materials. Delivery and freight charges are not included unless otherwise stated in the proposal.

#### Site Conditions

A smooth, level and clean sub-floor shall be provided or as required by Haldeman-Homme, Inc. Maintain environment at proper temperature (55-80 degrees F.) and humidity (35-50%) before, during and 30 days following installation. Delays due to circumstances beyond the control of Haldeman-Homme, Inc. shall entitle Haldeman-Homme, Inc. to an equitable adjustment of time and contract price.

#### Acceptance

This proposal may be accepted within 30 days subject to credit approval. Haldeman-Homme, Inc. reserves the right to revoke this offer prior to acceptance by customer. Customer agrees that, by signing, grant authority to credit bureaus to release credit history information for the purpose of establishing credit with Haldeman-Homme, Inc. and its subsidiaries. Haldeman-Homme, Inc. and its subsidiaries may, at its sole discretion, require a credit application, joint check agreement with the property owner/end user if the property owner/end user is a separate entity from the Customer, a copy of the Customer's payment bond, a personal guarantee, or a combination of said documents as a condition of credit approval.

#### Installation

This proposal assumes unloading and elevator use shall be conducted during normal business hours. This proposal is based on completing the work during normal business hours. Overtime, evening and weekend work is available at additional charge. Customer agrees to provide Haldeman-Homme, Inc. with sufficient and timely unloading facilities, dock and elevator access as needed at no additional cost to Haldeman-Homme, Inc. Customer shall provide temporary, secure storage for materials prior to installation. Customer shall provide adequate electrical power, lighting, water and restroom facilities during installation. Customer shall provide area that is free and clear and prepared for installation.

#### Engineering

All engineering, proposal drawings, specifications shall represent Haldeman-Homme, Inc.'s investment in engineering skill and development and remain the property of Haldeman-Homme, Inc. Such are submitted with the understanding that the information will not be disclosed or used in any way detrimental to Haldeman-Homme, Inc.'s interests.

#### Changes

Any requests for changes to the scope of work shall be made in writing with signed acceptance by authorized personnel from Haldeman-Homme, Inc. and Customer.

#### Liability

Haldeman-Homme, Inc. shall not be liable for damages in any form or any other claim arising out of strikes, floods, fire, accidents, or any other causes beyond our control. Haldeman-Homme, Inc. shall not be liable for liquidated, consequential or any other damages or penalties of any kind for delays in completion of work. Haldeman-Homme, Inc. indemnity obligations to the Customer and owner are limited to the liability created by the gross negligence of Haldeman-Homme, Inc., its employees or subcontractors. In the event the terms of this agreement conflicts with the Customer's proposal or purchase order the parties acknowledge and agree the terms of this agreement shall control.

#### Payment

Payment in full will be due and payable thirty (30) days from invoice date. Customer agrees to pay progress-billing invoices during the course of the project reflecting partial shipment of material and/or partial completion of labor work performed. Where materials are stored or staged temporarily at the job site or in offsite or bonded warehouse, customer shall pay for materials and reasonable storage charges. The failure of the Customer to make payments within contract terms shall entitle Haldeman-Homme, Inc., in addition to all other rights, to suspend all work and shipments and shall further entitle Haldeman-Homme, Inc. to an extension of time of performance of the work. No payments shall be withheld from or penalties assessed against Haldeman-Homme, Inc. due to causes for which Haldeman-Homme, Inc. is not responsible.

Customer agrees that, if the billed amount is not paid within terms, a service charge will be charged on the overdue balance at a percentage rate of 1.5% (18% ANNUAL PERCENTAGE RATE) for all accounts. If the customer fails to pay the entire unpaid balance on the account when due Haldeman-Homme, Inc. may without further notice or demand, exercise all rights and remedies available by law for the collection of the balance due on the account. Haldeman-Homme, Inc. reserves the option to exercise its lien rights at all times in accordance with applicable law to secure collection of amounts due. Applicant will be liable for all expenses of collection with or without suit, including all court costs and reasonable attorney's fees to the extent under applicable state law. Venue shall be the State District Court of Minnesota.

#### Disputes

Customer and Haldeman-Homme, Inc. hereby agree that disputes between the parties which cannot be settled amicably, shall be settled through the State District Court of Minnesota.

#### Cancellation

An officer of Haldeman-Homme, Inc. must approve cancellation requests in writing. In order to compensate Haldeman-Homme, Inc. for its investment in engineering, time, processing and administrative work, approved cancellations shall be subject to cancellation charge of 25% of the contract amount plus the cost of materials produced or in production, labor or other services performed, freight, taxes and any other out of pocket expenses incurred by Haldeman-Homme, Inc.

#### Warranty

THE MANUFACTURER EXPRESS WARRANTY IS PROVIDED IN LIEU OF ALL OTHER WARRANTIES, EXPRESS OR IMPLIED. THE WARRANTIES OF MERCHANTABILITY AND FITNESS FOR A PARTICULAR PURPOSE ARE HEREBY DISCLAIMED BY HH/AL.

#### Insurance

Haldeman-Homme, Inc. maintains insurance and will provide certificates of insurance if requested on coverage and limits as provided by its insurance policy. No other insurance coverage is provided including waiver of subrogation or additional named insureds.

#### Codes

Customer, architect and/or contractor shall be responsible for all local, state and federal agency code compliance, permits, fees, design, engineering and testing. Haldeman-Homme, Inc. does not provide professional liability insurance for any of these services. Costs for any and all such services are not included in this proposal.

Signature: \_\_\_\_\_ Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(Please Print)

[www.haldemanhomme.com](http://www.haldemanhomme.com)

[www.hhbestlab.com](http://www.hhbestlab.com)



**BURNSVILLE  
EAGAN  
SAVAGE** 

**INDEPENDENT SCHOOL DISTRICT 191**

**HUMAN RESOURCES**

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AGENDA ITEM: IV.D.

To: Members of the Board of Education  
Superintendent Joe Gothard

From: Stacey Sovine  
Executive Director of Human Resources

Date: January 14, 2016

RE: **PROPOSED REVISIONS IN THE 2015-2017 COLLECTIVE  
BARGAINING AGREEMENT WITH THE BURNSVILLE EDUCATION  
ASSOCIATION AND INDEPENDENT SCHOOL DISTRICT 191**

**RECOMMENDATION: THAT THE BOARD OF EDUCATION APPROVE THE  
PROPOSED REVISIONS AND RE-ADOPT THE UNCHANGED LANGUAGE IN  
THE 2015-2017 COLLECTIVE BARGAINING AGREEMENT WITH THE  
BURNSVILLE EDUCATION ASSOCIATION AND INDEPENDENT SCHOOL  
DISTRICT 191**

Negotiators for the Burnsville Education Association including Chief Negotiator, Mike Huemoeller, Carol Brennan, Sara Strahota, Mike Blair, and Tom Robison met with representatives from the District to negotiate a two year agreement. The parties began negotiating in July and reached a tentative agreement on December 4, 2015. Members of the District team included Board Members, Sandy Sweep, Jim Schmid, and Bob VandenBoom, and Executive Directors Lisa Rider Stacey Sovine. BEA members voted on the week of December 21, 2015.

**Highlights of the 31 language items changed include:**

1. Modified language on wellness incentive to make ACA compatible;
2. 2.2% increase on the salary schedule in year 1 and 2.5% increase in year 2;
3. Language designed to support maximizing teacher time in the classroom;
4. Language clarifying traveling teacher responsibilities and instructional overloads;
5. Language to promote on-going professional development opportunities;
6. Modification to activity stipend rates beginning July 2016;
7. Projected 2 year cost of the package to the district will be \$6.6 million dollars over two years reflecting an MSBA 6.8% increase.

Attachments:  
Summary of Language Changes

# **MASTER AGREEMENT**

**~~2013~~-2015-~~2017~~**

**BOARD OF EDUCATION INDEPENDENT  
SCHOOL DISTRICT 191  
BURNSVILLE, MINNESOTA**

**and**

**BURNSVILLE EDUCATION ASSOCIATION**

**Burnsville Education  
Association**

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**INDEPENDENT SCHOOL DISTRICT 191  
BURNSVILLE EDUCATION ASSOCIATION  
~~2013-2015-2017~~**

**PREAMBLE**

THIS AGREEMENT, entered into between Independent School District No. 191, Burnsville, Minnesota (hereinafter referred to as the School District) and the Burnsville Education Association (hereinafter referred to as the Association or BEA), pursuant to and in compliance with the Public Employment Labor Relations Act, as amended (hereinafter referred to as the P.E.L.R.A.), is to provide the terms and conditions of employment for teachers for the duration of the Agreement.

**ARTICLE I  
RECOGNITION**

The School District hereby recognizes the Association as the sole and exclusive bargaining representative for all licensed teaching personnel as defined in the P.E.L.R.A. whether under contract, on leave, on a per diem, hourly or class rate basis. Such representation shall exclude the superintendent, assistant superintendents, principals, assistant principals, supervisory and confidential employees as defined in the P.E.L.R.A, and such other employees excluded by law. The term "teacher," when used hereinafter in the Agreement, shall refer to all professional employees represented by the Association in the bargaining or negotiating unit as above defined who are required to be licensed by the State of Minnesota. In addition, occupational therapists, licensed by the American Occupational Therapy Certification Board, are represented by the Association.

**ARTICLE II  
COPIES OF RECORD**

There shall be two (2) signed copies of the final Agreement for purposes of record; one (1) retained by the School District and one (1) by the Association.

**ARTICLE III  
STATUTORY RESPONSIBILITIES AND OBLIGATIONS OF THE SCHOOL DISTRICT**

Section 1. Management, Rights, and Responsibilities: All teachers covered by this Agreement shall perform the teaching and other professional services prescribed by the School District and shall be governed by the laws of the State of Minnesota, and by properly designated officials of the School District. The School District and its properly designated representatives have the obligation and duty to promulgate rules, regulations, directives and orders from time to time as deemed necessary by the School District insofar as such rules, regulations, directives and orders are not inconsistent with the terms of this Agreement.

Section 2. Effect of Laws, Rules, and Regulations: All teachers covered by this Agreement, the School District and all provisions of this Agreement are subject to the laws of the State of Minnesota, Federal Laws, rules and regulations of the United States Department of Education, Minnesota Department of Education, and valid rules, regulations, and-orders of all other State and Federal governmental agencies. Any provision of this Agreement herein found to be in violation of any such laws, rules, regulations, or order shall be null and void and without force and effect. The School District has the obligation and authority to comply with any such law, rule, regulation, and order.

Section 3. Meet and Negotiate: The School District agrees not to meet and negotiate with any teachers' organization other than the BEA, as long as the BEA is the exclusive representative of the teachers of Independent School District 191 as defined in P.E.L.R.A. The exclusive representative recognizes the School Board's inherent rights as defined in P.E.L.R.A.

Section 4: Reservation of Responsibilities and Obligations: It is further understood that the foregoing enumeration of the School District's responsibilities and obligations is not exclusive and the School District expressly reserves all its statutory authority not expressly delegated in this Agreement.

## **ARTICLE IV TEACHER RIGHTS**

Section 1: Rights in this Agreement: Nothing contained in this Agreement shall be construed to limit, impair or affect the right of any teacher or his/her representative to the expression or communication of a view, grievance, complaint or opinion on any matter related to the conditions of compensation of public employment or their betterment, so long as the same is not designed to and does not interfere with the full, faithful and proper performance of the duties of employment or circumvent the rights of the Association, nor shall it be construed to require any teacher to perform labor or services against his/her will.

Section 2. Right to Join: Teachers shall have the right to form and join employee organizations, and shall have the right not to form and join such organizations. Teachers in an appropriate unit shall have the right by secret ballot to designate an exclusive representative for the purpose of negotiating grievance procedures and the terms and conditions of employment with the School District.

Section 3. Meet and Confer Committee: Recognizing that teachers have the right to meet and confer with the School District regarding any and all policies and practices of the School District, the School District agrees to meet and confer with the Meet and Confer Committee at the request of the chairperson of the meet and confer committee on reasonable notice.

Section 4. Dues Check Off: Any teacher who is a member of the Association, or who has applied for membership, may sign and deliver to the School District an assignment authorizing deduction of membership dues in the Association, including Education Minnesota and the National Education Association. The Association will notify the District by September 15, each year the amount of dues to be deducted. Pursuant to such authorization, the School District shall deduct one sixteenth (1/16) of such dues from each regular salary check of the teacher beginning in October and ending in May of each year. Deductions for teachers employed after the commencement of the school year shall be appropriately prorated to complete payments by May.

Section 5. Fair Share Fee: Teachers covered by this Agreement who are not members of the Association shall be required by the Association to contribute a fair share fee for services rendered by the Association, to the extent and subject to the procedures as provided by P.E.L.R.A. as amended.

- Subd. 1. Upon receipt of written certification from the Association designating teachers who are non-members of the Association and the amount of the fair share fee, the School District shall deduct the certified fair share fee in equal payments from every regular salary check of the teacher ending in May of each year of the Agreement. The School District shall promptly transmit the deducted fair share fees to the Association and shall indicate any changes in personnel from the alphabetical list of non-members. A challenge by a teacher aggrieved by the assessment shall be subject to

the proceedings provided by P.E.L.R.A., and therefore, such a challenge shall not be subject to the grievance procedure in this Agreement.

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- Subd. 2. If an assignment requires a substitute teacher to work more than fourteen (14) hours per week and for more than thirty-(30) consecutive days per year for the same teacher, the position shall be filled with a teacher hired by the district for the duration of the assignment. That teacher automatically becomes for the duration of that assignment a member of the appropriate unit covered by this Agreement. In such instances, daily pay shall be calculated by placing the teacher appropriately on the salary schedule per Article V, Section 1, and sick absence shall be accrued at the rate of one (1) day per month.

Section 6. Payment to Association: With respect to sums deducted by the School District in Section 4 and 5 hereof, the School District agrees to remit to the Association said amounts promptly each month accompanied by an alphabetical list of teachers from whom such deductions have been made.

Section 7. Association Representatives: Duly authorized representatives of the Association shall be permitted to transact official Association business on school property provided that this shall not interfere with or interrupt normal school operations. An Association representative shall check with the building principal's office upon entering the building.

Section 8. Buildings and Facilities: The Association shall have the right to use school facilities and equipment, including typewriters, computers, e-mail, voicemail, fax machines, other duplicating equipment, calculating machines, and all types of audio-visual equipment at reasonable times, when such equipment is not otherwise in use. The Association shall pay for the cost of all materials and supplies incident to such use, and the School District reserves the right to assess charges for such usage consistent with the School District practice relating to private organizations. The user shall request equipment from the responsible individual and have time and use determined when checked out.

Section 9. Bulletin Boards: The Association shall have the exclusive right to post notices of activities and matters of Association concern on an Association bulletin board, at least one (1) of which shall be provided in each school building. The Association shall have the right to use the District mail service and teacher mailboxes for communications to teachers and the School District shall have an Association mailbox in the building designated by the Association; such communication to be unimpaired and uncensored.

Section 10. Information: The School District agrees to furnish to the Association information concerning the financial resources of the District, annual financial reports and audits, after official adoption at a regular School Board meeting, register of certificated personnel, agendas and minutes of all Board meetings, census and membership data, names and addresses of all teachers, salaries paid thereto and substantiating data. In addition, the Association president or designee, shall be provided with a Board packet of information as is provided by the District for members of the media.

Section 11. Teacher Organization Absence

- Subd. 1. The exclusive representative shall have twenty-five (25) non-cumulative days credited to it at the beginning of each school year. Four (4) non-cumulative additional days shall be granted the exclusive representative for purpose of cooperative lobbying efforts in coordination with the Board of Education and District Administrators.

- Subd. 2. The Association president shall designate the individuals and dates involved by notifying the Executive Director of Human Resources or designate at least three (3) days prior to the absence.
- Subd. 3. Up to five (5) teacher representatives shall be allowed to attend mediation or arbitration sessions, at no loss of pay, when ordered by the Bureau of Mediation Services.
- Subd. 4. Additional days may be purchased by the Association at substitute teacher reimbursement rates.
- Subd. 5. The Association President shall have the option of using Association Leave days in units of one (1) period per day if he/she is a secondary employee and/or in fifty (50) minute blocks of time if he/she is an elementary employee. These days shall be charged to the Association at the rate of 1/8th of total compensation costs for each student day in the school year. The Association President shall notify the Human Resources Office by April 15th of the current school year for subsequent year's use if he/she wishes to utilize organization leave in this manner.

Section 12. Just Cause, Obligations and Professional Conduct:

- Subd. 1. The teacher shall adhere to the set of principles which define professional conduct. The School District shall not take any disciplinary action, including adverse evaluation and reduction of compensation, with respect to any teacher without just cause.
- Subd. 2. The School District shall draw a teacher's attention to the lack of professional conduct in the following ways:
  - a. oral reprimand
  - b. written reprimand
  - c. suspension without pay
  - d. notice of deficiency
  - e. loss of salary increase for substandard performance
  - f. discharge per M.S. § 122A. 40.

Use of items "a" to "f" above need not be in progressive order; dependent on the frequency and severity of the lack of the professional conduct any or all of the above may be used.

- Subd. 3. The following information will be provided with notice of disciplinary action:
  - a. a review of the rule, regulation, code, policy, etc. that defines the expected behavior;
  - b. a description of the inaction or failure of the employee to comply with the expectation, including an outline of previous oral or written reprimands;
  - c. a reference to the grievance process as defined in the Master Agreement; and
  - d. notice that the Association President will be copied any suspension without pay, notices of deficiency, loss of salary increase, or notice of discharge unless the teacher objects in writing within ten (10) calendar days; any grievance in this category would begin at Level III.

Section 13. Site Based Decision Making

Subd. 1. ~~School Site Decision Making, as defined by M.S. § 123B. 04 and amended shall be implemented consistent with M.S. § 122A. 15 and M.S. § 122A. 16.~~

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Subd. 2. ~~School site projects which require variances in the Master Agreement and changes in past practices regarding terms and conditions of employment shall be allowed upon written approval of the School District and the Association.~~

Subd. 3. ~~The building principal shall forward requests for variances in the Master Agreement concomitantly to the Association President and to the Executive Director of Human Resources, who shall each return within thirty (30) working days approval or disapproval of the variance.~~

Subd. 4. ~~Variances are not precedent setting.~~

**ARTICLE V  
COMPENSATION**

Section 1. Status of Salary Schedules: The salary schedules contained in Appendix A are adopted by the School District for the term of this Agreement. The salary schedule is not to be construed as a part of the continuing contract and the schedule contained herein is no longer applicable after June 30, ~~2015~~ 2017. In the event that a new Agreement has not been mutually adopted by July 1, ~~2015~~ 2017, teachers will be covered under M.S. § 122A. 40 and the salary for ~~2015-2016~~ 2017-2018 will be that stipulated on the individual contract for ~~2014-2015~~ 2016-2017 until a new Agreement is reached subsequent to July 1, ~~2015-2017~~, and the conditions of the new Agreement will determine salaries for ~~2015-2016~~ 2017-2018.

Section 2. Licensure: Each teacher must submit a copy of a valid Minnesota teacher's license, and an official transcript of all college credits. This material will be kept on file in the District office during the entire time that the teacher is employed in the school system.

Subd. 1. Teachers hired on or after July 1, 2010 must maintain the certifications on their license in place at the time of hire for the duration of their career in the district. Failure to maintain such certifications in place at the time of hire, will result in termination, effective at the conclusion of the school year during which the certification is surrendered.

Subd 2. In the event a teacher does not have a current, valid license by the first day of class of a given year, he or she will not be allowed to teach, will not be paid and will not receive benefits until such time a current, valid license has been printed as documented on the MDE website.

Subd. 3. In the event a teacher does not have a current, valid license by October 15th of a given year, he or she will be terminated immediately.

Subd 4. A teacher may petition the Executive Director of Human Resources by August 15th if the teacher believes that their license will not be renewed prior to the first day of class. If evidence supports that the Department of Education caused the delay in issuing the license, the Executive Director of Human Resources may waive Subd. 2 and Subd 3.

Section 3. Credits allowed for lane placement or advancement:

Subd 1. a. Degree credits are part of a teaching or administrative degree program; i.e.

recognized by an accredited graduate school.

b. Graduate degrees earned exclusively on-line must be from an accredited graduate school.

Subd. 2. Program credits are not part of a teaching degree program but reflect intent to improve content knowledge specific to assignment or pedagogical skills.

Subd. 3. In-service credits may be assigned for instruction or professional activities for which no college credits are given. Approved inservice credits are defined by the Executive Director of Human Resources, including quarter credit values.

Subd. 4. Prior to denying credits for lane change or reimbursement, the Assistant Superintendent for Teaching and Learning and President of the BEA will review the proposed coursework and make a recommendation to the Executive Director of Human Resources.

Section 4. Initial Placement:

Subd. 1. All credits to be counted for initial placement must be earned after licensure to teach, except as noted below.

a. Credits earned as part of a specific post baccalaureate program to provide teaching licensure shall be counted toward lane placement.

b. If an advanced degree is obtained before licensure, that degree counts only if it is in a field directly related to license(s) held and/or the assignment for which he or she was hired.

c. Persons hired with two (2) Bachelor's degrees may be credited with a lane advancement at the time of initial employment.

Section 5. Credits disallowed for lane placement or advancement:

Subd. 1. Credits older than five (5) years unless part of a degree program.

Subd. 2. Undergraduate credits earned prior to teacher licensure.

Subd. 3. In-service credits obtained while in employment outside District 191.

Subd. 4. Credits earning lower than a C grade.

Subd. 5. Step placement:

a. A teacher new to the School District may be placed on a step of the salary schedule at the discretion of ISD 191.

b. Experienced teachers new to the Burnsville system shall receive credit for up to five (5) years for past teaching experience in public schools on a year for year basis, and appropriate lane placement. Such experience must have been gained within the last seven (7) years.

c. Additional experience may be granted upon the discretion of the Executive Director of Human Resources or designate, for past teaching experience in

public schools if the experience specifically benefits both parties. Such other types of experience as teaching in non-public schools, teaching in colleges, trade and industry activities, specialized work requiring technical skills and training, etc., may be counted. Such experience if allowed, must have been within the immediately preceding years.

- d. Outside experience will be counted for full academic years only of actual teaching or related services.

#### Section 6. Lane Changes:

- Subd. 1. Credits must be pre-approved in writing in Human Resources.
- Subd. 2. Credits may be used only once for lane advancement.
- Subd. 3. Teachers eligible for a lane change must file a lane change request form which shall list previously approved courses to be used for the lane change.
- Subd. 4. Upon verification of the completion of course work (e.g., college transcript), a lane change will be retroactive to the date of completion of the course work. In no instance shall the date of retroactivity exceed six months.

#### Section 7. Reimbursable Credits:

- Subd 1. Teachers hired prior to July 1, 2014, a maximum of one-half (1/2) of the equivalent of the annually adjusted graduate level tuition of the U of MN, College of Education for approved coursework appropriate to the area of the teacher's assigned responsibilities or taken with the intent of becoming highly qualified in a needed licensure area taken beyond the M.A. + 60/Specialist will be paid by the School District subject to Subd 3:
- Subd 2. Teachers hired after July 1, 2014, a maximum of \$2,000 tuition costs for approved coursework appropriate to the area of the teacher's assigned responsibilities or taken with the intent of becoming highly qualified in a needed licensure area taken beyond the M.A. +60/Specialist will be paid annually by the School District subject to Subd 3:
- Subd 3 Criteria:
  1. Courses must carry prior approval by the Executive Director of Human Resources.
  2. Payments are for tuition only.
  3. Tuition payments apply only for college credits obtained and shall be made after verification of the satisfactory completion of the course(s).
  4. Tuition payments will not be made for work taken while on a regular or sabbatical leave.
  5. The teacher may elect either the A/F or S/N grading system. A grade no lower than a C or an S must be earned.

#### Section 8. Professional Growth/Step Advances:

- Subd. 1. Step advancement is granted at the beginning of the academic year, provided each teacher has completed a year of satisfactory service.
  - a. Teachers, K-12, who work 1104 hours (three-fourths full time) or more of satisfactory service shall advance each year.
  - b. Teachers, K-12, who work fewer than 1104 hours shall advance when experience earned equals three-fourths (3/4) year or more and is in consecutive

years unless separated by an approved leave. All fractions over three-fourths (3/4) are dropped in calculating cumulative experience.

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- Subd. 2. Probationary teachers shall be evaluated ~~on competencies identified on the Probationary Teacher Evaluation form (as developed by a joint teacher/District task force).~~ according to statute using the District's Teacher Development and Evaluation instrument. Notification that a probationary employee's contract will not be renewed shall be given according to statutory timelines.
- Subd. 3. Consistent with M.S. 122A.40 Peer Review, continuing contract (tenured) teachers shall be reviewed by their peers consistent with the Performance Appraisal System adopted by the Board of Education. A continuing contract teacher shall be deemed to have had a year of satisfactory performance unless that employee has been given notification, in writing, of substandard performance by January 1 and prior to March 1 of that year, the employee has had the opportunity to have consulted and worked with immediate supervisors in raising the level of job performance.
- Subd. 4. After the procedures set forth in Subd. 2 above have been followed and assuming dismissal proceedings have not been instituted, a licensed employee who has had a year of unsatisfactory performance will not be granted a salary increase.

Section 9. Successive Years on the Same Step: If a teacher remains for more than one (1) year at any given step for any reasons, none of the repeat years at that step qualifies for step advancement in that or any other lane. If eligible, career teacher compensation pay shall be paid but added to current placement if the above sentence is applicable.

Section 10. Career Teacher Compensation

- Subd. 1. In the fifteenth year of service to the School District 191, a teacher shall receive the first career step. In the twentieth year of service to the School District 191, a teacher shall receive the second career step. (See Appendix C)
- Subd. 2. See Article V, Section 9 for teachers on same step for successive years.
- Subd. 3. A year of employment for career teacher compensation purposes shall be any year for which the teacher received step advancement under that Master Agreement or policy. (Effective 1987)
- Subd. 4. A year of experience within the School District is one in which a teacher has worked in a position covered by this collective bargaining agreement at least 1104 contracted hours.
- Subd. 5. A teacher who works at least 1104 contracted hours in consecutive years also gains a year of experience. Part years separated by an approved leave shall accumulate toward a year of experience credit.
- Subd. 6. To be eligible for career teacher compensation steps, the service must have been rendered in District 191 and service outside District 191 before or after employment in District 191 shall not be counted for such placement.
- Subd. 7. Exceptions to Subd 6. are sabbatical leaves, exchange teaching and teaching while on professional leave. Subdivisions 3, 4 and 5 remain applicable.

Section 11. Part-day Licensed Employee Compensation: Part-day licensed teachers shall receive pay based on the comparison of the student contact time with that of full-time teachers at the same level of instruction. Part-day licensed teachers shall receive preparation and professional time in the same proportion as that of a full-time teacher at the same level of instruction.

SECTION 12. Content Teachers who Travel:

Subd. 1. Content teachers who travel to more than one site in a given day, shall receive preparation, lunch and instructional time in the same proportion as that of a teacher with an equivalent assignment at a single location. Adequate time shall be given for travel from one location to another. ~~Teachers who do not have equivalent time will be compensated for the amount that exceeds 8 hours.~~

Subd. 2. Traveling teachers who teach first period at an early start school and last period at a late start school ~~or teachers who do not have equivalent time will be compensated an additional .1 .2 annual fte~~ in compensation for the period of time they work that schedule.

~~Subd. 3. Teachers who travel and receive additional annual fte will not be assigned before school or after school supervision duties but may still be required to attend meetings.~~

Section 13 Pay Dates and Deductions:

Subd. 1. The final payroll check may be withheld by the School District until all required reports are submitted.

Subd. 2. Teachers under continuing contract shall receive their salary payments via direct deposit within the following options:

~~a. 1/20 of their annual salary on each of the first twenty (20) pay dates. This option will not be available to teachers effective with the 2010-2011 school year.~~

b. 1/24 of their annual salary on each of the first nineteen (19) pay dates and 5/24 of their annual salary on the 20th pay date.

c. 1/24 of their annual salary on each of the twenty-four (24) pay dates.

Subd. 3. Options once made are final for the entire school year. Returning teachers shall retain the same option for each year as they selected in the preceding year unless Accounting is notified in writing to the contrary by August 15 of each year of the contract, in individual cases.

Subd. 4. Teachers new to the District and beginning on the first working contract day will have their first pay date on September 15 or on the Friday preceding September 15 if it should fall on a week-end. Teachers new to the District will receive 1/23 of their annual salary on each of the 23 pay dates.

Subd. 5. Teachers hired prior to April 1 will have their pay for each pay date determined by spreading the pay over the remaining pay dates ending in mid August. Teachers employed on or after April 1, will have their pay for each pay date determined by spreading the pay over the remaining pay dates ending in mid-June each year.

Subd. 6. ~~For returning teachers,~~ the first pay date of each school year shall be the last

working day of August. provided that there are at least three (3) working days in August. In the event that there are not three (3) working days in August, the first pay date shall be the first Friday in September following three (3) days of service. Pay Dates for 2013-2014 Pay Dates for 2014-2015 (Delete Tables) Pay dates shall be the 15<sup>th</sup> and last day of each month. If the date falls on a weekend or holiday, the pay date shall be on the first banking date prior to the weekend or holiday.

**Pay Dates for 2013-2014**

8/30/13	11/27/13	2/28/14	5/30/14
9/13/13	12/13/13	3/14/14	6/13/14
9/30/13	12/30/13	3/31/14	6/30/14
10/15/13	1/15/14	4/15/14	7/15/14
10/31/13	1/31/14	4/30/14	7/31/14
11/15/13	2/14/14	5/15/14	8/15/14

**Pay Dates for 2014-2015**

8/29/14	11/26/14	2/27/15	5/29/15
9/15/14	12/15/14	3/13/15	6/15/15
9/30/14	12/30/14	3/31/15	6/30/15
10/15/14	1/15/15	4/15/15	7/15/15
10/31/14	1/30/15	4/30/15	7/31/15
11/14/14	2/13/15	5/15/15	8/14/15

Subd. 7. The District shall make available voluntary payroll deductions for the National Education Association (NEA) Political Action Committee (PAC).

**Section 14. Tax Sheltered Annuities, Qualified Retirement Plans and Deferred Compensation Plans:** Tax sheltered annuities, qualified retirement plans and deferred compensation plans, either variable or fixed, shall be made available to teachers. District matches as described in Article XII, Section 9 will only be made to approved 403(b) plans. Regulations and procedures are available in the Human Resources Office (see Article XII, Section 9).

Subd. 1. TSA payments deducted from payroll shall be sent to vendors within five (5) business days of each deduction.

Subd. 2. Board policy and regulations will be updated annually for compliance with State/Federal Laws.

**Section 15. Flexible Benefit Plan:** Regulations and procedures are available in the Human Resources Office. Board policy and accompanying regulations will be updated annually to comply with IRS Regulations.

**Section 16. Rolling Window:** If a teacher has been misplaced on the salary schedule, the teacher has a two-year rolling window to make corrections. If it is found that the teacher has been misplaced on the salary schedule, the recalculation period will go back two years from the time that the Executive Director of Human Resources is made aware of the problem.

**ARTICLE VI  
EXTRA COMPENSATION**

**Section 1. Co-Curricular Assignments:** Stipends are negotiated by position as identified in Appendix C-3.

Subd. 1. Vacancies shall be posted in each school building at least seven (7) ten (10) days prior to filling the vacancy. ~~except in emergencies.~~

Subd. 2. The assignments for stipend positions are appointed by the administration.

Subd. 3. Stipend pay shall be issued in equal payments over the duration of the assignment commencing on the pay date following fifteen (15) days of co-curricular assignment

and ending on the pay date following completion of the co-curricular assignment. Errors in payments will be corrected on the pay date following detection of the error.

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Subd. 4. Longevity: Effective July 1, 2004, after completing seven (7) years as a head coach or chief advisor for a single activity (male/female), the coach or advisor will receive an additional longevity increment equivalent to 5% of the stipend amount.

Subd. 5. M.S. §122A. 58 shall apply to all licensed coaches.

Section 2. Pro-rated Assignments: Pro-rated pay is paid to teachers who are assigned work beyond or before the regular contract year at duties similar to their work year assignment and to vocational education teachers who are eligible to receive categorical funding for their salaries.

Subd. 1. Pro-rated pay is calculated on the previous year's salary using an 8-hour day for work prior to July 1, and on the next year's salary for work July 1 or later.

Subd. 2. Activities appropriate for prorated pay for vocational education teachers may include direct student contact, curriculum writing and attendance at workshops approved for vocational education licensure.

Section 3. Speech Pathologists: Speech Pathologists who provide the District with a copy of their Certificate of Clinical Competence issued by the American Speech and Hearing Association will be reimbursed \$1,000 per school year, provided the copy is received by January 31<sup>st</sup> of each year.

Section 4. Hourly Assignments: Hourly pay is negotiated for type of work, as identified in Appendix C-4.

Section 5. Minor Administrative Assignments: Minor administrative assignments shall include, but not be limited to, athletic coordinators, PAC manager, area leaders, computer facilitators, and administrative assistants. The Executive Director of Human Resources shall determine stipends for minor administrative assignments within sixty (60) days of the ratification of the new Master Agreement.

Section 6. Mileage: Staff members who receive prior authorization to use their personal cars for school business shall be reimbursed at the rate in effect according to District policy. Requests for reimbursement should be made monthly, but must be made quarterly or claims are forfeited.

Section 7. Voluntary: Acceptance of any position described in this Article shall be voluntary.

Section 8. Docking: Instances of absence without pay will call for deduction of salary on a pro-rata basis with a minimum of one-half (1/2) day.

## **ARTICLE VII GROUP INSURANCE**

Section 1. Health and Hospitalization Insurance Options:

Subd. 1. Effective July 1, 2011, for all teachers who have a full-time assignment, who are employed by the School District, who qualify for and are enrolled in the health care insurance plan, the School District will contribute the equivalent value of 95% of the single, (composite) premium. The composite premium shall be based on a health care insurance plan with an HRA (Health Reimbursement Account) whereby the HRA and the in-network deductible equals the in-network out of pocket maximum. The remainder shall be borne by the employee. Effective at the

start of the 2006-2007 school year, full-time assignment, for insurance purposes as outlined in this Section, shall mean thirty (30) hours per week.

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- Subd. 2. Effective July 1, 2011, a teacher with dependent coverage shall contribute the equivalent value of 20% of the monthly, composite premium as defined in Subd. 1. The balance of the premium shall be paid by the District.
- Subd. 3. Effective with the March 15, 2010 paycheck, when a teacher and his/her spouse are both employees of the district and are enrolled in dependent coverage, one of the employees will contribute an amount equal to that those with single coverage contribute.
- Subd. 4. Except as listed below, teachers working at least 20 hours per week but less than 30 hours per week shall contribute 30% of the premium for dependent coverage, effective July 1, 2006. Effective July 1, 2010, teachers working at least 20 hours per week but less than 30 hours per week shall contribute the equivalent value of 30% of the composite premium for dependent coverage. The balance shall be paid by the District.

Exceptions as listed below receive health insurance contributions as per Subd. 2.

- teachers on parental leave, working at least .5
- teachers hired prior to July 1, 2006 with a .5 or greater contract
- teachers with a .5 contract prior to July 1, 2006, who temporarily accept an assignment greater than .5, have the right to return to .5 with benefits as per a full-time employee as outlined in Subd. 2.

- Subd. 5. The balance of any additional premium for optional single or dependent District plans shall be paid by the teacher.

Section 2. Life Insurance and Accidental Death and Dismemberment Coverage:

- Subd. 1. Teachers employed fewer than 20 hours per week shall not receive life insurance coverage.
- Subd. 2. Life insurance and accidental death and dismemberment insurance in the amount of \$50,000 shall be carried by the School Board for each full-time teacher, who is qualified for and enrolled in the school district's group life and accidental death and dismemberment plan.

Section 3. Income Protection:

- Subd. 1. Teachers employed fewer than twenty (20) hours per week shall not receive income protection benefits.
- Subd. 2. Long-term disability income protection beyond continuous absence of thirty (30) working days will be carried for each teacher by the School Board. Disability pay will be governed by the policy in effect. Coverage will be 66 2/3% of the base pay when coordinated with other sources of income as described in the insurance policy. In the event secondary social security benefits are a factor in coordination, the limit shall be seventy-five percent (75%) of base pay. Coordination with social security benefits, both primary and secondary, shall be based on benefits in effect on the date of disability. Subsequent changes in primary and secondary social security benefits shall not affect the original amount paid by the insurance carrier.

- Subd. 3. After a teacher has been ill for more than thirty (30) consecutive days, the teacher will use fractional sick absence, if accumulated, for one-third (1/3) or one-fourth (1/4) day, subject to Subd. 2 above together with the income protection plan to equal full salary for an additional sixty (60) fractional days. An employee who does not wish to use sick days must make the request in writing prior to the 30<sup>th</sup> day of absence. A maximum of twenty (20) full sick days per illness may be used by the teacher in this manner. When such sick absence is used to supplement income protection, it shall be counted as fractional days worked and be credited toward step advancement on the salary schedule. In no case shall total payment exceed one (1) day's gross pay
- Subd. 4. As of June 30, 2002, any teacher who has been on long-term disability for more than one year may choose one of the following options:
- a. Retire and receive severance and retiree health insurance (if eligible) as per the Master Agreement or
  - b. Continue to receive employee health insurance benefits until eligible for full retirement in lieu of severance and retiree health insurance

For those who choose to retire under option A above, the minimum age requirement for severance and retiree insurance benefits (55) will be waived. Article XII, Section 2, Subdivision 1 does not apply.

- Subd. 5. Effective July 1, 2002, teachers who anticipate an extended absence due to a long-term disability shall apply for and will be granted up to a one-year Medical Leave of Absence. The District will continue to make contributions to insurance as per Article VII, Section 1, while the teacher is on medical leave. If a teacher has met the years of service requirement described in Article XII, Section 2, the teacher will receive severance at the time of resignation. In the event a teacher is so physically or mentally incapacitated that they are unable to make a decision, the district will work with the power of attorney and/or next of kin to address employment decisions. Teachers who resign following a year's leave of absence due to disability, will receive a \$500 contribution to their account with the Post Retirement Healthcare Savings Plan administered by the Minnesota State Retirement System. Terminated teachers will not be eligible for severance. Teachers can continue to participate in health insurance at their expense. For retirement option, see Article XII.

Section 4. Dental: The District will provide single coverage dental insurance for each full-time teacher who is employed by the School District, who qualifies and is enrolled in the School District base plan. Dependent coverage will be provided to full-time teachers, an employee contribution of \$5.00 per month. Effective July 1, 2004, the teacher contribution for dependent dental insurance shall be \$15.00 per month.

Section 5. Claims Against the School District: The parties agree that any description of insurance benefits contained in this Article is intended to be informational only and the eligibility of any employee for benefits shall be governed by the terms of the insurance policy purchased by the

School District pursuant to this Article. It is further understood that the School District's only obligation is to purchase an insurance policy and pay such amounts as agreed to herein and no claim shall be made against the School District as a result of a denial of insurance benefits by an insurance carrier.

Section 6. Duration of Insurance Contribution: An employee is eligible for School District contributions as provided in this Article as long as the employee is employed by the School District. Except as otherwise provided in this Agreement, upon termination of employment, all School District participation and contribution shall cease, effective on the last working day. However, terminated employees may continue coverage in the group plan, at the employee's expense, pursuant to COBRA extensions provided in state and federal statutes.

**ARTICLE VIII  
LEAVES OF ABSENCE**

Section 1. Personal Illness: When the District has reason to believe that leave is being abused or misused, it has an obligation to investigate and take appropriate action to prevent or remedy the misuse.

Subd. 1. ~~Effective July 1, 2010,~~ All full-time teachers shall earn personal illness absence at the accumulative rate of ten (10) days for each year of service in the employ of the School District. Ten (10) days shall be ~~credited~~ ~~deposited~~ to each teacher at the beginning of each school year ~~or and~~ prorated ~~on ten (10) days~~ when employed ~~after the beginning of the~~ ~~less than a full~~ school year. Part-time teachers shall accrue and be eligible for such benefit on a pro-rata basis.

~~Subd. 2. This subdivision was operative for teachers hired during and prior to the 2009-2010 school year. Effective July 1, 2010, subdivision 1 is operative and subdivision 2 is no longer operative. Teachers new to the School District shall have the first three (3) years of personal illness absence, thirty (30) days credited upon the beginning of employment. Additional personal illness absence shall not be credited until the first day of the fourth year of service.~~

Subd. 2. Unused personal illness absence days may accumulate to one hundred eighty (180) days.

Subd. 3. When a teacher has exhausted personal illness absence, the teacher shall have 1/184th of salary for each day of absence deducted from a subsequent payroll. (Teachers in their first year of employment with the District shall have 1/187th of salary deducted.)

Subd. 4. In the event the illness or injury necessitates absence beyond thirty (30) consecutive days, income protection insurance will ensue in accordance with the existing policy. Excess days, if any, will be available upon return.

Subd. 5. Personal illness, disability, and emergency medical and dental procedures, required health care examinations, required dental examinations, and time needed to travel to and from required medical examinations are covered by this Section.

~~Subd. 7. In the event a teacher is absent because of illness or injury for more than thirty (30) consecutive working days, and does not have thirty (30) personal illness absence days, the Board shall grant the number of days needed to reach the thirty (30) day requirement and receive LTD benefits. Requests to borrow sick~~

days must be submitted in writing prior to the 30<sup>th</sup> day of absence. In the event a teacher is so physically or mentally incapacitated that they are unable to make a decision, the district will work with the power of attorney and/or next of kin to address employment decisions.

~~Subd. 8. If a teacher uses more days than earned to reach long term disability (see Subd. 7), the District shall recover the cost of such loss prorated to the salary at the time of use. Upon returning to work, each employee shall pay back days at the rate of 10 days per year via payroll deduction. An employee who borrows days after 10/1/95 and prior to 6/10/2000, will commence paying back the borrowed days on the first paycheck of the 2000-2001 school year. Teachers with days borrowed prior to 10/1/95 shall pay back days under terms established when their days were borrowed.~~

**Subd. 6.** Teachers currently under contract and employed during summer school may use accumulated personal illness absence if necessary. Such days shall be deducted on a pro-rata basis rounded to the nearest tenth.

**Subd. 7.** Any employee who is absent because of injury, who deserves compensation under Minnesota Worker's Compensation Act, shall receive from the Board the difference between the allowance under the Act and his/her regular salary for a period of time that funds from his/her accumulated sick absences will provide on a prorated basis, or until he/she is eligible for long term disability.

**Section 2. Personal Absence:** The purpose of personal absence is to provide protection for the teacher so that the employee not suffer income loss for personal affairs. Teachers should not accept a position with another employer knowing that the schedule of that employer is likely to conflict with the established work schedule of the district.

**Subd. 1. Procedure:**

- a. A teacher planning to use personal absence shall notify the Human Resources Office at least forty-eight (48) hours in advance except in the case of an emergency approved as such retroactively by the Executive Director of Human Resources.
- b. Bereavement absence not covered under Section 4, Subds. 1 and 2, of the bereavement absence policy or family illness absences is automatically allowable for personal absence.
- c. Failure to provide timely notification may result in discipline.

**Subd. 2. Limitations:**

- a. Personal absence days may not be used to earn income from another employer.
- b. No more than (2) licensed staff or five percent of the staff, whichever is greater, at any site may use personal absences on a particular day. Personal days will be granted based on the order requested at the site.
- c. Personal absence shall not be granted for appearing before governmental bodies in which the petitioner for personal absence is a participant to any degree, including membership in an organization, in any action brought against the Board of Education of District 191.

- d. In addition to b and c above, personal absence is not to be used for vacation, recreation or leisure-time activities when taken sequentially with a general absence, the day prior to and the day following winter and spring breaks or during the first and last week of the teachers/work year. Reasons must be given when a personal absence falls sequentially with a general absence or during the first and last week of the teachers' work year. On the days specified, personal absence is for personal affairs, the time and occurrence of which are not within the teacher's control but the nature of which requires the teacher's presence.
- Subd. 3. At the beginning of each school year, each teacher shall be credited with two (2) days, cumulative to three (3) to be used for the teacher's personal absence. Part-time teachers shall accrue and be eligible for such benefits on a prorated basis.
  - Subd. 4. Beginning in the 20th year of employment with the district, each teacher shall be credited with three (3) days, cumulative to four (4) to be used for teacher's personal absence.

### Section 3. Family Illness - Absence:

- Subd. 1. At the beginning of each school year, each full-time teacher shall be credited with a maximum of five (5) days per school year, cumulative to seven (7), for illness in the family for each full-time teacher. Part-time teachers shall accrue and be eligible for such benefits on a prorated basis.
- Subd. 2. The term family is interpreted to mean anyone of personal significance to a teacher.
- Subd. 3. Teachers who have exhausted their family illness absences may use personal illness absence provided by the employer for absences due to an illness of the employee's family member for such reasonable periods as the employee's attendance with the family member may be necessary, on the same terms the employee is able to use sick leave benefits for the employee's own illness. This section applies only to sick leave benefits payable to the employee from the employer's general assets.
- Subd. 4. Adoption:
  - a. If an adoption agency requires the adoptive parents to be present prior to placement of the child in order to complete the adoption process, a teacher may use up to (7) accumulated family illness days to provide income protection during this period of time.
  - b. When a medical doctor advises in writing that an adult's presence is necessary to prevent physical or emotional disorders for a newly adopted child, the employee may use sick and injured child care leave as per subdivision three above.

### Section 4. Bereavement Absence:

- Subd. 1. A maximum of five (5) days for each death in categories "a", "b", "c", "d", and "e" as listed below for each full-time teacher.
- Subd. 2. One (1) day for each of the categories "f" through "l." A maximum of an additional three (3) days may be permitted at the discretion of and upon the approval of the Executive Director of Human Resources. Part-time teachers shall accrue and be eligible for such a benefit on a pro-rata basis.

- a. parent, step parent or former guardian of teacher
- b. spouse of teacher
- c. individuals who dwell under the same roof and comprise a family or domestic establishment
- d. child, step child of teacher
- e. parent or step parent of spouse
- f. brother, step brother, sister, or step sister of teacher
- g. spouse of teacher's child
- h. grandchildren or step grandchildren of teacher
- i. grandparents or step grandparents of teacher or spouse
- j. brother, step brother, sister, or step sister of spouse
- k. brother-in-law, sister-in-law, nephew, niece, uncle or aunt
- l. or a dependent living in the immediate household and is included as a dependent by the employee in filing state and federal tax returns.

Subd. 3. If a teacher has exhausted all accrued personal days in a given school year, he or she may use (3) personal sick days per year to attend the funeral of a person with whom they have a significant relationship.

#### Section 5. Civic Duty Leave:

Subd. 1. Involuntary appearances (i.e., where the employee or an organization in which the employee is a member has not initiated the action) for appearances before governmental bodies, for jury duty, or for military duty (by appropriate orders) shall carry regular compensation from the District. Working as an election judge is a voluntary activity. Teachers who choose to serve as election judges on a scheduled work day must request personal leave to do so.

Subd. 2. Any remuneration for such appearances shall be deducted from the employee's regular pay from the District with the exception of ordered military service, which is subject to federal law. To receive regular pay the employee must provide to Human Resources verification of hours of on-site duty. Any sum for travel expense shall be retained by the employee.

Subd. 3. Any other political leave shall be granted in accord with appropriate statute.

#### Section 6. Organizational Leave:

Members of the bargaining unit who assume a full-time, paid officer position in Education Minnesota, the National Education Association, or the American Federation of Teachers shall be granted annual leave for the duration of their term in office. Such leave shall not count against the 3 year general leave limit.

#### Section 7. Professional Absence:

Subd. 1. Teachers may be allowed to attend, with full pay, professional meetings and other activities of a professional nature upon the advance approval of a site's staff development committee. That committee shall determine in advance what expenses, if any, shall be paid by the site.

Subd. 2. When staff development money is not available from the site staff development committee, the site staff development committee may authorize the teacher to buy Professional Development days at the current rate of experienced substitute pay per half day of absence.

- Subd. 3. The school assumes the responsibility for the substitute teacher in any approved absence.
- Subd. 4. When teachers attend meetings on behalf of the School District and upon the instructions of the administration, expenses shall be paid by the School District.
- Subd. 5. Exclusive representatives and similar organizations and their affiliate meetings and conferences do not qualify for professional absence unless their content is judged to be directly contributory to the instructional program.

Section 8. General Absence:

- Subd. 1. **Effective July 1, 2016** A maximum of five (5) days of general absence without pay ~~shall may~~ be ~~allowed requested by~~ each teacher.
- Subd. 2. No more than 2% of staff shall be granted such absence at any one time. Absence shall be granted in the order of application.
- Subd. 3. General absence exceeding five (5) days or 2% of staff shall be granted only at the discretion of the Executive Director of Human Resources.
- Subd. 4. A minimum of five (5) days notification shall be given by the teacher to the Human Resources Office to be eligible for such leave.
- Subd. 5. Such absence will not be granted during the first two (2) weeks of school or the last week of school. Exceptions for emergencies may be approved at the discretion of the Executive Director of Human Resources.

Section 9. General Leave of Absence:

- Subd. 1. Teachers may apply for a general leave without pay or fringe benefits. Such application shall be in writing, to the Executive Director of Human Resources. Such leave shall be at the discretion of the Board of Education.
- Subd. 2. Approved leaves allow the employee to continue to accrue seniority but not step or career advancement. The employee may participate in District health, dental and life insurance plans at the employee's expense.
- Subd. 3. A teacher shall inform in writing, the Executive Director of Human Resources by March 1, of plans to return or not to return the coming school year. Failure to do so will result in denial of the right to return for one year. If a teacher has exhausted their general leave, the teacher must return to work, apply for an extended leave of absence by March 1 or employment will be terminated.
- Subd. 4. A teacher is limited to general leaves in no more than three (3) school years regardless of the FTE of the leave.
- Subd. 5. A teacher may apply for an extended leave of absence for at least three but no more than five years of absence pursuant to MN Statute ~~125.60~~ **122A.46**.

Section 10. Sabbatical Leave:

- Subd. 1. One (1) year or part of a year will be available and may be granted to members of the certificated staff who have demonstrated by performance that a sabbatical leave experience would enable them to make a contribution to the improvement of the instructional program of District 191.

- Subd. 2. To be eligible for a sabbatical leave, an individual must have taught for seven (7) years in the District. Sabbatical leave shall be for the following reasons: Accredited advanced study, Research, or Related professional activity
- Subd. 3. Staff members must make application to the Executive Director of Human Resources after December 15, and before February 15, for leaves to be taken during the following school year. An application for a leave to be taken the second semester of an academic year may be submitted after June 15, and before August 15, preceding that academic year. The application shall include:
- a. A detailed prospectus of the proposed activity;
  - b. A statement of the relationship between the proposed activity; and improvement of the instructional program of District 191 and a plan for implementation;
  - c. A letter of recommendation from the immediate supervisor and one (1) other administrator who has knowledge of the applicant; and
  - d. Two (2) letters of recommendation from professional educators not in the employ of District 191.
- Subd. 4. Applicants will be interviewed by a Sabbatical Leave Committee composed of two (2) members appointed by the BEA president, two (2) administrators appointed by the Superintendent of Schools, and a member of the Board of Education designated by the Board of Education. Two (2) separate committees shall be formed, one (1) for the full year requests and one (1) for the half-year requests. The committees shall hear all requests for its particular category. The committees shall be formed as early as possible to fit the deadline dates for application. Interviews will be scheduled within thirty (30) days of the date of application. Applicants will be notified of their status within fifteen (15) days of closing date for application.
- Subd. 5. The number of teachers on sabbatical leave shall be limited in number to 2.5 FTE teachers. If the number of qualified applicants exceeds the quota, the Sabbatical Leave Committee shall rank the applicants and granted leaves shall be in that order. The quota shall be determined by rounding off the total number of full-time equivalent members of the teachers' appropriate unit to the nearest one hundred (100) members.
- Subd. 6. The allowance granted to a teacher on sabbatical leave shall be the lesser of seventy (70%) of the base contract salary of the individual or \$15,000 for the school term during which the leave takes place. For periods less than one (1) year, allowance shall be prorated. Teachers on sabbatical leave may augment their sabbatical salary with aids, fellowships, scholarships, or other stipends. Teachers may also augment their sabbatical leave salary by accepting part-time employment, but in no case shall a commitment to part-time employment exceed half-time.
- Subd. 7. A teacher who is granted a sabbatical leave must pledge to teach in School District 191 for one (1) full year following the termination of the leave. If the teacher's service is discontinued for any reason other than the individual's incapacity to teach before the expiration of the one (1) year, the teacher shall pay back to the Board a pro-rata of the sabbatical allowance.
- Subd. 8. Upon expiration of the sabbatical leave, the individual shall have the privilege of returning to an equivalent contractual position occupied prior to the leave, plus credit

for one (1) year's teaching or professional experience for the year spent on sabbatical leave. All fringe benefits will remain in force as long as they do not conflict with Minnesota State law or Board policy. Fringe benefits for purposes of this Section mean: insurance coverage will be the same as active teachers, sick absence shall not accumulate, and other absences are not applicable.

- Subd. 9. Sabbatical leaves that are approved but extend beyond the contract expiration date will be subject to the provisions of the subsequent contract.

Section 11. Maternity Absence:

- Subd. 1. The start of a physical disability absence for pregnancy, delivery, and recovery from childbirth shall be determined by the teacher's physician **or certified health care professional**. The end of a physical disability absence for childbirth shall be determined by the teacher's physician **or certified health care professional** at the time of the child's birth.
- Subd. 2. To access paid personal illness days and, if necessary, long-term disability insurance, the teacher must provide the estimated start of a physical disability to Human Resources no later than the start of the certified disability (usually the birth of the child). Estimated start and end times can be modified by the physician.
- Subd. 3. The teacher is responsible for ensuring adequate preparation for substitute coverage in her absence (barring an emergency); i.e., enough time to find a long-term substitute, discuss transition, and provide communication to parents.
- Subd. 4. A teacher who becomes disabled as a result of pregnancy, childbirth, and delivery shall have the right to utilize accrued sick leave and long-term disability benefits for the period of time they are disabled due to pregnancy, childbirth, and delivery shall continue to receive all benefits during the period of illness/disability in accordance with Article VII, Section 3 Long-term disability.
- Subd. 5. A teacher's maternity absence may encompass school holidays and/or school vacations. Personal illness days are not used during school holiday and/or vacations. Holidays and/or vacations that fall during the period of disability, do not in and of themselves cause the period of disability to be extended.

Section 12. Parental Leave:

- Subd. 1. Parental leave of absence shall be available to teachers for the purpose of caring for a child for which the applicant has the legal responsibility for the care and/or support of said child. Such leave to be subsequent to birth of the teacher's child, or in the case of adoption, when the child is physically turned over to the teacher-parent. Only one (1) parent is eligible for parental leave for each pregnancy.
- Subd. 2. Parental Leave – Special Circumstances Two additional years of parental leave are available on a full-time, full year basis only. Teachers must apply for the full-time, full-year leave by February 15<sup>th</sup> of the year preceding the leave. Under the terms of special circumstance parental leave, provisions 7, 12, 14, and 15 will apply.
- Subd 3.
- a. At least two (2) calendar months prior to the estimated delivery date of the child, the employee shall be required to notify the employer in writing whether or not the employee intends to take parental leave. This election may be changed at

any time before the end of the maternity absence.

- b. Upon filing an application for adoption of a child, the employee shall be required to notify the Human Resources Office, in writing, of the teacher's intention to take a parental leave. Such notice to include the estimated date when such leave shall become effective.
  
- Subd. 4. In connection with election to take parental leave, the teacher shall submit a request for such leave in writing. Such request shall include an estimated commencement date and a return date. The estimated commencement date shall be the date following the physician's estimated date of cessation of disability, or, in the case of an adoption, the estimated date when the child will be turned over to the parent. The return date need not coincide with a quarter or semester break.
  
- Subd. 5. A parental leave that commences during the first semester of the ~~2011-2012~~ ~~2015-2016~~ contract year shall cease no later than the first day of the ~~2013-2014~~ ~~2017-2018~~ school year. A parental leave that commences during the second semester of the ~~2011-2012~~ ~~2015-2016~~ school year shall cease no later than the first day of the second semester of the ~~2013-2014~~ ~~2017-2018~~ school year. A parental leave that commences during the first semester of the ~~2012-2013~~ ~~2016-2017~~ contract year shall cease no later than the first day of the ~~2014-2015~~ ~~2018-2019~~ school year. A parental leave that commences during the second semester of the ~~2012-2013~~ ~~2016-2017~~ school year shall cease no later than the first day of the second semester of the ~~2014-2015~~ ~~2018-2019~~ school year.
  
- Subd. 6. The actual commencement date of parental leave shall be the return date from maternity absence, or, in the case of an adoption, the date when the child is physically turned over to the teacher-parent.
  
- Subd. 7. If a teacher complies with all the provisions of this Section, a parental leave shall be granted by the employer. The employer shall notify the teacher in writing of its action.
  
- Subd. 8. By mutual agreement, the length of the parental leave may be altered.
  
- Subd. 9. A teacher returning from parental leave shall be re-employed in his/her former position ~~if available~~. If that position is not ~~available active~~, then to a position for which the teacher is qualified.
  
- Subd. 10. The teacher must return on the return date stated in Subd. 3 unless the teacher requests another return date within ninety (90) days of the expiration of the parental leave.
  
- Subd. 11. A teacher returning from parental leave will be placed on the next higher step on the salary schedule than when parental leave commenced provided the teacher has served three-fourths (3/4) of the agreed upon days in that school year. A teacher serving fewer than three-fourths (3/4) of the agreed upon days will return at the same step that the teacher was on when the leave commenced.
  
- Subd. 12. A teacher returning to employment after parental leave will be credited with the amount of sick absence days accumulated at the commencement of the leave. If the first day of return is the first duty date of a school year, the teacher will also be

credited with sick absence days normally earned under Article VIII, Section 1.

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Subd. 13. A teacher on parental leave is eligible to participate in group insurance programs if permitted under the insurance policy provisions, but shall pay the entire premium for such programs as the teacher wishes to retain at the beginning of the parental leave. The right to continue participation in such group insurance programs, however, will terminate if the teacher does not return to the District pursuant to this Section, except as provided by law.

Subd. 14. A parental leave of absence granted under this Section shall be a leave without pay.

Subd. 15. At the teacher's request, a parental leave may commence at a date preceding childbirth. In such cases, teachers shall not be eligible for sick absence benefits as established in Section 14, Maternity Absence.

Subd. 16. Once parental leave commences, maternity absence is forfeited for that particular pregnancy.

Section 13. Professional Leave:

Subd. 1. Professional leave is defined as an approved leave, without pay, for the purpose of improving competence.

Subd. 2. Persons wishing professional leave of absence should make application to the Executive Director of Human Resources three (3) months in advance of the starting date.

Subd. 3. The Board of Education will consider each application on the basis of the recommendation of the Executive Director of Human Resources and contingent upon ability to secure a replacement for the period of time.

Subd. 4. Credit will be given for teaching experience while on an approved leave provided that experience fulfills the requirements of the School District policies on outside experience.

Section 14. Religious Absence: Persons absent for religious observance may exchange a maximum of two (2) days of sick absence or two (2) days of personal absence per year for religious absence under the following conditions:

- a. For religious observance of a sacred holiday as specified by the religion.
- b. Such observance cannot take place outside of the normal work day.
- c. Application must be made in writing to the Human Resources at least five (5) working days in advance.

Section 15: Attendance Incentive

Subd. 1. An employee who as of July 1,  
a. ~~qualifies for and is enrolled in the ISD 191 group health care insurance plan,~~  
b. has accumulated leave time in excess of six hundred (600) hours determined as of ~~April 15th~~ June 15 of the same tax year, and  
c. has taken one (1) or less leave days in the ~~365-day measurement period immediately preceding that April 15 current school year,~~ shall have sufficient leave days converted at the rate ~~in effect on that April 15 to~~ equal ~~to~~ five six

hundred and fifty dollars ~~(\$550)~~ ~~(\$650)~~ which shall be contributed to an active ISD 191 approved 403(b) plan. ~~sponsored HRA~~ as of July 15<sup>th</sup> payroll. ~~for use in connection with the ISD 191 group health care insurance plan and applicable law.~~

- Subd. 2. An employee who as of July 1,
  - a. ~~qualifies for and is enrolled in the ISD 191 group health care insurance plan,~~
  - b. has accumulated leave time in excess of six hundred (600) hours determined as of ~~April 15<sup>th</sup>~~ June 15 of the same tax year, and
  - c. ~~has taken more than 1 leave day up to three (3) leave days in the last 365 day measurement period immediately preceding that April 15~~ current school year, shall have sufficient leave days converted at the rate of pay in effect on that April 15 to equal to three hundred and thirty ninety dollars ~~(\$330)~~ ~~(\$390)~~ which shall be contributed to an active ISD 191 approved 403(b) plan. ~~sponsored HRA~~ as of July 15<sup>th</sup> payroll. ~~for use in connection with the ISD 191 group health care insurance plan and applicable law.~~
  
- Subd. 3. An employee that takes more than five (5) leave days during the measurement period is not eligible for the conversion of leave days to ~~an HRA a~~ 403(b) contribution.
  
- Subd. 4. "Leave days" include all absences except Bereavement, District Professional leave days, and paid days substituted for unpaid leave under the Family and Medical Leave Act of 1993 (FMLA), as amended.
  
- Subd. 5. Effective July 1, 2015 the conversion rate for leave days shall be ~~one hundred and ten dollars (\$110)~~ one hundred and thirty dollars ~~(\$130)~~ per day.

**ARTICLE IX  
HOURS OF SERVICE**

Section 1. A duty day consists of eight (8) consecutive hours including a duty free lunch. Within the eight (8) hour day, the School District shall set time for performance of duties, instructional preparation, and noon supervision and lunch.

Section 2. Within the limitation provided in Section 1 hereof, the specific hours at any individual building may vary according to the needs of the education program of the School District. The specific hours for each building will be designated by administration.

Section 3. All elementary teachers shall receive fifty (50) minutes of uninterrupted conference and preparation time during the student day. The conference and preparation time for teachers in kindergarten through grade ~~six (6)~~ five (5) shall be consecutive. In the event that the School Board exercises its right to extend the school day, additional preparation time will be provided in the ratio of eight (8) to one (1) (student instructional day to preparation time.)

Section 4. Effective July 1, 2014 when a teacher agrees to give up prep time in response to a request by administration to cover a class during his/her prep time due to the shortage of substitute teachers, the teacher will receive one (1) hour of pay at their prorated rate of pay.

Section 5. A minimum of five minutes of preparation time shall be provided within student contact time of the school day for every twenty-five minutes of instruction time. Preparation time shall be provided in one uninterrupted block during the student day. Exceptions in scheduling secondary preparation time may be made by mutual agreement between the District and the exclusive bargaining representative of the teachers.

Section 6. Conference Schedule Dates for parent conferences shall be scheduled by the School District based on the advice of the District Calendar Committee in the following manner:

Subd. 1

- a. DAY 1 of conference week shall be a 12-hour day. It will include 8 hours of work, inclusive of a 30-minute lunch plus an additional 4 clock hours inclusive of a 30-minute dinner for conferences scheduled to begin no earlier than 4:00 p.m. unless approved by the building principal.
- b. DAY 2 of the conference week shall be a regular 8-hour work day inclusive of a 30-minute dinner with conferences scheduled to begin no earlier than 12:00 noon unless approved by the building principal.
- c. DAY 3 of the conference week shall be a 3 3/4 hour work day exclusive of lunch with conferences beginning no earlier than the standard work day unless approved by the building principal. The remainder of Day 3 is a non-work day.

Subd. 2 The above schedule shall apply to all members of the unit unless a majority of teachers at a site and the site council have approved an alternative schedule for parent conferences. It is highly recommended that alternative schedules be considered prior to the end of the preceding school year to allow for inclusion in the printed District calendar to parents. Sites are asked to copy both the Association president and the Executive Director for Human Resources, prior to publicizing an alternative schedule to parents.

Subd. 3 Any elementary school teacher who has a principal approved conference scheduled in excess of the 14.75 hours of conferences as designated by the contract in subd. 1 for spring and fall conferences will be compensated on a pro rata basis of their daily rate of pay.

Section 7 Effective July 1, 2016, teachers who work part-time schedules are required to attend all non-student contact days and applicable full day professional development trainings for the entire day. In all other instances where a professional development training or meeting is mandatory, the teacher's building administrator will provide 15 days advanced notice of the requirement to attend. For attendance, the teacher will be paid at their pro-rata rate of pay for a full-day minus their daily assignment amount.

Section 8 Supervision of Special Education Students A special education teacher shall be compensated at the supervision rate in Appendix C-4 for the supervision of special education students during the teacher's preparation time or lunch time when such supervision is required due to student behavioral issues/crises. No more than 3

occurrences shall be approved without administrative pre-approval and the development of an alternative coverage plan by other qualified staff.

**Section 9 Paid Breaks During Professional Development** Teachers participating in Professional Development outside of the 184 duty days will be provided with paid breaks. Teachers who participate in Professional Development of six (6) hours or greater in length will also be given a paid 30 minute lunch break.

## **ARTICLE X LENGTH OF THE SCHOOL YEAR**

Section 1. Pursuant to M.S. §120A. 40, the School Board shall establish the number of school days for the next school year, the teacher shall perform services on those days and additional workshop days as determined by the School Board, including those legal holidays on which the School Board is authorized to conduct school and, pursuant to such authority, has determined to conduct school.

Section 2. In the event of a student day or teacher duty day lost, for any emergency, the teacher shall perform duties on that day or other day in lieu thereof as the School Board or its designated representative shall determine. However, one (1) day of such loss will be forgiven, thereby allowing the total number of duty days to fall to one hundred eighty-three (183) days in the school year in which a lost time emergency occurs.

Section 3. The number of duty days in each year after the employee's first year of the Agreement shall not exceed one hundred eighty-four (184), including not more than one hundred seventy-five (175) student contact days. Any duty day scheduled shall count as a full duty day.

Section 4. The number of duty days in the first year of employment with the District shall not exceed one hundred eighty-seven (187), including not more than one hundred seventy-five (175) student contact days. Any duty day scheduled shall count as a full duty day.

## **ARTICLE XI PERSONNEL FILES**

Section 1. Personnel files shall be subject to, and in accord with, applicable Minnesota statute.

Section 2. When any material that does not contain the signature or initials of the teacher is placed into a teacher's personnel file, a copy shall be sent to the teacher. Exceptions to this procedure are college placement papers and items listed in Article V, Section 5.

Section 3. No file material generated in buildings by the principal or the principal's designee may be used in disciplinary or grievance action unless it is forwarded to the personnel file by June 30 of the year of occurrence. All such material not forwarded by June 30, of the year of occurrence shall be expunged.

## **ARTICLE XII RETIREMENT**

Section 1. Mandatory Retirement: The District will comply with Federal Law.

Section 2. Severance: Teachers who are at least 55 years of age will be eligible for an early

retirement incentive of one day's pay for every day of unused sick leave up to a maximum of 92 days or one half (1/2) of their annual salary of the previous year. In no case shall severance exceed 1/2 of the annual salary as listed on the salary schedule. Teachers are eligible for the benefit provided they have had a minimum of fifteen (15) years of active teaching experience in the School District or twenty (20) years of active teaching experience of which ten (10) years of active teaching experience is in the School District. No teacher employed after July 1, 1989 shall be eligible for any provision of this article.

- Subd. 1. In the event that the teacher is on long-term disability when he/she retires, he/she will qualify for severance if they meet the service requirements in Section 2. Severance will be based on the salary for the year in which they went on long-term disability provided they taught at least  $\frac{3}{4}$  of a year or 1104 hours.

Section 3. Retirement Health Insurance: Teachers retiring under the Early Retirement Incentive (above in Section 2 of this Article) shall be eligible for the full single premium HMO health insurance payable under the following conditions: (No teacher employed after July 1, 1989, shall be eligible for any provision of this section.)

- Subd. 1. The full amount of the premium for the lowest-cost single HMO/PPO shall be capped at its cost at the time of retirement for those retiring at the end of the 2013-2014 and 2014-2015 years. For teachers retiring from a leave of absence, the full amount of the premium for the lowest cost, single HMO/PPO shall be capped at its cost at the time the teacher went on leave.
- Subd. 2. District payments shall continue from the age of retirement until eligibility for Medicare or when due to disability the retiree becomes eligible for Medicare. If disabled, the teacher must apply for Medicaid/Medicare and notify the district when eligible for Medicaid/Medicare due to disability.
- Subd. 3. District maximum payments shall remain at the identical level established in the year of retirement for the teacher as determined by the applicable single rate of the plan in which the teacher is participating at the time of retirement. Monthly payments to the School District for the balance of the premium shall be made by the retiree to keep the policy in force.
- Subd. 4. Dependent coverage may also be purchased under the conditions outlined in Subd. 3 above.
- Subd. 5. The employee who opts to pay for a full year's coverage (July through June) will not be charged the 2% COBRA management fee. In the event that a death results in a change in premium, the remaining difference shall be returned to the survivor upon request.
- Subd. 6. The District will retain the right to determine the HMO/PPO health insurance plan and network carrier.

Section 4. Health: Teachers forced to leave teaching for health reasons shall have the right to purchase the health and hospitalization insurance at the group rate subject to the rules of the insurance carrier.

Section 5. Severance: In order to be eligible for severance, teachers intending to retire at the end of the school year must provide written notice of their intent to the Executive Director of Human Resources prior to February 15 March 1st in the year in which they intend to retire.

Section 6. The severance of a teacher retiring prior to the last day of the school year shall be 50% of that portion worked in the school year in which he/she is retiring unless the teacher retires at the end of a grading period, and the School Board has accepted the letter of resignation no later than two calendar months prior to the employee's last effective day of employment. (Section 5, Subd. 5, will not apply to mid-year retirements.)

Section 7. The severance of teachers on Board-approved leave will be based on the employee's last full year of teaching.

Section 8. Retirement Pay Options Deductions such as state and federal income tax, social security or TRA shall be made only as required by law. If the employee dies before the retirement payment has been made, the balance due shall be paid to the estate of the deceased. Members of the unit who retire as per ARTICLE XII, Section 1 through Section 4 shall have severance disbursed as follows: 50% of the severance amount for which a retiring teacher is eligible plus the employee's portion of health insurance calculated from the time of retirement to the next July 1<sup>st</sup> shall be deposited into the Minnesota State Retirement System's Post Retirement Healthcare Savings Plan. The remainder shall be deposited into a 403(b) plan up to the maximum non-deferral limit for that calendar year. The remainder, if any shall be distributed as one lump sum to the employee 60 days following retirement.

Section 9. 403(b) Vendor Selection:

- Subd. 1. 403(b) Advisory Committee: The district will establish and maintain a 403(b) Advisory Committee. The committee shall be comprised of members of each bargaining unit, with representation determined by the size of the group. Teacher members of the 403(b) Committee shall be appointed by the BEA President.
- Subd. 2. Vendors: The committee recommended the following vendors and a majority of BEA members approved them, effective January 1, 2009. They are: Fidelity, Fidelity via Educator's Financial Services (E.S.I.), AXA (Equitable), and Lincoln Financial Services. The committee will meet quarterly every one year to review performance. The addition or deletion of vendors will be as recommended by the committee and approved by the BEA.
- Subd. 3. Effective July 1, 2009, teachers who elect to make contributions to a qualified retirement plan will be automatically enrolled in Fidelity direct unless they affirmatively opt out and select one of the other approved plans.

Section 10. Matching Contribution Eligibility: A District match to an approved 403(b) vendor is available to teachers hired on or after July 1, 1989, who are beginning in their fourth (4th) year of teaching in the district at a .5 FTE contract or more. Contributions as permitted by MS §356.24 will be made as follows:

- Subd. 1. Commencing with the 2013 -2014 school year, the District will match up to 1,000 to an approved 403(b) plan. Commencing with the 2014 -2015 school year, the District will match up to 1,250 to an approved 403(b) plan.
- Subd. 2. Commencing with the 2013-2014 school year, the District will match up to \$1,250 per year to an approved 403(b) plan when the employee has completed ten years of satisfactory service in the District. The match will begin in the teacher's 11<sup>th</sup> year of employment in the District. Commencing with the 2014-2015 school year, the District will match up to \$1750 per year to an approved 403(b) plan when the employee has

completed ten years of satisfactory service in the District. The match will begin in the teacher's 11<sup>th</sup> year of employment in the District.

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- Subd. 3. Commencing with the 2013-2014 school year, the District will match up to \$2,000 per year to an approved 403(b plan) when the teacher has completed 14 years of satisfactory service in the District. The match will begin in the teacher's 15th year of employment in the District. Commencing with the 2014-2015 school year, the district will match up to \$2,250 to an approved 403(b) plan. The match will begin in the teacher's 15th year of employment in the district.

### **ARTICLE XIII SENIORITY AGREEMENT**

Section 1. Procedure: M.S. § 122A.40, Subd 11 shall govern unrequested leaves of absences.

Section 2. Date of Service: The first date of continuous employment in any certificated capacity shall be the date of service in this District for purposes of placement on the seniority list. The seniority date for teachers that have retired from Independent School District 191 and are rehired in any certificated capacity shall be the date of rehire for purpose of placement on the seniority list.

Section 3. Seniority for Leaves of Absence:

~~1. A teacher may earn only one (1) year of seniority for all professional leaves of absences granted.~~

~~2. A teacher may earn only one (1) year of seniority for all general leaves of absences granted.~~

**1. A teacher will continue to accrue seniority during all leaves of absences.**

Section 4. Ties in Seniority: In the event of a staff reduction action affecting teachers whose first date of employment commenced on the same date, and thus have equal seniority, the teacher with the lower license file number as required by the State Department of Education shall be deemed senior.

Section 5. Posting of Seniority List: A corrected, up-to-date seniority list shall be drawn up by the Human Resources Office by December 15<sup>th</sup> of each calendar year. The seniority list shall be posted in a PDF file on the district website no later than December 15 of each school year, beginning with the 2007 school year.

Section 6. Grievances: Grievance on seniority placement must be made by February 1 for consideration in staffing for the following year. The seniority list is final as of February 1 and shall be used to determine placements in the event unrequested leaves of absence become necessary.

### **ARTICLE XIV INVOLUNTARY/VOLUNTARY TRANSFERS**

Section 1. Covered under this Section but not necessarily limited to it are involuntary transfers resulting from:

- a. declining enrollment
- b. reduction in teaching force
- c. closing of schools
- d. programmatic changes
- e. restructuring and realigning of divisions, schools.

- f. If a school has to be reconstituted under ESEA, language applicable to a school closing and the opening of a new school will be followed.

Subd. 1. Procedure: Before making an involuntary classroom teacher, counselor or librarian transfer from any school building, the District shall seek a volunteer from among those teachers in the building who are appropriately certified and licensed by the State Board of Education. If no volunteer is found, the teacher shall be transferred who is lowest on the seniority list in the affected K-3 or 4-6 elementary level or secondary department as defined below:

- a. Secondary departments shall mean, for example: Business, family & consumer Sciences, fine arts, art, music, dance and theatre arts, media, guidance, language arts, mathematics, physical education and health, science, social studies, world languages, technology, work based learning
- b. A member of a department shall be a teacher with one (1) or more semesters of teaching experience in a grade or department in the three (3) years preceding the effective dates of the transfer.

Section 2. Covered under this section and limited to specialized programs within a given school that require one or more staff members to work a schedule that varies from the standard work schedule by one or more hours. For example, if the standard work hours for full-time teachers at a given site are from 8 - 4 and a zero hour is added such that it requires a teacher to work from 7 - 3, this section applies. However if hours for the building change and all staff are required to work from 7 - 3, ARTICLE IX, HOURS OF SERVICE APPLIES.

Subd. 1. Procedure: Before making an involuntary classroom teacher, counselor or librarian work the modified schedule, the District shall seek a volunteer from among those teachers in the building who are appropriately certified and licensed by the Minnesota Department of Education and needed in the program. If no volunteer is found, the teacher shall be transferred who is lowest on the district seniority list in the affected K-3 or 4-6 elementary level or secondary department as defined below:

- a. Secondary departments shall mean, for example: Business, family & consumer Sciences, fine arts, art, music, dance and theatre arts, media, guidance, language arts, mathematics, physical education and health, science, social studies, world languages, technology, work based learning
- b. A member of a department shall be a teacher with one (1) or more semesters of teaching experience in a grade or department in the three (3) years preceding the effective dates of the transfer.

Section 3. Voluntary Transfers:

Subd. 1. Upon application to the District, all applicants will be considered for vacancies. Final right of selection shall be reserved by the District.

Subd. 2. A teacher who voluntarily transfers to teach in a different building or department may return to the previous teaching assignment if available after one or two years. The request to return must be submitted by February 1. If the previous assignment is not available, the teacher shall return to the previous department at the building from which the teacher transferred. This article works in coordination with Section I.

Involuntary Transfers: Definition: For purposes of this article there are two elementary

departments; primary (K-3) and intermediate (4-6). Secondary departments are as delineated in Subd. 1a.

Section 4. Teacher Exchanges: Two teachers may initiate a position exchange for one year. In order for the exchange to take place each teacher must be properly licensed and the supervisor at both sites must approve the exchange. At the conclusion of the exchange both teachers must return to their previous position.

## **ARTICLE XV GRIEVANCE PROCEDURE**

Section 1. Definition: A claim by a teacher or the Association that there has been a violation, misinterpretation or misapplication of any provision of this Agreement may be processed as a grievance as hereinafter provided.

Section 2. Level I: In the event that a teacher or the Association believes there is a basis for a grievance, the grievant shall invoke the grievance procedure by submitting a written copy of the grievance on the District grievance form to the Executive Director of Human Resources within thirty (30) working days of the occurrence of the grievance. The District representative at Level I shall meet with the grievant within ten (10) working days of receipt of the written grievance and render a written decision within five (5) working days of the meeting. The Association shall be copied all grievance decisions.

Section 3, Level II: If the grievant is not satisfied with the disposition of the grievance at Level I, or if no disposition has been made within Level I time lines, the Association may submit the grievance within ten (10) working days of the written disposition to Level II to the Executive Director of Human Resources.

Within ten (10) working days of the receipt of the grievance, the Executive Director of Human Resources shall meet with the grievant and shall respond in writing within fifteen (15) working days of the meeting. Before rendering a negative decision, the Executive Director of Human Resources shall consult with the Chairperson of the Board of Education. The Association shall be copied all grievance decisions.

Section 4. Level III: If the Association is not satisfied with the disposition of the grievance at Level II or if no decision has been made within Level II timelines; the Association and the teacher(s) may submit the grievance to binding arbitration. Notification of dissatisfaction shall be made in writing to the Executive Director of Human Resources within fifteen (15) working days of the Level II decision. The dispute will be submitted to an arbitrator selected and agreed upon by both parties. If the parties cannot agree upon an arbitrator within five (5) working days from the notification date that arbitration will be pursued, the BMS Board in accord with its rules shall govern the arbitration proceeding. The arbitrator shall have no power to alter, add to or subtract from the express terms of this Agreement. Both parties agree to be bound by the award of the arbitrator. The fees and expenses of the arbitrator shall be shared by the parties -- one-half (1/2) by the District and one-half (1/2) by the Association or the teacher if not represented by the Association.

Section 5. Grievance Mediation: A member of the bargaining unit and the School District may, if mutually agreed, have the option of requesting Grievance Mediation by the Bureau of Mediation Services prior to Step Three of the Grievance Procedure. Time lines shall automatically be waived upon request by either party. If agreement or resolution is not reached in Grievance Mediation, the grievance process shall be automatically resumed by requesting Step Three within ten (10) days of impasse. No offers, counter offers or any documentation relating to Grievance Mediation shall be

used by either party to the dispute at Level III. If resolution is reached, the agreement shall be put in writing and the grievance withdrawn without prejudice by the moving party.

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Section 6. Association Representative: The employee may have an Association representative either join or represent the employee at any level at the employee's discretion.

Section 7. Days: Working days shall mean teacher work days. When school is not in session, work days shall mean week days not including holidays. If a grievance is not presented or transmitted within the time limits set forth above, it shall be considered waived unless both parties agree to waive the time lines. Grievances so waived shall not be considered as agreement with the District position.

Section 8. Resolution: Notwithstanding the expiration of this Agreement, any claim or grievance arising thereunder may be processed through the grievance procedure until resolution.

Section 9. Reprisals: No reprisals of any kind will be taken by the Board or the school administration against any employee because of participation in this grievance procedure.

Section 10. Release Time: When mutually agreed, grievances may be heard during the school day. The Board agrees to pay the regular salary for up to three (3) employees per grievance who participate in a grievance during the school day. Additional employees up to seven (7) per grievance may be available for grievances held during the school day at no pay from the District.

Section 11. Notification: The teacher or Association shall notify the Human Resources Office when a decision is acceptable at any level.

Section 12. Designee: The Executive Director of Human Resources may appoint a designee to act at Level II.

## **ARTICLE XVI PUBLICATION OF AGREEMENT**

Copies of this Master Agreement shall be printed at the School District's expense and distributed to every member now or hereafter employed during the term of the Agreement. The District shall furnish fifty (50) to the Association.

## **ARTICLE XVII DURATION**

Section 1. Terms and Reopening Negotiations: This Agreement shall be effective as of July 1, 2013 2015, and shall continue in effect until June 30, 2015 2017. The terms of this Agreement shall remain in full force and effect until a subsequent Agreement is adopted.

Negotiations for the Agreement commencing July 1, 2015 2017, may commence when the parties mutually agree, but in no event later than May 1, 2016 2018.

Section 2. Effect: This Agreement constitutes the full and complete Agreement between the School District and the BEA. The provisions herein relating to terms and conditions of employment supersede and take precedence over any and all prior Agreements, resolutions, practices, School District policies, rules or regulations concerning terms and conditions of employment inconsistent with these provisions.

Section 3. Severability: The provisions of this Agreement shall be severable, and if any provision thereof or the application of any such provision under any circumstances is held invalid, it shall not affect any other provisions of this Agreement or the application of any provision thereof under different circumstances.

Section 4. Amendment: This Agreement shall constitute the full and complete commitments between both parties and may be altered, changed, added to, deleted from, or modified only through the voluntary mutual consent of the parties in written, signed agreement to this Agreement.

Section 5. Effective Date: "Effective Date" when referred to in this Agreement shall mean the date the Board of Education officially adopts the Agreement according to statute.

IN WITNESS WHEREOF, the parties have signed this Agreement:

For Burnsville Education Association

For Independent School District 191

\_\_\_\_\_  
Chief Negotiator/BEA

\_\_\_\_\_  
Chair - School Board/191

\_\_\_\_\_  
BEA President

\_\_\_\_\_  
Clerk – School Board/191

\_\_\_\_\_  
Date

\_\_\_\_\_  
Chief Negotiator/191

**Adult Basic Education (ABE)  
Early Childhood & Family Education (ECFE)**

Section 1. ABE/ECFE Teacher. The School District recognizes the Association as the exclusive bargaining representative for all ABE and ECFE licensed teaching personnel as defined in the PELRA whether under contract, on leave, on a per diem, hourly or class rate basis.

Section 2. Seniority. ABE and ECFE teachers shall have seniority rights in the separate ABE and ECFE programs and also separate from teachers licensed under M.S. § 122A. 40.

- Subd. 1. ABE teachers shall maintain a separate seniority list consisting only of ABE teachers, based on continuous and unbroken employment with the District during consecutive school years, measured from the most recent period of continuous employment as an ABE teacher.
- Subd. 2. ECFE teachers shall maintain a separate seniority list consisting only of ECFE teachers, based on continuous and unbroken employment with the District during consecutive school years, measured from the most recent period of continuous employment as an ECFE teacher.
- Subd. 3. Layoff of ABE and ECFE teachers shall be in the inverse order of seniority. Recall shall be based on appropriate license and shall occur in order of seniority

Section 3. Step and Lane. ABE and ECFE teachers shall advance one step for each 736 hours worked. Teachers who work fewer than 736 hours shall advance when experience earned equals 736 hours. All hours above 736 are dropped for the remainder of the year. Part year service must be consecutive to receive a year of experience credit. Part years separated by an approved leave shall accumulate toward a year of experience credit.

Section 4. Reimbursable Credits.

- Subd 1. Teachers hired prior to July 1, 2014, a maximum of one-half (1/2) of the equivalent of the annually adjusted graduate level tuition of the U of MN, College of Education for approved coursework appropriate to the area of the teacher's assigned responsibilities or taken with the intent of becoming highly qualified in a needed licensure area taken beyond the M.A. + 60/Specialist will be paid by the School District subject to Subd 3:
- Subd 2. Teachers hired after July 1, 2014, a maximum of \$2,000 tuition costs for approved coursework appropriate to the area of the teacher's assigned responsibilities or taken with the intent of becoming highly qualified in a needed licensure area taken beyond the M.A. +60/Specialist will be paid annually by the School District subject to Subd 3:
- Subd 3 Criteria:
  - 1. Courses must carry prior approval by the Executive Director of Human Resources.
  - 2. Payments are for tuition only.
  - 3. Tuition payments apply only for college credits obtained and shall be made after verification of the satisfactory completion of the course(s).
  - 4. Tuition payments will not be made for work taken while on a regular or sabbatical leave.

5. The teacher may elect either the A/F or S/N grading system. A grade no lower than a C or an S must be earned.

Section 5. Calendar. Staff calendars of instruction will be established prior to July 1. Number of student contact hours will vary by assignment. The ABE calendar shall consist of 44 weeks. The ECFE calendar shall consist of 36 weeks.

Section 6. . Non-student contact time. The District shall attempt to assign ABE and ECFE teachers' duty hours concurrently whenever possible. In-service shall be at the same ratio as the K-12 program, to be determined prior to July 1 of each school year.

Subd. 1. ABE and ECFE teachers shall work in blocks of time that are a minimum of three (3) hours in length per duty day.

Subd. 2. Classtime to preparation time per ABE teacher shall be 3:1. ABE teachers who work more than 4.5 hours shall have a paid 30-minute meal break.

Subd. 3. ECFE Classtime to preparation time per ECFE teacher shall be 2:1.

Subd. 4. A teacher may be required to reasonably participate in activities such as consultation with parents, faculty meetings, open houses, curriculum meetings, minor administrative assignments, and other teaching responsibilities.

Section 7. Leaves of Absence. Beginning July 1, 1993, ABE and ECFE teachers shall accumulate paid absence leave (Article VIII), prorated based upon hours worked. The definition of "a day" will be equal to the amount of time for which the teacher is employed. If there is a change of status (full-time to part-time or part-time to full-time) the accrued "days" will follow the teacher and be equal in value to the teacher's new status.

Section 8. Group Insurance.

Subd. 1. Effective July 1, 2014, for all teachers who are employed 736 hours or more, who are employed by the School District, who qualify for and are enrolled in the health care insurance plan, the School District will contribute the equivalent value of 95% of the single, (composite) premium. The composite premium shall be based on a health care insurance plan with an HRA (Health Reimbursement Account) whereby the HRA and the in-network deductible equals the in-network out of pocket maximum. The remainder shall be borne by the employee.

Subd. 2. Effective July 1, 2014, a teacher with dependent coverage shall contribute the equivalent value of 20% of the monthly, composite premium as defined in Subd. 1. The balance of the premium shall be paid by the District.

Subd. 3. Effective with the July 1, 2014, when a teacher and his/her spouse are both employees of the district and are enrolled in dependent coverage, one of the employees will contribute an amount equal to that those with single coverage contribute.

Section 9. TSA Match. Effective July 1, 2008, a \$470.50 District match to an approved Minnesota deferred compensation program is available to teachers who are beginning their fourth year of teaching in the District at 736 hours or more. Contributions as permitted by MS 356.24 will be made.

Section 10. Inclement Weather. If an employee is notified not to report for, or, if after arriving

for work, the employee is dismissed by authority of the Executive Director of Human Resources, a full day's wages shall be paid for the first day of each occurrence.

- An ABE/ECFE teacher shall be eligible for this career step after completing nine (9) satisfactory years of service in District 191 (See Article V Sections 9 and 10)
- An ABE/ECFE teacher shall be eligible for this career step after completing nine (9) satisfactory years of service in District 191 (See Article V Sections 9 and 10)

**ABE/ECFE Wage Schedule Changes  
COMPENSATION**

**~~2013-2014~~ 2015-2016**

15.16	BA	BA + 20	BA + 40	BA + 60	MA + 20	MA + 40	MA + 60
1	\$ 25.43	\$ 26.19	\$ 26.94	\$ 27.72	\$ 28.28	\$ 28.85	\$ 29.42
2	\$ 26.19	\$ 26.94	\$ 27.72	\$ 28.47	\$ 29.05	\$ 29.64	\$ 30.22
3	\$ 26.94	\$ 27.72	\$ 28.47	\$ 29.24	\$ 29.82	\$ 30.42	\$ 31.04
4	\$ 27.72	\$ 28.47	\$ 29.24	\$ 30.01	\$ 30.63	\$ 31.22	\$ 31.85
5 - 9	\$ 28.47	\$ 29.24	\$ 30.01	\$ 30.78	\$ 31.39	\$ 32.02	\$ 32.65
*10	\$ 30.38	\$ 31.17	\$ 31.96	\$ 32.74	\$ 33.40	\$ 34.06	\$ 34.75

- An ABE/ECFE teacher shall be eligible for this career step after completing nine (9) satisfactory years of service in District 191 (See Article V Sections 9 and 10)

**COMPENSATION**

**~~2014-2015~~ 2016-2017**

16.17	BA	BA + 20	BA + 40	BA + 60	MA + 20	MA + 40	MA + 60
1	\$ 26.06	\$ 26.85	\$ 27.61	\$ 28.41	\$ 28.99	\$ 29.57	\$ 30.16
2	\$ 26.85	\$ 27.61	\$ 28.41	\$ 29.18	\$ 29.77	\$ 30.38	\$ 30.98
3	\$ 27.61	\$ 28.41	\$ 29.18	\$ 29.97	\$ 30.57	\$ 31.19	\$ 31.81
4	\$ 28.41	\$ 29.18	\$ 29.97	\$ 30.76	\$ 31.40	\$ 32.00	\$ 32.64
5 - 9	\$ 29.18	\$ 29.97	\$ 30.76	\$ 31.55	\$ 32.17	\$ 32.82	\$ 33.47
*10	\$ 31.14	\$ 31.95	\$ 32.76	\$ 33.56	\$ 34.23	\$ 34.91	\$ 35.62

**APPENDIX B**

**Title I, School Nurse, Occupational Therapist**

Section 1. Title I Teachers:

Subd. 1. Title I teachers will be placed on the salary schedule based on their training and experience.

Subd. 2. All contract benefits shall be applicable to Title I teachers.

Section 2. Licensed School Nurses:

Subd. 1. All licensed school nurses shall be placed on the teacher salary schedule. All other contract benefits applicable to classroom teachers shall also apply to licensed school nurses.

Subd. 2. For the purposes of initial placement on the salary schedules, the following procedure shall govern:

- a. Placement on the appropriate lanes shall be commensurate with each nurse's degree level; i.e., R.N. or B.A in nursing.
- b. Previous public school nursing experience outside the District shall be allowed on a year-for-year basis to a maximum of five (5) years. Years must be complete years of outside experience as outlined in Subd. 1 of the credit for incoming experience section of this Agreement. Previous nursing experience in District 191 shall be allowed as per Article V, Section 6.

Subd. 3. A separate seniority list shall be compiled for school nurses.

### Section 3. Licensed Occupational Therapists:

Subd. 1. Beginning in the school year 1989-90, all licensed occupational therapists shall be placed on the teacher salary schedule. All other contract benefits applicable to classroom teachers shall also apply to licensed occupational therapists.

Subd. 2. For initial placement on the salary schedules, the following procedure shall govern:

- a. Placement on the appropriate lanes shall be commensurate with each occupational therapist's degree level; i.e., B.A. or M.A. in occupational therapy.

- b. Previous public school occupational therapist experience outside the District shall be allowed on a year-for-year basis to a maximum of five (5) years. Years must be complete years of outside experience as outlined in Subd. 1 of the credit for experience section of this Agreement. Previous occupational therapist experience in District 191 shall be allowed as per Article V, Section 6.

Subd. 3. Probationary Period: Occupational therapists shall serve a three - year probationary period. During that time, Occupational therapists may be released as the Board sees fit. Following completion of the probationary period, occupational therapists will have continuing contract status as described below.

Subd. 4. A separate seniority list shall be compiled for occupational therapists. In the event the district reduces occupational therapists, reductions shall occur based on seniority with the least senior being laid off first. Occupational therapists laid off due to reduction in force will retain recall rights for two years; with the most senior occupational therapist the first to be recalled.

Subd. 5. An individual contract will be used for occupational therapists. See Appendix **E-D2**.

Subd. 6. Prior approval for requests to convert continuing education units to lane change credits may be made to the Assistant Superintendent for Instruction and the Staff Development Coordinator, who will recommend number of course credits, comparable to District staff development time commitments, to the Executive Director of Human Resources. Article V, Section 6 shall then apply.

### Section 4 Psychologist Interns

Subd. 1. Beginning with the 2001-2002 school year, the District can employ licensed, psychologist interns. A psychologist intern is an individual that is working as an intern under the direct supervision of a licensed psychologist. The intern must be enrolled in an approved preparation program leading to Board of Teaching licensure. The intern can be employed as an intern for no more than the equivalent of one school year.

- Subd. 2. A full-time, full year psychologist intern will earn 1/2 of the annual salary based on Lane I, Step I of the teachers' salary schedule
- Subd. 3. A psychologist intern will be provided with single health insurance and single dental insurance. They will accrue one sick day per month for income protection. No other benefits will accrue.
- Subd. 4. In the event a psychologist intern is hired the year following completion of their internship as a licensed psychologist, the year of internship will be counted towards satisfying the probationary period.

**APPENDIX C-1  
BEA Salary Schedule**

**2013-2014 2015-2016**

Salary Schedule 2015-2016							
STEP	BA	BA20	BA40	MA	MA20	MA40	MA60
1	\$ 37,320	\$ 38,870	\$ 40,230	\$ 42,170	\$ 44,110	\$ 45,940	\$ 48,210
2	\$ 37,340	\$ 38,900	\$ 40,260	\$ 42,200	\$ 44,160	\$ 45,970	\$ 48,240
3	\$ 37,380	\$ 38,930	\$ 40,290	\$ 42,240	\$ 44,190	\$ 46,010	\$ 48,270
4	\$ 38,090	\$ 39,420	\$ 41,170	\$ 44,420	\$ 47,860	\$ 48,640	\$ 51,030
5	\$ 39,040	\$ 40,710	\$ 42,620	\$ 46,070	\$ 50,070	\$ 51,010	\$ 53,220
6	\$ 41,370	\$ 43,070	\$ 45,170	\$ 48,700	\$ 51,060	\$ 53,460	\$ 56,280
7	\$ 44,870	\$ 45,000	\$ 46,880	\$ 50,690	\$ 53,070	\$ 55,230	\$ 58,480
8	\$ 44,870	\$ 48,580	\$ 49,050	\$ 52,910	\$ 55,070	\$ 57,880	\$ 60,720
9	\$ 44,870	\$ 48,580	\$ 53,450	\$ 55,510	\$ 58,310	\$ 61,350	\$ 64,390
10	\$ 44,870	\$ 48,580	\$ 53,450	\$ 58,720	\$ 61,540	\$ 64,560	\$ 67,810
11	\$ 44,870	\$ 48,580	\$ 53,450	\$ 62,840	\$ 66,000	\$ 69,180	\$ 72,750
12	\$ 44,870	\$ 48,580	\$ 53,450	\$ 68,260	\$ 71,530	\$ 74,970	\$ 78,610
A	\$ 47,350	\$ 51,930	\$ 57,310	\$ 72,060	\$ 75,800	\$ 79,720	\$ 84,400
B	\$ 50,920	\$ 54,930	\$ 60,950	\$ 75,130	\$ 79,330	\$ 83,770	\$ 89,830

\* A teacher shall be eligible for the first career step A after completing fourteen (14) satisfactory years of service in District 191 (See Article V, Sections 9 and 10).

\*\* A teacher shall be eligible for a second career step B after completing nineteen (19) satisfactory years of service in District 191 (See Article V, Sections 9 and 10).

Definitions:

**Years of experience:** The total number of calendar years of licensed teaching experience in and outside of this District. This number is used by the Minnesota Department of Education.

**Years in the District:** The total number of years of employment in the District, in a licensed position or not.

**Seniority:** The first date of contract employment as defined by a bargaining group.

**Career step:** An advancement based on amount of *satisfactory* experience (e.g., a K-12 teacher must work a .75 FTE contract or more to advance a career step on the salary schedule and an ABE/ECFE teacher must work at least 736 hours to advance a career step). See Article V, Section 8.

**Pay step:** An identification label for the vertical column of a salary schedule.

**Longevity:** A term not used in the BEA agreement. For non-exempt employees, it typically identifies a remuneration to be paid for calendar years of employment in the District.

**Lanes:** A descriptive label for the horizontal heading. Lanes describe the educational level for each column in quarter credits.

Credit Conversion Chart

Semester	Quarter
1	1.5
2	3.0
3	4.5
4	6.0

**Step Movement:** Teachers move down a pay step as they complete each year of satisfactory service in the District. However, teachers who are in a lane with a limited number of steps, remain at that step if they have reached the maximum pay step for that lane. For instance a teacher with a BA degree who has successfully completed 10 years of service would continue in the BA lane, Step 7. Upon completing 20-quarter credits, the teacher would move to BA+20 lane, step 7.

**APPENDIX C-2**  
**BEA Salary Schedule**  
~~2014-2015~~ **2016-2017**

Salary Schedule 2016-2017							
STEP	BA	BA20	BA40	MA	MA20	MA40	MA60
1	\$ 38,260	\$ 39,850	\$ 41,240	\$ 43,230	\$ 45,220	\$ 47,090	\$ 49,420
2	\$ 38,280	\$ 39,880	\$ 41,270	\$ 43,260	\$ 45,270	\$ 47,120	\$ 49,450
3	\$ 38,320	\$ 39,910	\$ 41,300	\$ 43,300	\$ 45,300	\$ 47,170	\$ 49,480
4	\$ 39,050	\$ 40,410	\$ 42,200	\$ 45,540	\$ 49,060	\$ 49,860	\$ 52,310
5	\$ 40,020	\$ 41,730	\$ 43,690	\$ 47,230	\$ 51,330	\$ 52,290	\$ 54,560
6	\$ 42,410	\$ 44,150	\$ 46,300	\$ 49,920	\$ 52,340	\$ 54,800	\$ 57,690
7	\$ 46,000	\$ 46,130	\$ 48,060	\$ 51,960	\$ 54,400	\$ 56,620	\$ 59,950
8	\$ 46,000	\$ 49,800	\$ 50,280	\$ 54,240	\$ 56,450	\$ 59,330	\$ 62,240
9	\$ 46,000	\$ 49,800	\$ 54,790	\$ 56,900	\$ 59,770	\$ 62,890	\$ 66,000
10	\$ 46,000	\$ 49,800	\$ 54,790	\$ 60,190	\$ 63,080	\$ 66,180	\$ 69,510
11	\$ 46,000	\$ 49,800	\$ 54,790	\$ 64,420	\$ 67,650	\$ 70,910	\$ 74,570
12	\$ 46,000	\$ 49,800	\$ 54,790	\$ 69,970	\$ 73,320	\$ 76,850	\$ 80,580
A	\$ 48,540	\$ 53,230	\$ 58,750	\$ 73,870	\$ 77,700	\$ 81,720	\$ 86,510
B	\$ 52,200	\$ 56,310	\$ 62,480	\$ 77,010	\$ 81,320	\$ 85,870	\$ 92,080

\*A teacher shall be eligible for the first career step A after completing fourteen (14) satisfactory years of service in District 191 ( See Article V, Sections 9 and 10)

\*\*A teacher shall be eligible for a second career step B after completing nineteen (19) satisfactory years of service in District 191 (See Article V, Sections 9 and 10).

<b>APPENDIX C-3</b>	<b>EXTRA COMPENSATION</b>				
<b>2015-2016</b>	<b>Co-Curricular Stipend Schedule</b>				
	<b>High School</b>		<b>Junior High</b>		
<b>Activity</b>	<b>2013- 2014</b>	<b>2014- 2015</b>	<b>2013- 2014</b>	<b>2014- 2015</b>	
BHS Marching Band Visual Drill Choreographer (fall)	896	896			
BHS Drum Line Drill Composer (fall)	896	896			
BHS Drum Line Competition Drill Choreographer/Composer (winter)	896	896			
BHS Step Team (winter)	756	756			
NJH Breakfast Club			2623	2623	
NJH Breakfast Club Assistant			1430	1430	
Badminton	3575	3575			
Badminton Asst.	3177	3177			
Band, Cocurricular (annual)			2170	2170	
Band, Cocurricular competitive (annual by instructional period)	1206	1206			
Band, Drum Line (fall)	3816	3816			
Band, Drum Line (winter)	2623	2623			
Band, Marching (fall)	3816	3816			
Band, Marching Asst. (fall)	3053	3053			
Band, Pep (season)	2852	2852			
Baseball/Softball	5858	5858	3402	3402	
Baseball/Softball Asst	4498	4498	1956	1956	
Basketball	6557	6557	3827	3827	
Basketball Asst.	5059	5059	2911	2911	
Cheerleaders (annual)	6214	6214	2623	2623	
Cheerleaders, Competition	3816	3816			
Cheerleaders, JV (annual)	2796	2796			
Chess (annual)	2623	2623	2623	2623	
Class Advisor, Junior (annual)	1543	1543			
Class Advisor, Senior (annual)	1630	1630			
Computer Club (annual)	1153	1153	1153	1153	
Cross Country Running	3912	3912	2563	2563	
Cross Country Running (asst.) fall	2934	2934			
Cross Country Skiing	4975	4975	1939	1939	
Danceline (annual)			2623	2623	
Danceline Asst. (annual)			2319	2319	
Danceline Performance (fall)	3816	3816			
Danceline Performance Asst.	2623	2623			
Danceline Competition Winter	6054	6054			
Danceline Competition Asst.	4708	4708			
Debate (annual)	3704	3704			
Diversity Coordinator (Student) BSHS	1567	1567			

<b>Activity</b>	<b>2013- 2014</b>	<b>2014- 2015</b>		<b>2013- 2014</b>	<b>2014- 2015</b>
Diversity Coordinator Asst. (Student) BSHS	1076	1076			
Flag Line (Fall)	1791	1791			
Football	6569	6569		3818	3818
Football Asst.	4930	4930		2911	2911
Future Educators of America Advisor	1567	1567			
Golf	4248	4248			
Golf Asst	3305	3305			
Hockey	6793	6793			
Hockey Asst	5202	5202			
Improv annual	1430	1430			
LaCrosse	3977	3977			
LaCrosse Assistant	3046	3046			
Literary Magazine	580	580			
Math League (annual)	2543	2543			
Math League Asst. (annual)	2076	2076			
Mock Trial	1553	1553			
Musical Choreographer	2623	2623			
Musical Director	3816	3816		2623	2623
Musical, Instrumental Music	2623	2623			
Musical Producer	1553	1553			
Musical Set Design	1430	1430			
Musical, Vocal Music	3816	3816			
National Honor Society (annual)	1958	1958			
Physics Club	440	440			
Play 1 Act Director	1430	1430		1430	1430
Play Full-length Director	2623	2623		2623	2623
Paper, Editorial (annual)	3982	3982		1972	1972
Paper, Prod/Ads annual					
Peer Support Coordinator Jr./Sr.				1430	1430
PROUD Advisor	1567	1567			
Quiz Bowl Advisor	1390	1390			
Science Challenge Fair annual	2623	2623		1430	1430
Science Quiz Bowl	1390	1390			
Slalom Skiing	5063	5063			
Soccer	5636	5636		3438	3438
Soccer Asst.	4328	4328			
Speech annual	3704	3704			
Speech Asst.	2593	2593			
Step Team	756	756		539	539
Student Council annual	3780	3780		1891	1891
Studio Producer BSHS	1158	1158			
Studio Production Assistants	580	580			
Swimming	6054	6054			
Swimming Asst.	4708	4708			
Tennis	3977	3977		2821	2821

<b>Activity</b>	<b>2013- 2014</b>	<b>2014- 2015</b>		<b>2013- 2014</b>	<b>2014- 2015</b>
Tennis Asst.	3046	3046		2136	2136
Track	5636	5636		3402	3402
Track Asst.	4349	4349		2135	2135
Vocal, Cocurricular annual				2170	2170
Vocal, CoCurricular Competition (annual by instructional period)	1206	1206			
Vocal Free Style annual	2892	2892			
Volleyball	5360	5360		3484	3484
Volleyball Asst.	4036	4036		2613	2613
Weightroom (annual	7618	7618		2623	2623
Wrestling	6054	6054		3816	3816
Wrestling Asst	4708	4708		3282	3282
Yearbook annual	3982	3982		2623	2623
Yearbook Asst annual	3217	3217			
Youth in Government annual	2623	2623		2623	2623
<b>Elementary</b>					
El.Chorus	1430	1430			
E. Computer Club	1153	1153			
E. Peer Helpers	1430	1430			
El. Safety Patrols	2623	2623			
Elementary Science Fair Coordinator	359	359			
El. Student Council	948	948			

\*funded by Community Education

Activity	Head Varsity Coach / Lead	ASST	Middle School Head	Middle School ASST
Basketball	\$ 6,800.00	\$ 4,800.00	\$ 4,400.00	\$ 3,100.00
Weightroom	\$ 6,800.00	\$ 4,800.00	\$ 4,400.00	\$ 3,100.00
Athletic Coordinator	\$ 6,800.00	\$ 4,800.00	\$ 4,400.00	\$ 3,100.00
Wrestling	\$ 6,800.00	\$ 4,800.00	\$ 4,400.00	\$ 3,100.00
Football	\$ 6,800.00	\$ 4,800.00	\$ 4,400.00	\$ 3,100.00
Baseball	\$ 6,800.00	\$ 4,800.00	\$ 4,400.00	\$ 3,100.00
Softball	\$ 6,800.00	\$ 4,800.00	\$ 4,400.00	\$ 3,100.00
Danceline, Comp	\$ 6,800.00	\$ 4,800.00	\$ 4,400.00	\$ 3,100.00
Hockey	\$ 6,800.00	\$ 4,800.00	\$ 4,400.00	\$ 3,100.00
Track	\$ 5,800.00	\$ 4,100.00	\$ 3,800.00	\$ 2,600.00
Soccer	\$ 5,800.00	\$ 4,100.00	\$ 3,800.00	\$ 2,600.00
Volleyball	\$ 5,800.00	\$ 4,100.00	\$ 3,800.00	\$ 2,600.00
Golf	\$ 5,800.00	\$ 4,100.00	\$ 3,800.00	\$ 2,600.00
Adapted Athletic Coordinator	\$ 5,800.00	\$ 4,100.00	\$ 3,800.00	\$ 2,600.00
Swimming	\$ 5,800.00	\$ 4,100.00	\$ 3,800.00	\$ 2,600.00
Slalom Ski	\$ 4,800.00	\$ 3,400.00	\$ 3,100.00	\$ 2,200.00
XC Ski	\$ 4,800.00	\$ 3,400.00	\$ 3,100.00	\$ 2,200.00
Tennis	\$ 4,800.00	\$ 3,400.00	\$ 3,100.00	\$ 2,200.00
DECA	\$ 4,800.00	\$ 3,400.00	\$ 3,100.00	\$ 2,200.00
Lacrosse	\$ 4,800.00	\$ 3,400.00	\$ 3,100.00	\$ 2,200.00
Student Council	\$ 4,800.00	\$ 3,400.00	\$ 3,100.00	\$ 2,200.00
Equipment Manager	\$ 4,800.00	\$ 3,400.00	\$ 3,100.00	\$ 2,200.00
Vocal Freestyle	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
Danceline, Perf.	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
Quiz Bowl Advisor	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
Vocal, Cocurricular Total	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
Band, Cocurricular (Annual)	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
Diversity Coordinator	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
Cheer, Annual	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
Band, Drumline (Winter)	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
Drum Line Competition Drill/Choreographer/Composer	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
XC Run	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00
Badminton	\$ 4,300.00	\$ 3,000.00	\$ 2,800.00	\$ 1,900.00

Activity	Head Varsity Coach / Lead	ASST	Middle School Head	Middle School ASST
Musical Director	\$ 3,800.00	\$ 2,700.00	\$ 2,500.00	\$ 1,700.00
Math League	\$ 3,800.00	\$ 2,700.00	\$ 2,500.00	\$ 1,700.00
Studio Producer	\$ 3,800.00	\$ 2,700.00	\$ 2,500.00	\$ 1,700.00
Chess	\$ 3,800.00	\$ 2,700.00	\$ 2,500.00	\$ 1,700.00
Class Advisor	\$ 3,800.00	\$ 2,700.00	\$ 2,500.00	\$ 1,700.00
Band, Marching	\$ 3,800.00	\$ 2,700.00	\$ 2,500.00	\$ 1,700.00
Debate	\$ 3,300.00	\$ 2,300.00	\$ 2,100.00	\$ 1,500.00
Speech	\$ 3,300.00	\$ 2,300.00	\$ 2,100.00	\$ 1,500.00
FEA	\$ 3,300.00	\$ 2,300.00	\$ 2,100.00	\$ 1,500.00
Cheer, Comp	\$ 3,300.00	\$ 2,300.00	\$ 2,100.00	\$ 1,500.00
YIG	\$ 3,300.00	\$ 2,300.00	\$ 2,100.00	\$ 1,500.00
Science Quiz Bowl	\$ 3,300.00	\$ 2,300.00	\$ 2,100.00	\$ 1,500.00
Science Challenge Fair	\$ 3,300.00	\$ 2,300.00	\$ 2,100.00	\$ 1,500.00
Paper, Editorial	\$ 3,300.00	\$ 2,300.00	\$ 2,100.00	\$ 1,500.00
Band, Pep	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Mock Trial	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Band, Drumline	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Marching Band Visual Drill/Choreographer	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Drum Line Drill Composer	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Computer Club	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Play One Act Director	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
PROUD Advisor	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Play, Full Length Director	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Musical Vocal	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Musical Choreographer	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Musical, Instrumental	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Musical Producer	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Musical Set Design	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
NHS (Includes Awards Coordination)	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Flag Line	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Yearbook	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Step Team	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Safety Patrols (Elem)	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Admin Assistant (Elem)	\$ 2,800.00	\$ 2,000.00	\$ 1,800.00	\$ 1,300.00
Chorus (Elem)	\$ 1,500.00	\$ 1,100.00	\$ 1,000.00	\$ 700.00
Improv	\$ 1,500.00	\$ 1,100.00	\$ 1,000.00	\$ 700.00
Student Council (Elem)	\$ 1,500.00	\$ 1,100.00	\$ 1,000.00	\$ 700.00
Literary Magazine	\$ 1,500.00	\$ 1,100.00	\$ 1,000.00	\$ 700.00
Science Fair (Elem)	\$ 1,500.00	\$ 1,100.00	\$ 1,000.00	\$ 700.00
Peer Support / Helpers	\$ 1,500.00	\$ 1,100.00	\$ 1,000.00	\$ 700.00
Physics Club	\$ 1,500.00	\$ 1,100.00	\$ 1,000.00	\$ 700.00
Computer Club (Elem)	\$ 1,500.00	\$ 1,100.00	\$ 1,000.00	\$ 700.00

**APPENDIX C-4**  
**EXTRA COMPENSATION**

**Rate A:** INSTRUCTION: Used when authorized by administration to create "products" which require training or experience in a specific area; e.g., writing curriculum.

Hourly rate, effective July 1, 2013 to June 30, 2014	\$27.18
Hourly rate, effective July 1, 2014	\$27.50

**Rate B:** WORKSHOP: Used when authorized by administration to represent the District; discussion rather than product oriented; e.g., workshop attendance.

Hourly rate, effective July 1, 2013 to June 30, 2014	\$20.46
Hourly rate, effective July 1, 2014	\$21.00

**Rate C:** SUPERVISION: Used when supervising students with delegated administrative responsibility, or when serving as an official.

Hourly rate, effective July 1, 2013 to June 30, 2014	\$20.46
Hourly rate, effective July 1, 2014	\$21.00

**Rate D:** HOMEBOUND: Used when teaching homebound students.

Hourly rate, effective July 1, 2013 to June 30, 2014	\$24.37
Hourly rate, effective July 1, 2014	\$25.00

**Rate E:** AREA LEARNING CENTER: Used when voluntarily teaching classes/activities categorically funded as Area Learning Center opportunities, effective July 1, 1998.

Hourly rate, effective July 1, 2013 to June 30, 2014	\$31.01
Hourly rate, effective July 1, 2014	\$31.25

**APPENDIX D-1**  
BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
TEACHER CONTRACT  
INDEPENDENT SCHOOL DISTRICT #191

The School Board of School District 191 of the State of Minnesota enters into this agreement with \_\_\_\_\_, a legally qualified and certificated teacher who agrees to teach in District 191 for the school year 201\_\_-201\_\_. In consideration, thereof, the School Board agrees to pay said teacher \$\_\_\_\_\_ (salary schedule step \_\_\_\_ and lane \_\_\_\_) for basic services.

The following provisions shall apply and are a part of this contract:

1. Basic Services: Said teacher shall faithfully perform the teaching and other professional services prescribed by the School Board or its designated representative, abide by the rules and regulations as established by the School Board and any additions or amendments thereto for the annual salary indicated below, and agrees to teach in the school of said District as assigned in such grades or subjects for which that teacher has the necessary certification.
2. Duration: This contract is subject to the provisions of M.S. §125.12 as amended and to all laws of the State of Minnesota relevant to qualification, certification, employment, termination, and discharge for cause of teachers. Teachers who request a termination of contract at any time before the end of the current school year must receive the consent of the Board through a negotiated settlement with the Board or its designee.
3. Calendar: School year and vacation days shall be those named on the school calendar as adopted by the School Board, and the teacher agrees to teach on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines.
4. Subject to Master Agreement: This contract shall be subject to and consistent with this Master Agreement between the School District and the Exclusive Representative and the provisions of P.E.L.R.A. Laws of Minnesota, as amended.
5. Error: It is mutually agreed that if improper placement is made, for any reason, in accordance with the Master Agreement, the proper annual salary or recalculation of pro-rata salary shall be made and this contract so amended.

IN WITNESS THEREOF we have subscribed our signatures this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Clerk

**APPENDIX D-2**

**BURNSVILLE-EAGAN-SAVAGE PUBLIC SCHOOLS  
OCCUPATIONAL THERAPIST CONTRACT  
INDEPENDENT SCHOOL DISTRICT #191**

The School Board of School District 191, Burnsville, Minnesota enters into this agreement with \_\_\_\_\_, a legally qualified and licensed occupational therapist for the 201\_\_-201\_\_ school year. In consideration thereof, the School Board agrees to pay said occupational therapist \$\_\_\_\_\_ (salary schedule step \_\_\_\_ and lane \_\_\_\_ ) for basic services.

The following provisions shall apply and are a part of this contract:

1. Basic Services: Said occupational therapist shall faithfully perform all professional services prescribed by the School Board or its designated representative, abide by the rules and regulations as established by the School Board and any additions or amendments thereto for the annual salary indicated below, and agrees to provide services in the schools of said District as assigned.
2. Conditions of Employment: This contract is governed by the policies and regulations of the School District and all laws of the State of Minnesota relevant to qualification, licensure, and employment. This contract shall be subject to and consistent with the master Agreement between the School District and the Exclusive Representative and the provisions of the Minnesota Public Employment Labor Relations Act as amended.
3. Duration: This is a continuing contract that applies to school year employment.
4. Termination: Occupational therapists who request a termination of contract at any time before the end of the current school year must receive the consent of the Board through a negotiated settlement with the Board or its designee. This contract may be terminated during its term for cause.
5. Calendar: School year and vacation days shall be those named on the school calendar as adopted by the School Board, and the occupational therapist agrees to work on those legal holidays on which the School Board is authorized to conduct school if the School Board so determines.
6. Error: It is mutually agreed that if improper determination of salary is made, for any reason, the proper annual salary or recalculation of pro-rata salary shall be made and this contract so amended.

IN WITNESS THEREOF WE HAVE SUBSCRIBED OUR SIGNATURES THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_\_.

\_\_\_\_\_  
Occupational Therapist

\_\_\_\_\_  
Chairperson

\_\_\_\_\_  
Clerk

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and The Burnsville Education Association (hereinafter referred to as the Union), representing the Teachers of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2015 through June 30, 2017.
2. Notwithstanding the collective bargaining agreement Article IV, Section 11, Subd 5, the BEA president shall be released full-time effective July 1, 2015 through June 30, 2016 without loss of pay, benefits, or seniority in order to conduct duties as President. The teacher serving as BEA president shall retain all rights to his/her assignment held in the school year prior to the release time. The BEA shall compensate the district 25% of the average salary and benefits of the teacher's unit per year. 75% of the cost of the average salary and benefits of the teacher's unit shall be incorporated into the 2015 - 2017 contract settlement. The BEA agrees to notify the District by April 1<sup>st</sup> of each year as to who this individual will be for the following year.
3. Notwithstanding the collective bargaining agreement Article IV, Section 11, Subd 5, the BEA president shall be released full-time effective July 1, 2016 through June 30, 2017 without loss of pay, benefits, or seniority in order to conduct duties as President. The teacher serving as BEA president shall retain all rights to his/her assignment held in the school year prior to the release time. The BEA shall compensate the district 50% of the average salary and benefits of the teacher's unit per year. 50% of the cost of the average salary and benefits of the teacher's unit shall be incorporated into the 2015 - 2017 contract settlement. The BEA agrees to notify the District by April 1<sup>st</sup> of each year as to who this individual will be for the following year.
4. Effective July 1, 2017, Article IV, Section 11, Subd 5, shall read as: The BEA president shall be released full-time without loss of pay, benefits, or seniority in order to conduct duties as President. The teacher serving as BEA president shall retain all rights to his/her assignment held in the school year prior to the release time. The BEA shall compensate the district 50% of the average salary and benefits of the teacher's unit per year. 50% of the cost of the average salary and benefits of the teacher's unit shall be incorporated into the 2017 - 2019 contract settlement. The BEA agrees to notify the District by April 1<sup>st</sup> of each year as to who this individual will be for the following year.

Burnsville Education Association  
Burnsville, MN 55337

Independent School Dist. 191  
100 River Ridge Court  
Burnsville, MN 55337

\_\_\_\_\_  
Union Representative Chair

\_\_\_\_\_  
Employer Representative

Dated: \_\_\_\_\_ 2015

Dated: \_\_\_\_\_ 2015

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and The Burnsville Education Association (hereinafter referred to as the Union), representing the Teachers of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2015 through June 30, 2017.
2. In the 2015-2016 school year a design team consisting of the Executive Director of Individualized Student Services, 3 BEA selected teachers, 3 mutually agreed upon teachers, and 4 administrators will meet a minimum of five (5) times to review the current special education delivery model and propose recommendations to the superintendent for the 2016-2017 school year.
3. The recommendations must comply with state and federal requirements, align with the District’s Roadmap for the future, and be financially sustainable.

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through June 30, 2017.

Burnsville Education Association  
Burnsville, MN 55337

Independent School Dist. 191  
100 River Ridge Court  
Burnsville, MN 55337

\_\_\_\_\_  
Union Representative Chair

\_\_\_\_\_  
Employer Representative

Dated: \_\_\_\_\_ 2015

Dated: \_\_\_\_\_ 2015

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and The Burnsville Education Association (hereinafter referred to as the Union), representing the Teachers of the School District as follows:

1. The School District and Union are parties to a collective bargaining agreement governing Teachers for the period July 1, 2015 through June 30, 2017.
2. This MOU applies when school is not in session during the summer months to teachers required to attend workshops and professional development out of state.
3. The District agrees to pay \$150 per diem for full days as identified in **Regulation 412 Expense Reimbursement for Travel**. Partial days will be pro-rated by \$50 segments aligned to meal per diems. For example, if a travel day requires a per diem for lunch and dinner, then the teacher would receive \$100 per diem for salary reimbursement.
4. Required in-state professional development and workshops will be paid according to Appendix C-4 of the 2015-2017 Master Agreement. Additional expenses for mileage will be paid according to policy and IRS regulations.

This MEMORANDUM OF UNDERSTANDING shall be in effect July 1, 2015 through June 30, 2017.

Burnsville Education Association  
Burnsville, MN 55337

Independent School Dist. 191  
100 River Ridge Court  
Burnsville, MN 55337

\_\_\_\_\_  
Union Representative

\_\_\_\_\_  
Employer Representative

Dated: \_\_\_\_\_ 2015

Dated: \_\_\_\_\_ 2015

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and The Burnsville Education Association (hereinafter referred to as the Union), representing the Teachers of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2015 through June 30, 2017.
2. Notwithstanding ARTICLE VIII Subd 8 of the 2013-2015 contract, prior to July 1, 2015, if a teacher uses more days than earned to reach long-term disability, the District shall recover the cost of such loss prorated to the salary at the time of use. Upon returning to work, each employee shall pay back days at the rate of 10 days per year via payroll deduction.
3. In the event a teacher resigns prior to February 15, 2016 they will not be required to reimburse the District for the days that were borrowed.

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through June 30, 2017.

Burnsville Education Association  
Burnsville, MN 55337

Independent School Dist. 191  
100 River Ridge Court  
Burnsville, MN 55337

\_\_\_\_\_  
Union Representative Chair

\_\_\_\_\_  
Employer Representative

Dated: \_\_\_\_\_ 2015

Dated: \_\_\_\_\_ 2015

**MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and The Burnsville Education Association (hereinafter referred to as the Union), representing the Teachers of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2015 through June 30, 2017.
2. Teachers selected to teach courses online will be appropriately licensed in the content area they teach.
3. A teacher who teaches 5 courses shall be considered a 1.0 fte.

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through June 30, 2017.

Burnsville Education Association  
Burnsville, MN 55337

Independent School Dist. 191  
100 River Ridge Court  
Burnsville, MN 55337

\_\_\_\_\_  
Union Representative Chair

\_\_\_\_\_  
Employer Representative

Dated: \_\_\_\_\_ 2015

Dated: \_\_\_\_\_ 2015

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is entered into between Independent School District 191 (hereinafter referred to as the School District) and The Burnsville Education Association (hereinafter referred to as the Union), representing the Teachers of the School District as follows:

1. The parties have entered into a collective bargaining agreement covering the period July 1, 2015 through June 30, 2017.
2. The intent of this MOU is to avoid any unforeseeable penalties under the Health Care Reform Act. If faced with a pending fine, the district may improve the health care coverage for one or more individuals within the Union according to paragraph three (3) of this MOU.
3. With respect to health coverage subject to Health Care Reform, the District reserves the right to provide coverage "in addition to" the coverage described herein, for one or more individuals covered by this agreement, in order to manage the potential penalties to which the District may be subject. Such coverage in addition to the coverage described herein will be considered bargained but specifically will not be considered part of the aggregate value of the benefits and specifically will not be subject to any applicable aggregate reduction in value limitations.

This MEMORANDUM OF UNDERSTANDING shall be in full force and effect from the period of execution of this document through the execution of the 2015-2017 Master Agreement.

Burnsville Education Association  
Burnsville, MN 55337

Independent School Dist. 191  
100 River Ridge Court  
Burnsville, MN 55337

\_\_\_\_\_  
Union Representative Chair

\_\_\_\_\_  
Employer Representative

Dated: \_\_\_\_\_ 2015

Dated: \_\_\_\_\_ 2015



**Agenda IV.E**  
**January 14, 2016**

**To:** Members, Board of Education  
Dr. Joe Gothard, superintendent

**From:** Lisa K. Rider, Executive Director of Business Services

**Date:** January 7, 2016

**Re:** Approve FY16 Achievement and Integration Budget Revision

**RECOMMENDATION:** That the Board of Education approves the FY 16 Achievement and Integration Revenue Budget Revision. The FY16 Achievement and Integration Revenue Budget plan represents Revenues of \$1,923,278.13 and expenditures of \$1,923,278.13.

Due to an MOU and new data about technology hardware access in the homes of protected class students, line items in the FY16 Achievement and Integration Revenue Budget have been revised. Any line item revision in excess of \$3500.00 requires board approval. Our total grant is not changing.

MDE has requested that any changes be identified in red. Attached you will find the Line Item Budget Summary and Budget Narrative, along with the Achievement and Integration Plan goals and activities related to each line item.



# Achievement and Integration Revenue FY 2016 Budget Worksheet

Use this worksheet to list proposed expenditures of FY 2016 Achievement and Integration revenue. Address general questions on budget submission to the Office of Equity and Innovation, 651-582-8462. Return this completed worksheet by March 15, 2015 to mde.integration@state.mn.us.

**Electronic submission is required. Please submit using the file name *AI Budget [Your District Name] FY2016*.**

**District Name:** Burnsville-Eagan-Savage Public Schools  
**District ISD Number:** ISD 191  
**Superintendent** Dr. Joe Gothard  
**Collaborative:** Lakeville Public Schools ISD 194

**Document prepared by** Dr. Stacie Stanley  
**Phone:** 952-707-6281  
**E-mail:** [sstanley@isd191.org](mailto:sstanley@isd191.org)

If you have been notified by MDE that your district has one or more Racially Identifiable Schools in your district, please list those schools here:  
 Sky Oaks Elementary

<b>Initial Integration Revenue expenditures</b> (all FIN 313 expenditures)	\$ 1,820,276.13
<b>Total Incentive Revenue expenditures</b> (all FIN 318 expenditures)	\$ 103,002.00
<b>TOTAL REVENUE</b>	\$ 1,923,278.13

**Directions:** Please use the AI Budget Guide to create this budget. Budget worksheets are organized around budget ratios explained in the guide. Use the space within each tabbed page to write budget narratives. Add additional pages and delete any you do not use. Proposed expenditures that align with budget guidelines may be approved for programs and activities included in a district's Achievement and Integration plan approved by MDE. Consult the Budget Guide for details on Consult the Budget Guide for details on allowable expenses.

**CERTIFICATION STATEMENT**

*We certify that the budget information submitted for our school district to the Minnesota Department of Education (MDE) is an accurate and complete representation of the fiscal year 2016 Achievement & Integration Revenue budget that was approved by the school board.*

**Board Approval Date** \_\_\_\_\_

**School Board Chair** \_\_\_\_\_ **Date** \_\_\_\_\_

**Superintendent** \_\_\_\_\_ **Date** \_\_\_\_\_

**Approved Initial Revenue:** \_\_\_\_\_ **Approved Incentive Revenue:** \_\_\_\_\_

**MDE Approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1,820,276.13	-
103,002.00	
1,923,278.13	
193,056.55 PD	192,604.43
182,027.61 admin	



### FY 2016 Achievement and Integration Budget Worksheet

**District Number:** ISD 191

**District Name:** Burnsville-Eagan-Savage Public Schools

**80% Direct Services to Students**  
 On this worksheet please list all proposed expenditures for Direct Services to Students. At least 80% of a district's proposed expenditures must be used for approved programs providing direct services to students. See the current AI budget guide for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
Instructional Resources for Family Engagement Programming	005	610	313	430	7,500.00		Insructional Resources for family engagement programming will be provided in Spanish, Somali and English	Goal 1; Activity 4
Food Costs for Family Engagment Programming	005	610	313	490	7,500.00		Food for family Engagement programming will be provided to parents/guardians who particpate in the family engagement programming.	Goal 1; Activity 1
Stipends for Parent Facilitators	005	610	313	186	6,643.50		Stipends will be provided to train family engagement facilitators to lead family engagement programming (hours not FTE)	Goal 1; Acrtivity 2
	005	610	313	210	509.85		FICA	

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
	005	610	313	214	499.55		PERA	
Interpreter fees for family engagement programming (Spanish, Somali,)	005	610	313	358	7,000.00		Interpreters will be funded to interpret during family engagement programming sessions.	Goal 1; Activity 4
Cultural Liaisons will connect schools, families and community with family engagement programming to provide all students with pathways to postsecondary education.	005	610	313	175	168,293.76		Cultural Liaisons will be funded to increase site level cultural fluency, competency and interaction district-wide for family engagement programming. FTE as follows; 014=2.0; 015=.5; 514=.5, 066=.5; 085=.5, 483=.5 490=.5 district-wide: (Early Childhood, Enrollment Center) 1.0 TOTAL FTE = 6.0	Goal 1: Activity 5
	005	610	313	210	12,875.00		FICA	
	005	610	313	214	12,622.65		PERA	

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
	005	610	313	220	85,711.50		Medical
	005	610	313	235	4,760.00		Dental
	005	610	313	230	375.00		Life
	005	610	313	240	760.00		LTD
	005	610	313	250	2,040.00		TSA

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
The district will fund AVID elective teachers for start up Junior High school programs	Var	610	313	143	95,060.76		ISD 191 will continue to support AVID by offering courses at our Eagle Ridge and Metcalf Junior High Schools. AVID is a college preparatory program targeting students who show the potential and desire to engage in rigorous college prep course work. The AVID program targets students who fall under the category of protected class, first generation college attendees, and/or qualify for free or reduced priced meals. The district will fund 1.2 FTEs for AVID elective teachers (note: existing programs have moved into sustainability phase and are no longer funded through Achievement and Integration). FTE is as follows: 015=.6 and 066=.6
	Var	610	313	210	7,271.80		FICA
	Var	610	313	218	7,132.75		TRA
	Var	610	313	220	22,354.50		Medical
	Var	610	313	235	1,075.00		Dental

Goal 2;  
Activity 1

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
	Var	610	313	230	85.00		Life	
	Var	610	313	240	435.00		LTD	
	Var	610	313	250	2,100.00		TSA	
Early literacy EA	005	610	313	144	30,816.57		EA funded to support early literacy in schools who serve significant numbers of students who are in protected class and/or qualify for free or reduced price meals. 490= 1.86 FTE	Goal 6; Activity 2
	005	610	313	210	2,357.67		FICA	

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ			Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.		
	005	610	313	214	2,311.32		PERA	
	005	610	313	230	109.00		Life	
	005	610	313	240	150.00		LTD	
	005	610	313	250	-		TSA	
The district will fund an AVID Coordinator at Eagle Ridge Junior High, Metcalf Junior High, Nicollet Junior High, BHS and BAHS	Var	610	313	143	63,010.25		An AVID coordinator will be funded at each secondary site for the 2015-2016 school year. (1.0 FTE ) VAR FTE as follows: 514,014,015,066,085 each a .2 TOTAL FTE = 1.0	Goal 2, Activity 3

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
	Var	610	313	210	4,820.40		FICA
	Var	610	313	218	4,727.70		TRA
	Var	610	313	220	14,710.50		Medical
	Var	610	313	235	710.00		Dental
	Var	610	313	240	255.00		LTD

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
	Var	610	313	250	945.00		TSA	
The district will fund AVID tutors at Junior Highs, BHS and ALC	005	610	313	186	89,440.00		AVID Tutors will be employed to support te AVID elective students in the AVID elective classrooms. AVID tutors are typically college students who facilitate an inquiry-based peer assessment process in the AVID elective classroom. (Hourly not FTE)	Goal #2; Activity #1
	005	610	313	210	6,842.00		FICA	
	005	610	313	214	6,708.00		PERA	
AVID Membership Fee	005	610	313	820	20,000.00		All AVID districts are required to pay membership fees on an annual basis and to purchase AVID instructional resources to support the implementation of the AVID program.	Goal 2; Activity 1 & 2

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
AVID elective classrooms instructional resources	005	610	313	430	17,925.00		AVID Instructional resources	Goal 2; Activity 1 &2
AVID Summer Bridge Membership Fee	005	610	318	820	4,000.00		All AVID districts are required to pay membership fees on an annual basis and to purchase AVID instructional resources to support the implementation of the AVID program.	Goal 2; Activity 5
Provide Instructional Resources for instruction during summer programming	005	610	318	430	4,518.00		Instructional resources for AVID summer bridge program	Goal 2; Activity 5 & Goal 3; Activity 1
AVID Summer Bridge Staffing	005	610	318	185	19,170.00		Hourly pay and benefits for teachers who will instruct the AVID summer bridge programming in math and science. Hourly not FTE	Goal 2; Activity 5
	005	610	318	210	4,610.00		FICA	

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
	005	610	318	218	2,905.00		TRA	
Salaries and Benefits of the Social Workers added to each elementary building at a .5 FTE. Sky Oaks shows under the Identifiable School DSS.	Var	610	313	156	293,957.00		Salaries and Benefits will be funded for newly established social worker role added district-wide. The social workers work directly with students and family support with a special emphasis on positive behavior intervention and supports and decreasing the overrepresentation of students of color in behavior referrals at a .5 FTE to each elementary= VAR to each elementary. see SO 489 under identifiable school DSS	Goal 1; Activity 3 & Goal 5; Activity 2
	Var	610	313	210	22,488.00		FICA	
	Var	610	313	218	22,047.00		TRA	
	Var	610	313	220	46,089.00		Medical	

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
	Var	610	313	235	2,576.00		Dental	
	Var	610	313	230	342.00		Life	
	Var	610	313	240	1,466.00		LTD	
	Var	610	313	250	600.00		TSA	
Collaborative Summer STEM intermediate elem	005	610	318	185	22,455.00		Stipends will be funded for instruction of extended-year programming in literacy rich, STEM based learning activities. The purpose of the programming is to provide integrated academic experiences for students in ISD 191 and ISD 194. Hourly not FTE	Goal 3; Activity 1

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
	005	610	318	210	2,244.00		FICA	
	005	610	318	218	2,199.00		TRA	
Instructional Resources for Extended Year STEM Programming	005	610	318	430	7,000.00		Instructional resources funded for extended year literacy rich STEM programming	Goal 3; Activity 1
EC Early Foundation and Skills in Literacy and Math Summer Programming	005	610	318	185	20,458.00		Stipends will be funded for instruction of extended-year programming in literacy. The purpose of the programming is to provide integrated academic experiences for students in ISD 191 and ISD 194. Hourly not FTE	
	005	610	318	210	2,244.00		FICA	

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
	005	610	318	218	2,199.00		TRA	
Instructional Resources for EC Early Foundation and Skills in Literacy and Math Summer Programming	005	610	318	430	9,000.00		Instructional resources funded for EC Early Foundation and Skills in Literacy and Math Summer Programming	Goal 3, Activity 1
Increase College and Career Readiness	005	610	313	305	27,000.00		AVID like programming designed to increase cultural fluency and address needs of youth in protected classes as they prepare for post secondary experiences	Goal 2, Activity 2
Provide Mobile wireless access hotspots in communities with high concentration of protected class and students who qualify for free or reduced price meals	005	610	313	320	10,000.00		The content of many school courses include projects at home that require the use of the internet, and many students lack internet access. Funds will be used to address the needs of these students. Mobile wireless access units (Jetpack 6620) will be provided in schools with greater concentrations of protected class students and students who qualify for free or reduced price meals. Also ISD 191 has moved to electronic means for families to monitor the academic progress of their child(ren) (Schoolview). Again, many of our parents do not have access to the internet at home, which impedes their ability to support and advocate for their child. Students will be able to check out the mobile wireless units from the media center for use at home as needed .	Goal 1, Activity 3 & 4; Goal 2, Activity 2.
Provide Mobile wireless access hotspots in communities with high concentration of protected class and students who qualify for free or reduced price meals	005	610	313	555	40,964.37		Recent survey data indicates that many of our protected class students for whom the wifi hotspots were intended do not have access to technology hardware (laptops or chromebooks). As a result, we would like to transfer funds from OBJ 320 to 555 to purchase wifi embedded chromebooks. Students will be able to check out the mobile wireless units from the media center for use at home as needed .	Goal 1, Activity 3 & 4; Goal 2, Activity 2.
					<b>\$1,288,975.40</b>	<b>\$0.00</b>		

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
<b>TOTAL</b>							

*Notes or Comments:*

318 103,002.00



FY 2016 Achievement and Integration Budget Worksheet

District Number: ISD 191

District Name: Burnsville-Eagan-Savage Public Schools

**20% Professional Development**

On this worksheet please list all proposed expenditures for professional development. No more than 20% of the budget may be spent on PD costs included in a district's MDE-approved plan. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
AVID professional learning opportunities	005	610	313	366	\$46,291.00		Participating in AVID designed and delivered professional development is a mandatory component of participating in the AVID program. The professional development will involve a significant number of teachers and administrators from three sites, as well as administrators and teachers from our district's other secondary sites where we will expand AVID. <b>\$29709.00 (\$25,800.00 moved from OBJ 366 to OBJ 185 to cover the stipend cost for teachers who attended the AVID summer institute, \$1974.00 moved to 210 &amp; \$1935.00 moved to 218 due to changes in OBJ 185).</b>
AVID professional learning opportunities substitutes for workshops	005	610	313	311	20,000.00		Funding to cover substitutes while teachers who are attending Critical Reading Strategy Training.
Culturally Proficient School Systems Consultant Fees	005	610	313	305	40,000.00		In collaboration with ISD 194, administrators will expand their cultural proficiency, racial consciousness and growth-mindset approaches to leading culturally-responsive schools.
Culturally Proficient Staff Training	005	610	313	185	64,500.00		Hourly pay and benefits for teacher training in cultural proficiency. Hourly not FTE. <b>\$25,800.00 moved from OBJ 366 to 185 to cover the stipend cost for teachers who attended the AVID summer institute.</b>
	005	610	313	210	4,935.00		<b>FICA \$1974 moved from OBJ 366 to OBJ 210 to cover FICA for changes in OBJ 185</b>
	005	610	313	218	4,838.00		<b>TRA \$1935 moved from OBJ 366 to OBJ 218 to cover TRA for changes in OBJ 185</b>
					-		
					-		
					-		
					-		
<b>TOTAL</b>					<b>\$180,564.00</b>	<b>\$0.00</b>	

Notes or Comments:

FIN318 \$0.00

Line Item Description	UFARS Code Required				Budgeted Amt	Actual Amt	Budget Narrative
Provide a short description of the expenditure.	ORG	PROG	FIN	OBJ	List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.

District Number:

District Name:

**10% Admin/Indirect Costs**  
On this worksheet please list all Administrative/Indirect proposed expenditures for your FY16 budget. No more than 10% of the budget may be spent on Admin/Indirect costs included in a district's MDE-approved plan. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
The Director of Equity and Integrated Services will coordinate the family engagement programming for the district.	005	610	313	110	130,795.00		The Director of Equity and Integrated Services salary and benefits will be funded for the coordination of family engagement programming, PK-12 enrollment choices, professional learning opportunities, and racially identifiable school goals. <b>1.0FTE</b>
	005	610	313	210	9,317.25		FICA
	005	610	313	218	9,810.13		TRA
	005	610	313	220	19,326.30		Medical
	005	610	313	230	68.00		Life
	005	610	313	235	1,073.00		Dental
	005	610	313	240	609.00		LTD
					<b>\$170,998.68</b>	<b>\$0.00</b>	

Notes or Comments:

District Number: ISD 191

District Name: Burnsville-Eagan-Savage Public Schools

**80% Direct Services to Students**

On this worksheet please list all proposed expenditures for Direct Services to Students for your district's Racially Identifiable School(s). At least 80% of a district's proposed expenditures must be used for approved programs providing direct services to students. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
Provide interpreter services for open house & grade level curriculum nights in Spanish and Somali languages	489	610	313	358	4,000.00		Provide interpreter services at the racially identifiable school for open house and grade-level curriculum nigts in Spanish & Somali	Goal 5, Activity 1
Cultural Liaisons will connect schools, families and community with family engagement programming to provide all students with pathways to postsecondary education.	489	610	313	175	55,718.88		Salaries and benefits will be funded to support staffing to increase cultural competency and fluency and interaction at our racially identifiable school. 2.0 FTE	Goal 5, Activity 2
	489	610	313	210	4,264.20		FICA	
	489	610	313	214	4,181.80		PERA	
	489	610	313	220	38,650.50		Medical	
	489	610	313	235	2,150.00		Dental	
	489	610	313	230	140.00		Life	
	489	610	313	240	255.00		LTD	
	489	610	313	250	2,040.00		TSA	

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	261
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
.5 FTE added social worker in the schools to support PBIS efforts, student social emotional needs and family engagement	489	610	313	156	27,640.05		Salary and benefits will be funded for .5 social worker at Sky Oaks Elementary School	Goal 1; Activity 3 & Goal 5; Activity 2
	489	610	313	210	2,116.65		FICA	
	489	610	313	218	2,075.45		TRA	
	489	610	313	220	9,313.50		Medical	
	489	610	313	235	415.00		Dental	
	489	610	313	230	68.00		Life	
	489	610	313	240	250.00		LTD	
Early literacy EA	489	610	313	144	16,257.52		EA funded to support early literacy in schools who serve significant numbers of students who are in protected class and/or qualify for free or reduced price meals. 489= 1.0 FTE	Goal 6; Activity 2
	489	610	313	210	1,243.21		FICA	
	489	610	313	214	1,219.52		PERA	

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	262
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
	489	610	313	230	55.00		Life	
	489	610	313	240	74.00		LTD	
					-			
Social Emotional Staffing Support	489	610	313	305	44,200.00		Continued social & emotional support for students and families	Goal #5; Activity #2
					-			
Staffing Support to provide coaching support in literacy instruction	489	610	313	143	22,665.15		Salary and benefits will be funded to provide .5 to provide staffing support for the implementation of the literacy framework at the racially identifiable school .3 FTE	Goal #6; Activity #2
	489	610	313	210	1,733.49		FICA	
	489	610	313	218	1,699.50		TRA	
	489	610	313	220	2,650.20		Medical	
	489	610	313	235	123.00		Dental	

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	263
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
	489	610	313	230	21.00		Life	
	489	610	313	240	104.00		LTD	
	489	610	313	250	375.00			
Provide consultants for STEM enrichment opportunities through community education	489	610	313	305	20,000.00		Consultants will be hired to provide STEM focused enrichment programming for students at the racially identifiable school and all other elementary schools in the district to provide integrated educational opportunities for all elementary students in the district.	Goal #7; Activity #1
Instructional resources for STEM enrichment programming	489	610	313	430	5,000.00		Provide instructional resources for enrichment programming for racially identifiable school.	Goal #7; Activity #1
					-			
<b>TOTAL</b>					<b>\$270,699.62</b>	<b>\$0.00</b>		

Notes or Comments:

District Number:  District Name:

**20% Professional Development**

On this worksheet please list all proposed expenditures for professional development for your district's Racially Identifiable School(s). No more than 20% of the budget may be spent on PD costs included in a district's MDE-approved plan. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative	
	ORG	PROG	FIN	OBJ				
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.	
Model Classroom Observation Walk Throughs--Literacy	489	610	313	311	\$5,000.00		Substitutes will be funded to provide staff with the opportunity to observe model implementation classrooms, reflect, modify and implement learning in their classrooms.	Goal #6; Activity #1
Singapore Math Instruction	489	610	313	366	\$4,000.00		Classroom teachers at racially identifiable school will attend professional learning seminars to learn the best practice Singapore math problem solving strategies and how to implement them in the classroom. <b>Aligns with Focus School Goal</b>	Goal #6; Activity #1
Book Study: Singapore Math Problem Solving Strategies	489	610	313	430	\$1,000.00		Funding for book study texts that explain how to introduce each strategy, connect that approach to others, and build true mathematical understanding for students. Teachers who attend the Singapore math instruction training will facilitate the staff book study. Teachers will use the PDSA process to develop capacity to deliver culturally responsive, differentiated lessons that foster active engagement learning. <b>Aligns with Focus School Goal</b>	Goal #6; Activity #1
Provide teachers with curriculum writing time to enhance current math curriculum to ensure the learning needs of linguistically & culturally diverse students are met	489	610	313	185	\$1,771.60		Professional learning opportunities will be provided to teachers at the racially identifiable school to enhance math curriculum with active engagement pedagogical practices & intentional <i>SIOP like</i> instructional techniques that will be implemented during daily instruction. Hourly, not FTE <b>Aligns with Focus School Goal</b>	Goal #6; Activity #1
	489	610	313	210	\$135.96		FICA	
	489	610	313	218	\$132.87		TRA	
<b>TOTAL</b>					<b>\$12,040.43</b>	<b>\$0.00</b>		

Notes or Comments:

District Number:

District Name: Burnsville-Eagan-Savage Public Schools

**10% Admin/Indirect Costs**

On this worksheet, please list all Administrative/Indirect proposed expenditures for for your district's Racially Identifiable School(s). No more than 10% of the budget may be spent on Admin/Indirect costs included in a district's MDE-approved plan. See the current AI Budget Guide for details.

Line Item Description	UFARS Code Required				Budgeted Amount	Actual Expenditures	Budget Narrative
	ORG	PROG	FIN	OBJ			
Provide a short description of the expenditure.					List the total amount budgeted for this line item.	Resubmit form with actual FY16 expenditures by 12/1/16.	Identify the activity in your plan that this expenditure supports. Provide a brief description of how these funds will be used to support that activity.
<b>TOTAL</b>					<b>\$0.00</b>	<b>\$0.00</b>	

Notes or Comments:



**Agenda IV.E.  
January 14, 2016**

**To:** Board of Education, Members  
**From:** Dr. Joe Gothard, Superintendent  
**Date:** January 8, 2016  
**Re:** Board Policies

**RECOMMENDATION:** Approve, on a first reading basis, Board Policies 404: *Employment Background Checks* (rescind GCDC), 498: *Political Campaigns and Activities* (rescind GBG), 518: *DNAR - Do not Attempt Resuscitation Orders*, 528: *Student Parental, Family, and Marital Status Nondiscrimination* (rescind JFE, JFF), 530: *Immunization Requirements* (rescind JHCB), 602.5: *School Cancellation* (rescind EBCD), 606: *Instructional Materials* (rescind IIAA, IIAC, KLB, KLBA), 610: *Field Trips* (rescind IICA), 620: *Credit for Learning*, 624: *Online Learning Options*, and 799: *Animals in the Schools* (rescind ING).

The Policy Review Committee and administration have reviewed these policies and recommend approval on a first reading basis.

Attached are the current policies and new policies (with edits) for your review.

*Adopted:* 3/2007  
*Reviewed:*  
*Revised:* 10/2008  
*Rescinds:* GCDC

*Burnsville-Eagan-Savage School District Policy 404*

## **404 EMPLOYMENT BACKGROUND CHECKS**

### **I. PURPOSE**

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, Independent School District 191 will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district will also conduct criminal history background checks on all adults who provide after school academic assistance to students or who volunteer as chaperones for students on school-sponsored, overnight field trips. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

### **III. PROCEDURES**

- A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (BCA). The BCA shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.
- B. For an individual to be eligible for employment, to provide athletic coaching services or other extracurricular academic coaching services, volunteer academic assistance, or chaperone services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to provide the school district with a signed Informed Consent Form and fee at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the state board of teaching or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
  2. the other school hiring authority conducted a criminal background check within the previous 12 months;
  3. the individual executes a written consent form giving the school district access to the results of the check; and
  4. there is no reason to believe that the individual has committed an act subsequent to the check that would disqualify the individual for

employment or provision of services.

- E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other extracurricular academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.
- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other extracurricular academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, student employees, student teachers, and administrative interns.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

#### **IV. CRIMINAL HISTORY CONSENT FORM**

A form to obtain consent for a criminal history background check can be obtained from the Human Resource Department.

***Legal References:*** Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)  
Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)  
Minn. Stat. § 123B.03 (Background Check)  
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background  
Check Act)  
Minn. Stat. § 364.09(b) (Exception for School Districts)

***Cross References:***

Descriptor Term: **Employment/Volunteer Background Check**

Descriptor Code: **GCDC**

Issued Date: **3/07**

Reviewed Date:

Revised Date: **10/08**

Rescinds:

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well being of its students. To that end, Independent School District 191 will seek a criminal history background check for applicants who receive an offer of employment with the school district or such other background checks as provided by this policy. The school district will also conduct criminal history background checks on all volunteer coaches who work with students outside the school day, all adults who regularly volunteer in co-curricular or extra curricular activities outside the school day, and all adults who provide after school academic assistance to students. Criminal history background checks will also be conducted on all volunteers who chaperone students on school-sponsored, overnight field trips.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment submit to a criminal history background check. The offer of employment shall be conditioned upon a determination by the school district that an applicant's criminal history does not preclude the applicant from employment with the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees or applicants without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants and volunteers.

III. PROCEDURES

- A. The school district may conditionally hire an individual pending completion of the background check, but shall notify the individual that the offer of employment may be withdrawn based on the results of the background check. Background checks will be performed by the Minnesota Bureau of Criminal Apprehension (hereinafter "the BCA"). The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.
- B. An individual who is offered employment must sign a criminal history consent form which provides permission for the school district to conduct a criminal history background check. If the individual fails to provide the school district with a signed Informed Consent Form at the time the individual receives a job offer, the individual will be considered to have voluntarily withdrawn the application for employment.

- C. A volunteer who is chaperoning students on a school-sponsored, overnight field trip must sign a criminal history consent form which provides permission for the school district to conduct a criminal history background check. If the volunteer fails to provide the school district with a signed Informed Consent Form in a timely manner the volunteer will not be permitted to chaperone students on the field trip.
- D. A volunteer coach who works with students outside the school day must sign a criminal history consent form which provides permission for the school district to conduct a criminal history background check before working with students.
- E. All adults who regularly volunteer in co-curricular or extra curricular activities outside of the school day must sign a criminal history consent form which provides permission for the school district to conduct a criminal history background check before working with students.
- F. All adults who provide academic assistance to students for the school district, outside the regular instructional day, must sign a criminal history consent form which provides permission for the school district to conduct a criminal history background check before working with students.
- G. When required, candidates must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the candidate are unusable, the candidate will be required to submit another set of prints.
- H. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and volunteers upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment in the job posting and job advertisements.
- I. The applicant will be informed of the results of the criminal background check(s) to the extent required by law.
- J. If the criminal history background check precludes employment with the school district, the individual will be so advised.
- K. If the criminal history background check precludes volunteering with the school district, the individual will be so advised.
- L. The school district may apply these procedures to other volunteers, student teachers, and administrative interns as though they were applicants for employment.
- M. The company(ies) that is(are) contracted to provide vending machine services to the school district will ensure a criminal history background check has been conducted on all service personnel that will be in school buildings prior to the start of each school year. Verification will be received by the school district no later than September 15<sup>th</sup> of each school year.

Legal References:

Minn. Stat. §13.04, Subd. 4 (Inaccurate or incomplete data)

Minn. Stat. §120.1045 (Background checks)

Minn. Stat. §299C.60-299C.64 (Minnesota Child Protection Background Check Act)

Minn. Stat. §364.09(b) (Exception for School Districts)

Adopted: \_\_\_\_\_  
 Reviewed: \_\_\_\_\_  
 Revised: \_\_\_\_\_  
 Rescinds: GBG

*Burnsville-Eagan-Savage School District Policy 498*

## **498 POLITICAL CAMPAIGNS AND ACTIVITIES**

### **I. PURPOSES**

The purpose of this policy is to recognize the participation of students and employees in political issues. Further, the purpose of this policy is to establish guidelines for the participation of students and employees in political campaigns, partisan or non-partisan election activities, and the distribution of political or partisan materials.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district will maintain neutrality as to all political campaigns and issues. The school district will not expend public funds or resources to advocate for particular candidates or for only one side of a controversial question. However, the school district may expend reasonable amounts to apprise voters in the school district of facts pertinent to an election, bond issue, or referendum.
- B. The school district recognizes the rights of students and employees to participate in political campaigns and political issues, elections, and public service and the right of students to pursue an education conducted in a suitable academic environment free from disruption.
- C. To protect First Amendment rights, while at the same time preserving the integrity of the education objectives and responsibilities of the school district, the school board adopts the following guidelines.

### **III. DEFINITIONS**

- A. “Distribution” means circulation or dissemination of material by electronic means and/or by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, or posting or displaying material. This includes, but is not limited to, posting on a wall, bulletin board, or other building surface, or anywhere on school district property; leaving items to be picked up by interested persons; directly giving items to persons; or placing items in rooms in a school district building.
- B. “Nonschool-sponsored material” or “unofficial material” includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored

material include, but are not limited to, leaflets, brochures, buttons, badges, fliers, petitions, posters, and underground newspapers, whether written by students or employees.

- C. “Nonschool person” means any person who is not a currently enrolled student or a current employee of the school district.
- D. “Political materials” include, but are not limited to, digital or any paper, handbill, poster, booklet, brochure, advertisement, sample ballot, display, or audio or video presentation, that pertains to a political candidate or political issue.
- E. “Political issue” is an issue that is the subject of a public referendum which is being debated by political candidates or organizations.
- F. “Political candidate” is a person who seeks nomination or election to partisan or nonpartisan public or party office or who has filed as candidate for election.
- G. A “political activity” is an act that is of a nature, done with intent, or done in a way, to influence or tend to directly or indirectly influence, voting at a primary or an election or, if it is done because a person is about to vote, has voted, or has refrained from voting at a primary or an election.
- H. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.
- I. “Work hours” for school district employees refer to the period between the time an employee is scheduled to begin work and the end of the employee’s assigned work day (excluding the employee’s lunch and break periods), and any paid overtime hours or extra-duty hours for which the employee has volunteered or been assigned.

#### **IV. PROCEDURES**

- A. Political Activities of Employees in General
  - 1. Employees of the school district, while acting in the capacity of a school district employee, shall not engage in any political activity during the school day, during work hours, or at school activities.
  - 2. School district employees shall be free to engage in political activities outside of the school day, work hours, or school activities and to campaign and run for political office. Employees shall not allow such political activities to interfere with the proper performance of their school duties and shall not use school time, supplies, or equipment in these activities.

3. A school district employee or official shall not use his or her official authority or influence to compel a person to take part in a political activity, to pay or promise to pay a political contribution, or apply for membership in or become a member in a political organization.
4. Teachers or other school district employees may not use or recruit students during the school day, during work hours, or at school activities for either distribution of political materials or other political activities.
5. School district employees, while acting in the capacity of a school district employee, shall refrain from any conduct that is intended to be or that reasonably could be perceived as endorsing or opposing specific political issues or political candidates.
6. The implementation of and compliance with this policy shall be coordinated by the superintendent or designee. All inquiries regarding school district elections, referendum, candidates and campaigns shall be referred to the superintendent or designee.

B. Distribution of Political Materials

1. The distribution of political materials on school district property by nonschool persons is governed by Policy 904, Distribution of Materials on School District Property by Nonschool Persons.
2. The distribution of political materials on school district property by students and employees is governed by Policy 505, Distribution of Nonschool-sponsored Materials on School Premises by Students and Employees.

C. School District Property, Facilities, and Activities

1. Nonpublic forums. All school district property and facilities are nonpublic forums that are designated as reserved for their intended purpose of education and education-related activities. Political activities will not be allowed in such nonpublic forums unless it is part of approved curriculum. Further, reasonable time, place, and manner restrictions may be imposed in such a nonpublic forum.
2. Public forums by designation. The building principal, with approval of the superintendent and the school board, may designate specific property or facilities of the school district as limited public forums open for certain expressive activity such as political speech. The open character of such property or facilities will not be retained indefinitely. Further, reasonable time, place, and manner restrictions may be imposed. The building

principal and the superintendent are responsible for establishing the time, place, and manner restrictions and for ensuring equality of treatment toward all candidates and issues when such a designated public forum is created.

## V. VIOLATION OF POLICY

- A. Violation of this policy by a student will be halted, and appropriate disciplinary action will be taken in accordance with the school district's student discipline policy and/or any governing statute.
- B. Violation of this policy by an employee will be halted, and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called. In addition, other action may be taken, if appropriate.

## VI. IMPLEMENTATION/NOTICE OF POLICY

- A. A copy of this policy will be available ~~to all staff. on-line in school buildings. The policy will be noted in student handbooks and available to students, staff, employees and community members in school buildings and the administrative office.~~
- B. The school district will develop a method of discussing the policy with students and employees.
- C. The school district administration may develop any additional guidelines and procedures necessary to implement his policy. Such additional guidelines shall be submitted to the school board for approval. Upon approval, such guidelines and procedures shall be an addendum to this policy.

**Legal References:** Minn. Stat. § 10A.01, Subd. 5  
 Minn. Stat. § 43A.32  
 Minn. Stat. § 211A.02, Subd.8  
 Minn. Stat. § 211B.09 (Prohibited public employee activities)  
 Op. Minn. Atty. Gen. 159a-3 (May 24, 1966) (concluding that a school district could not make expenditure of public funds for printing and mailing of literature urging passage of a bond issue)

- Cross References:*** Burnsville-Eagan-Savage School District Policy 505 (Distribution of Nonschool-sponsored Materials on School Premises by Students and Employees)
- Burnsville-Eagan-Savage School District Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Descriptor Term: **Staff Participation in Political Activities**

Descriptor Code: **GBG**

Issued Date:

Reviewed Date:

Revised Date:

Rescinds:

The Board recognizes and encourages the right of its employees, as citizens, to engage in political activity. However, the Board also recognizes that employees shall not use school property for political purposes during the employee's work day or while school is in session.

Adopted: \_\_\_\_\_  
 Reviewed: \_\_\_\_\_  
 Revised: \_\_\_\_\_  
 Rescinds: \_\_\_\_\_

*Burnsville-Eagan-Savage School District Policy 518*

**518 DNAR - DO NOT ATTEMPT RESUSCITATION ORDERS**

**I. PURPOSE**

When any student experiences sudden illness or injury, the role of staff is to render emergency health care to preserve life and prevent disability. In life-threatening emergencies, the emergency medical system (911) will be activated. Federal mandates guarantee that students have the right to an education in the least restrictive environment. The school district recognizes that it is serving students with complex health needs, and that district staff may be presented with written Do Not Attempt Resuscitation orders. The purpose of this policy is to provide guidance to school district staff and parents or guardians in these situations.

**II. GENERAL STATEMENT OF POLICY**

- A. The primary mission of the Independent School District 191 is education. DNAR orders are medical documents. School district staff will not accept or honor requests to withhold emergency care or DNAR orders. The school district will not convey such orders to emergency medical personnel.
- B. School district staff will provide reasonable emergency care and assistance when a student is undergoing a medical emergency during school or school activities.
- C. School district staff will activate emergency medical services (911) as soon as possible when a student is undergoing a medical emergency during school or school activities.
- D. The parent/guardian will be notified of the emergency as soon as possible.
- E. IEP and Section 504 teams must develop individualized medical emergency care plans for students when appropriate in accordance with state and federal law.
- F. Parents/guardians who request that emergency care be withheld for their child or who present DNAR orders, shall be advised of and shall be given a copy of this policy.

**Legal References:** 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
 42 U.S.C. §§ 12101-12213 (Americans with Disabilities Act)

**Cross References:**

Adopted: 1/1986

*Burnsville-Eagan-Savage School District Policy 528*

Reviewed: \_\_\_\_\_

Revised: 6/2009

Rescinds: JFE, JFF

## **528 STUDENT PARENTAL, FAMILY, AND MARITAL STATUS NONDISCRIMINATION**

### **I. PURPOSE**

Students are protected from discrimination on the basis of sex and marital status pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. This includes discrimination on the basis of pregnancy. The purpose of this school district policy is to provide equal educational opportunity for all students and to prohibit discrimination on the grounds of sex, parental, family, or marital status.

### **II. GENERAL STATEMENT OF POLICY**

- A. The school district provides equal educational opportunity for all students, and will not apply any rule concerning a student's actual or potential parental, family, or marital status which treats students differently on the basis of sex.
- B. The school district will not discriminate against any student, or exclude any student from its education program or activity, including any class or extracurricular activity, on the basis of such students' pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery therefrom, unless the student requests voluntarily to participate in a separate portion of the program or activity of the recipient.
- C. The school district may require such a student to obtain the certification of a physician that the student is physically and emotionally able to continue participation in the normal education program or activity so long as such a certification is required of all students for other physical or emotional conditions requiring the attention of a physician.
- D. The school district will ensure that any separate and voluntary instructional program is comparable to that offered to non-pregnant students.
- E. ~~It is the responsibility of e~~Every school district employee shall be responsible for complying with this policy.
- F. The school board has designated Executive Director of Human Resources, 100 River Ridge Court, Burnsville, MN, 55337, 952-707-2010 as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

- G. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.
- H. Any reports of unlawful discrimination under this policy will be handled, investigated, and acted upon in the manner specified in Policy 522 – Student Sex Nondiscrimination.

**Legal References:** Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
 20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
 34 C.F.R. Part 106 (Implementing Regulations of Title IX)

**Cross References:** Burnsville-Eagan-Savage School District Policy 102 (Equal Educational Opportunity)  
 Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)  
 Burnsville-Eagan-Savage School District Policy 522 (Student Sex Nondiscrimination)

Descriptor Term: **Pregnant Students**  
Descriptor Code: **JFE**  
Issued Date: **1/86**  
Reviewed Date:  
Revised Date: **6/09**  
Rescinds:

Pregnant students shall be permitted to continue in school in all instances, unless the physician of the expectant mother deems school attendance not advisable. The school administration is authorized to make special arrangements for the instruction of pregnant students and to provide an education program designed to meet their special needs.

Descriptor Term: **Married Students**  
Descriptor Code: **JFF**  
Issued Date: **1/86**  
Reviewed Date:  
Revised Date: **6/09**  
Rescinds:

Marital, maternal or paternal status shall not affect the rights and privileges of students to receive a public education nor to take part in any extracurricular activity offered by the school.

Adopted: 1/1999  
 Reviewed: \_\_\_\_\_  
 Revised: 6/2009  
 Rescinds: JHCB

*Burnsville-Eagan-Savage School District Policy 530*

## **530 IMMUNIZATION REQUIREMENTS**

### **I. PURPOSE**

The purpose of this policy is to require that all students receive the proper immunizations or show appropriate exemption as mandated by the MN Immunization law to ensure the health and safety of all students.

### **II. GENERAL STATEMENT OF POLICY**

All students enrolled in Independent School District 191 are required to provide proof of immunizations, or appropriate documentation exempting the student from such immunizations, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

### **III. STUDENT IMMUNIZATION REQUIREMENTS**

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunizations or documentation of exemption. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:
1. a statement, from a physician or a public clinic which provides immunizations, stating that the student received the immunizations required by law indicating the month, day and year each immunization was administered; or
  2. a statement, from a parent or guardian, physician or a public clinic which provides immunizations, stating that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month, day and year each immunization was administered and is in the process of completing the series within eight months
- B. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. above, or statement of

exemption from immunizations set forth in Section IV., below, to the superintendent or designee of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.

- C. When evidence of the presence of a communicable disease exists or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.
- D. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

#### **IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS**

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a physician's signed statement stating that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

#### **V. NOTICE OF IMMUNIZATION REQUIREMENTS**

- A. The school district will develop and implement a procedure to:
  1. Notify parents and students of the immunization and exemption requirements by use of a form approved by the Department of Health;
  2. Notify parents and students of the consequence for failure to provide required documentation regarding immunizations;
  3. Review student health records to determine whether the required information has been provided; and
  4. Make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student

and/or the student's parent or guardian of the conditions for re-enrollment.

~~B. The notice provided shall contain written information describing the exemptions from immunization as permitted by law. The notice shall be in a font size at least equal to the font size and style as the immunization requirements and on the same page as the immunization requirements.~~

## VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515, Protection and Privacy of Pupil Records.
- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

**Legal References:** Minn. Stat. § 13.32 (Educational Data)  
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)  
Minn. Stat. § 121A.17 (School Board Responsibilities)  
Minn. Stat. § 144.29 (Health Records; Children of School Age)  
Minn. Stat. § 144.3351 (Immunization Data)  
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)  
Minn. Stat. § 144.442 (Testing in Schools)  
Minn. Rules Parts 4604.0100-4604.1000 (Immunization)  
*McCarthy v. Ozark Sch. Dist.*, 359 F.3d 1029 (8<sup>th</sup> Cir. 2004)  
Op. Atty. Gen. 169-W (July 23, 1980)  
Op. Atty. Gen. 169-W (Jan. 17, 1968)

**Cross References:** Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)

Descriptor Term: **Immunization of Students**

Descriptor Code: **JHCB**

Issued Date: **1/99**

Reviewed Date:

Revised Date: **6/09**

Rescinds:

#### Purpose

All students enrolled in District 191 schools are required to show proof of immunizations or appropriate documentation exempting the student from such immunizations according to State law. If a student has not received the immunizations or provided documentation of exemption required by State law, the student will not be permitted to attend school until all such requirements have been met.

#### Student Immunization Requirements

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted to the designated school district administrator the required proof of immunization or documentation of exemption. Prior to the student's first date of attendance, the student or the student's parent or guardian shall provide to the designated school district administrator one of the following statements:
1. a statement, from a physician, a public clinic or a parent/guardian, stating that the student received the immunizations required by law indicating the month, day and year each immunization was administered.
  2. a statement, from a physician, a public clinic or a parent/guardian, stating that the student has received a primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month, day and year each immunization was administered and is in the process of completing the series and will complete the series within eight months.

#### Exemptions From Immunization Requirements

A. Students who are without a permanent address and are considered "homeless" as defined by the Federal McKinney-Vento Homeless Assistance Act of 2002 will be exempt from the above immunization

requirements. The local school district's homeless liaison will assist in obtaining immunizations or immunization or medical records from those students who do not have them.

B. Students are legally exempt from one or more of the required immunizations, as evidenced by either statement of medical exemption signed by a physician, as documented history of the varicella disease, or a notarized statement of conscientious exemption.

Legal Reference: Minn. Stat. §121A.15

Minn. Stat. §135A.14

Minn. Rules, Part 4604.0300

Federal McKinney-Vento Homeless Assistance Act of 2002

Adopted: 11/1996

Burnsville-Eagan-Savage School District Policy 602.5

Reviewed: \_\_\_\_\_

Revised: 3/2005

Rescinds: EBCD

## 602.5 SCHOOL CANCELLATION

### I. PURPOSE

The purpose of this policy is to provide for closing, delay, and early dismissal of school.

### II. GENERAL STATEMENT OF POLICY

The superintendent or designee is responsible for determining when the safety of students, staff or patrons warrants closing school for the day or days, delaying the start of the school day, or dismissing school early.- The closing, delay, or early dismissal may apply to all buildings and activities or may be specific to a particular building(s) or activity. The superintendent or designee shall establish rules and practices for school closing, delay, and early dismissal.

#### A. Delayed Starts

When the start of a school day is delayed due to an emergency, and unless directed otherwise, staff members are expected to report to work at their usual time or as soon as practical thereafter. Upon receiving notice that the start of the school day will be delayed, the building principal or program director shall notify staff members of the late start. Employees are not excused from any portion of their normal workday as the result of a late start unless expressly dismissed by the superintendent or designee. Leave provisions contained in respective employment agreements may be used as applicable and with appropriate notification on approval. All other school activities, including childcare, will be delayed or altered due to the delayed start of the school day.

#### B. Early Dismissals

Upon receiving notice that school will be dismissed early, the building principal or program director shall notify staff members of the impending dismissal. The type of emergency and student departure schedule will determine how long personnel shall remain in the building and the duties they will perform. In general, employees are expected to work if they are to be compensated for that day. If authorized by the applicable employment agreement, employees may utilize various leave provisions, including supervisor approved compensatory time, if they wish to leave

before the end of their normal workday. Most school activities, including childcare, are to be discontinued as soon as practical.

### C. School Closing

Upon notice that school will be closed due to an emergency, the building principal or program director shall notify staff members of the closing. Unless expressly dismissed with pay by the superintendent or designee, compensation for the day is governed by the respective employment agreement. Makeup days, if any, shall be scheduled by the school district and compensation paid according to applicable employment agreements.

In general, employees providing direct service to students will work on alternate days to be determined by the school district. Other employees are expected to work if they are to be compensated for the day. Leave provisions contained in respective employment agreements may be used as applicable and with appropriate notification and approval.

## III. GENERAL INFORMATION ON DISMISSALS AND CLOSINGS

In general, when schools are dismissed early or closed for the day, all other activities and programs in district buildings or involving ~~I.S.D. No. 191~~ Independent School District 191 students are canceled, including community education programs. Exceptions are permitted when conditions change or if the event is scheduled to occur at another location not affected by the emergency. Exceptions may be granted by the superintendent or designee or building principals. Delayed starts, early dismissals, and school closings will be ~~broadcast on WCCO Radio AM, WCCO TV Channel 4, KSTP TV Channel 5, and KARE TV Channel 11. This message will also be available in e format and will be~~ posted on the homepage of the district web site ([www.isd191.org](http://www.isd191.org)) as well as on the home pages of school building web sites. ~~There will also be a recorded message on the Access Plus Line, 952-707-4191. An instant parent notification system will be used to contact parents directly via provided contact information.~~

If the emergency is of sufficient duration, the school calendar may be extended to maintain the number of instructional days. No additional compensation shall be provided for this extended time unless the respective employment contracts dictate otherwise.

### *Legal References:*

### *Cross References:*

Descriptor Term: **Emergency Closings**

Descriptor Code: **EBCD**

Issued Date: **11/96**

Reviewed Date:

Revised Date: **3/05**

Rescinds:

The Superintendent is responsible for determining when the safety of students, staff or patrons warrants closing school for a day(s), delaying the start of the school day or early dismissal of a school day. The closing, delay or early dismissal may apply to all buildings and activities or may be specific to a particular building(s) or activity. The Superintendent shall establish rules and practices for school closing, delay and early dismissal.

#### Delayed Starts

When the start of a school day is delayed due to an emergency, and unless directed otherwise, staff members are expected to report to work at their usual time or as soon as practical thereafter. Upon receiving notice that the start of the school day will be delayed, the building principal or program director shall notify staff members of the late start. Employees are not excused from any portion of their normal workday as the result of a late start unless expressly dismissed by the Superintendent. Leave provisions contained in respective employment agreements may be used as applicable and with appropriate notification on approval. All other school activities, including childcare, will be delayed or altered due to the delayed start of the school day.

#### Early Dismissals

Upon receiving notice that school will be dismissed early, the building principal or program director shall notify staff members of the impending dismissal. The type of emergency and student departure schedule will determine how long personnel shall remain in the building and the duties they will perform. In general, employees are expected to work if they are to be compensated for that day. If authorized by the applicable employment agreement, employees may utilize various leave provisions, including supervisor approved compensatory time, if they wish to leave before the end of their normal workday. Most school activities, including childcare, are to be discontinued as soon as practical.

#### School Closing

Upon notice that school will be closed due to an emergency, the building principal or program director shall notify staff members of the closing. Unless expressly dismissed with pay by the Superintendent, compensation for the day is governed by the respective employment agreement. Makeup days, if any, shall be scheduled by the school district and compensation paid according to applicable employment agreements.

Descriptor Term: **Emergency Closings**

Descriptor Code: **EBCD**

Issued Date: **11/96**

Reviewed Date:

Revised Date: **3/05**

Rescinds:

In general, employees providing direct service to students will work on alternate days to be determined by the school district. Other employees are expected to work if they are to be compensated for the day. Leave provisions contained in respective employment agreements may be used as applicable and with appropriate notification and approval.

#### General Information on Dismissals and Closings

In general, when schools are dismissed early or closed for the day, all other activities and programs in district buildings or involving 191 students are canceled including community education programs. Exceptions are permitted when conditions change or if the event is scheduled to occur at another location not affected by the emergency. Exceptions may be granted by the Superintendent or building principals. Delayed starts, early dismissals and school closings will be broadcast on WCCO-Radio AM, WCCO-TV Channel 4, KSTP-TV Channel 5 and KARE-TV Channel 11. This message will also be available to e-formant and will be posted on the homepage of the district web site ([www.isd191.org](http://www.isd191.org)) as well as on the home pages of school web sites. There will also be a recorded message on the Access Plus Line 952-707-4191.

If the emergency is of sufficient duration, the school calendar may be extended to maintain the number of instructional days. No additional compensation shall be provided for this extended time unless the respective employment contracts dictate otherwise.

Adopted: 5/1985

Burnsville-Eagan-Savage School District Policy 606

Reviewed: \_\_\_\_\_

Revised: 3/2007

Rescinds: IIAA, IIAC, KLB, KLBA

## 606 ~~TEXTBOOKS AND~~ INSTRUCTIONAL MATERIALS

### I. PURPOSE

The purpose of this policy is to provide direction for selection of ~~textbooks and~~ instructional materials.

### II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

### III. RESPONSIBILITY OF SELECTION

A. ~~While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials,~~ The school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. ~~Accordingly, the school board delegates to the superintendent~~ or designee the responsibility to direct the professional staff in ~~formulating recommendations to the school board on textbooks and other instructional materials~~ selections that meet school board criteria.

B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials which:

1. support the goals and objectives of the education programs;
2. consider the needs, age, and maturity of students;
3. foster respect and appreciation for cultural diversity and varied opinion;
4. fit within the constraints of the school district budget;
5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the

foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and

7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

- C. The superintendent or designee shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

#### IV. SELECTION OF ~~TEXTBOOKS AND OTHER~~ INSTRUCTIONAL MATERIALS

- ~~A.~~—The superintendent or designee shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.

- ~~B.~~—~~The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.~~

#### V. RECONSIDERATION OF ~~TEXTBOOKS OR OTHER~~ INSTRUCTIONAL MATERIALS

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.

- B. The superintendent or designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.

- C. The superintendent or designee shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

**Legal References:** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)  
 Minn. Stat. § 120B.235 (American Heritage Education)  
 Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School

Districts)

Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)

Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)

Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)

*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)

*Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)

***Cross References:*** Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)  
 Burnsville-Eagan-Savage School District Policy 604 (Instructional Curriculum)



Descriptor Term: **Textbook Selection and Adoption**

Descriptor Code: **IIAA**

Issued Date: **5/85**

Reviewed Date:

Revised Date:

Rescinds:

Administration is responsible for identifying textbooks and other learning materials.

The cooperative efforts of administration, citizens and staff will be sought.

Textbook selections shall be made on a districtwide basis. Staff members from all buildings affected shall be represented.

Committees organized for the purpose of textbook selection shall seek parent input.

The Curriculum Council will review proposed textbook adoptions prior to Board of Education action.

Final authority for the adoption of textbooks rests with the Board.

Administration shall recommend to the Board those textbooks and learning materials which are to be required for instruction.

#### Selection Procedure

Administration, in cooperation with staff and citizens, is responsible for the revision, development, and selection of textbooks and learning materials. Instructional materials selection shall include consideration of desired student outcomes in light of the stated program objectives.

It is the responsibility of textbook selection committees to screen proposed instructional materials for racism, sexism, and religious discrimination.

It is the responsibility of textbook selection committees to review the readability levels of all textbooks proposed for adoption.

#### Cross Reference:

KLB Public Complaints About the Curriculum

KLB-R or Instructional Materials

Descriptor Term: **Library Materials Selection and Adoption**

Descriptor Code: **IIAC**

Issued Date: **5/85**

Reviewed Date:

Revised Date: **3/07**

Rescinds:

The following basic qualities govern the services of media centers:

As a responsibility of media specialists, media selected shall be chosen for values of interest, information, and enlightenment for those served by our media centers. In no case should any media be excluded because of the gender, race, religion, nationality, sexual preference or political views of the writer.

There should be the fullest practicable provision of media presenting all points of view concerning the problems and issues of our times. Sound factual media should not be proscribed or removed because of partisan or doctrinal disapproval.

The rights of an individual to the use of a media center should not be denied or abridged because of race, gender, religion, sexual preference, national origin or political views.

The School District asserts that the responsibilities of the school media specialist are:

To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served.

To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards.

To provide a background of information which will enable students to make intelligent judgments in their daily life.

To provide materials on opposing sides of controversial issues so that young citizens may develop, under guidance, the practice of critical reading and thinking.

To provide representative materials of various religious, ethnic and cultural groups.

To place principle above personal opinion and reason above prejudice in the selection of materials in order to assure a comprehensive collection appropriate for the users of the media center.

**Definition of Media Center Materials**

Media Center materials are defined as all forms of communication provided by the district or the media center, housed in, circulated from or accessed through the school media centers including electronic resources.

The Board subscribes to the Council of American Library Association's "Library Bill of Rights".

Descriptor Term: **Library Materials Selection and Adoption**

Descriptor Code: **IIAC-R**

Issued Date: **5/85**

Reviewed Date:

Revised Date: **3/07**

Rescinds:

#### Procedures for the Selection and Purchase of Media Center Materials

The professional media staff works with all professional staff and others to identify and determine curricular and personal reading growth needs.

The professional media staff evaluates media in relation to determined needs.

From professional knowledge, publications and recommendations of professional staff and students, the media specialist develops a "consideration file" for potential purchase of media items.

A professional media specialist objectively evaluates and selects media for purchase with consideration being given to appropriateness to curriculum grade level of material, availability of other materials, relative need, and quality as shown by reviews. Materials and electronic resources not adequately reviewed are previewed by the media specialist.

The building principal, by accepting the professional judgment of the media specialist, accepts responsibility for all materials acquired.

Materials are screened by the media specialist when they arrive.

The print and non-print collection is subject to continuous evaluation by the media specialist. Outdated, inappropriate, worn or non-circulating materials are removed.

#### Gifts of Instructional Material

Gifts of instructional material from individuals or groups shall be evaluated by the responsible administrator and his/her designee (teacher, committee, media specialist, etc.) and a preliminary judgment made using the general criteria of pertinency to the curriculum, fairness of content regarding prejudice or special bias, and appropriateness to the learning and maturity level of the students. Should the material fail to meet the general criteria, the benefactor is insistent that the material be utilized, the material in question shall be forwarded to the Instruction and Curriculum Advisory Committee (ICAC), who shall schedule an evaluation of the material and make its recommendation to the Superintendent of Schools for decision.

#### Cross Reference:

KLB Public Complaints About the Curriculum

KLB-R Public Complaints About the Curriculum or Instructional Materials

IIAC-R Exhibit I Library Bill of Rights

**LIBRARY BILL OF RIGHTS**

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.  
Amended February 2, 1961, and January 23, 1980,  
inclusion of "age" reaffirmed January 23, 1996  
by the ALA Council

Descriptor Term: **Public Complaints about the Curriculum  
or Instructional Material**

Descriptor Code: **KLB**

Issued Date: **5/85**

Reviewed Date:

Revised Date: **3/07**

Rescinds:

All complaints, including requests for reconsideration, regarding school media center books and instructional materials shall be submitted in writing to the Superintendent or a designee, and processed according to Board regulations.

Cross References:        IIAA - Textbook Selection and Adoption  
                                  IIAC - Library Materials Selection and Adoption

Descriptor Term: **Public Complaints about the Curriculum  
or Instructional Material**

Descriptor Code: **KL B-R**

Issued Date: **5/85**

Reviewed Date:

Revised Date: **3/07**

Rescinds:

All requests for reconsideration of instructional material, initiated by student, staff, administration or citizen, shall be submitted in writing to the Superintendent (or designee) according to the prescribed procedures.

A "Request for Reconsideration of Instruction Materials" is available in the principals' office of each school building.

This form requires the complainant to supply the following information:

Specific identification of the material; i.e., book, movie, database, etc.

The identity of the person(s) registering the complaint.

A statement that the complainant has read, viewed, and/or listened to the materials in question in their entirety.

Upon completion of the complaint form, the complainant shall submit same to the Superintendent or a designee.

Copies of the form, upon submission, may be sent to the Assistant Superintendent, building principal(s), media specialist(s), and the Instruction and Curriculum Advisory Committee (ICAC).

Annually, a committee consisting of ICAC members will be appointed. The function of this committee will be to consider and screen all appropriately filed requests for materials reconsideration. The committee shall include representatives from the community, the teaching staff and administration.

Upon receiving a "Request for Reconsideration of Instructional Materials" form, the review committee will schedule an evaluation of the material in question.

The review committee shall take the following steps after receiving the challenged materials:

Read, view and/or listen to the material in its entirety.

Check general acceptance of the material by reading reviews and consulting other professionals.

Descriptor Term: **Public Complaints about the Curriculum  
or Instructional Material**

Descriptor Code: **KLB-R**

Issued Date: **5/85**

Reviewed Date:

Revised Date: **3/07**

Rescinds:

Consider the extent to which the material supports and/or enhances the curriculum or the purpose of media center collection.

Consider the complaint in relation to the worth of the material as a whole.

The recommendation of this committee regarding a specific item shall focus only on the specific complaint as stated on the reconsideration form. The recommendation shall be sent to the Superintendent. The decision that an item is appropriate or inappropriate to the school or media center in question applies to all of the schools at that level in the District.

Upon receipt of the recommendation by the Media Reconsideration Committee, the Superintendent shall determine whether the challenged material is retained or withdrawn.

An appeal of the Superintendent's decision may be brought before the Board of Education at a regularly scheduled School Board meeting. The appeal process will be activated when the topic is placed on a School Board agenda.

Cross References:        IIAA Textbook Selection and Adoption  
                                  IIAC Library Materials Selection and Adoption  
                                  KLB-R Exhibit I

**REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL MATERIALS**

School \_\_\_\_\_

Please check type of materials:

- |                                     |   |                                |
|-------------------------------------|---|--------------------------------|
| <input type="checkbox"/> Book       | <input type="checkbox"/> Film/Video       | <input type="checkbox"/> Other |
| <input type="checkbox"/> Periodical | <input type="checkbox"/> Audio            |                                |
| <input type="checkbox"/> Pamphlet   | <input type="checkbox"/> Computer Program |                                |

Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher or Producer \_\_\_\_\_

Request initiated by \_\_\_\_\_ Telephone \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_

The following questions are to be answered after the complainant has read, viewed or listened to the material in its entirety. If sufficient space is not provided, attach additional sheets. (Please sign your name to each additional attachment).

1. Have you read, viewed or listened to the material in its entirety? Yes \_\_\_\_\_ No \_\_\_\_\_

2. To what in the material do you object? (Please be specific, cite pages, etc.)  
\_\_\_\_\_  
\_\_\_\_\_

3. What do you believe is the theme or purpose of this material?  
\_\_\_\_\_  
\_\_\_\_\_

4. What do you feel might be the result of a student using this material?  
\_\_\_\_\_  
\_\_\_\_\_

5. For what age group would you recommend this material?  
\_\_\_\_\_

6. Would you care to recommend other material of the same subject and format?  
\_\_\_\_\_

Signature of Complainant

Date

Please return completed form to the building principal. Copies will be forwarded to the Superintendent and the Instruction and Curriculum Advisory Committee (ICAC).

Descriptor Term: **Parent Review/Objection to Content of Instruction**

Descriptor Code: **KLBA**

Issued Date: **8/06**

Reviewed Date:

Revised Date: **3/93**

Rescinds:

The superintendent of schools is responsible for ensuring that a procedure is provided for a parent, guardian, or an adult student (18 years or older) to review the content of the instructional materials to be provided a minor child or to an adult student; and, if the parent, guardian or adult student objects to the content, to make reasonable arrangements with school personnel for alternative instruction.

Alternative instruction may be provided by the parent, guardian, or adult student if the alternative instruction, if any, offered by the school board does not meet the concerns of the parent, guardian or adult student. The school board is not required to pay for the costs of alternative education provided by a parent, guardian, or adult student.

School personnel may not impose an academic or other penalty upon a student merely for arranging alternative instruction as provided by legislation (M.S. 1990, section 126.666, subdivision 1). School personnel shall evaluate and assess the quality of the student work.

**NOTE:** This policy is not to be confused with KLB-R, Public Complaints About the Curriculum, which addresses requests for reconsideration of school media center books and instructional materials.

Additional Cross References: IIAA Textbook Selection and Adoption  
IIAC Library Materials Selection and Adoption  
IM/AFE Evaluation of Instructional Program

Descriptor Term: **Parent Review/Objection to Content of Instruction**

Descriptor Code: **KLBA-R**

Issued Date: **8/06**

Reviewed Date:

Revised Date: **3/93**

Rescinds:

In order to provide an opportunity for parents, guardians and adult students (18 years or older) to review instructional materials and/or to seek alternatives to instruction (as provided by M.S. 1990, section 126.666) the following guidelines have been established:

1. All requests by parents, guardians and adult students for review of materials and/or declarations of intent to seek alternatives to the instruction considered objectionable are to be directed to the principal of the school where the minor child or adult student is enrolled.
2. The building principal will serve as the communications link between the District and the parent, guardian or adult student who has initiated the request for review and/or alternative instruction.
3. All decisions re: alternative instruction will be made at the building level. IN mediating decisions the building principal will:
  - a. be responsible for making reasonable arrangements for a public review of instructional materials;
  - b. be responsible for determining the degree of participation by the school staff and others in the decision-making process; and,
  - c. be responsible for the evaluation and assessment of the work completed by the student(s) in the alternative instructional environment.

NOTE: This regulation is not to be confused with KLB-R, Public Complaints About the Curriculum or Instructional Materials, which addresses requests for reconsideration of school media center books and instructional materials.

Additional Cross References: IIAA Textbook Selection and Adoption  
IIAC Library Materials Selection and Adoption  
IM/AFE Evaluation of Instructional Programs

*Adopted: 11/2000*

*Burnsville-Eagan-Savage School District Policy 610*

*Reviewed:*

*Revised: 3/2007, 4/2015*

*Rescinds: IICA*

## **610 FIELD TRIPS**

### **I. PURPOSE**

The purpose of this policy is to provide guidelines for student trips and to identify the general process to be followed for review and approval of trip requests.

### **II. GENERAL STATEMENT OF POLICY**

The general expectation of the school board is that all student trips will be well planned, conducted in an orderly manner and safe environment, and will relate directly to the objectives of the class or activity for which the trip is requested. Student trips will be categorized within three general areas:

#### **A. Instructional Trips**

Trips that take place during the school day, relate directly to a course of study, and require student participation shall fall in this category. These trips shall be subject to review and approval of the building principal and shall be financed by school district funds within the constraints of the school building budget. Fees may not be assessed against students to defray direct costs of instructional trips. (Minn. Stat. § 123B.37, Prohibited Fees)

#### **B. Supplementary Trips**

This category pertains to those trips in which students voluntarily participate and which ~~usually may~~ take place outside the regular school day. Examples of trips in this category involve student activities, clubs, and other special interest groups. These trips are subject to review and approval of the activities director and/or the building principal. Financial contributions by students may be requested. (Minn. Stat. § 123B.36, Authorized Fees)

#### **C. Extended Trips**

1. Trips that involve one or more overnight stops fall into this category. Extended trips may be instructional or supplementary and must be requested well in advance of the planned activity. An extended trip request form must be completed and approved at each level: student, principal, superintendent, and school board. Exceptions to the approval policy may be granted or expedited to accommodate emergencies or contingencies (e.g., tournament competition).

2. The school board acknowledges and supports the efforts of booster clubs and similar organizations in providing extended trip opportunities for students.

3. The process to obtain extended field trip permission is:

a. An ISD 191 employee initiates a written request (form: Proposal for Extended Field Trip) to the activities director or principal ~~prior to communicating with parents and students.~~

b. The activities director and principal review the request and, if appropriate, forward the request for preliminary approval (prior to communicating with parents and students) by the superintendent or Board of Education as appropriate per schedule below:

PRELIMINARY APPROVAL SCHEDULE

<u>Local, Regional Travel - Principal</u>	<u>60 days in advance</u>
<u>National Travel - Superintendent</u>	<u>120 days in advance</u>
<u>International Travel – School Board</u>	<u>180 days in advance</u>

c. The superintendent reviews the request, and if appropriate, forwards the request to the Board of Education.

d. The trip is approved or denied.

e. Activities director or principal notifies the coach/advisor of the trip status.

f. Parents and students are contacted regarding the feasibility of the ~~Board of Education~~ approved trip.

g. The activities director and principal review the request and, if appropriate, forward the request for final approval by the superintendent or Board of Education as appropriate per the schedule below:

FINAL APPROVAL SCHEDULE

<u>Local, Regional Travel - Principal</u>	<u>30 days in advance</u>
<u>National Travel - Superintendent</u>	<u>60 days in advance</u>
<u>International Travel – School Board</u>	<u>120 days in advance</u>

**III. REGULATIONS**

A. Rules of conduct and discipline for students and employees shall apply to all student trip activity.

B. The school administration shall be responsible for providing more detailed procedures, including parental involvement, supervision, and such other factors deemed important and in the best interest of students.

C. Transportation shall be furnished through a commercial carrier or school-owned vehicle.

D. An employee may use a personal vehicle to transport staff or personal property for purposes of a field trip upon prior, written approval from administration.

- E. An employee must not use a personal vehicle to transport one or more students for purposes of a field trip.
1. If immediate transportation of a student is required due to an emergency or unforeseen circumstance, such as the illness or injury of a child, and the transportation does not constitute regular or scheduled transportation, a personal vehicle may be used. To the extent a personal vehicle is used, the vehicle must be properly registered and insured.
  2. An employee must obtain preapproval by administration of student transportation by a personal vehicle, pursuant to Section III.E.1, if practicable. If preapproval by administration of use of a personal vehicle cannot be obtained in a reasonable time given the circumstances, an employee shall report the relevant facts and circumstances justifying the need for use of a personal vehicle to administration as soon as practicable. The relevant facts and circumstances for use of a personal vehicle shall be documented by administration.

#### ~~IV. SCHOOL BOARD REVIEW~~

~~The superintendent shall at least annually report to the school board upon the utilization of trips under this policy.~~

#### IV. CANCELLATION

The superintendent is authorized to cancel an approved field trip should safety circumstances arise that in the superintendent's judgment warrant such action (e.g., based on U.S. State department travel advisories or other basis as determined by the superintendent).

**Legal References:** Minn. Stat. § 123B.36 (Authorized Fees)  
 Minn. Stat. § 123B.37 (Prohibited Fees)  
 Minn. Stat. § 123B.49 (Cocurricular and Extracurricular Activities; Insurance)  
 Minn. Stat. § 169.011, Subd. 71(a) (Definition of a School Bus)  
 Minn. Stat. § 169.454, Subd. 13 (Type III Vehicle Standards – Exemption)  
*Sonkowsky v. Board of Educ. for Indep. Sch. Dist. No. 721*, 327 F.3d 675 (8<sup>th</sup> Cir. 2003)  
*Lee v. Pine Bluff Sch. Dist.*, 472 F.3d 1026 (8<sup>th</sup> Cir. 2007)

**Cross References:** Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
 Burnsville-Eagan-Savage School District Policy 423 (Employee – Student Relationships)  
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
 Burnsville-Eagan-Savage School District Policy 707 (Transportation of Public School Students)

Burnsville-Eagan-Savage School District Policy 709 (Student Transportation Safety Policy)

Burnsville-Eagan-Savage School District Policy 710 (Extracurricular Transportation)

Descriptor Term: **Field Trips and Extended Field Trips**

Descriptor Code: **IICA**

Issued Date: **11/00**

Reviewed Date:

Revised Date: **3/07**

Rescinds:

The School District recognizes that a properly planned, well-conducted and carefully supervised field trips may supplement classroom instruction. As such, student trips of educational value are to be encouraged within available resources.

Descriptor Term: **Field Trips and Extended Field Trips**

Descriptor Code: **IICA-R**

Issued Date: **11/00**

Reviewed Date:

Revised Date: **3/07**

Rescinds:

## FIELD TRIPS

The school board encourages well-planned field trips that are offered within budgetary constraints and the requirements of the Pupil Fee Law. Field trips are to be conducted in an orderly, safe manner and are to relate directly to the objectives of the class or activity.

Modes of travel shall include walking, as well as use of school owned and rented vehicles.

When commercial modes of transportation are utilized, the carrier shall provide the required licenses and/or certification. Contracts with ground transporters shall require the provision of liability insurance protection.

Student participation in field trip experiences shall be voluntary.

Rules of conduct for students shall be consistent with school district policy and building regulations.

### Approval/Permission

All school-sponsored field trips are to be approved by the building principal prior to making any announcement to students or parents about the proposed field trip.

Parents/guardians shall authorize their child's participation by signing a document to that effect.

An alternative educational opportunity shall be provided students who choose not to participate or are unable to participate in a particular field trip.

## EXTENDED FIELD TRIPS

Extended field trips are those trips which require students to be accommodated overnight. Extended field trips are to provide educational opportunities that cannot be provided in the classroom and that are consistent with the stated purpose of the class, group or organization. The educational content and objectives for the extended field trip shall be clearly stated in the application for approval. Participation in extended field trips is limited to District 191 students and assigned chaperones unless an exception is granted in writing from the Superintendent. Extended field trips and all related planning activities shall be conducted, for the most part, during times other than school hours and shall not involve more than a three (3) day interruption of a student's scheduled educational program. Participants are required to complete all class assignments and work missed in accordance with building guidelines. Participation in an extended field trip shall be voluntary and no student shall experience loss of a grade or credit for not participating. Furthermore, appropriate and acceptable educational opportunities shall continue for those students not participating in such trips. Before a student is permitted to go on an extended field trip, the student's parent or guardian shall sign a permission form granting approval and indicating knowledge of the destination, duration, purpose and cost for the trip. Extended field trips are not permitted for students in grades K - 6.

Preliminary approval to plan an extended field trip must be granted prior to announcement of the trip to students or parents. Preliminary approval authorizes the group's staff advisor to determine

parent and student interest, acquire cost information and generally assess the feasibility of the proposed trip. Preliminary approval requires the following signature(s):

Within Minnesota and Immediate Vicinity - Building Principal  
 Within Continental U.S. - Building Principal and Superintendent  
 Outside Continental U.S. - Building Principal and Superintendent

#### Formal Approval

Upon securing preliminary approval and determination that the proposed trip is feasible, the staff advisor shall submit a formal proposal on a standard form providing as many details about the trip as are available. This formal proposal must be approved before any contractual arrangements are made or any trip-specific fund raising occurs. This formal proposal is subject to approvals as follows:

Within Minnesota and Immediate Vicinity - Building Principal  
 Within Continental U.S. - Building Principal and Superintendent  
 Outside Continental U.S. - Building Principal, Superintendent and School Board

The proposal form shall include the name of the sponsoring group, the name of the staff advisor, description of proposed program, educational objectives of trip, destination, proposed dates, modes of travel, itinerary, number of student participants, number of chaperons, budget, financing and itemized costs to individual students. Whenever possible, the proposal shall be submitted to the final authority at least thirty (30) days in advance of the date on which approval is expected. Upon securing approval, it is incumbent on the staff advisor and designated administrator to ensure that all details, arrangements and commitments adhere to the guidelines contained in this policy.

Travel, unless by District owned automobile, shall be by commercial carrier or under a contract approved by the District Business Office. The following criteria shall be used in selecting transportation arrangers: competitive price, licensure through regulatory agencies, financial stability, safety record, experience and security as evidenced by insurance. Air travel shall be on regularly scheduled, major, commercial airlines. Travel agents shall be registered with the Reporting Corporation.

#### Finances

Except for classroom or co-curricular activities funded through the General Fund, all extended field trips will be considered extracurricular in nature and will be handled through student activity accounts. An attempt shall be made to provide fund raising opportunities for students who are not financially able to personally finance their participation.

Extracurricular trips will be financially self-sustaining. No disbursement of funds or irreversible financial commitment shall be made until the funds are on deposit in the Student Activity Account.

Stipends and expense payments made to staff members in connection with the field trip will be charged as direct costs of the field trip.

All costs and charges relating to the total cost of an extended field trip will be itemized and presented to all potential participants prior to the collection of any participant fees.

With the exception of accommodations made to permit the advisor and/or chaperones to perform their duties, any compensation, payment or personal accommodation made to any staff member shall be clearly identified in the proposal and communicated to all trip participants.

## Student Safety

Adult chaperones shall be provided at the minimum rate of one chaperone per ten students. The chaperones will be selected by and under the direction of the staff advisor. For liability insurance purposes the chaperones are considered to be school volunteers. The school district may elect to do background checks of volunteers. Criminal history background checks will be conducted on all volunteers who chaperone students on school-sponsored, overnight field trips. Expenses for chaperones will be shared among trip participants as predetermined by the staff advisor. Chaperones are under the direction of the staff advisor and are to adhere to district policies relating to respectful behavior, non-discrimination, controlled substances, etc.

Accommodations for students shall be approved by the staff advisor after considering appropriateness, quality, cost and student safety. Homestays are discouraged unless student safety can be reasonably assured and the homestays provide an essential benefit that cannot be reasonably replicated in any other manner.

Homestays for students are permitted under the following conditions:

Homestays shall have the primary purpose of enhancing the experience for the student.

Arrangements are to be made through a personal contact with an organization or family connection or through an exchange program that has successful experience with arranging and screening homestay experiences.

At least two students shall be assigned to each home unless the placement of more than one student in a home interferes with an essential objective such as language immersion or cultural exchange.

Each student will be provided a list of the names, homestay address and homestay telephone number of the chaperones.

Homestay locations shall have adult supervision.

## Reports

A written summary of the activity must be submitted to the principal and Assistant Superintendent at the conclusion of the trip.

## Travel to Other States and Foreign Countries

Travel to destinations requiring air travel and other significant expenditures require additional planning and attention.

The following additional provisions apply:

School Board approval must be received at least six months before the dates of the proposed trip so that families have sufficient time to plan their students' participation.

When possible, the contract(s) with providers or agents shall be based upon a solicitation for proposals prepared by the Business Manager in consultation with the staff advisor. This request for proposals and the resulting contracts are to be consummated in a business-like manner. Care shall be taken to ensure that the cost of the trip is competitively priced.

The staff advisor is to acquire and submit information relating to the qualifications of the travel arrangers, agents and providers. This information is to be submitted with the formal proposal.

The recommended guidelines for selection of travel arrangers, agents and providers shall include the following:

- Employ at least five full time agents.
- In business for at least five years.
- Demonstrated successful experience with similar group tours recognizing the age of the traveler and needs unique to the group and its activities.
- Incorporated in U.S. or included in the current Advisory list published by the Council on Standards for International Educational Travel.
- Financial stability as evidenced by total billings, profitability, net worth and audited financial statements. A bond or letter of credit may be required to provide added financial security.
- Competitive Price.
- Provision of Errors and Omissions Insurance in the amount of \$1,000,000 and Liability Insurance in the amount of \$1,000,000.
- Response to Request for Proposals.
- Quality Assessment of Proposals.
- ARC and IATA appointments desirable.

Upon identifying an agent to provide travel services and prior to final trip approval, administration shall inform the School Board of any and all deviations from the established guidelines as well as any mitigating conditions which might compensate for the deficiency. If the School Board authorizes the trip and agent proposed, parents/guardians will be informed of all deviations from the recommended guidelines and will be required to sign forms authorizing their child's participation and accepting the conditions under which the trip was approved.

Travel outside the continental U.S. should not occur more than once every two years for any particular group, class or organization.

A detailed itinerary and complete roster of participants and chaperones shall be filed in the school office and the Business Office prior to departure. The list of the participants and chaperones shall include home address, phone number and person to contact in case of emergency.

#### Exceptions

Exceptions to this policy may be made by the School Board.

Adopted: 4/1997  
 Reviewed: \_\_\_\_\_  
 Revised: 6/2009  
 Rescinds: IKF

*Burnsville-Eagan-Savage School District Policy 620*

**620 CREDIT FOR LEARNING**

**I. PURPOSE**

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options, other advanced enrichment programs, alternative learning sites, and out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

**II. GENERAL STATEMENT OF POLICY**

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, out-of-school experiences, and online courses and programs.

**III. DEFINITIONS**

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-year, liberal arts, degree-granting college or university located in Minnesota.

- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

#### IV. **TRANSFER OF CREDIT FROM OTHER SCHOOLS**

##### A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

##### B. Transfer of Academic Requirements from Other Schools

1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
  - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
  - b. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district’s high school graduation requirements will not be used to compute honor roll and/or class rank.
  - c. If no comparable course is offered by the school district for which

high school graduation credit would be provided, no credit will be provided to the student.

2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
  - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
  - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
  - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements, but the grade shall be a "P" (pass).
  - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.

## **V. POST-SECONDARY ENROLLMENT CREDIT**

- A. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
  1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
  2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
  3. When a determination is made that the content of the post-secondary

course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.

4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
  5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
  6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- B. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

## **VI. CREDIT FROM ONLINE LEARNING COURSES**

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

## **VII. ADVANCED ACADEMIC CREDIT**

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the

higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.

- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

#### **VIII. PROCESS FOR AWARDING CREDIT**

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.
- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be

provided credit until requested documentation is available for review, if requested.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota’s Students)  
 Minn. Stat. § 120B.021 (Required Academic Standards)  
 Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.14 (Advanced Academic Credit)  
 Minn. Stat. § 123B.02 (General Powers of Independent School Districts)  
 Minn. Stat. § 123B.445 (Nonpublic Education Council)  
 Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)  
 Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
 Minn. Stat. § 124D.095 (Online Learning Option)  
 Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)  
 Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)  
 Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)  
 Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)  
 Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)  
 Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)  
 Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

**Cross References:** Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)  
 Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)  
 Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)  
 Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)  
 Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)  
 Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)  
 Burnsville-Eagan-Savage School District Policy 618 (Assessment of Student Achievement)  
 Burnsville-Eagan-Savage School District Policy 624 (Online Learning Options)

Adopted: \_\_\_\_\_  
 Reviewed: \_\_\_\_\_  
 Revised: \_\_\_\_\_  
 Rescinds: \_\_\_\_\_

*Burnsville-Eagan-Savage School District Policy 624*

## **624 ONLINE LEARNING OPTIONS**

### **I. PURPOSE**

The purpose of this policy is to recognize and govern online learning options of students enrolled in **Independent School District 191** for purposes of compulsory attendance and address enrollment of students with an online learning provider for supplemental or full-time online learning.

### **II. GENERAL STATEMENT OF POLICY**

- A. On-line learning should be held to the same standards as traditional learning.
- B. Supervision of students' on-line coursework is the responsibility of the on-line provider.
- C. On-line learning must meet the standards established by the District non-discrimination policy.
- D. The school district shall not prohibit an enrolled student from applying to enroll in online learning.
- E. The school district shall grant academic credit for completing the requirements of an online learning course or program.
- F. The school district shall allow an online learning student to have the same access to the computer hardware and education software available in the school district as all other students in the school district.
- G. The school district shall continue to provide non-academic services to online learning students.
- H. Online learning students may participate in the extracurricular activities of the school district on the same basis as other enrolled students.

### **III. DEFINITIONS**

- A. "Blended learning" is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.

- B. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- C. “Enrolling district” means the school district or charter school in which a student is enrolled under Minn. Stat. § 120A.22, Subd. 4, for purposes of compulsory education.
- D. “Full-time online learning provider” means an enrolling school authorized by the Minnesota Department of Education (MDE) to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- E. “Online learning course syllabus” is a written document that an online learning provider transmits to the enrolling school district using a format prescribed by the Commissioner of MDE (Commissioner) to identify the state academic standards embedded in an online learning course, the course content outline, required course assessments, expectations for actual teacher contact time, and other student-to-teacher communications, and the academic support available to the online learning student.
- F. “Online learning” is a form of digital learning delivered by an approved online learning provider under Paragraph III.H.
- G. “Online learning student” is a student enrolled in an online learning course or program delivered by an authorized online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, or an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.
- I. “Student” is a Minnesota resident enrolled in a public school, a nonpublic school, church or religious organization, or home school in which a child is provided instruction in compliance with Minn. Stat. §§ 120A.22 and 120A.24.
- J. “Supplemental online learning” means an online learning course taken in place of a course period at a local district school.

#### **IV. PROCEDURES**

- A. Dissemination and Receipt of Information
  - 1. The school district shall make available information about online learning to all interested people. The school district may utilize the list of approved online learning providers and online learning courses and programs developed, published, and maintained by MDE.

2. The school district will receive and maintain information provided to it by online learning providers.
3. The online learning provider must report or make available information on an individual student's progress and accumulated credit to the student, the student's parent, and the enrolling district in a manner specified by the Commissioner unless the enrolling district and the online learning provider agree to a different form of notice and notify the Commissioner.
4. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits toward graduation.

B. Student Enrollment

1. A student may apply for full-time enrollment in an approved online learning program. The student must have the written consent of a parent or guardian to do so if the student is under eighteen (18) years of age.
2. The student and the student's parents must submit an application to the online learning provider and identify the student's reason for enrolling. An online learning provider that accepts a student under this section must notify the student and the enrolling district in writing within ten days if the enrolling district is not the online learning provider. The student and the student's parent must notify the online learning provider of the student's intent to enroll in online learning within ten days of being accepted, at which time the student and the student's parent must sign a statement indicating that they have reviewed the online course or program and understand the expectations of enrolling in online learning. The online learning provider must use a form provided by MDE to notify the enrolling district of the student's application to enroll in online learning.
3. The supplemental online learning notice to the enrolling district when a student applies to the online learning provider will include the courses or program, credits to be awarded, and the start date of the online learning course or program. An online learning provider must make available the supplemental online learning course syllabus to the enrolling district. Within 15 days after the online learning provider makes information in this paragraph available to the enrolling district, the enrolling district must notify the online learning provider whether the student, the student's parent, and the enrolling district agree or disagree that the course meets the enrolling district's graduation requirements. A student may enroll in a supplemental online learning course up to the midpoint of the school district's term. The school district may waive this requirement for special circumstances with the agreement of the online learning provider.
4. An online learning course or program that meets or exceeds a graduation standard or the grade progression requirement of the enrolling district as

described in the provider's online learning course syllabus meets the corresponding graduation requirements applicable to the student in the enrolling district. If the enrolling district does not agree that the course or program meets its graduation requirements, then the enrolling district must make available an explanation of its decision to the student, the student's parent, and the online learning provider; and the online learning provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

5. An online learning student may enroll in supplemental online learning courses equal to a maximum of 50 percent of the student's full schedule of courses per term during a single school year, and the student may exceed the supplemental online learning registration limit if the enrolling district permits for supplemental online learning enrollment above the limit or if the enrolling district and the online learning provider agree to the instructional services. To enroll in more than 50 percent of the student's full schedule or courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit or apply to enroll in an approved full-time online learning program consistent with Paragraph IV.B.2. above. Full-time online learning students may enroll in classes at a local school under a contract for instructional services between the online learning provider and the school district.
6. An online learning student may complete course work at a grade level that is different from the student's current grade level.
7. An online learning student may enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

C. Classroom Membership and Teacher Contact Time

1. The enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.
2. The school district may reduce the course schedule of an online learning student in proportion to the number of online learning courses the student takes from an online learning provider other than the school district.
3. A teacher with a Minnesota license must assemble and deliver instruction to enrolled students receiving online learning from an enrolling district. The delivery of instruction occurs when the student interacts with the computer or the teacher and receives ongoing assistance and assessment of learning. The instruction may include curriculum developed by persons other than a teacher holding a Minnesota license.

4. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under Minn. Stat. § 124D.095, Subd. 4(d), must give the Commissioner written assurance that all courses meet state academic standards and the online learning curriculum, instruction, and assessment expectations for actual teacher contact time or other student-teacher communications and academic support meet nationally recognized standards and are described as such in an online learning course syllabus that meets the Commissioner's requirements.

D. Academic Credit; Graduation Standards or Requirements

1. The school district shall apply the same graduation requirements to all students, including online learning students.
2. The school district shall use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for nonresident transfer students under Minnesota law.
3. The school district may challenge the validity of a course offered by an online learning provider. Such a challenge will be filed with MDE.
4. The school district shall count secondary credits granted to an online learning student toward its graduation and credit requirements.
5. If a student completes an online learning course or program that meets or exceeds a graduation standard or grade progression requirement at the school district, that standard or requirement will be met.

**Legal References:** Minn. Stat. § 120A.22 (Compulsory Instruction)  
 Minn. Stat. § 120A.24 (Reporting)  
 Minn. Stat. § 123B.42, Subd. 1 (Curriculum; Electronic Components)  
 Minn. Stat. § 124D.03 (Enrollment Options Program)  
 Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)  
 Minn. Stat. § 124D.095 (Online Learning Option Act)

**Cross References:** Burnsville-Eagan-Savage School District Policy 509 (Enrollment of Nonresident Students)  
 Burnsville-Eagan-Savage School District Policy 605 (Alternative Programs)  
 Burnsville-Eagan-Savage School District Policy 608 (Instructional Services – Special Education)  
 Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)  
 Burnsville-Eagan-Savage School District Policy 620 (Credit for Learning)

Adopted: 1/1986  
 Reviewed: 10/2011  
 Revised: 22/2011  
 Rescinds: ING

*Burnsville-Eagan-Savage School District Policy 799*

## **799 ANIMALS IN THE SCHOOLS**

### **I. PURPOSE**

The purpose of this policy is to provide guidance for when animals are allowed on school district property, including buildings and classrooms.

### **II. SERVICE ANIMALS**

- A. A person with a disability may be accompanied by a service animal in public places within Independent School District 191 consistent with Minnesota Statutes §256C.02 and § 363A.19. A service animal is defined as a dog that has been individually trained to do work or perform tasks for the benefit of a person with disabilities. A person who is training a dog to be a service dog also may be permitted to have a dog on school property.
- B. The services animal must be permitted in any areas of school district facilities that the public is normally allowed to visit. This is true even if local health codes would prohibit a dog from being in part or all of the facility.
- C. The District may only ask whether the service animal is required by the person's disability and what work or task the service animal does for the person with disabilities. No other inquiries may be made regarding the service animal.
- D. The animal handler must do the following:
  - 1. Properly harness or leash the service animal and maintain control of the animal.
  - 2. Provide the service animal with humane care and treatment.
- E. The person with a disability may be asked to remove the service animal if it is out of control and the handler cannot regain control or if it is not house-broken.

### **III. NON-SERVICE, COMPANION ANIMALS**

- A. A student with a disability who wishes to be accompanied in a school building including a classroom, lunchroom, or other area within the school building by a non-service animal should request that the student's Individualized Education

Program (IEP) or Section 504 team consider whether the non-service animal is necessary to provide the student with a free appropriate public education (FAPE).

- B. The non-service animal will be permitted to accompany the student if the student requires the animal in order to receive a FAPE as determined by the IEP or Section 504 team.
- C. IEP/ Section 504 teams will address any specific goal that would pertain to the animal and how the student's need would be addressed and if the use of the animal is the only means for meeting the student's need. These considerations would be balanced with the needs of other students in the school/classroom including allergies, asthma, and cultural concerns.
- D. The following requirements apply to non-service companion animals permitted in schools:
  - 1. The non-service animal is harnessed or leashed and controlled by the person with disabilities.
  - 2. Proof of vaccination for rabies and distemper-parvo must be provided before any non-service animal is allowed in a school.
  - 3. The person shall be liable for any damage done to property by a non-service animal.
  - 4. The person is responsible for the humane care and treatment of the non-service animal.
  - 5. The person may be asked to remove the non-service animal if it poses a significant health or safety risk or creates or may create disruption to the educational environment.

## **VI. VISITING ANIMALS**

- A. The site administrator has the sole discretion to allow or not allow pets or animals on school property. This provision does not apply to service animals or companion animals for persons with disabilities.
- B. When possible, it is preferable for students to go outside and visit the animal rather than have the animal visit the students in the building.
- C. If the site administrator grants permission for a visiting animal to be present on school property, the following minimal conditions apply:
  - 1. The animal must be controlled and humanely cared for by the owner,

2. The animal must be vaccinated as required by local law,
3. The animal must be removed by the owner at the request of the school administrator regardless of the reason if any;
4. The owner will be liable for property damage or injury.

## **VII. CLASSROOM ANIMALS**

- A. The site administrator has the sole discretion to allow or not allow animals (including birds, reptiles and insects) in classrooms.
- B. Animals must serve an educational purpose.
- C. Animals in the classroom are the responsibility of the teacher who must ensure safe handling or presentation of animals, adherence to proper hand washing and other safety practices, vaccination as required by law and clean-up of animal cages, food and waste.

## **VIII. ANIMAL BITES**

If an animal bite or other injury to persons occurs, administer first aid as necessary and notify the health office and parent or guardian.

**Legal References:** 20 U.S.C. § 1401 *et seq.* (The Individuals with Disabilities Education Act)  
 29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
 Minn. Stat. §§ 256C.02 (Persons with Disabilities)  
 Minn. Stat. §363A.19 (Discrimination against Persons with Disabilities Prohibited)  
 48 U.S.C. §§ 12101 *et seq.* (The Americans with Disabilities Act)  
 28 C.F.R. 36.302(c)(1) (Service Animals)

**Cross References:** Burnsville-Eagan-Savage School District Policy 402 (Disability Nondiscrimination Policy)  
 Burnsville-Eagan-Savage School District Policy 521 (Student Disability Nondiscrimination)  
 Burnsville-Eagan-Savage School District Policy 608 (Instructional Service – Special Education)

Descriptor Term: **Animals in the School**

Descriptor Code: **ING**

Issued Date: **1/86**

Reviewed Date: **10/11**

Revised Date: **11/11**

Rescinds:

## ANIMALS ACCOMPANYING STUDENTS IN DISTRICT 191 SCHOOLS

### Pets and Instructional Related Animals

Permission from the site administrator must be obtained prior to an animal being in a school. The discretion to allow or refuse permission for an animal to be on school grounds rests solely with the administrator. If the administrator grants permission the following requirements apply:

Dogs must be accompanied by proof of current vaccination for rabies and distemper-parvo.

The owner shall be liable for any damage done to property by the animal.

The owner is responsible for the humane care and treatment of the animal.

The owner may be asked to remove the service animal if it poses a significant health or safety risk or disrupts or may disrupt the educational environment.

Animals will not be allowed in food preparation, storage or eating areas.

### Service Animals

A student with a disability may be accompanied by a service animal in public places within District 191 consistent with Minnesota Statutes §256 and §363A.19. A service animal is defined for the purposes of this policy as any animal that has been individually trained to do work or perform tasks for the benefit of a person with disabilities. The person with a disability must:

Properly harness or leash the service animal and maintain control of the animal.

Proof of vaccination for rabies and distemper-parvo must be provided before any service animal is allowed to work in a school.

The person shall be liable for any damage done to property by the service animal.

The person is responsible for the humane care and treatment of the service animal.

The person may be asked to remove the service animal if it poses a significant health or safety risk to the person or others.

## Non - Service Animals

A student with a disability who wishes to be accompanied in a school building including a classroom, lunchroom or other area within the school building by a non-service animal should request that the student's Individual Education Program (IEP) team or Section 504 team consider whether the non-service animal is necessary to provide the student with a free appropriate public education.

The non-service animal will be permitted to accompany the student if the student requires the animal in order to receive an appropriate education as determined by the IEP or Section 504 team. In such a case, the following apply:

The non-service animal is harnessed or leashed and controlled by the person with disabilities.

Proof of vaccination for rabies and distemper-parvo must be provided before any non-service animal is allowed to work in a school.

The person shall be liable for any damage done to property by a non-service animal.

The person is responsible for the humane care and treatment of the non-service animal.

The person may be asked to remove the non-service animal if it poses a significant health or safety risk or creates or may create disruption to the educational environment.

## ANIMALS ACCOMPANYING EMPLOYEES OR OTHER ADULTS IN DISTRICT 191 SCHOOLS

Service animals are permitted to accompany a person with disabilities consistent with Minnesota Statutes §256C. A person who is training a dog to be a service dog shall also be permitted to have a dog on school property.

A service animal is defined for the purposes of this policy as any animal trained to do work or perform tasks for the benefit of a person with disabilities. The person with a disability must:

Properly harness or leash the service animal and maintain control of the animal.

Proof of vaccination for rabies and distemper-parvo must be provided before any service animal is allowed to work in a school.

The person shall be liable for any damage done to property by the service animal.

The person is responsible for the humane care and treatment of the service animal.

The person may be asked to remove the service animal if it poses a significant health or safety risk to the person or others.

### Legal References:

The Individuals with Disabilities Education Act, 20 U.S.C. §1401 *et seq*

Section 504 of the Rehabilitation Act of 1973

Minn.Stat. §256C.01 - .03

Minn. Stat. § 363A. 19

The Americans with Disabilities Act ,48U.S.C.§ 12101 *et seq*.

28 C.F.R. 36.302(c)(1)

Descriptor Term: **Guidelines Animals in the School**

Descriptor Code: **ING-R**

Issued Date: **1/86**

Reviewed Date: **11/09**

Revised Date: **1/10**

Rescinds:

Site Administrators must grant permission prior to a non-service animal being allowed in a school.

All interactions between animals and students will be supervised.

Non-service animals will not be allowed in food preparation, storage or eating areas.

Thorough hand washing with soap and water will take place after any contact with animals, their equipment, cages or food. This is especially important in the case of handling reptiles such as turtles and iguanas.

The following animals will not be allowed in school: Cats, stray animals, aggressive animals, poisonous animals – spiders, snakes, venomous insects and baby ducks or chicks.

The following conditions must be met for safety and sanitation:

#### Caged Animals

Cages must be kept on a table, counter or shelf, and set in a metal or plastic tray, or a cardboard tray with a plastic liner. If the cage has a built-in bottom, it may be placed on the floor.

Owners of the animals are responsible for feeding, watering and cage-cleaning functions including the area around the cage and floor as needed. These functions may be delegated to a specified district employee or student who accepts responsibility. Cleaning and disposal of cage contents should be done frequently using gloves. Bacteria and allergen in the urine should be considered when housing an animal in a classroom.

#### Visiting Animals

Dogs must be accompanied by copies of their vaccination dates against rabies and distemper-parvo. When possible, it is preferable for students to go outside and visit the animal rather than have the animal visit the students in the building.

#### Animal Bites

If an animal bite occurs, administer first aid as necessary and notify the health office.

#### Other Emergency Situations

In the event of an emergency situation, (i.e., building closure, natural catastrophe) a plan of care to house and care for the animal will be the responsibility of the classroom teacher and site administrator).

#### Determining Need for Non-Service Animals

IEP/504 teams will meet to consider the need for an animal to accompany a student to school. The Team will address any specific goal/objective that would pertain to the animal and how the student's need would be addressed and if the use of the animal is the only and best means for meeting the student's need. These considerations would be balanced with the needs of other students in the school/classroom including allergies, asthma, and cultural concerns.



**Agenda V**  
**January 14, 2016**

**To:** Board of Education, Members  
**From:** Chairperson  
**Date:** January 8, 2016  
**Re:** Reports

Receive reports and/or updates from Student Representative Maedin Abegaz, Superintendent Gothard and Board Members.



**Burnsville-Eagan-Savage I.S.D. No. 191  
Potential Refunding of School Building Bonds  
Series 2007A, Series 2008A and Series 2009A  
Background Information – January 8, 2016**

**Background on Existing Bonds**

- When municipal bonds are sold, the issuer must specify the “call provisions” (which bonds can be prepaid, at what times, and at what price).
  
- For three of your outstanding bond issues, you have two different call dates when your bonds can be “called at par” (prepaid at face value):
  - For the 2007A issue, the bonds maturing in 2018 through 2027 can be called on February 1, 2017 or later
  - For the 2008A issue, the bonds maturing in 2019 through 2033 can be called on February 1, 2018 or later
  - For the 2009A issue, the bonds maturing in 2019 through 2029 can be called on February 1, 2018 or later.
  
- The amount of “callable” maturities as well as the corresponding interest rates vary:
  - 2007A issue: \$9,110,000 in principal, interest rates ranging from 4.00% to 4.25%, with an average coupon of 4.18%
  - 2008A issue: \$29,330,000 in principal, interest rates ranging from 4.25% to 5.0%, with an average coupon of 4.87%
  - 2009A issue: \$12,905,000 in principal, interest rates ranging from 4.5% to 5.75%, with an average coupon of 5.60% (this is a taxable issue).
  
- There will be an opportunity to reduce future debt service payments and tax levies by “refunding” (refinancing) the bonds – issuing new bonds at lower interest rates and using the proceeds to call and pay off the existing bonds.
- Best time to refund the bonds will be between now and December of the year before the call date (December of 2016 for the 2007A bonds and 2017 for the 2008A and 2009A bonds).
- Federal regulations and state law place a number of restrictions and requirements on how and when tax-exempt bonds can be refunded.

**Option 1 – Current Refunding**

- Simplest form of refunding, with lowest issuance costs.
- Cannot “close” on a current refunding until 90 days before the call date.
- Could conduct a bond sales in late September or later, closing in November or December of the year prior to the call date.
- Proceeds of the new bond issue would be invested by the district for up to 90 days (from the closing date on the new bonds to the call date).
- On the call date, the invested funds would be used to call and pay off the existing bonds.



**Option 2 – Advance Refunding**

- Gives the district the opportunity to refund bonds more than 90 days before the call date.
- Useful if you believe rates will increase – can lock in low rates and the corresponding savings now.
- Subject to Statutory requirements, both federal and state:
  - Can only be done once as a tax exempt refunding on tax exempt debt (more often on a taxable basis)
  - Savings as a percent of the refunded debt must exceed 3%. This is a minimum as opposed to a target savings percentage as proper timing almost always results in higher savings.
- More complex transaction than a current refunding, with more federal and state restrictions and slightly higher up-front costs.
- Most common form of advance refunding in Minnesota is called a “crossover” refunding
  - Proceeds of new bond issue are placed in an escrow account and invested in U.S. Treasuries (or in some cases, U.S. Agencies)
  - Escrow account is used to pay interest on the new refunding bonds through the call date, and to call (pay off) the old bonds on the call date
  - The District will continue to pay debt service payments on the old refunded bonds until the call date, then will begin to make the debt service payments on the new refunding bonds
  - Additional fees for escrow agent, CPA to verify sufficiency of escrow account, and (in some cases) a bidding agent for the securities in the escrow account
  - Additional accounting requirements for the escrow account.
- Current barrier to advance refundings: an inefficient escrow account due to investment rates for the escrow account being very low. Leads to a “loss” in the escrow account, referred to as “negative arbitrage,” which increases the amount of bonds that must be sold and reduces the savings from the refunding.

**Interest Rate Trends – page 4**

- Current rates (on 20 year bonds) are near the lowest levels since 1967 – 45 years ago
- Most economists are predicting that rates will increase

**Estimates Related to Potential Savings from Refunding Bonds, and Sensitivity Analysis (which shows the impact of changes in rates on the potential savings from waiting to execute a current refunding):**

Estimates Related to Refunding 2007A Bonds – page 5-7

Estimates Related to Refunding 2008A Bonds – page 8-10

Estimates Related to Refunding 2009A Bonds – page 11-13



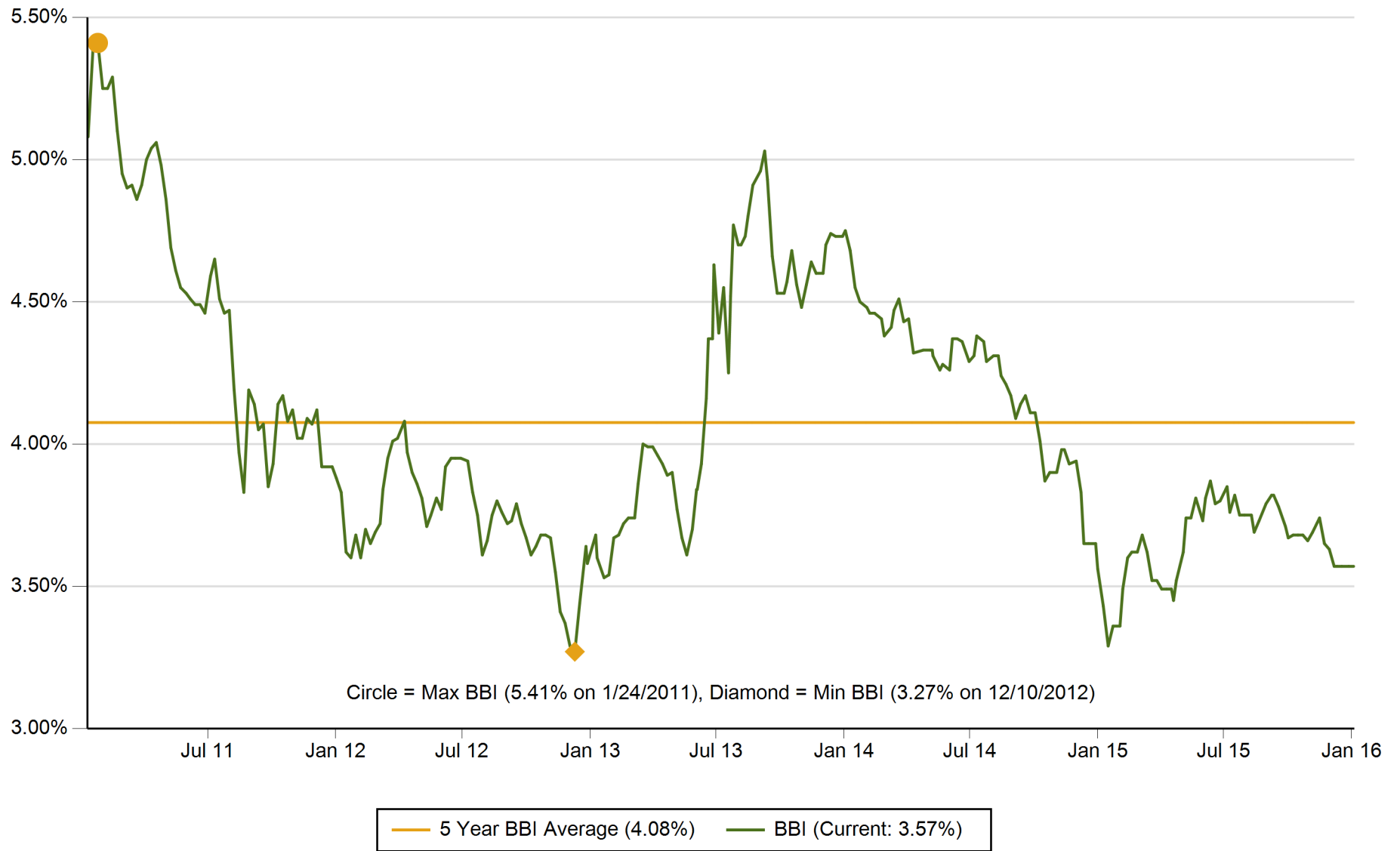
**Options for Each Bond Issue**

1. Proceed with an advance refunding as soon as possible
2. Do nothing now (wait for possible additional savings)
  - a. Ehlers will continue to monitor market trends and alert district if rates drop
  - b. If rates drop to generate sufficient savings:
    - i. Ask Board to adopt a resolution authorizing sale of refunding bonds
    - ii. Schedule a competitive sale
    - iii. Present results to Board and ask them to consider awarding sale of bonds
  - c. If rates don't decline between now and the fall of 2016, we would still recommend a current refunding of the 2007A at that time. For the 2008A and 2009A bonds, we would make the same recommendation in the fall of 2017.
3. Adopt a resolution authorizing the sale of bonds if a predetermined minimum level of savings can be achieved
  - a. Allows us to skip some of the steps in 2.b. above and schedule a sale more quickly
  - b. Board would still have to take action to award sale of bonds.



# 5 YEAR TREND IN MUNICIPAL BOND INDICES

Weekly Rates January, 2011 - January, 2016



The Bond Buyer "20 Bond Index" (BBI) shows average yields on a group of municipal bonds that mature in 20 years and have an average rating equivalent to Moody's Aa2 and S&P's AA.

# I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$8,495,000 G.O. Alternative Facilities Refunding Bonds, Dated December 1, 2016

**Proposed Current Refunding of Series 2007A**

Assuming Current Non-BQ "Aa2" Market Rates + 25 bp

## Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2017	-	(2,757.15)	-	2,757.15
02/01/2018	1,033,275.00	1,033,275.00	1,131,982.50	98,707.50
02/01/2019	1,033,550.00	1,033,550.00	1,131,782.50	98,232.50
02/01/2020	1,033,950.00	1,033,950.00	1,130,382.50	96,432.50
02/01/2021	1,033,150.00	1,033,150.00	1,132,782.50	99,632.50
02/01/2022	1,036,150.00	1,036,150.00	1,132,720.00	96,570.00
02/01/2023	1,037,750.00	1,037,750.00	1,136,213.76	98,463.76
02/01/2024	1,032,950.00	1,032,950.00	1,133,057.50	100,107.50
02/01/2025	1,031,950.00	1,031,950.00	1,132,737.50	100,787.50
02/01/2026	1,039,550.00	1,039,550.00	1,135,737.50	96,187.50
02/01/2027	1,035,150.00	1,035,150.00	1,136,325.00	101,175.00
<b>Total</b>	<b>\$10,347,425.00</b>	<b>\$10,344,667.85</b>	<b>\$11,333,721.26</b>	<b>\$989,053.41</b>

## PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	882,885.20
Net PV Cashflow Savings @ 2.017%(Bond Yield).....	882,885.20
Contingency or Rounding Amount.....	2,757.15
Net Present Value Benefit	\$885,642.35
Net PV Benefit / \$10,142,027.38 PV Refunded Debt Service	8.732%
Net PV Benefit / \$9,110,000 Refunded Principal...	9.722%
Net PV Benefit / \$8,495,000 Refunding Principal..	10.425%

## Refunding Bond Information

Refunding Dated Date	12/01/2016
Refunding Delivery Date	12/01/2016

# I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$8,710,000 G.O. Alternative Facilities Refunding Bonds, Dated March 15, 2016

## Proposed Crossover Refunding of Series 2007A

Assuming Current Non-BQ "Aa2" Market Rates + 25 bp

### Debt Service Comparison

Date	Total P+I	Const Loan			Old Net D/S	Savings
		Pmt	Existing D/S	Net New D/S		
02/01/2017	288,086.67	(9,398,086.67)	9,486,982.50	371,760.21	376,982.50	5,222.29
02/01/2018	1,053,200.00	-	-	1,053,200.00	1,131,982.50	78,782.50
02/01/2019	1,054,200.00	-	-	1,054,200.00	1,131,782.50	77,582.50
02/01/2020	1,054,000.00	-	-	1,054,000.00	1,130,382.50	76,382.50
02/01/2021	1,052,600.00	-	-	1,052,600.00	1,132,782.50	80,182.50
02/01/2022	1,055,000.00	-	-	1,055,000.00	1,132,720.00	77,720.00
02/01/2023	1,056,000.00	-	-	1,056,000.00	1,136,213.76	80,213.76
02/01/2024	1,055,600.00	-	-	1,055,600.00	1,133,057.50	77,457.50
02/01/2025	1,053,800.00	-	-	1,053,800.00	1,132,737.50	78,937.50
02/01/2026	1,055,600.00	-	-	1,055,600.00	1,135,737.50	80,137.50
02/01/2027	1,055,750.00	-	-	1,055,750.00	1,136,325.00	80,575.00
<b>Total</b>	<b>\$10,833,836.67</b>	<b>(9,398,086.67)</b>	<b>\$9,486,982.50</b>	<b>\$10,917,510.21</b>	<b>\$11,710,703.76</b>	<b>\$793,193.55</b>

### PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	690,098.53
Net PV Cashflow Savings @ 2.154%(Bond Yield).....	690,098.53
Contingency or Rounding Amount.....	5,222.29
Net Present Value Benefit	\$695,320.82
Net PV Benefit / \$9,914,811.20 PV Refunded Debt Service	7.013%
Net PV Benefit / \$9,110,000 Refunded Principal...	7.633%
Net PV Benefit / \$8,710,000 Refunding Principal..	7.983%

### Refunding Bond Information

Refunding Dated Date	3/15/2016
Refunding Delivery Date	3/15/2016

**Burnsville-Eagan-Savage I.S.D. No. 191**  
**Sensitivity Analysis - Advance vs. Current Refunding**

**Potential Refunding of \$14,925,000 G.O. Alternative Facilities Bonds,  
 Series 2007A**

**Call Date: February 1, 2017**

**Date of Analysis: January 8, 2015**

<b>Advance Refunding</b>		
Dated:		3/15/2016
Estimated Savings:		
Future Value of All Savings		\$793,194
Present Value as of 3/15/2016		695,321
PV Savings as % of Refunded Principal		7.01%
Present Value as of 12/1/2016		<b>707,924</b>
Projected Negative Arbitrage		<b>-128,744</b>

<b>Current Refunding</b>		
Dated:		12/1/2016
Estimated Savings, Based on Current Interest Rates		
Future Value of All Savings		\$989,053
Present Value as of 12/1/2016		<b>885,642</b>
PV Savings as % of Refunded Principal		8.73%
Present Value of savings, if interest rates change by:		
	-1.00%	1,443,230
	-0.90%	1,387,040
	-0.80%	1,331,492
	-0.70%	1,276,368
	-0.60%	1,221,663
	-0.50%	1,167,374
	-0.40%	1,113,498
	-0.30%	1,060,031
	-0.20%	1,006,969
	-0.10%	954,308
Current Rates →	0.00%	885,642
	0.10%	850,178
	0.20%	798,702
	0.30%	747,613
	0.40%	696,910
	0.50%	646,587
	0.60%	596,642
	0.70%	547,072
	0.80%	497,873
	0.90%	449,042
	1.00%	400,577

<b>Break-Even Analysis</b>	
<b>Estimated Break-Even Point:</b>	<b>0.38%</b>
Ehlers estimates that, if interest rates increase by less than 0.38% between now and 12/01/2016, then the district would gain greater savings by waiting to conduct a current refunding than they would receive from an advance refunding in the near future.	

## I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$27,755,000 G.O. Alternative Facilities Refunding Bonds, Dated December 1, 2017

### Proposed Current Refunding of Series 2008A

Assuming Current GO Non-BQ "Aa2" Market Rates + 25 bp

### Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2018	-	(3,269.35)	-	3,269.35
02/01/2019	2,253,908.33	2,253,908.33	2,651,162.50	397,254.17
02/01/2020	2,249,550.00	2,249,550.00	2,648,037.50	398,487.50
02/01/2021	2,242,550.00	2,242,550.00	2,642,787.50	400,237.50
02/01/2022	2,263,750.00	2,263,750.00	2,663,725.00	399,975.00
02/01/2023	2,271,950.00	2,271,950.00	2,669,375.00	397,425.00
02/01/2024	2,302,550.00	2,302,550.00	2,700,000.00	397,450.00
02/01/2025	2,274,550.00	2,274,550.00	2,674,000.00	399,450.00
02/01/2026	2,240,150.00	2,240,150.00	2,641,500.00	401,350.00
02/01/2027	2,259,550.00	2,259,550.00	2,660,750.00	401,200.00
02/01/2028	2,775,550.00	2,775,550.00	3,175,250.00	399,700.00
02/01/2029	2,763,150.00	2,763,150.00	3,161,250.00	398,100.00
02/01/2030	2,741,450.00	2,741,450.00	3,142,500.00	401,050.00
02/01/2031	2,763,250.00	2,763,250.00	3,162,500.00	399,250.00
02/01/2032	2,777,200.00	2,777,200.00	3,175,000.00	397,800.00
02/01/2033	2,333,450.00	2,333,450.00	2,730,000.00	396,550.00
<b>Total</b>	<b>\$36,512,558.33</b>	<b>\$36,509,288.98</b>	<b>\$42,497,837.50</b>	<b>\$5,988,548.52</b>

### PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	4,896,007.25
Net PV Cashflow Savings @ 2.611%(Bond Yield).....	4,896,007.25
Contingency or Rounding Amount.....	3,269.35
Net Present Value Benefit	\$4,899,276.60
Net PV Benefit / \$34,449,296.16 PV Refunded Debt Service	14.222%
Net PV Benefit / \$29,330,000 Refunded Principal...	16.704%
Net PV Benefit / \$27,755,000 Refunding Principal..	17.652%

### Refunding Bond Information

Refunding Dated Date	12/01/2017
Refunding Delivery Date	12/01/2017

# I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$29,460,000 G.O. Alternative Facilities Refunding Bonds, Dated March 15, 2016

## Proposed Crossover Refunding of Series 2008A

Assuming Current GO Non-BQ "Aa2" Market Rates + 25 bp

### Debt Service Comparison

Date	Total P+I	Debt Pmt	Existing D/S	Net New D/S	Old Net D/S	Savings
02/01/2017	907,216.25	(907,216.25)	1,401,162.50	1,400,507.35	1,401,162.50	655.15
02/01/2018	1,033,537.50	(30,363,537.50)	30,731,162.50	1,401,162.50	1,401,162.50	-
02/01/2019	2,373,537.50	-	-	2,373,537.50	2,651,162.50	277,625.00
02/01/2020	2,369,937.50	-	-	2,369,937.50	2,648,037.50	278,100.00
02/01/2021	2,369,337.50	-	-	2,369,337.50	2,642,787.50	273,450.00
02/01/2022	2,386,537.50	-	-	2,386,537.50	2,663,725.00	277,187.50
02/01/2023	2,395,737.50	-	-	2,395,737.50	2,669,375.00	273,637.50
02/01/2024	2,422,137.50	-	-	2,422,137.50	2,700,000.00	277,862.50
02/01/2025	2,399,937.50	-	-	2,399,937.50	2,674,000.00	274,062.50
02/01/2026	2,365,937.50	-	-	2,365,937.50	2,641,500.00	275,562.50
02/01/2027	2,385,537.50	-	-	2,385,537.50	2,660,750.00	275,212.50
02/01/2028	2,900,037.50	-	-	2,900,037.50	3,175,250.00	275,212.50
02/01/2029	2,887,437.50	-	-	2,887,437.50	3,161,250.00	273,812.50
02/01/2030	2,868,037.50	-	-	2,868,037.50	3,142,500.00	274,462.50
02/01/2031	2,886,987.50	-	-	2,886,987.50	3,162,500.00	275,512.50
02/01/2032	2,896,512.50	-	-	2,896,512.50	3,175,000.00	278,487.50
02/01/2033	2,452,950.00	-	-	2,452,950.00	2,730,000.00	277,050.00
<b>Total</b>	<b>\$40,301,353.75</b>	<b>(31,270,753.75)</b>	<b>\$32,132,325.00</b>	<b>\$41,162,269.85</b>	<b>\$45,300,162.50</b>	<b>\$4,137,892.65</b>

### PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	3,179,360.67
Net PV Cashflow Savings @ 2.838%(Bond Yield).....	3,179,360.67
Contingency or Rounding Amount.....	655.15
Net Present Value Benefit	\$3,180,015.82
Net PV Benefit / \$32,257,243.73 PV Refunded Debt Service	9.858%
Net PV Benefit / \$29,330,000 Refunded Principal...	10.842%
Net PV Benefit / \$29,460,000 Refunding Principal..	10.794%

### Refunding Bond Information

Refunding Dated Date	3/15/2016
Refunding Delivery Date	3/15/2016

**Burnsville-Eagan-Savage I.S.D. No. 191**  
**Sensitivity Analysis - Advance vs. Current Refunding**

**Potential Refunding of \$30,580,000 G.O. Alternative Facilities Bonds,  
 Series 2008A**

**Call Date: February 1, 2018**

**Date of Analysis: January 8, 2016**

<b>Advance Refunding</b>		
Dated:		3/15/2016
Estimated Savings:		
Future Value of All Savings		\$4,137,893
Present Value as of 3/15/2016		3,180,016
PV Savings as % of Refunded Principal		9.86%
Present Value as of 12/1/2017		<b>3,344,444</b>
Projected Negative Arbitrage		<b>-1,026,704</b>

<b>Current Refunding</b>		
Dated:		12/1/2017
Estimated Savings, Based on Current Interest Rates		
Future Value of All Savings		\$5,988,549
Present Value as of 12/1/2017		<b>4,899,277</b>
PV Savings as % of Refunded Principal		14.22%
Present Value of savings, if interest rates change by:		
	-1.00%	7,731,796
	-0.90%	7,442,666
	-0.80%	7,158,253
	-0.70%	6,876,933
	-0.60%	6,598,667
	-0.50%	6,323,418
	-0.40%	6,051,148
	-0.30%	5,781,821
	-0.20%	5,515,399
	-0.10%	5,251,848
Current Rates →	0.00%	4,899,277
	0.10%	4,733,216
	0.20%	4,478,065
	0.30%	4,225,646
	0.40%	3,975,926
	0.50%	3,728,870
	0.60%	3,484,448
	0.70%	3,242,625
	0.80%	3,003,372
	0.90%	2,766,656
	1.00%	2,532,447

<b>Break-Even Analysis</b>	
<b>Estimated Break-Even Point:</b>	<b>0.66%</b>
Ehlers estimates that, if interest rates increase by less than 0.66% between now and 12/01/2017, then the district would gain greater savings by waiting to conduct a current refunding than they would receive from an advance refunding in the near future.	

# I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$12,885,000 Taxable G.O. OPEB Refunding Bonds, Dated December 1, 2017

## Proposed Current Refunding of Series 2009A

Assuming Current GO Tax "Aa2" Market Rates + 25 bp

### Debt Service Comparison

Date	Total P+I	Net New D/S	Old Net D/S	Savings
02/01/2018	-	(2,177.75)	-	2,177.75
02/01/2019	1,409,237.08	1,409,237.08	1,602,900.00	193,662.92
02/01/2020	1,414,567.50	1,414,567.50	1,607,625.00	193,057.50
02/01/2021	1,413,217.50	1,413,217.50	1,605,625.00	192,407.50
02/01/2022	1,405,967.50	1,405,967.50	1,596,375.00	190,407.50
02/01/2023	1,412,967.50	1,412,967.50	1,607,437.50	194,470.00
02/01/2024	1,413,767.50	1,413,767.50	1,604,475.00	190,707.50
02/01/2025	1,413,517.50	1,413,517.50	1,603,062.50	189,545.00
02/01/2026	1,407,217.50	1,407,217.50	1,599,437.50	192,220.00
02/01/2027	1,410,017.50	1,410,017.50	1,602,156.26	192,138.76
02/01/2028	1,405,337.50	1,405,337.50	1,595,656.26	190,318.76
02/01/2029	1,407,600.00	1,407,600.00	1,600,218.76	192,618.76
<b>Total</b>	<b>\$15,513,414.58</b>	<b>\$15,511,236.83</b>	<b>\$17,624,968.78</b>	<b>\$2,113,731.95</b>

### PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	1,785,378.90
Net PV Cashflow Savings @ 2.933%(Bond Yield).....	1,785,378.90
Contingency or Rounding Amount.....	2,177.75
Net Present Value Benefit	\$1,787,556.65
Net PV Benefit / \$14,822,981.65 PV Refunded Debt Service	12.059%
Net PV Benefit / \$12,905,000 Refunded Principal...	13.852%
Net PV Benefit / \$12,885,000 Refunding Principal..	13.873%

### Refunding Bond Information

Refunding Dated Date	12/01/2017
Refunding Delivery Date	12/01/2017

# I.S.D. No. 191 (Burnsville-Eagan-Savage), MN

\$13,500,000 Taxable G.O. OPEB Refunding Bonds, Dated March 15, 2016

## Proposed Advance Refunding of Series 2009A

Assuming Current GO Tax "Aa2" Market Rates + 25 bp

### Debt Service Comparison

Date	Total P+I	Const Loan		Existing D/S	Net New D/S	Old Net D/S	Savings
		Pmt					
02/01/2017	380,740.50	(380,740.50)		1,585,900.00	1,581,197.60	1,585,900.00	4,702.40
02/01/2018	433,755.00	(13,338,755.00)		14,494,900.00	1,589,900.00	1,589,900.00	-
02/01/2019	1,483,755.00	-		-	1,483,755.00	1,602,900.00	119,145.00
02/01/2020	1,492,255.00	-		-	1,492,255.00	1,607,625.00	115,370.00
02/01/2021	1,489,555.00	-		-	1,489,555.00	1,605,625.00	116,070.00
02/01/2022	1,480,955.00	-		-	1,480,955.00	1,596,375.00	115,420.00
02/01/2023	1,491,605.00	-		-	1,491,605.00	1,607,437.50	115,832.50
02/01/2024	1,485,905.00	-		-	1,485,905.00	1,604,475.00	118,570.00
02/01/2025	1,484,305.00	-		-	1,484,305.00	1,603,062.50	118,757.50
02/01/2026	1,480,400.00	-		-	1,480,400.00	1,599,437.50	119,037.50
02/01/2027	1,483,475.00	-		-	1,483,475.00	1,602,156.26	118,681.26
02/01/2028	1,476,750.00	-		-	1,476,750.00	1,595,656.26	118,906.26
02/01/2029	1,483,625.00	-		-	1,483,625.00	1,600,218.76	116,593.76
<b>Total</b>	<b>\$17,147,080.50</b>	<b>(13,719,495.50)</b>		<b>\$16,080,800.00</b>	<b>\$19,503,682.60</b>	<b>\$20,800,768.78</b>	<b>\$1,297,086.18</b>

### PV Analysis Summary (Net to Net)

Gross PV Debt Service Savings.....	1,025,993.53
Net PV Cashflow Savings @ 3.164%(Bond Yield)....	1,025,993.53
Contingency or Rounding Amount.....	4,702.40
Net Present Value Benefit	\$1,030,695.93
Net PV Benefit / \$13,863,774.70 PV Refunded Debt Service	7.434%
Net PV Benefit / \$12,905,000 Refunded Principal...	7.987%
Net PV Benefit / \$13,500,000 Refunding Principal..	7.635%

### Refunding Bond Information

Refunding Dated Date	3/15/2016
Refunding Delivery Date	3/15/2016

**Burnsville-Eagan-Savage I.S.D. No. 191**  
**Sensitivity Analysis - Advance vs. Current Refunding**

**Potential Refunding of \$18,580,000 G.O. Taxable OPEB Bonds,  
 Series 2009A**

**Call Date: February 1, 2018**

**Date of Analysis: January 8, 2016**

<b>Advance Refunding</b>		
Dated:		3/15/2016
Estimated Savings:		
Future Value of All Savings		\$1,297,086
Present Value as of 3/15/2016		1,030,696
PV Savings as % of Refunded Principal		7.43%
Present Value as of 12/1/2017		<b>1,091,146</b>
Projected Negative Arbitrage		<b>-527,291</b>

<b>Current Refunding</b>		
Dated:		12/1/2017
Estimated Savings, Based on Current Interest Rates		
Future Value of All Savings		\$2,113,732
Present Value as of 12/1/2017		<b>1,787,557</b>
PV Savings as % of Refunded Principal		12.06%
Present Value of savings, if interest rates change by:		
	-1.00%	2,592,971
	-0.90%	2,505,337
	-0.80%	2,418,774
	-0.70%	2,332,916
	-0.60%	2,247,756
	-0.50%	2,248,261
	-0.40%	2,163,795
	-0.30%	2,080,014
	-0.20%	1,996,912
	-0.10%	1,914,483
Current Rates →	0.00%	1,787,557
	0.10%	1,751,616
	0.20%	1,671,166
	0.30%	1,591,364
	0.40%	1,512,204
	0.50%	1,433,679
	0.60%	1,355,784
	0.70%	1,278,513
	0.80%	1,201,860
	0.90%	1,125,819
	1.00%	1,050,386

<b>Break-Even Analysis</b>	
<b>Estimated Break-Even Point:</b>	<b>0.95%</b>
Ehlers estimates that, if interest rates increase by less than 0.95% between now and 12/01/2017, then the district would gain greater savings by waiting to conduct a current refunding than they would receive from an advance refunding in the near future.	

# Vision One 91

**Middle School January Update**

*opportunities and possibilities...*

# Welcome

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# BES

INDEPENDENT SCHOOL DISTRICT 191

Eagle Ridge Middle School - Principal Don Leake

Metcalf Middle School - Principal Kelly Ronn

Nicollet Middle School - Principal Renee Brandner



# Middle School Model Overview

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- Our **new middle schools** will open for the 2016-17 school year as part of Vision One91 in Burnsville-Eagan-Savage School District 191.
- The goal of Vision One91 is to redesign the district to meet the needs of today's learners and ensure the district's mission of "**Each Student Real-World Ready.**"



# Our New Middle Schools in One91

349

Transforming from the traditional structure of junior high schools, each with an individual focus, to an innovative middle school culture of **Science**, **Technology**, **Engineering**, **Arts**, **Advanced Learning**, **AVID**, and **Mathematics** = **STEAAAM** for all One91 middle school learners.



# Middle School Model Overview

350

## Key elements - rigor, opportunity and community

All three middle schools will offer similar programming and opportunities.

- Each student will be assigned to an **interdisciplinary team** of teachers.
- An **eight-period day (plus advisory)** will allow students the opportunity to explore more subjects and interests.
- **Advisory** will focus on college/career readiness, social and emotional learning standards, community building, and enhancing the relationships between students and teachers.

# Middle School Model Overview

351

- **Honors** classes will be offered in 6th, 7th and 8th grade in core subject areas (literary arts, social studies and science).
- **Math acceleration** for qualified students will continue in 6th, 7th and 8th grades.
- All students will have one period each day for **reading** instruction at their level with students at the same level.
- All students will participate for one period each day in enrichment, acceleration or intervention programming called **Blaze Success Time**.



# Middle School Model Overview

352

- Expanded **elective and exploratory** offerings are being developed.
- Every middle school will have strong **Gifted/Talented** and **STEM programming**.
- Every middle school will **build on** the **arts programming** available for students.
- Every middle school will have opportunities for qualifying students to participate in **AVID**, a college prep program.



# Technology and Digital Literacy

353

Exploratory classes in 6th and 7th grade

**Project Lead the Way (PLTW)** pre-engineering courses

- Design & Modeling
- Automation & Robotics



**Digital Literacy** courses

- Media Literacy
- Digital Knowledge

# Technology and Digital Literacy

354

8th grade will have elective opportunities in:

**Project Lead the Way (PLTW)** pre-engineering courses

- Green Architecture & Energy in the Environment
- Science of Technology & Magic of Electrons

**Digital Literacy** courses

- Digital Age
- Computer Animation



# AVID College-Readiness System

355

## AVID Schoolwide College Readiness

AVID is a systemic schoolwide use of **best practice instructional strategies** to develop a culture of college readiness for students through **rigorous preparation** in the areas of writing, inquiry, collaboration, organization, and reading.

## AVID Elective Course

AVID Elective helps students in the academic middle and/or traditionally underrepresented at the postsecondary level **reach their full potential** by **developing a vision** for their future and **gain confidence** in their abilities.

# GT/Advanced Learning Programming Overview

- Expanded gifted and talented opportunities with enrichment or **Advanced Learning** programming to **all three middle schools**.
  - **Honors/Enriched** course model in **Literary Arts, Social Studies,** and **Science**.
  - **Accelerated Math** in grades 6 - 8.

(Students must qualify for GT and Honors courses)



# Arts Programming

357

- The Arts are an **essential component** in educating the scientists, engineers and mathematicians of the 21st Century.
- Programming available in the Arts will be available during **explore**, **elective** and **Blaze Success Time**.
- The middle school Arts **options** include:
  - Art
  - Band
  - Chorus
  - Dramatic Literature
  - Orchestra
  - Classroom Music
  - Other Performance Based Arts Opportunities



# Exploratory and Elective Courses

358

- The **exploratory rotation** provides students with opportunities to experience new courses leading to college or career pathways.
- Most students will have an **opportunity** to **select the electives** which align with the career pathways at Burnsville Senior High.



# Exploratory Block- Grade 6

359

All 6th grade students will have one period of exploratory block. Classes will rotate each quarter.



PLTW- Design and Modeling  
FACS 6  
Art  
Media Literacy

# Exploratory Block- Grade 7

All 7th grade students will have one period of exploratory block. Classes will rotate each quarter.

PLTW- Automation and Robotics  
Health  
FACS 7  
Digital Knowledge



# Electives 6 and 7

361

Students in Grade 6 and 7 will have every other day required physical education. The opposite day they will choose from the following fine arts electives:



Band  
Strings  
Choir

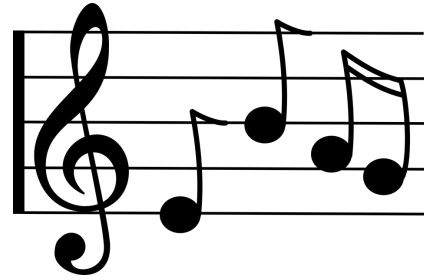
Dramatic Literature  
Exploring Music (6 only)  
Music In Our World (7 only)  
Art Around the World (7 only)



# Year Long Electives 8

362

- Band
- Choir
- Orchestra
- Spanish I



# Semester Electives 8

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## Semester Courses:

- ❖ PLTW- Green Architecture with Energy in the Environment
- ❖ PLTW- Science of Technology & Magic of Electrons
- ❖ Art Extravaganza
- ❖ Exploring the World of Clay
- ❖ Adventures in American Music

## Semester Courses:

- ❖ Fall/Winter Sports and Fitness
- ❖ Spring/Winter Sports and Fitness
- ❖ Style: Interior and Fashion Design
- ❖ Teen Cuisine
- ❖ The Digital Age
- ❖ Film & Animation

# Advisory

- Advisory is 20 minutes of **daily meeting time** designed to focus on college/career readiness, social and emotional learning standards, community building, and **enhancing the relationships between students and teachers.**



# Blaze Success Time Overview



One period daily for all students focused on **intervention or enrichment** based on **individual student** growth toward next level of academic performance.

<b>Intervention Possibilities</b>	<b>Enrichment Possibilities</b>
<ul style="list-style-type: none"><li>● Additional math support</li><li>● Additional science support</li><li>● Additional reading support</li><li>● Individualized student services</li><li>● English language learner support</li></ul>	<ul style="list-style-type: none"><li>● Academic competitions</li><li>● GT enrichment</li><li>● STEM enrichment</li><li>● AVID Elective</li><li>● Science Olympiad</li></ul>

# Technology in the Classroom

366

- Increase student access to technology, online resources, collaborative problem-solving experiences and different approaches to learning.
- Teachers will receive ongoing training and support to embed technology into everyday learning and individualize instruction. A more robust, reliable and secure infrastructure will support the expanded use of technology.



# Daily Period Reading Instruction

367

- One period of **reading instruction** at their level with students at the same level.
- Important for students to have strong reading skills to **enjoy literature, analyze text, and master the content of all other courses**, including math.



# Sample 6th Grade Student Schedule <sup>368</sup>

Period	Course/Subject
1	6th Grade Literary Arts
2	6th Grade Communications
3	6th Grade Math
4	6th Grade Blaze Success Time
	Advisory
	Lunch
5	6th Grade Science
6	6th Grade Social Studies
7	Phy. Ed. / Elective
8	Exploratory Block

# Sample 7th Grade Student Schedule <sup>369</sup>

Period	Course/Subject
1	Phy. Ed./Elective
2	Exploratory Block
3	7th Grade Math
4	7th Grade Blaze Success Time
	Advisory
	Lunch
5	7th Grade Science
6	7th Grade Social Studies
7	7th Grade Literary Arts
8	7th Grade Communications

# Sample 8th Grade Student Schedule <sup>370</sup>

Period	Course/Subject
1	8th Grade Literary Arts
2	8th Grade Communications
3	Elective
4	Elective
	Advisory
	Lunch
5	8th Grade Science
6	8th Grade Social Studies
7	8th Grade Math
8	8th Grade Blaze Success Time

# Working Together

371

The **One91 STEA<sup>3</sup>M Middle Schools** will strive to work closely with families, community businesses, and other members of the One91 learning community to partner in STEA<sup>3</sup>M. There will be **many ways** to **get involved** as a One91 STEA<sup>3</sup>M Middle School partner:

- **Speaking opportunities** to help students learn about STEA<sup>3</sup>M education and careers.
- **Assisting** in **creating challenges** for our students to solve authentic, real-world problems through problem-based and project-based learning applications.
- **Volunteering** in the school during AVID, Blaze Success Time, Judging STEA<sup>3</sup>M events, etc...
- **Hosting** groups of **students** to **visit your business** and experience STEA<sup>3</sup>M in the workplace.
- **Share your ideas** about creating other opportunities.



# Principal Contact Information

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