



**Future Ready. Community Strong.**

## **Regular Meeting Agenda**

**Diamondhead Education Center  
January 14, 2021  
6:30 PM**

The meeting will take place via teleconference or other electronic means pursuant to Minnesota Statute 13.D.021. Please visit our website at [www.isd191.org](http://www.isd191.org) for viewing details.

### Strategic Directions.

- Close gaps and raise achievement for all students
- Create a culturally proficient school system
- Maximize resources for optimal student learning
- Increase the capacity for partnership with community

#### I. Call to Order

- A. Welcome
- B. Pledge of Allegiance
- C. Oath of Office

3

#### II. Approval of Agenda

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

11

- 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
- H. Authorization for Use of Facsimile Signatures
- I. Designation of Official Depositories
- J. Appointment to Committees
- 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

17

18

19

#### IV. Information

- A. Receive an Update about District 191's Efforts to Implement COVID-19 Related Educational and Public Health Guidance Issued by the MDE and the MDH, Respectively (Maximize resources for optimal student learning)  
Dr. Theresa Battle, Superintendent
- B. Student Representative Report
- C. Superintendent Report

25

D. Board Member Reports	52
V. Business Meeting	
A. Consent Agenda (Maximize Resources for Optimal Student Learning)	
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 Minutes	53
2. Approve Personnel Recommendations	58
3. Adopt a Resolution to Accept Donations	59
4. Approve Scheduling a Board Retreat on January 21, 2021	61
5. Approve Foundation 191 Transfer of Scholarship Funds	62
Lisa Rider, Executive Director of Business Services	
B. New Business	63
1. Approve the Secondary Course Catalog	84
Dave Helke, Principal	
2. Approve Adopting a Resolution Relating to Special School Board Election and Calling the School District Special Election	150
Lisa Rider, Executive Director of Business Services	
3. Approve, on a First Reading Basis, <i>Changes to Policies 613: Graduation Requirements and 616: School District System Accountability</i>	157
Imina Oftedahl, Director of Curriculum, Instruction and Assessment	
VI. Adjourn to a Workshop	
A. Discuss Online School Application (Close gaps and raise achievement for all students)	171
Rachel Gorton, Director of Technology	
B. Discuss Schmitt and Sons Addendum	214
Lisa Rider, Executive Director of Business Services	
C. Student Performance and Achievement Committee of the Whole regarding PreK-3 System	216
World's Best Workforce Goal: Kindergarten Readiness	
Cindy Check, Early Childhood Coordinator	

**ACCEPTANCE OF OFFICE  
AND OATH OF OFFICE**

To: Eric Miller

The following acceptance and oath of office must be filed with the school district clerk within thirty (30) days of the date of mailing or personal service of the certificate of election.

**ACCEPTANCE OF OFFICE**


I hereby accept the office of school board member of Independent School District No. 191 for a term beginning on the first Monday in January, 2021 and expiring on the first Monday in January, 2025.

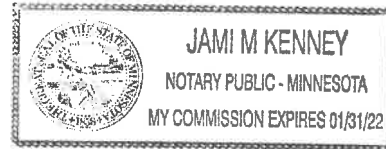
Date:

  
Signature

STATE OF MINNESOTA )  
COUNTIES OF DAKOTA )  
AND SCOTT )

The foregoing instrument was acknowledged before me this 9 day of December, 2020 by Eric Miller.  
EM Name of Candidate

  
Notary Public



OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 191 to the best of my judgment and ability.

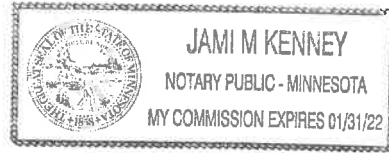
Date:

[Signature]  
Signature

STATE OF MINNESOTA )  
COUNTIES OF DAKOTA )  
AND SCOTT )

The foregoing instrument was acknowledged before me this 9 day of December, 2020 by Eric Miller  
EM Name of Candidate

Jami M. Kenney  
Notary Public



**ACCEPTANCE OF OFFICE  
AND OATH OF OFFICE**

To: Anna Werb

The following acceptance and oath of office must be filed with the school district clerk within thirty (30) days of the date of mailing or personal service of the certificate of election.

**ACCEPTANCE OF OFFICE**

I hereby accept the office of school board member of Independent School District No. 191 for a term beginning on the first Monday in January, 2021 and expiring on the first Monday in January, 2025.

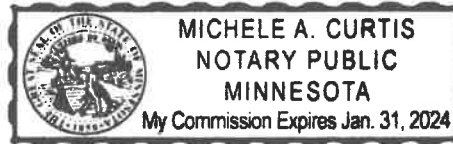
Date: 11/25/2020

*Anna Werb*  
Signature

STATE OF MINNESOTA )  
COUNTIES OF DAKOTA )  
AND SCOTT )

The foregoing instrument was acknowledged before me this 25<sup>th</sup> day of November, 2020 by Anna Werb  
Name of Candidate

*Michele A. Curtis*  
Notary Public



OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 191 to the best of my judgment and ability.

Date: 11/25/2020

Anna Werb  
Signature

STATE OF MINNESOTA )  
COUNTIES OF DAKOTA )  
AND SCOTT )

The foregoing instrument was acknowledged before me this 25<sup>th</sup> day of November, 2020 by Anna Werb.  
Name of Candidate

Michele A. Curtis  
Notary Public



**ACCEPTANCE OF OFFICE  
AND OATH OF OFFICE**

To: Toni Conner

The following acceptance and oath of office must be filed with the school district clerk within thirty (30) days of the date of mailing or personal service of the certificate of election.

**ACCEPTANCE OF OFFICE**

I hereby accept the office of school board member of Independent School District No. 191 for a term beginning on the first Monday in January, 2021 and expiring on the first Monday in January, 2025.

Date: 12/4/2020

Antoinette Conner  
Signature

STATE OF MINNESOTA )  
COUNTIES OF DAKOTA )  
AND SCOTT )

The foregoing instrument was acknowledged before me this 4th day of December, 2020 by Antoinette Conner.  
Name of Candidate

Michele A. Curtis  
Notary Public



OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 191 to the best of my judgment and ability.

Date: 12/4/2020

Antoinette Conner  
Signature

STATE OF MINNESOTA )  
COUNTIES OF DAKOTA )  
AND SCOTT )

The foregoing instrument was acknowledged before me this 4<sup>th</sup> day of December, 2020 by Antoinette Conner  
Name of Candidate

Michele A. Curtis  
Notary Public



**ACCEPTANCE OF OFFICE  
AND OATH OF OFFICE**

To: Suad (Sue) Said

The following acceptance and oath of office must be filed with the school district clerk within thirty (30) days of the date of mailing or personal service of the certificate of election.

**ACCEPTANCE OF OFFICE**

I hereby accept the office of school board member of Independent School District No. 191 for a term beginning on the first Monday in January, 2021 and shall serve until a successor is elected and qualifies to fill the unexpired part of the term expiring on the first Monday in January, 2023.

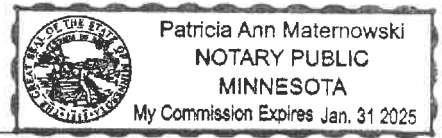
Date: 12/15/2020



\_\_\_\_\_  
Signature

STATE OF MINNESOTA )  
COUNTIES OF DAKOTA )  
AND SCOTT )

The foregoing instrument was acknowledged before me this 15 day of December, 2020 by Suad Said  
Name of Candidate

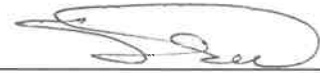


Notary Public  


OATH OF OFFICE

I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 191 to the best of my judgment and ability.

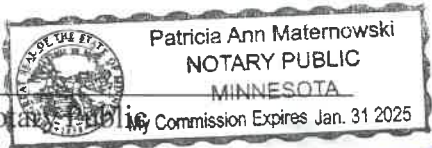
Date: 12/15/2020



Signature

STATE OF MINNESOTA )  
COUNTIES OF DAKOTA )  
AND SCOTT )

The foregoing instrument was acknowledged before me this 15 day of December, 2020 by Suad Said  
Name of Candidate



Notary Public





**Agenda III.A-N  
January 14, 2021**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
Lisa K. Rider, executive director of business services  
**Date:** January 7, 2021  
**RE:** Annual Organization of the Board of Education

**RECOMMENDATION:** to approve recommendations and adopt the resolutions shown below to accomplish organization of the Board of Education for 2021.

The items listed below must be addressed by the school board at its organizational meeting on January 14, 2021.

In order of rank, the officers from 2020 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 June.

The items that follow pertain to Board of Education organization for 2021.

**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 \_\_\_\_\_ that Director \_\_\_\_\_ be nominated and elected chair of the board for 2021.

*(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 \_\_\_\_\_ that Director \_\_\_\_\_ be nominated and elected Vice-chair of the board for 2021.

**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 \_\_\_\_\_ that Director \_\_\_\_\_ be nominated and elected clerk of the board for 2021.

**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 \_\_\_\_\_ that Director \_\_\_\_\_ be nominated and elected treasurer of the board for 2021.

**E. Salaries of Board Members**

Annotation: Salaries of school board members are set annually. In January 2016, the salaries were set at \$550 per month for each director plus an additional monthly stipend of \$50 for the chair in recognition of increased duties and expenses associated with that position. On March 14, 2019 the salaries were reduced by \$100 per month beginning July 1, 2019.

**Recommendation:** That salaries of board members be set at \$450 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. Regular school board meetings will be held at Diamondhead Education Center, 200 West Burnsville 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 and cablecast. Board Listening Sessions will be scheduled from 5:45-6:15 p.m. before regular board meetings.

Please note: While the peacetime state of emergency and pandemic declaration remains in effect, the school board meetings will take place via teleconference or other electronic means pursuant to Minnesota Statute 13.D.021, and in-person listening sessions will not be held. You are encouraged to communicate your thoughts with the Board of Education by emailing [boardofeducation@isd191.org](mailto:boardofeducation@isd191.org). Please visit [www.isd191.org](http://www.isd191.org) for viewing details.

Jan. 14, 2021	Oct. 14, 2021*
Jan. 28, 2021	Oct. 28, 2021
Feb. 11, 2021	Nov. 10, 2021**
Feb. 25, 2021	Nov. 18, 2021*
March 11, 2021	Dec. 9, 2021
March 25, 2021	Jan. 13, 2022
April 8, 2021	Jan. 27, 2022
April 22, 2021	Feb. 10, 2022
May 13, 2021	Feb. 24, 2022
May 27, 2021	March 10, 2022
June 10, 2021	March 24, 2022
June 17, 2021*	April 14, 2022
Aug. 12, 2021	April 28, 2022
Aug. 26, 2021	May 12, 2022
Sept. 9, 2021	May 26, 2022
Sept. 23, 2021	June 9, 2022
	June 16, 2022*

In the case of inclement weather, the Board meeting will be scheduled Monday at the same time and place unless Monday is a holiday, in which case a special meeting will be posted.

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

\*\*Meeting scheduled on Wednesday for canvassing election results.

***Items G-N pertain to calendar year 2021. 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 2021 is shown in the motion.

**Recommendation:** That the institutions shown below be designated as official depositories of the district for the 2021 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 are made by the chair. Board members are asked to review the list of committee appointments and indicate their interests to the chair. Appointments to committees will be made at a future board meeting.

#### 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, 2021, Theresa Battle, superintendent, or her 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 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 2021 and that they be paid on an hourly basis for services rendered.

Kennedy & Graven Chartered  
 Goetz & Eckland P.A.  
 Booth Law Group LLC  
 Rupp, Anderson, Squires & Waldspurger, P.A.  
 Hitesman & Wold, P.A.

Law Firm	Type of Services Rendered
Kennedy & Graven Chartered	Student Issues; Custody Issues; General legal by Supt; Complex school business matters; election law; Bond attorney; HR and employee related issues.
Goetz & Eckland P.A.	Contracts related to Construction and TIES
Booth Law Group LLC	Student Issues; Special Ed Issues
Rupp, Anderson, Squires & Waldspurger, P.A.	Business contracts, bid law, Review and development of unit language for bargaining agreements or terms and conditions of employment, etc.;
Hitesman & Wold, P.A.	Employee benefit related items; OPEB law

**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 2021 per M.S. 123.33; Subdivision 11, and M.S. Chapter 331.

**N. Designation of Identified Official with Authority for the MDE External User Access Recertification System**

Annotation: The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA).

**Recommendation:** The Board recommends to authorize Theresa Battle and Jami Kenney to act as the Identified Official with Authority (IOwA) for Burnsville Public School District 0191-01.

**INDEPENDENT SCHOOL DISTRICT 191****WIRE TRANSFER AGREEMENT****AUTHORIZED REPRESENTATIVES****January 1, 2021 through December 31, 2021**

1. Lisa K. Rider	_____	<u>Executive Director of Business Services</u>	<u>707-2050</u>
2. Robin Pikal	_____	<u>Dir/Accounting Services</u>	<u>707-2055</u>
3. Natalie Ditter	_____	<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, 2021, 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, 2021.

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

**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, 2021, 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 14, 2021 and that said resolution is in full force and effect.

I have hereunto subscribed my name this  
14th day of January, 2021.

Clerk \_\_\_\_\_

Chairperson \_\_\_\_\_

**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, 2021, 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 14, 2021, and that said resolution is in full force and effect.

I have hereunto subscribed my name this 14th day of January, 2021.

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, 2021, 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 14, 2021, and that said resolution is in full force and effect.

I have hereunto subscribed my name this  
14th day of January, 2021.

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, 2021, 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 14, 2021, and that said resolution is in full force and effect.

I have hereunto subscribed my name this 14th day of January, 2021.

Clerk \_\_\_\_\_

Chairperson \_\_\_\_\_



eSign Electronic Signature

# Your Windows® Print Driver Solution to Electronic Signatures

IMPORTANT!!! Skyward will only accept forms that have been filled out completely. Be sure to include payment information in section 3 below to avoid processing delays.

Please allow **5 to 7** business days for processing.

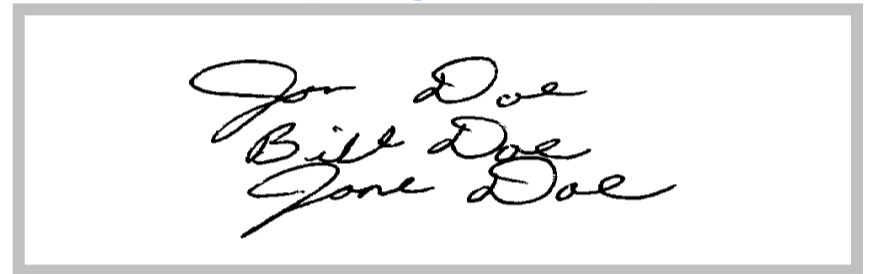
1. Place desired signature(s) inside the yellow box. Sign naturally and use a roller pen. (No markers please.) You may include a title in the signature box (optional). However, all signatures and titles must stay within the yellow box. (Samples below.)

Chair  
Clerk  
Treasurer

Single Signature Sample



Multiple Signature Sample



2. Please indicate how you would like to use the eSign™ signatures within the Skyward Management System™. Check all that apply.

<input checked="" type="checkbox"/>	Finance Application	<input checked="" type="checkbox"/>	Student Application
<input type="checkbox"/>	Purchase Orders	<input type="checkbox"/>	Transcripts
<input checked="" type="checkbox"/>	Payroll Checks		
<input checked="" type="checkbox"/>	Account Payable Checks		

3. Please select a Payment Option (The cost is \$200 per block regardless of the number of signatures within the block):

PO # or  Enclosed Check # 01142021

N/A - eSign included with original core purchase

4. Please complete required district information:

Qmlativ

Burnsville Eagan Savage ISD191

Robin M. Pikal

School District

Authorized Signature

Robin M. Pikal, Director of Finance

1/14/2021

Print Name and Title

Date

5. Contact Information: ("Authorized Signature" personnel will receive eSign instructions if no contact is provided.)

We are hosted by ISCorp.  We are hosted locally.  We are hosted other: \_\_\_\_\_

Please send eSign file instructions to the following contact: rpikal@isd191.org

6. Submit your Request: Return this form to the Skyward Sales Administration Department, ATTN: Sales Processing.

To expedite handling, please email the form directly to [SalesProcessing@Skyward.com](mailto:SalesProcessing@Skyward.com). Alternatively, the form may be mailed to our Skyward World Headquarters address listed below.



**Burnsville-Eagan-Savage School District 191**

200 W. Burnsville Pkwy  
Burnsville, MN 55337  
952.707.2000  
www.isd191.org



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**RESOLUTION DESIGNATING IDENTIFIED OFFICIAL WITH AUTHORITY FOR THE MINNESOTA DEPARTMENT OF EDUCATION EXTERNAL USER ACCESS RECERTIFICATION SYSTEM**

BE IT RESOLVED by the School Board of Burnsville-Eagan-Savage School District 191, as follows:

The Minnesota Department of Education (MDE) requires that school districts annually designate an Identified Official with Authority to comply with the MNIT Enterprise Identity and Access Management Standard which states that all user access rights to Minnesota state systems must be reviewed and recertified at least annually. The Identified Official with Authority will assign job duties and authorize external user's access to MDE secure systems for their local education agency (LEA) Burnsville Public School District 0191-01.

The Board recommends to authorize Dr. Theresa Battle to act as the Identified Official with Authority (IOwA) and Jami Kenney to act as the IOwA to add and remove names only for Burnsville-Eagan Savage School District 0191-01 beginning January 14, 2021.

Signed this 14th day of January, 2021

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School Board Chair



**Agenda IV.A.  
January 14, 2021**

**To:** Board of Education

**From:** Dr. Theresa Battle, superintendent

**Date:** January 7, 2021

**Re:** Receive an Update about District 191's Efforts to Implement COVID-19 Related Educational and Public Health Guidance Issued by the MDE and the MDH, Respectively

Receive an update about District 191's efforts to implement COVID-19 related educational and public health guidance issued by the MDE and the MDH, respectively from Dr. Theresa Battle, superintendent.



## Shifting Learning Models During COVID-19

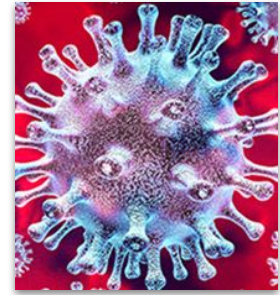
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January 14, 2021

# Shifting Learning Models During COVID-19

27

- Process Review
- Distance Learning-*Plus*
- Updates on New Mitigations
- Project KIDS, PALS (Partners Achieving Learning Success) and BYC (Burnsville Youth Collaborative)
- Transportation
- Food Service
- Activities and Athletics Update



**Plan for  
In-Person  
Learning**

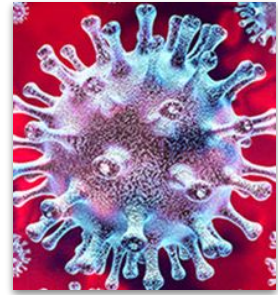


Elementary—Grades PreK-5

# Shifting Learning Models During COVID-19

28

- Process development
  - Planning partners
  - Common language
- Return to hybrid and in-person learning
  - Reflections from shift to distance learning
  - Complexities of second move
- Next steps



**Plan for  
In-Person  
Learning**

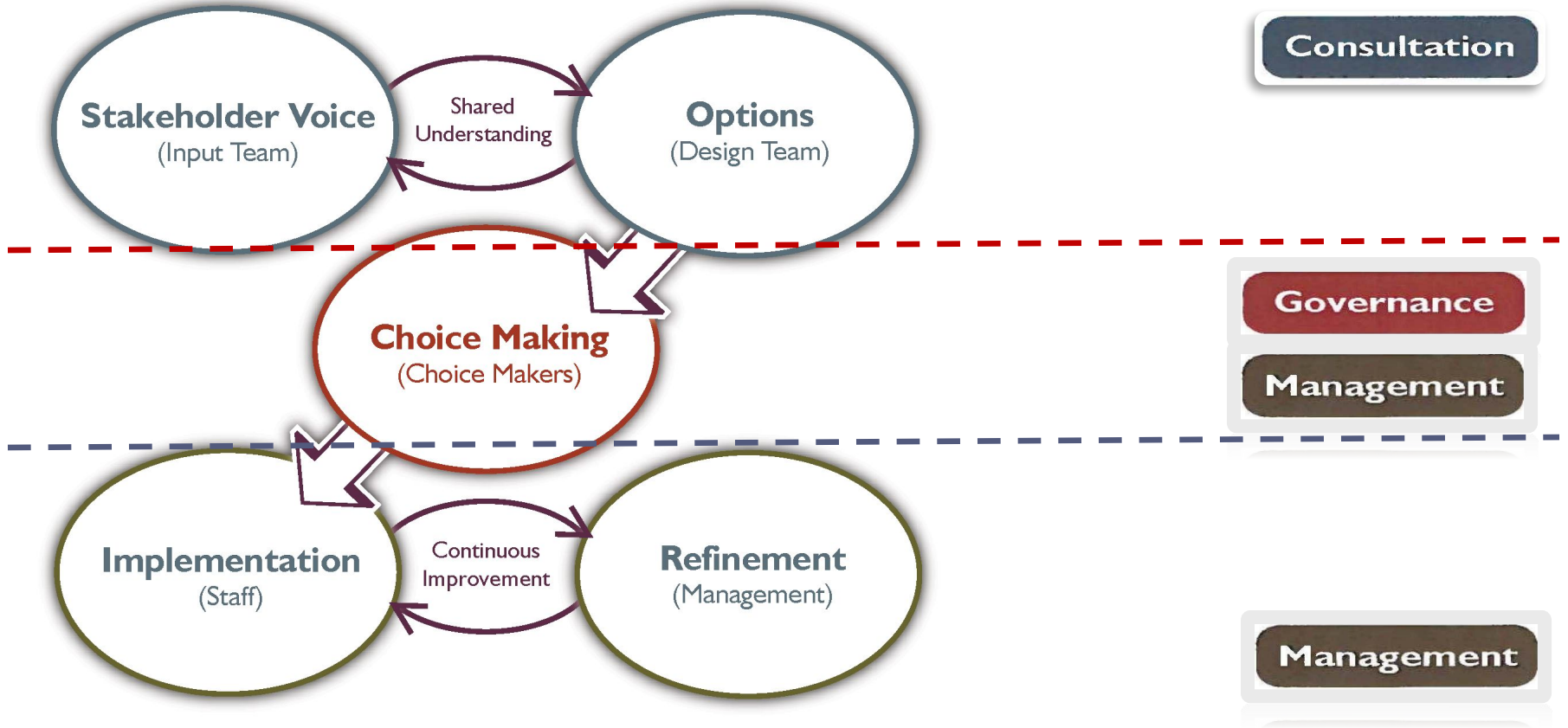


Elementary—Grades PreK-5

# Decision Making Framework

Used For:

- Choice Making
- Managing Participant's Time and Roles
- Clarification of Authority



# Partnership

- Fall implementation went well
  - Strategic start was well received
  - Team feedback from fall showed we could still make improvements
- Partner planning vs parallel planning
- Designed a process to improve partnerships and communication
  - Dave Lake and Imina Oftedahl supported process as “champions” to represent operations and instructional leadership respectively



# Common Language - Airplane Flight Analogy

31

- **Preflight**

- All items we do immediately (prepare for flight)
- What can get done now, should get done now (plan for unexpected)

- **Inflight**

- Only those items that must wait
- Represent items done during “transition days”

- **Postflight**

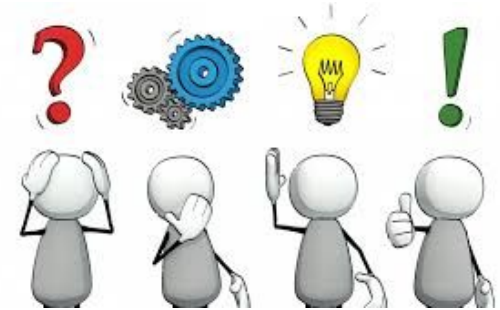
- Review and reflect on what went well and what needs to improve
- Start working to plan next flight



# Shift to Distant Learning - Postflight Review

32

- A little over a month of planning
- Relatively smooth change
- Great feedback about our partnership, communication and general awareness
- Some reflections that this is a stressful time with anxiety, and acknowledging the need for leadership



# Planning for Return to Hybrid / In-person

33

- Complicated return with steps from new semester
  - Enrollments
  - Master scheduling at Middle and High Schools
- Preflight, inflight, postflight similar process
- Identification of “Dependent Items” added to the preflight process
  - Dependent items are those tasks a person or department cannot complete until another person or departments completes a specified prerequisite task



# Planning for Return to Hybrid / In-person

- Meetings began early December soon after the shift to distant learning
- Creation of preflight checklists, inflight checklists & dependent items
- Level of confidence in readiness



Middle Schools				
Item	Description of what needs to be done	Person(s) Responsible	Resource(s) or Partner(s) Needed	Comments
Families decide on model	Send out Family survey; set deadline and encourage families to meet deadline	Aaron and Principals	Communications	
ID students moving between models	Monitor results of survey to identify students moving between models	MS Principals; clerical	Access to survey results	
Determine number of VA students	Monitor results of survey to identify number of students in VA for semester 2	MS Principals; clerical	Access to survey results	
Determine number of hybrid students	Monitor results of survey to identify number of students in hybrid for semester 2	MS Principals; clerical	Access to survey results	

# Process Next steps

- Postflight review after the shift
- Prepare Middle and High Schools for future shifts to full in-person or distant learning
- Monitor health and safety practices
- Continued communication

## LEARNING MODEL

### Key Indicators & Decision Process

These are the factors that are considered when selecting which learning model – distance learning, hybrid or in-person – is best for District 191 schools.

#### HEALTH

Monitor the prevalence of COVID-19 in our community:

- New cases /10K residents
- Positive test rate
- Ongoing consultation with health officials

#### ACADEMIC

Student- and school-related data including:

- Student attendance
- Virtual Academy enrollment
- Ability to schedule classes efficiently
- Shifts in transportation needs

#### STAFFING

Do staffing levels allow the district to offer the most positions (e.g. teaching, custodial, leadership, transportation, etc.)

- Staff absentee rates for all positions
- Substitute coverage

#### SAFETY

Ability to maintain safe learning environments and follow protocols:

- PPE availability
- Cleaning supply availability
- HVAC systems operating normally
- Students, staff feel safe

#### CURRENT STATUS

As of Dec. 17

Health Indicators  
New cases /10K residents (see state guidance)  
• Dakota County  
• Scott County

The following indicators are reported as **Green** = no concern, **Red** = may affect decision

Academic Indicators  
Student attendance  
Virtual Academy enrollment  
Scheduling efficiency  
Transportation needs

Staffing Indicators  
Staffing rates  
Substitute coverage

Safety Indicators  
PPE availability  
HVAC system operation

### Making a decision

Using those key indicators, decisions about which instructional model to use for District 191 schools follow this process.

#### DATA

Information is collected on the above key indicators, as well as in consultation with county and state health officials.

#### CONSULTATION

Data is reviewed in consultation with the following:

- COVID-19 Advisory Committee (see membership)
- District leadership team
- School Board Chair

**COVID-19 Advisory Committee Members**

- Parents
- School health staff
- School leadership
- Teacher leadership
- School Board chair & vice chair

#### DECISION

Superintendent Dr. Theresa Settle is charged with making the decision about which learning model is best for District 191 schools.

For state guidance, the model may be different for elementary and secondary levels.

#### COMMUNICATE

Any changes or updates to the learning model are communicated:

- Internally (School Board, School/Program leaders, All Staff)
- Externally (Families, Students, Community & Partners)
- To the Dept. of Education

#### IMPLEMENT

District 191 staff put any changes into effect.

# Distance Learning-*Plus* Update

36

- Consideration to bring students with intensive and/or target service needs, back into the buildings
- Earliest would be January 19, but likely around February 1
- Health and safety top priority
- Beginning with students who are experiencing significant challenges during distance learning



# Updates on New Mitigations

37

- Saliva Testing for Staff
  - Every other Monday
- COVID-19 Vaccines
  - Dakota and Scott County Public Health

# Project KIDS / PALS / BYC

38

## Project KIDS:

**OPEN:** Wednesday, January 27 Kindergarten-Grade 5 (K-5), at Marion W. Savage Elementary and Sioux Trail Elementary.

**CLOSED:** Thursday, January 28 & Friday, January 29.

### **Beginning February 1 until end of school year:**

Project KIDS will provide care for K-2 grades and will be open at each elementary school for both before and after school care.

### **February 1-12**

Project KIDS will provide care for grades 3-5 at either Marion W. Savage Elementary or Sioux Trail Elementary , with times to be determined.

**February 15** until end of school year. All grades K-5 at the elementary buildings before and after school.

Summer Project KIDS program dates are June 16 - August 27

## PALS and BYC

After-school Alternative Learning Center (ALC) programs are designed for students currently in grades K-8 and focus on reading, writing, and math development through scientific discovery.

K-5 PALS program runs January 5–May 5 on Tuesdays and Wednesdays, time to be determined. Grades 6-8 BYC program runs January 5–May 5 on Tuesdays and Wednesdays, time to be determined. Classes are virtual, with synchronous instruction delivered by licensed teachers through Google Meet.

Currently, 351 students are enrolled in PALS and BYC programming.

# Transportation

- Received great feedback from families
- Increased bus capacities:
  - Full size bus (25-47)
  - Type-A bus (6-12)
- Routes are being created by:
  - In-person learning numbers
  - Maximizing bus fleet
- Prioritizing health and safety
  - Face masks, ventilation, cleaning and disinfecting
  - Assigned seats and attendance taken



# Food Service

- Free meals continue for children ages 1-18
- Weekly curbside meal pick-up at Eagle Ridge Middle School, Nicollet Middle School, and Sioux Trail Elementary on Wednesdays 11:00am-12:30pm for distance learners
- Home delivered meals continue for those with medical or transportation needs



# Athletics and Activities Updates

41

- Returned to practices on January 4
- Continue to monitor COVID data and Minnesota Department of Education (MDE)/Minnesota Department of Health (MDH) guidance
- Data reviewed by Athletics and Activities COVID Response Team
- Will set dials based on team recommendation





**Board Meeting Date: January 14, 2021**

**COVID-19 Board Report**

PURPOSE: Provide an update about District 191's efforts to implement COVID-19 related educational and public health guidance issued by the MDE and the MDH, respectively (Maximize resources for optimal student learning).

Tonight, I will share information related to the primary areas of our work: Health & Safety, Academics- a shift to hybrid or in-person learning model, including Operations.

## Health and Safety (MDH):

**County Updates:** Represents 12/20-1/2/21. Dakota County is 44.88 and Scott County is 42.83 Numbers were corrected from the earlier release which had Dakota at 40.00 and Scott at 38.22. During this afternoon’s Scott County Public Health meeting with Lisa Brodsky, Public Health Director she shared the correct number for the county.

We must use the County with the higher case number. For secondary students it still puts us in the distance learning model. As a reminder per Governor Walz’s Executive Order and updated Minnesota Safe Learning Plan on 12/16:

- Elementary schools’ learning models are not required to be closely tied to county case rates.
- Elementary schools are allowed to change to hybrid or in-person learning models as early as Jan. 18
- If they are moving to a hybrid or in-person model, schools must use a “rolling start,” welcoming back a few grades at a time. In other words, as an example, grades PreK-2 could start on Jan. 18, followed by grades 3-5 on Feb. 1.
- Athletics & activities can resume in-person practices as early as Jan. 4.

### Learning Model Parameters

Number of cases per 10,000 over 14 days, by county of residence	Learning Model
0-9	In-person learning for all students
10-19	In-person learning for elementary students; hybrid learning for secondary students
20-29	Hybrid learning for all students
30-49	Hybrid learning for elementary students; distance learning for secondary students
50+	Distance learning for all students

Now Bernie Bean and I will share a brief overview about the additional mitigation strategies for schools. More information will be provided by Stephanie White in the presentation:

PPE- School districts and charter schools are strongly encouraged to require staff operating in-person or hybrid learning to wear face masks and face shields together whenever possible during the school day as an important additional health and safety precaution to prevent against the spread of COVID-19 in our school communities. “Strongly encourage” is a change from the original Executive Order stipulation to require both shields and masks.

I am strongly recommending that I require that school staff that work directly with students to wear both face masks and face shield with exception of bus drivers (driving hazard), staff for which students must see their lips move and food service employees when working in the kitchen preparing meals. The COVID-19 Advisory Committee supports this requirement also.

Bernie will explain the why behind this recommendation.

I want to also share that Districts and charter schools will receive additional masks and shields from the state and school leaders must provide them to staff. The [face covering requirements](#) under Executive Order 20-81 remain in effect.

Dave Lake, Director of Operations has reported that “We have plenty of face shields to provide for both elementary and secondary. We will be sending 200 to each elementary school, 400 to each secondary school and also a supply to Diamondhead Education Center, River Ridge Education Center and our Alternative High School prior to Feb. 1”.

MDE and MDH shared with nurses and superintendents that PPE is available for pick up today and tomorrow. It includes face masks for students and staff. Also, the face shields available are the left over ones from fall which were less quality. The better quality face shields manufactured by Anderson windows will be available February 15.

Vaccine - Dakota County has asked if our district is interested in partnering with them to offer a vaccine clinic for our staff. Phase 1b prioritization recommendations include non-health care frontline essential workers and persons aged 75 years or older. Non-health care frontline essential workers include those who work in education such as teachers, support staff members and child care workers. Phase 1b vaccination would begin after 1a is complete.

**Shifting Learning Models-** See presentation

Brian Gersich and staff will share information about our plans to shift to hybrid or in-person learning, Distance Learning Plus, new mitigation strategies, updates for Project Kids, PALS (Partners Achieving Learning Success) and BYC (Burnsville Youth Collaborative); Transportation; Food Service and Athletics and Activities.

To give you some additional context for this work, we did ask parents to let us know if they wanted to change their students’ learning model choice for second semester - for

instance, to go from following the district's learning model - Hybrid, Distance or In-Person - to Virtual Academy, which is the 100% online option.

Many parents did request a change and that means shifting class assignments, schedules, transportation and much more, even if the net change wasn't overwhelming.

Across all elementary schools, the net result of change requests was 125 more students choosing the district model of in-person, hybrid or distance learning and moving away from Virtual Academy.

At the middle school level, Virtual Academy saw a net increase of 28 students.

At the high school, Virtual Academy saw a net increase of 34 students.

So at the secondary level, more students are moving to 100% online, while at the elementary level, more students will be attending in person.

<b>As of 1.11.21</b>	<b>VA</b>	<b>Hybrid / In-Person</b>
<b>9-12</b>	40.58%	59.42%
<b>6-8</b>	40.30%	59.70%
<b>K-5</b>	32.36%	67.64%

**6-12 VA increased by 1.25-1.5% from 12.7.20**

**K-5 VA decreased by 3.92% from 12.7.20**





**Agenda IV.B**  
**January 14, 2021**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Milkoomee Addisu, student representative to the school board

**Date:** January 7, 2021

**Re:** Student Representative Report

Receive a report from Milkoomee Addisu, student representative.



**Agenda IV.C.  
January 14, 2021**

**To:** Board of Education  
**From:** Dr. Theresa Battle, superintendent  
**Date:** January 7, 2021  
**Re:** Superintendent Report

Receive a report from Dr. Theresa Battle, superintendent.

Thank you Chair Alt and members of the Board.

Tonight, I want to talk about two different subjects, but the focus for both is the same - our students.

First, I want to celebrate our students and their incredible commitment to serving others, even during a global pandemic.

In December, Youth Services Coordinator Courtnee Floback shared with me that 109 students at BHS had volunteered more than 2,200 combined hours of service since June 1st.

That service has qualified 12 of our students for national awards through the InnerView Impact Awards program, 5 of whom are contenders for the Presidential Service Award.

In her message to me, Ms. Floback shared how incredibly proud she is of these students and how they inspire her.

Well, they inspire me, too. So often, especially when things are difficult, we just need to look to our students and be reminded of why we do what we do, the awesome responsibility and amazing privilege that we have as an education community. When I hear about their commitment to service, I know we're on the right path.

Secondly, I want to talk briefly about the message I sent out following last week's attack on the US Capitol, and especially about the responses I received from staff and community members.

I want to truly thank those who wrote in to share their thoughts with me - whether they felt the same as me or if they disagreed. I believe wholeheartedly in the importance of dialogue. I learn from others and hearing their voices helps me better understand our community members' experiences and that informs my thinking and decision making.

That's important, because at the end of the day, this is not about me. It's about our students.

Thankfully, I was fortunate enough to hear from some of our students, too, following last week's events. Several students sent an email with their reactions and with some requests.

They made it clear that the events of the past year have been incredibly difficult for them, as they deal with a global pandemic, the social isolation that comes with it, social unrest, a contentious election and now an attack on our country's Capitol. These things are causing stress, but that stress is not being mitigated. In their words, what they need is not to hear that everything's going to get better. What they need is time, guidance and the opportunity to process their own emotions.

I am so grateful for everyone who shared their thoughts with me, especially our students. When they tell us what they need, we must listen.

And that concludes my report for tonight.



**Agenda IV.D.  
January 14, 2021**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Board Chair

**Date:** January 7, 2021

**Re:** Board Member Reports

Receive reports from board members.

School Board Minutes  
 INDEPENDENT SCHOOL DISTRICT 191  
 December 10, 2020

The meeting of the Board of Education was called to order by Chair Alt at 6:30 p.m. The meeting took place via electronic means pursuant to Minnesota Statute 13.D.021. Call to Order

Members present: Chester, Currier, Hume, Miller, Schatz, and Chair Alt. Others in attendance were Superintendent Battle, Student Representative Addisu, administrators, staff and members of the public. Attendance

Alt welcomed the audience and asked Schatz to lead the Pledge of Allegiance. Pledge of Allegiance

Moved by Schatz, seconded by Chester, to approve the agenda. A roll call vote was taken and the motion carried unanimously (6,0 with Alt, Chester, Currier, Hume, Miller and Schatz voting in favor and none voting against). Agenda

Alt reviewed the Truth in Taxation Hearing protocols and purpose. Lisa Rider, executive director of business services provided a Truth in Taxation presentation. No public members spoke at the hearing. The hearing concluded at 7:02 p.m. Truth in Taxation Hearing

Received a combined World's Best Work Force/Achievement & Integration Progress Report 2019-20 from Imina Oftedahl, director of curriculum, instruction, and assessment. Reports

Received a report about 2022-2024 School Calendars from Brian Gersich, assistant superintendent.

Received a report from Stacey Sovine, executive director of human resources about the Memorandum of Agreement with Burnsville Education Association.

Dr. Theresa Battle, superintendent, Bernadette Bien, lead licensed school nurse, Imina Oftedahl, director of curriculum, instruction and assessment, and Brian Gersich, assistant superintendent, provided an update about District 191's efforts to implement COVID-19 related educational and public health guidance issued by the Minnesota Department of Education (MDE) and the Minnesota Department of Health (MDH), respectively.

Received a report from Milkoomee Addisu, student representative.

Received a report from Dr. Theresa Battle, superintendent.

Received committee reports from Chester on behalf of the Policy Review Committee, Hume on behalf of the Legislative Committee, and Alt on behalf

of the Student Performance and Achievement Committee. Battle reported about Association of Metropolitan School Districts (AMSD), Currier reported about ISD 917, and Hume reported about Foundation 191 and the MSBA delegate assembly.

Farewell to Currier and Schatz.

Moved by Chester, seconded by Currier, to approve the consent agenda:  
-Approve minutes of the regular board meeting on November 12, 2020, special workshop on November 17, 2020, and retreat on November 18, 2020.

-Approve personnel recommendations for Mary Topic, Susan Bohannon, Anne Sands, Caroline Cullison, Dana Cloutier, Kelly Vo, Trudy Allen, Quincy Voris, Kristin Scalzo, Arizo Wahedi, Laurie Young, Michelle Giddings, Nadeeka Perera, Evelyn Gonzales, Hanaa Hammoud, Nyounee Neor, Randall Austreng, Susan Copus, Sybil Zimmerman, Axmad Kaahiye, Eustace Kesseh, and Jeremy Abbott.

-Adopt a resolution to approve and accept donations as presented.

-Approve October payroll checks in the net amount of \$3,914,459.22. October claims to date, wire transfers and adjustments totaling \$6,617,894.90. Also, that the Board accepts October receipts of \$21,255,348.28 and investments for the General Fund & 2015A School Building Bonds and OPEB of \$67,354,428.10 as of October 31, 2020.

-Accept the Budget Analysis for the month ending October 31, 2020.

-Approve no changes to Policy 806: *Emergency Operations Policy*.

-Approve, on a second reading basis, changes to Policy 903: *Visitors to School District Buildings and Sites*.

-Approve the clarification of the naming of the practice fields to the north of the stadium to now be called the Ted Seidel Practice Fields in honor and memory of Ted Seidel, the head boys' soccer coach at Burnsville High School for 28 years.

-Approve Memorandum of Agreement with Burnsville Education Association. A roll call vote was taken and the motion carried unanimously (6,0 with Chester, Currier, Hume, Miller, Schatz and Alt voting in favor and none voting against).

Moved by Miller to nominate Brandon Neuerburg to fill the board vacancy.

Moved by Currier, seconded by Chester, to nominate Suad (Sue) Said and to adopt a resolution filling a school board vacancy by appointment:

WHEREAS, a vacancy exists in the office of school board member with a term expiring the first Monday in January, 2023; and

WHEREAS, the vacancy has occurred after the last day to file affidavits of candidacy for the school district general election and more than two years remain in the unexpired term; and

WHEREAS, Suad (Sue) Said meets the qualifications established by Minnesota law to serve as a school board member;

NOW THEREFORE BE IT RESOLVED by the Board of Education of

Consent Agenda  
Minutes

Personnel

Donations  
Checks, Claims,  
Receipts and  
Investments

Budget Analysis  
Policies

Naming Field

MOU

Filling a Board  
Vacancy

Independent School District No. 191, State of Minnesota, as follows:  
 Pursuant to Minnesota Statutes, Section 123B.09, Subd. 5, Suad (Sue) Said is hereby appointed to fill the vacancy and shall serve until a successor is elected and qualifies to fill the unexpired part of the term  
 A roll call vote was taken and the motion carried unanimously after discussion (6,0 with Currier, Schatz, Chester, Hume, Miller and Alt voting in favor and none voting against).

Moved by Schatz, seconded by Hume, to certify the final property tax levy for taxes payable in 2021 as follows:

General - RMV, Voter Approved	\$ 14,575,149.52
RMV, Other	5,906,986.55
General - NTC, Voter Approved	3,411,905.67
General - NTC, Other	6,762,089.19
Community Service	1,640,764.94
General Debt Service, Voter Approved	3,936,947.91
General Debt Service, Other	6,405,046.63
OPEB/ Pension, Other	1,472,263.92
Total	\$ 44,111,15

Certify Election

(6,0 with Miller, Schatz Alt, Chester, Currier and Hume voting in favor and none voting against).

Moved by Hume, seconded by Currier, to adopt a resolution establishing combined polling places for certain multiple precincts and designating hours during which the polling places will remain open for voting for school district elections not held on the day of a statewide election.

Establish Combined Precincts

BE IT RESOLVED by the School Board of Independent School District No. 191, State of Minnesota, as follows:

1. Pursuant to Minnesota Statutes, Section 205A.11, the precincts and polling places for school district elections are those precincts or parts of precincts located within the boundaries of the school district which have been established by the cities or towns located in whole or in part within the school district. The board hereby confirms those precincts and polling places so established by those municipalities.

2. Pursuant to Minnesota Statutes, Section 205A.11, the board may establish a combined polling place for several precincts for school elections not held on the day of a statewide election. The following combined polling places are hereby established to serve the precincts specified for all school district special and general elections not held on the same day as a statewide election:

COMBINED POLLING PLACE:  
 Edward Neill Elementary School  
 13409 Upton Avenue  
 Burnsville, MN 55337

This combined polling place serves all territory in Independent School District No. 191 located in the City of Burnsville, P-02, P-07, P-11, P-12 and P-16; Dakota County, Minnesota.

COMBINED POLLING PLACE:

Gideon Pond Elementary School  
613 E. 130th Street  
Burnsville, MN 55337

This combined polling place serves all territory in Independent School District No. 191 located in the City of Burnsville, P-06, P-08, P-09 and P-14; Dakota County, Minnesota.

COMBINED POLLING PLACE:

Rahn Elementary School  
4424 Sandstone Drive  
Eagan, MN 55122

This combined polling place serves all territory in Independent School District No. 191 located in the City of Eagan, P-04, P-5A, P-5B, P-9A and P-9B; Dakota County, Minnesota.

COMBINED POLLING PLACE:

Sioux Trail Elementary School  
2801 River Hills Drive  
Burnsville, MN 55337

This combined polling place serves all territory in Independent School District No. 191 located in the City of Apple Valley, P-5A, and the City of Burnsville, P-01, P-05 and P-10; Dakota County, Minnesota.

COMBINED POLLING PLACE:

Vista View Elementary School  
13109 County Road 5  
Burnsville, MN 55337

This combined polling place serves all territory in Independent School District No. 191 located in the City of Burnsville, P-03, P-04 and P-17; Dakota County, Minnesota.

COMBINED POLLING PLACE:

Harriet Bishop Elementary School  
14400 O'Connell Road  
Savage, MN 55378

This combined polling place serves all territory in Independent School District No. 191 located in the City of Savage, P-3, P-4, and P-8; Scott County, Minnesota.

COMBINED POLLING PLACE:

Glendale United Methodist Church  
13550 Glendale Road  
Savage, MN 55378

This combined polling place serves all territory in Independent School District No. 191 located in the City of Savage, P-1, P-2 and P-7, and the City of Shakopee, P-4 and P-12A; Scott County, Minnesota.

3. Pursuant to Minnesota Statutes, Section 205A.09, the polling places will remain open for voting for school district elections not held on the same day as a statewide election between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

4. The clerk is directed to file a certified copy of this resolution with the county auditors of each of the counties in which the school district is located in whole or in part within 30 days after its adoption.

5. As required by Minnesota Statutes, Section 204B.16, Subdivision 1a, the clerk is hereby authorized and directed to give written notice of new polling place locations to all registered voters in the school district whose school district polling place locations have been changed. The notice must be a nonforwardable notice mailed at least twenty-five (25) days before the date of the first election to which it will apply. A notice that is returned as undeliverable must be forwarded immediately to the appropriate County Auditor, who shall change the registrant's status to "challenged" in the statewide registration system.

A roll call vote was taken and the motion carried unanimously (6,0 with Schatz, Alt, Chester, Currier, Hume and Miller voting in favor and none voting against).

Moved by Currier, seconded by Schatz, to approve the FY 2020 Achievement and Integration Carryover Budget. A roll call vote was taken and the motion carried unanimously (6,0 with Alt, Chester, Currier, Hume, Miller, and Schatz voting in favor and none voting against).

FY 2020 A&I

Moved by Miller, seconded by Hume, to approve 2022-23 and 2023-24 school calendars. A roll call vote was taken and the motion carried unanimously (6,0 with Alt, Chester, Currier, Hume, Miller, and Schatz voting in favor and none voting against).

Academic Calendar

The meeting adjourned to a workshop at 9:04 p.m. The purpose of the workshop was FY22 Budget Planning. The workshop adjourned at 9:24 p.m.

Adjourn to a workshop

January 14, 2021

clerk

Date Approved

14th, 2021

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

TO: Members, Board of Education  
Dr. Theresa Battle, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: January 14th, 2021 Final

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Certified	Leave of Absence		Grace Kohn		WM. Byrne Elementary School	Teacher	02/02/2021-03/12/2021 - rev
Certified	Leave of Absence		Kelly Vo		WM. Byrne Elementary School	Teacher	01/18/2021-03/08/2021 - rev
Certified	Retirement		Cheryl Haberlack		Harriet Bishop Elementary	Teacher	6/11/2021
Certified	Retirement		Holly Schultz		Sky Oaks Elementary School	School Psychologist	6/11/2021
Certified	Retirement		Patricia Schroeder		Eagle Ridge Middle School	Teacher	6/11/2021
Certified	Retirement		Steve Brady		Eagle Ridge Middle School	Teacher	6/11/2021
Classified	Appointment		Kyle Hinrichsen		Harriet Bishop Elementary	Community Education Coordinator	1/4/2021
Classified	Furlough		Charlene Fischer		WM. Byrne Elementary School	Food Service Associate	11/23/2020
Classified	Resignation		Madelyn Denhartog		WM. Byrne Elementary School	Educational Assistant Level IV	12/22/2020
Co-Curricular/Coach	Resignation		Andre Sellars		Burnsville High School	Wrestling Coach	1/8/2021

**Agenda V.A.3.  
January 14, 2021**

**To:** Members, Board of Education  
Dr. Theresa Battle, superintendent

**From:** Lisa K. Rider, executive director of business services

**Date:** January 8, 2021

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

RESOLUTION TO ACCEPT DONATIONS

**WHEREAS,**

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02, Subd. 6 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 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 January 14, 2021

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Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
12/3/2020	Park Nicollet Foundation	Brainpower	To buy healthy food for our students within the district.	\$14,911.00
12/1/2020	AMVETS Post, #1 Home, Inc.	Rahn Elementary	For student supplies	\$1,000.00
12/14/2020	Holiday Station Stores - Jeanna Gaiser (Parent of ISD 191 students at ERMS & HB)	District 191	30 cases of 12, 8 ounce bottles of hand sanitizer to distributed to ISD 191 schools	In-Kind (goods or services)
12/10/2020	The Bridget Chisaka Family	Hidden Valley Elementary	<u>Being a Reader</u> book sets for 1st and 2nd grades and book plates	\$8,326.78
12/16/2020	BHS Blazette Boosters	Burnsville High School	Booster Paid Stipend - Fall and Winter Dance	\$7,587.20
12/16/2020	BHS Volleyball Boosters	Burnsville High School	Booster Stipend Donation	\$6,590.00
12/14/2020	Frontstream	Burnsville High School	Donation to the Burnsville High School Theatre Program.	\$50.00
12/17/2020	Burnsville High School Speech Booster Club	Burnsville High School	Booster Payment for a 0.5 assistant speech team coach stipend.	\$1,322.50

**Total monetary donation received: \$ 39,787.48**



**Agenda V.A.4.  
January 14, 2021**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Board Chair

**Date:** January 7, 2021

**Re:** Board Retreat

**Recommendation:** Approve scheduling a board retreat on Thursday, January 21, 2021 at 5:30 p.m.

The purpose of the retreat is board development and partnerships and pathways.



**Agenda V.A.5.  
January 14, 2021**

**To:** Board of Education, Members  
Dr. Theresa Battle, Superintendent

**From:** Lisa Rider, executive director of business services

**Date:** January 7, 2021

**Re:** Approve the transfer of scholarship funds to Foundation 191 for distribution.

**Recommendation:** that the Board of Education approves the transfer of scholarship funds to Foundation 191 for distribution.

Government Accounting Standards Board Statement No. 84 no longer allows for us to carry Agency funds as we have in the past. ISD 191 no longer directs the distribution of scholarship funds as this responsibility has been taken on by the Foundation 191. It is recommended the scholarship funds we have carried be transferred to Foundation 191 who is serving in the capacity of holding assets for the direction and distribution of funds for ISD 191 graduates in the form of scholarships.

As of June 30, 2020, the amount of these funds carried as a Custodial Fund amount to \$64,071.89. Once board approved, the amount to be transferred to Foundation 191 will be adjusted for activity since June 30, 2020 to eliminate the full amount in the Custodial fund.

## Board Members' Questions and Staff Responses for 1-13-21 Boardbook materials

High School Course Catalog

Question	Response
1. Page 15 - We don't have a current picture of BAHS principal to include?	Replaced the photo on page 15 with a different graduation photo.
2. Going back to periodic check in on access to course content for all of our high school students... How are we doing with access to rigorous and stimulating content at BAHS? I see that, over the past couple of years, some new and interesting courses have been added. Just checking in on discussions/planning on this topic.	<p>The staff at BAHS is reviewing the current (prior to distance learning) model, and will be making recommendations to programming this spring. Each year for the last two years, we have made some successful first order changes to course offerings, class structure, instructional techniques, and assessments. BAHS staff are spending this year reviewing the entire program. Also, they are looking at ways to partner more with BHS and have a team including BAHS/BHS staff/administration to meet regularly to work on this.</p> <p>BAHS does have some unique rigorous courses, offers some individual on-line advanced courses and also offers some of the courses that BHS offers. With the possibility of a virtual academy in the future BAHS may be able to have their students attend BHS advanced/elective classes that way as well.</p>
3. Will you be highlighting the new additions to Pathways, and those that are in planning stages	Yes, we will certainly do this as has been done in previous years. The additions are Advanced Manufacturing & Fabrication and Introduction to Criminal Justice for this year. A cybersecurity course is being discussed as a future possibility.

COVID-19 Report Presentation*Meal Distribution*

Question	Response
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1. Meal distribution - How did we land on the decision to distribute meals at only three sites and with no bus delivery following Feb 3? We know that secondary families and those elementary families who remain in distance learning will be negatively impacted districtwide (not knowing elementary distance enrollment - request further down). Given that we have furloughed food service staff, I wonder if this is not pennywise, pound foolish. Please help me understand how we are doing to best serve all families under this more restricted model (fewer staff and fewer access points to meals). Even with elementary in school on Wednesdays, Wednesdays ostensibly represent a distribution opportunity at secondary, even if they return to hybrid. Further, we grew the food service fund balance last year. I do not want to continue to grow it on the backs of and at the expense of our children; if you believe this is the best approach, I will need more details to help me understand. Please help me understand why this is a fiscally sound model that serves each family to the best of our ability. Reduced staff, reduced access points, means less cost for us, and less food for our families. More money in our food service account in my opinion should not be our goal right now.

This is a matter of staffing abilities during this pandemic. Stacey, Lisa and I will relook at how we might add more meal delivery. We will continue our planning for a transition to in-person for elementary and a possible change in secondary learning models. We have only furloughed 5 positions, however it is not guaranteed these employees will accept a recall to their previous position. We have more staff who are on leave as they choose not to work at this time due to the virus. Under the requirements of In-Person learning, we need to have staff in the 8 elementaries as well as enough staff to address the community, VA, and secondary needs. We are considering Sioux Trail to take on eastside needs, therefore this site has labor needs also. There is difficulty in hiring additional support for this uncertain nature of what will be expected as we move forward. Additionally, due to the need for some employees to quarantine for up to 14 days if they test positive, it becomes challenging to cover their position with other employees. Wednesdays now serving elementary students will take those staff members out of the mix of preparing the meals for curbside distribution. There is a need for management and oversight at each site. There are 3 managers out on leave, Of the managers remaining, this type of work is taking its toll mentally and physically. Of the few assistant managers available, they would also struggle leading the operation or are not interested in taking on this role. We are concerned about staff needing to take leave. Every move of managers and sometimes daily and weekly reassignments of employees falls on the food service admin team, in addition to other duties. The intent is not to grow the fund balance, but to be able to establish a system that can manage the very different needs as a

	result of us working in an In-Person and DL/Hybrid model.
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### *Transportation*

Question	Response
<p>2. There are no details on busing. What social distancing can families expect for their children who must ride the bus to school?. As it is topical, I also would like to reiterate a previous question on social distancing in our buses.</p> <p>a. What is the maximum number of students that can ride a large bus and a small bus when they return to school?</p>	<p>When In-Person the seat behind the driver must be empty, the other 26 seats could potentially be filled. However, our guidelines (more health conscious) are to use only two per seat and not fill the first row of seats, so we are working with a high number of 47 for a large 77 passenger bus. Small buses, the same concept is 12 and six on the wheelchair buses.</p>
<p>b. How many buses do we require to meet social distancing requirements?</p>	<p>Depends on the actual number of students who choose to ride. For elementary In-Person: The front seat on both sides of the bus will not be filled when routing. This allows 6 ft from driver to students. Otherwise, two students per seat, with one in the smaller back seat. 47 capacity large buses, 12 capacity in small buses, and 6-8 on wheelchair buses as necessary. Secondary will remain as we have had at 23-38 depending if siblings who can sit together. Seating charts/attendance for all routes are required by ISD 191 staff. Masks will continue to be required by drivers, aides and students. Aides will be required to wear face shields as well.</p>

### Parent Survey

Question	Response
<p>3. Where did we land with enrollment between hybrid and in person, from parent opt ins?</p>	<p>As of 1.8.21:</p>

	<p>Elementary has about 120-125 students moving from VA to In-Person. Middle Schools are fairly flat with about 10-15 students in each building moving to VA. High Schools are about 30-35 students moving to VA.</p> <table border="1"> <thead> <tr> <th>As of 1.11.21</th> <th>VA</th> <th>Hybrid / In-Person</th> </tr> </thead> <tbody> <tr> <td>9-12</td> <td>40.58%</td> <td>59.42%</td> </tr> <tr> <td>6-8</td> <td>40.30%</td> <td>59.70%</td> </tr> <tr> <td>K-5</td> <td>32.36%</td> <td>67.64%</td> </tr> </tbody> </table> <p><b>6-12 VA increased by 1.25-1.5% from 12.7.20</b> <b>K-5 VA decreased by 3.92% from 12.7.20</b></p>	As of 1.11.21	VA	Hybrid / In-Person	9-12	40.58%	59.42%	6-8	40.30%	59.70%	K-5	32.36%	67.64%
As of 1.11.21	VA	Hybrid / In-Person											
9-12	40.58%	59.42%											
6-8	40.30%	59.70%											
K-5	32.36%	67.64%											

### COVID-19 Presentation

Question	Response
<p>1. Is this model intended for the duration of the school year or if there are plans for returning to full distance learning if necessary?</p>	<p>Our learning models change based on Governor Walz's Executive Orders and associated guidance from Minnesota Department of Health (MDH) and Minnesota Department of Education (MDE). The MN Safe Learning Plan is the document sent to school districts to provide requirements and recommendations regarding our learning models. Here is the link to MDE website where the plan can be found: <a href="https://education.mn.gov/MDE/dse/health/covid19/">https://education.mn.gov/MDE/dse/health/covid19/</a> It should be noted that throughout this pandemic, as state officials learn more about COVID-19, the executive orders and guidance have changed. With changing expectations, our teams have adapted consistently to meet the requirements and expectations. As a result, we</p>

	<p>would not take any model off the table including in person, hybrid and distant learning.</p> <p>After review of Executive Orders, our district uses our Learning Model Decision Framework to determine our learning model. Here's the link to this document:  <a href="https://www.isd191.org/sites/default/files/Learning_Model_Decision_Framework_010721.pdf">https://www.isd191.org/sites/default/files/Learning_Model_Decision_Framework_010721.pdf</a></p>
<p>2. Are the recommendations to continue Hybrid learning even if there are spikes in COVID cases? What about if there is a large percentage of students who become infected? Are there any significant changes from the previous hybrid model?</p>	<p>Learning models change based on public health data and the executive orders and associated guidance mentioned above. Currently, our district PreK-12 students are in a Distance Learning (DL) model. Per Governor Walz's Executive Order and updated Minnesota Safe Learning Plan on 12/16 there were changes for criteria to use for K-5 students and 6-12 students. These changes included the following:</p> <ul style="list-style-type: none"> <li>● Elementary schools' learning models are not required to be closely tied to county case rates.</li> <li>● Elementary schools are allowed to change to hybrid or in-person learning models as early as Jan. 18</li> <li>● If they are moving to a hybrid or in-person model, schools must use a "rolling start," welcoming back a few grades at a time. In other words, as an example, grades PreK-2 could start on Jan. 18, followed by grades 3-5 on Feb. 1.</li> <li>● Athletics &amp; activities can resume in-person practices as early as Jan. 4.</li> </ul> <p>Regarding students becoming infected, we follow the recommendations from MDH and our nurses follow those recommendations. Depending on confirmed case tracing if there is a large percentage of students who are close</p>

	contacts it may result in quarantine for a classroom, grade, and/or school.
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Pre-K program.

Question	Response
1. Will Imina be reviewing why the goal for Latinx was not met?	Yes, Imina will review why the goal for Latinx was not met. Generally, we are seeing the impact of responding to COVID-19 in the way we deliver instruction and other factors.
2. What measurements were used to identify that the goals were being met?	Letter-name fluency on a fall assessment
3. In the meetings with the community stakeholders were there identified ways to reach targeted families?	<p>Improving system collaboration is a priority in order to increase our ability to reach and serve families effectively. Identified strategies include:</p> <ol style="list-style-type: none"> <li>a. increasing the availability of free READY! For Kindergarten sessions to partner families - includes family child care, center based care and education, Head Start</li> <li>b. cross referral based on family needs and program models</li> <li>c. collaboration around professional development for early educators to increase consistency in experiences for children and families,</li> <li>d. Minnesota Department of Education Transitions community of practice with stakeholders begins Jan 2021 - Head Start, 191 and Parent Aware coach who serves child care programs are participating.</li> </ol>

### Virtual Academy presentation

Question	Response												
<p>1. Slide 9 -</p> <p>a. "Class size norms" is a very vague and broad term. Would you be able to narrow this down to a specific range on this slide, so that we can understand (and our families can see) what "norms" we are talking about? We are aware of a range of class sizes both during a typical year and during COVID.</p>	<p>We are using the same class sizes as we use for our in-person class sizes at the different levels.            Note: The application itself will spell out our current class ratios.</p> <p>Current Average Class Ratios. Ratios for our online school will be aligned to our in person schools.</p> <table border="1" data-bbox="927 684 1612 1098"> <tbody> <tr> <td data-bbox="927 684 1159 789">Kindergarten 23:1</td> <td data-bbox="1159 684 1391 789">1st Grade 26:1</td> <td data-bbox="1391 684 1612 789">2nd Grade 27:1</td> </tr> <tr> <td data-bbox="927 789 1159 894">3rd Grade 28:1</td> <td data-bbox="1159 789 1391 894">4th Grade 29:1</td> <td data-bbox="1391 789 1612 894">5th Grade 30:1</td> </tr> <tr> <td colspan="3" data-bbox="927 894 1612 999">6th - 8th Grades 32:1</td> </tr> <tr> <td colspan="3" data-bbox="927 999 1612 1098">9th -12th Grades 35:1</td> </tr> </tbody> </table>	Kindergarten 23:1	1st Grade 26:1	2nd Grade 27:1	3rd Grade 28:1	4th Grade 29:1	5th Grade 30:1	6th - 8th Grades 32:1			9th -12th Grades 35:1		
Kindergarten 23:1	1st Grade 26:1	2nd Grade 27:1											
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6th - 8th Grades 32:1													
9th -12th Grades 35:1													
<p>b. Start up costs</p> <p>- In what range of cost are we looking at, if we compare to comp sized districts? Or what is the overall range that districts of all sizes have experienced?</p>	<p>We don't have good comparisons to other districts because there aren't that many K-12 public school districts who are MDE approved online learning providers for both supplemental and comprehensive programs. We do know that our start ups costs will include:</p> <ol style="list-style-type: none"> <li>1) Curriculum and professional development</li> <li>2) Staff time to integrate the online school into enrollment, onboarding, etc. (new forms, training, reports)</li> <li>3) Marketing and website updates</li> </ol>												
<p>- Are you aware of State reimbursements for special situations such as Virtual Academies? Specifically as it relates to unique costs for these institutions.</p>	<p>We are not aware of any specific state reimbursements for online schools. However, students from anywhere in MN could opt to enroll in our online school which would generate additional revenue.</p>												

<p>In terms of budget, are there anecdotal examples of how unique costs do not lead a district into greater debt due to increased enrollment?</p>	<p>Unlike our current pandemic-driven Virtual Academy, permanent online learning providers have flexibility to run or not run grades or programs based on enrollment and other factors. Therefore, we can set minimum enrollment requirements just as we do for courses in secondary and can opt not to run specific grades if we do not have enough students enrolled to make it fiscally appropriate.</p>
<p>2. Slide 10</p> <ul style="list-style-type: none"> <li>- Frequency of surveys?</li> <li>- What does community involvement look like?</li> <li>- Advisory committee - typical or anticipated membership?</li> </ul>	<p>The surveys for the Virtual Academy will align to the district surveys we currently administer. We may opt to survey Virtual Academy parents and students more often (i.e. 2 times per year instead of once) in the initial year or two of the Virtual Academy.</p> <p>Community Involvement will be developed through similar means as a traditional school including a Virtual Academy Advisory Committee. We anticipate membership including parents, staff, and students. We will evaluate for potential community members to participate understanding the term community for our Virtual Academy will include students from outside our geographic area.</p> <p>We will also engage parents through virtual events such as open houses, meet the teacher, conferences, as well as registration events for secondary students and college and career exploration events. We also anticipate that the Virtual Academy will design social activities such as family bingo nights or other community building events.</p>
<p>3. TDE and observations - How will this translate consistently into a Virtual Academy? There will also need to be discussion about ProPay in a virtual environment when all others return in person.</p>	<p>The VA is considered a school and will fall under the same requirements as any of our schools. The instructional delivery model is different but all expectations would be the same. Note: This is addressed in the Application.</p> <p>Teachers who will teach in the Virtual Academy will be on the same contract as other ISD191 teachers. They will participate in standard and</p>

	unique professional learning. They will participate in ProPay and be observed and coached similar to what is currently happening in our distance learning model.
4. Slide 11 - As one of seven, I will be looking for more concrete and well-defined financial estimates of cost and budget impact prior to taking action. Between costs, projected enrollment, etc. we need to be aware of the risks.	The application itself outlines more specific details on costs and projected enrollments. We are currently working to outline estimates based on the information and feedback we have received from families. We will also plan to allow for flexibility since next year's enrollment for virtual academy may still be impacted by the pandemic.

#### Transportation Addendum

Question	Response
<p>1. We have an active contract with Schmitt and Sons. How are we leveraging this expense with the change in learning model? They are running at only half demand at best, in terms of routes, especially with families having the option to remain in distance learning.</p> <p>How many routes do we usually run in 100% in person? How many will we run with the shift to hybrid at elementary?</p>	<p>[Please see below for a copy of the Addendum last spring when the Executive Order required us to pay our contractors even though schools were shut down for the pandemic.]</p> <p>For 20-21 general education routes and not including special education; we have possibly 53 routes to use and are currently using 48 routes while we were in hybrid including the needs of Food &amp; Nutrition. The numbers of students at each site are just now available to the routers. Normally, the final start and end times need to be determined before we can begin the routing process; however, as we are still vetting the final times, we will move forward in anticipation of the final decision. Routing will take 10 business days and preparation of communication for families and bus driver dry runs will need 3-5 days. Therefore we cannot wait to begin. Once determined the final bus routes will be communicated.</p> <p>Historically:</p>

	<p>2017-2018: Gen Ed routes with Durham Bus Co = 52 plus SAS = 8 Spec Ed routes with Durham Bus Co = 28 plus SAS = 6 and 1 van</p> <p>2018-2019: Gen Ed routes with SAS = 60 Spec Ed routes with SAS = 32 and 9 vans</p> <p>2019-2020: Gen Ed routes with SAS = 53 Spec Ed routes with SAS = 32 and 9 vans</p> <p>Currently: 2020-2021: Gen Ed routes with SAS = started in Sept with 46 and ended with 48 of the 53 utilized for student transportation. Spec Ed routes with SAS = 28 and 7 vans Special requested routes for delivery of Food &amp; Nutrition 8 small and 1 large bus and Materials and Supply routes were tacked on or coordinated with a total of 1 buses at any given time. Moving forward after Feb 1 we are planning for the need of 2 large buses and 1 Small Bus with 1 aide each and depending on what materials are needed for the VA and other programs. We have been utilizing bus aides to assist with the shortage of available F&amp;N employees on a given day.</p> <p>Effective for February 1, General Ed and Special Ed student routes to and from school are yet to be determined. CESO is currently beginning their work on the routes.</p>
<p>2. Please elaborate on why you believe it makes sense to pay Schmitt 90% of the total contract without requiring 90% of buses and drivers on our roads and serving our students. Correct me if I am wrong, but I am unaware of any ancillary</p>	<p>Prior to beginning our discussions with the vendor, we researched what other districts were agreeing to. Staff spoke directly with Lakeville who is also served by SAS and we discussed with CESO our transportation router and</p>

<p>recommendation or plan to even come close to using 90% buses/drivers.</p>	<p>assistant in managing our account with SAS. They know what metro districts are doing as well. The norm for agreements is between 87% and 100%. In the marketplace, others are paying very similarly, particularly south of the river. SAS makes the point that they made an initial cost investment with us in taking us on purchasing all brand new buses which are still being paid for, the cost to maintain an open plant and the need to maintain the drivers so as not to be without when we need them as we start back up. We could not feed our community without their help. During an MDE call with superintendents and charter school leaders they recommended that we try to maintain as much as possible our agreements for transportation because we want the drivers available when we would eventually transition to an in-person learning model. Also, schools continue to receive funding for the general education transportation portion of the formula and are being reimbursed for the special education transportation charged.</p>
<p>3. As it stands currently, you have announced that buses will no longer deliver meals, and that meals will only be available at three school sites. Even with special family requests, does this get us to the 90% active drivers and buses that we are paying for?</p>	<p>The addendum only runs through January. With the 125 additional students planning to now come In-Person, routes will be re-run and although we could, per guidance, load up our buses; we believe it is best to continue with as much space between students as possible. Therefore, we will not plan to fill buses to the full extent we could, however, we will leave the front row empty and route students 2 to a seat. We will then communicate with families with a</p>

	<p>request for them to “help out” if able and determine if they would choose to “opt out” of transportation and transport their students directly. This will then lighten the buses a bit more adding greater spacing for our students and limit the number of students who may be required to quarantine if the entire bus must quarantine.</p>
<p>4. Since we are using taxpayer dollars to pay Schmitt, please elaborate on how our taxpayers will benefit from the addendum as it is currently structured. While I do understand that bus drivers are in high demand in our market and effectively retaining them has implications for One91, I am not currently convinced that this addendum is in our best interests as a district, for our students, and in the best interests &amp; safety of our students. As mentioned before, paying something for nothing is an unusual "ask."</p>	<p>Prior to beginning our discussions with the vendor, we researched what other districts were agreeing to. Staff spoke directly with Lakeville who is also served by SAS and we discussed with CESO our transportation router and assistant in managing our account with SAS. They know what metro districts are doing as well. The norm for agreements is between 87% and 100%. The marketplace, others are paying very similarly, particularly south of the river. SAS makes the point that they made an initial cost investment with us in taking us on purchasing all brand new buses which are still being paid for, the cost to maintain an open plant and the need to maintain the drivers so as not to be without when we need them as we start back up. We could not feed our community without their help. During an MDE call with superintendents and charter school leaders they recommended that we try to maintain as much as possible our agreements for transportation because we want the drivers available when we would eventually transition to an in-person learning model. Schools continue to receive funding for the general education transportation portion of the formula and are being reimbursed for the special education transportation charged.</p>

Transportation contract with Schmitty and Sons

Question	Response
<p>1. For my own understanding, per the recommendation, if the addendum is not approved, then we will not pay Schmitty at 100% of the current contract. We will only pay for active routes. Correct?</p>	<p>Yes, if no addendum is approved, payment will be made only for actual work conducted directly for ISD 191 per the existing contract. We currently have invoices from SAS which we have not vetted for accuracy as we do not have an addendum to pay from. We have paid for actual routes run in September, October, November with the exception of the special routes indicated in the addendum. December invoices were just received and have not yet been paid.</p>
<p>2. If this addendum is not approved, how much will Schmitty be paid Sept - January?</p>	<p>December is not yet finalized for payment and January work is not yet complete, so I cannot provide an answer. To date we have paid SAS \$1,246,213.21 for September, October, and November. December is yet to be approved and January is still in progress.</p>
<p>a. How much savings does this represent for One91 budget?</p>	<p>An exact dollar amount cannot be given. If compared to prior year same months, we have paid about 50% of the typical costs on a monthly basis. However, FY21 has been in Hybrid compared to FY20 in Pre-Covid learning. Savings is determined on an annual basis as our budget is intended for annual costs.</p> <p>We are hopeful we can end the year within budget, as we may have saved some while in Distance Learning or Hybrid, but we will pay far more for normal due to the health and safety restrictions we place on capacity for various bus</p>

	<p>sizes. Federal dollars are only eligible to be used if we are exceeding our current budget.</p>
<p>3. If the addendum is approved, how much will Schmittty be paid Sept - January?</p>	<p>Cumulative invoices not yet vetted show a request of approximately \$1,050,000, September through December; not including January invoices as we are mid-month.</p>
<p>4. Please list all other contractors with One91 who get paid for services that are NOT rendered to One91, as is being suggested by this addendum.</p> <p>Please list all contractors who fall into this bucket.</p> <p>a) How much have we paid in dollars thus far for all contractors who fall in this bucket?</p> <p>b) How much do we anticipate paying through June 30th?</p>	<p>Since we were asked in July to put together plans to deliver education in distance, hybrid and in-person models; how we find ourselves needing or using existing contracts has shifted frequently. For example, with Teachers On Call we agreed to pay for the full year of a certain number of subs, regardless of if we needed them. Headway agreement was continued regardless of the lack of in-person ability; however, they have worked to fulfill commitments to students and families as best as possible. We are responding to a pandemic that has affected schools as this one does.</p> <p>We need more time to review all contracts to prepare a list of "all contractors", to identify how much we have paid thus far and through June 30th.</p>
<p>a. Is there a prior precedent to pay a contractor for services that were not received? If there is, please elaborate.</p>	<p>Last spring, the Executive Order required schools to pay their contractors. SAS began asking questions as soon as August 26 of how to respond to their many drivers who were concerned about their ability to continue employment if not paid. Each week we wondered if the next week we may have to change models. SAS expected and wanted the</p>

	<p>same for all of this year and began their push for similar treatment with invoices received for September and October dates which included non-transportation days that were scheduled school days. We reached out to MDE and to other school districts and found that other school districts were also agreeing to some level of payment for routes not fully utilized and paid from general ed funds. Some were even allowing for Special Education which was not going to be reimbursed at the time. Special education was not allowable for reimbursement until guidance came from MDE on November 9th in reading the EO20-94 page 10.</p> <p>10. Upon approval by the Executive Council, schools operating under a distance or hybrid model may charge additional special education contracted transportation costs beyond actual services provided but limited to what the school would have paid if they were fully on-site for State Fiscal Year 2021. Transportation contractors are strongly encouraged to provide discounts for fuel savings and other avoided costs related to idle vehicles.</p> <p>At which time, SAS asked us to update the addendum for the latest change which would allow us to be reimbursed and could no longer be the reason not to pay on all routes. We updated the addendum and on November 23 we were notified that SAS would reluctantly agree to the proposed agreement which only took us through January 31. SAS was negotiating for payment of routes we did not ever use this year.</p>
<p>5.a. Topline question here is, how many routes did we run and how many buses/drivers did we use Sept 2020-January 2021? (Typical year 48 general and 28 special).</p>	<p>Historically:</p> <p>2017-2018: Gen Ed routes with Durham Bus Co = 52 plus SAS = 8          Spec Ed routes with Durham Bus Co = 28 plus SAS = 6 and 1 van</p> <p>2018-2019: Gen Ed routes with SAS = 60          Spec Ed routes with SAS = 32 and 9 vans</p>

	<p>2019-2020: Gen Ed routes with SAS = 53 Spec Ed routes with SAS = 32 and 9 vans</p> <p>Currently: 2020-2021: Gen Ed routes with SAS = started in Sept with 46 and ended with 48 of the 53 utilized for student transportation. Spec Ed routes with SAS = 28 and 7 vans Special requested routes for delivery of Food &amp; Nutrition 8 small and 1 large bus and Materials and Supply routes were tacked on or coordinated with a total of 1 buses at any given time. Moving forward after Feb 1 we are planning for the need of 2 large buses and 1 Small Bus with 1 aide each and depending on what materials are needed for the VA and other programs. We have been utilizing bus aides to assist with the shortage of available F&amp;N employees on a given day.</p> <p>Effective for February 1, General Ed and Special Ed student routes to and from school are yet to be determined. CESO is currently beginning their work on the routes.</p>
<p>b. For item 1 in Addendum. During Fall Hybrid: Total weekly # General Routes and # buses: Total weekly # Special and # buses:-</p> <p>Please detail the cost (above and beyond active routes) to One91 if addendum is approved.</p>	<p>Working with CESO on the estimated billing, I hope to have a response by Tuesday or Wednesday evening.</p>
<p>c. For item 2 in Addendum. During Distance Learning:</p> <p>Total # General Routes and # buses:</p>	<p>Working with CESO on the estimated billing, I hope to have a response by Tuesday or Wednesday evening.</p>

<p>Total weekly # Special routes and # buses:</p> <p>- Please detail the additional cost (above and beyond active routes) to One91 if addendum is approved.</p>	
<p>d. Based on parent opt out survey, what do we expect this month moving forward:</p> <p>Total weekly # General Routes and # buses:</p> <p>Total weekly # Special and # buses:</p>	<p>Message is that we can expect approximately 120 more students moving from VA to In-Person at the elementary level. Just under 40 students moving from Hybrid to VA for MS and approximately 100+ HS students moving from Hybrid to VA. What this means to transportation is too soon to say. Routers will be working on this with the data now being shared.</p>
<p>6. Item 4 in contract: How many scheduled/chartered field trips?</p> <p>- Cost to One91?</p>	<p>Through today's date this is very limited. Beginning now with sports picking up, we anticipate costs will increase over normal due to limited capacity on sports buses (<math>\frac{1}{3}</math> of normal capacity)</p> <p>Unknown at this time, it will depend on the activities/athletics planned.</p>
<p>7. Item #5 I read this to mean that in addition to being charged rates as noted above, we will not incur additional costs for the delivery of food and materials, if addendum is approved. Correct?</p>	<p>As we are paying 90% for the routes, we will incur the final 10% of the route requested for delivery of food and materials.</p>
<p>So if the addendum is not approved, how would these be charged to One91? Total amount billed to One91?</p> <p>- What is the cost to us to have bus aids as noted in addendum item #5?</p>	<p>All services rendered to One91 would be paid at full rate per current contract. An exact amount is dependent upon the services requested which are changing on a daily/weekly basis. Schools continue to receive funding for the general education transportation portion of the</p>

	<p>formula and are being reimbursed for the special education transportation charged.</p> <p>November was an additional \$351.12 and 1,371.53 December based on invoices still unpaid.</p>
<p>8. Curious that the proposal is for us to pay inactive routes at 90% and active routes at 100%. Why didn't we negotiate a flat discounted rate across all routes, knowing that the proposal includes paying something for nothing? Paying all routes at 60% would have been a good starting point, imo. Where we stand now, we are receiving only a slight discount for inactive routes, which does not serve us well. As a partner, it appears that we are bearing the brunt of these costs, which runs counter to the concept of "partnership."</p> <p>If the range is between 87% - 100%, why aren't we at 87%?</p>	<p>Prior to beginning our discussions with the vendor, we researched what other districts were agreeing to. We spoke directly with Lakeville who is also served by SAS and we discussed with CESO our transportation router and assistant in managing our account with SAS. They know what metro districts are doing as well. The norm for agreements is between 87% and 100%. SAS made the point that they made an initial cost investment with us in taking us on purchasing all brand new buses which are still being paid for, the cost to maintain an open plant and the need to maintain the drivers so as not to be without when we need them as we start back up. We could not feed our community without their help. We pay 100% for the routes we use as this then includes the cost of fuel etc.</p> <p>November 13, 2020 Friday Board Update  <b>Business/Operations</b>  As was mentioned at Thursday's board meeting, we are working with our transportation contractor to determine what may be possible for payments above our current agreement. The Executive Order recognizes the necessity of having school bus drivers available for service when needed during this pandemic. Unfortunately, without payment contractors are forced to lay off drivers. A stipulation of the Executive Order:  <i>10. Upon approval by the Executive Council, schools operating under a distance or hybrid</i></p>

	<p><i>model may charge additional special education contracted transportation costs beyond actual services provided but limited to what the school would have paid if they were fully on-site for State Fiscal Year 2021. Transportation contractors are strongly encouraged to provide discounts for fuel savings and other avoided costs related to idle vehicles.</i></p> <p>We are working on what this may look like for us.</p> <p>For the question about why we are not at 87%, I want to give you a definitive answer. I will respond before the board meeting tomorrow.</p>
<p>Assuming we land on a need for fewer buses, and assuming we will continue to pay for services rendered, it will be this board member's expectation to receive a report no later than January 31st identifying how we will come closer to using 90% of our buses and 90% of our drivers between student transport, meal delivery, and material delivery. Imagine this making a difference for a food-insecure family, beyond the fiscally prudent measures of getting what you pay for.</p>	<p>Thank you for sharing your request. I look forward to further direction from the board once you discuss with your fellow board members.</p>
<p>Why is this only now coming forward?</p>	<p>At November 30 Officers' meeting I shared the following:</p> <ol style="list-style-type: none"> <li>1. Transportation contract update (Theresa): Through January 31, 2021: When the ISD 191 district's learning model is distance learning: the SFY21 active general education and special education routes that were not run on these days will be invoiced at a rate of 90% of the contracted rates for the distant learning days. Any routes actively engaged in transporting students to and from school on distance learning</li> </ol>

	<p>days will be invoiced instead at a rate of 100% of the contracted rates.</p> <p>3) Given there is no funding for special education routes that do not serve special education students directly, the above rates in 1) and 2) may not be applied to special education routes to and from. As required by the MDE Guidance, the contractor guarantees that they are continuing to pay their drivers and staff.</p> <p>4) Only scheduled charter/field trips conducted will be invoiced at the contracted rates.</p> <p>5) Schmitty and Sons will provide student learning materials, food and emergency trips relating to COVID-19 during the duration of this addendum upon the request of the district or designee. These trips will be included in the 90% of the invoice, therefore the additional charge is 10% of the daily rate.</p> <p>We received signed addendum after the November 30 Officers meeting when the December 10 board meeting was reviewed. Boardbook materials sent to board on Friday, December 4. There was not a second board meeting in December to add the addendum. Next Officers meeting was January 4 and the agenda for January 14 was reviewed.</p>
<p>9. How much of all of these additional FY21 costs outlined above are anticipated to be covered by CARES at this point in time?</p>	<p>Only costs above our budget are eligible for CARES. We cannot use the funds to keep a vendor solvent.</p>

- What is the total FY21 cost (above and beyond active routes) to our own budget should the addendum be approved?

Estimate through January as DL, we expect it will be about \$1,500,000. We will have drivers and aides ready to roll for the 48 or so routes we anticipate needing for In-Person.

Below is the Addendum to the Contract last Spring when the Executive Order required us to continue to pay our contractors.

Independent School District No. 191, Burnsville-Eagan-Savage  
COVID-19 Daily Rate Agreement

**ISD-191 – Burnsville-Eagan-Savage**  
Burnsville, Minnesota

**ADDENDUM TO PUPIL TRANSPORTATION SERVICES AGREEMENT**

This addendum to the Pupil Transportation Services Agreement, Rates for Student Transportation Services, which was signed by Schmitt and Sons in 2018, is made and entered into as of the 30th day of March, 2020, by and between Independent School District 191, Burnsville, Minnesota, and Schmitt and Sons, Burnsville, Minnesota.

Beginning on March 16, 2020, and through the end of the calendar 2019-2020 school year (unless MDE or governor orders are modified in regard to COVID-19 school transportation reimbursement), or when ISD191 schools are back in session, the following changes will occur to Rates for Student Transportation Services as part of the Pupil Transportation Services Agreement:

- 1) All previously scheduled regular and special education routes will be invoiced at a rate of 90% of the contracted rates. Example: 4-hour base rate is \$306.00. This currently equates to \$38,959.20 daily.
- 2) All previously scheduled charter/field trips will be invoiced at a rate of 90% of the contracted rates. Example: In-District – Live Hour Rate (2.0 hrs base) is \$76.50. This currently equates to \$2,102.40 daily.
- 3) Schmitt's and Sons will provide student learning materials, food and emergency trips relating to COVID-19 during the duration of this addendum upon the request of the district or designee. These trips will be included in the 90% of the invoice, with a maximum amount of (eight) 8 vehicles per day. If the need per day exceeds beyond eight (8) vehicles, the district would pay 100% of the daily rate on those vehicles above the eight.
- 4) Schmitt's and Sons is required to compensate all hourly route and charter drivers/staff associated with the ISD191 contract at their normal scheduled pay.

Schmitt's and Sons Bus Company

Independent School District No. 191

By: Mike Forbord  
Name: Mike Forbord  
Title: Div. Ops.  
Date: 3/30/2020

By: Lisa Rider  
Name: Lisa Rider  
Title: Exec Director of Business Services  
Date: 3/30/2020

**Agenda V.B.1.  
January 14, 2021**

TO: Board of Education  
Superintendent Dr. Theresa Battle

FROM: Dave Helke, principal

DATE: January 6, 2021

RE: 2021-22 High School Course Catalog

**RECOMMENDATION:** That the Board of Education approves the additions, deletions, and changes to the 2021-22 High School Course Catalog as noted below.

For reference, 2020-2021 Catalog Link: [2020-2021 Course Catalog](#)

**2021-22 Additions**

- *Advanced Manufacturing Design & Fabrication* (Design, Engineering, & Manufacturing pathway addition)
- *IHCC Introduction to Criminal Justice* (Health & Human Services pathway addition that is concurrent enrollment with Inver Hills Community College)
- *Earth Science 9, EL Earth Science 9, Honors Earth Science 9* (replaces Physical Science 9, EL Physical Science 9, and Honors Physical Science 9 to align with new MN Science Standards)

**2021-22 Deletions**

- *Physical Science 9, EL Physical Science 9, and Honors Physical Science 9* (replaced with Earth Science 9, EL Earth Science 9, and Honors Earth Science 9 to align with new MN Science Standards )
- General Information Section titled *Dual Ranking System* (college admission focus increasingly holistic using GPA, courses taken, rigor of courses, and involvement in activities; regular class rank still calculated for all students)

**2021-22 Changes**

- *Team Sports - Grade 9* (Physical Education, remove prerequisite “Successful completion of ITF”)
- *Advanced Placement American History A & B* (Social Studies, add College in the Schools to title)

- *Advanced Placement American Government* (Social Studies, add College in the Schools to title)<sup>85</sup>
- *Advanced Placement Microeconomics* (Social Studies, add College in the Schools to title)
- *Advanced Placement Macroeconomics* (Social Studies, add College in the Schools to title)
- *Advanced Placement Calculus A & B* (Math, add College in the Schools to title)
- *Bel Canto A & B* (Fine Arts, change to course description)
- *Concert Choir A & B* (Fine Arts, change to course description)
- *Freestyle A & B* (Fine Arts, change to course description)
- *Emergency Medical Technician/EMT Lab* (change to course description)
- *Success 191* (change to course description)
- *Algebra II A & B* (replace “Successful completion of” in prerequisite with “Prior enrollment in”)
- *Honors Algebra II A & B* (replace “Successful completion of” in prerequisite with “Prior enrollment in”)
- *Geometry A & B* (replace “Successful completion of” in prerequisite with “Prior enrollment in”)
- *Honors Geometry A & B* (replace “Successful completion of” in prerequisite with “Prior enrollment in”)
- *Functions & Trigonometry A & B* (replace “Successful completion of” in prerequisite with “Prior enrollment in”)
- *Honors Functions & Trigonometry A & B* (replace “Successful completion of” in prerequisite with “Prior enrollment in”)
- General Information Section titled *Repetition* (changed title to ‘Credit Recovery’ and added new description)
- General Information Section titled *Early Graduation* (changed description)
- General Information Section titled *Dropping A Course* (changed description)
- General Information Section titled *Schedule Changes* (changed description)



# BHS

## Course Catalog

**2021-2022**

# Mission

**Each Student.  
Future Ready.  
Community Strong.**

## Burnsville High School

600 E. Highway 13  
Burnsville, MN 55337

Main Phone Line - 952-707-2100  
Attendance Line - 952-707-2104  
Athletics/Activities - 952-707-2151  
Student Counseling - 952-707-2108  
[www.isd191.org/bhs](http://www.isd191.org/bhs)

## Burnsville Alternative High School

2140 Diffley Road  
Eagan, MN 55122

Main Phone Line - 952-707-4020  
[www.isd191.org/bahs](http://www.isd191.org/bahs)

## District 191 School Board

Abigail Alt  
Lesley Chester  
Toni Conner  
Scott Hume  
Eric Miller  
Sue Said  
Anna Werb

Para hablar con alguien en español sobre la información contenida en este catálogo de cursos, póngase en contacto con Hector Torres, 952-707-2143.

Si'aad ula hadasho qof Somali ah xaga macluumaadka buugaga maadooyinka, fadlan lasoo xiriir Abdulahi Omar, 952-707-2110.

## TABLE OF CONTENTS

87

Directory .....	2
Registration Information.....	3
Grading Information.....	4
Commencement/Graduation .....	5
Graduation Requirements .....	6
Activity/Athletics Eligibility .....	7
Special Education Programming .....	8
English Learner Programming .....	12
Burnsville Alternative High School.....	13
Post-High School Planning.....	14
College Credit Opportunities.....	16
Course Offerings Summary .....	18
Career Fields.....	20
Pathways at BHS .....	21
Arts, Global Communications, Information Systems ..	23
Design, Engineering, Manufacturing Technologies .....	32
Business, Management & Entrepreneurship .....	36
Health Sciences & Human Services .....	40
College & Career Core .....	44
Language Arts.....	45
Mathematics.....	48
Physical Education/Health .....	49
Science .....	50
Social Studies.....	51
Global Electives .....	53
Career & Technical Education (CTE).....	54
Fine Arts .....	55
Language Arts.....	55
Mathematics.....	55
Physical Education/Health .....	56
Science .....	57
Social Studies.....	57
World Languages .....	58
Youth Service.....	59
NCAA Eligibility/Course Requirements.....	60
Index of Courses .....	62



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## COURSE REQUEST 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. The student and a parent must complete a change of class form. All schedule changes should be done prior to the 1st day of school so a student will not be missing key content from classes. 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 to drop a class. A student is only allowed to drop a class if they have seven classes and would like a study hall. This needs to be completed within the first two weeks of school. A course dropped after the first two weeks of school, 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 six courses each semester. 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.

## CREDIT RECOVERY

For students in need of credit recovery, the Extended Day and Extended Year (summer) programs are offered in an online format. Students are able to sign up for a maximum of one (1) course per session during the Extended Day program and a maximum of two (2) courses per session during the Extended Year program. The online class must be completed during the enrolled session. Teachers are available for assistance during virtual office hours. Students are required to meet with their teacher through virtual office hours a minimum of 10 times during their session as well as complete all coursework in order to be awarded course credit.

**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+	2.3
C	2.00
C-	1.7
D+	1.3
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 3.8 or higher or a 3.6 or higher if dual-ranked 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.

**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.

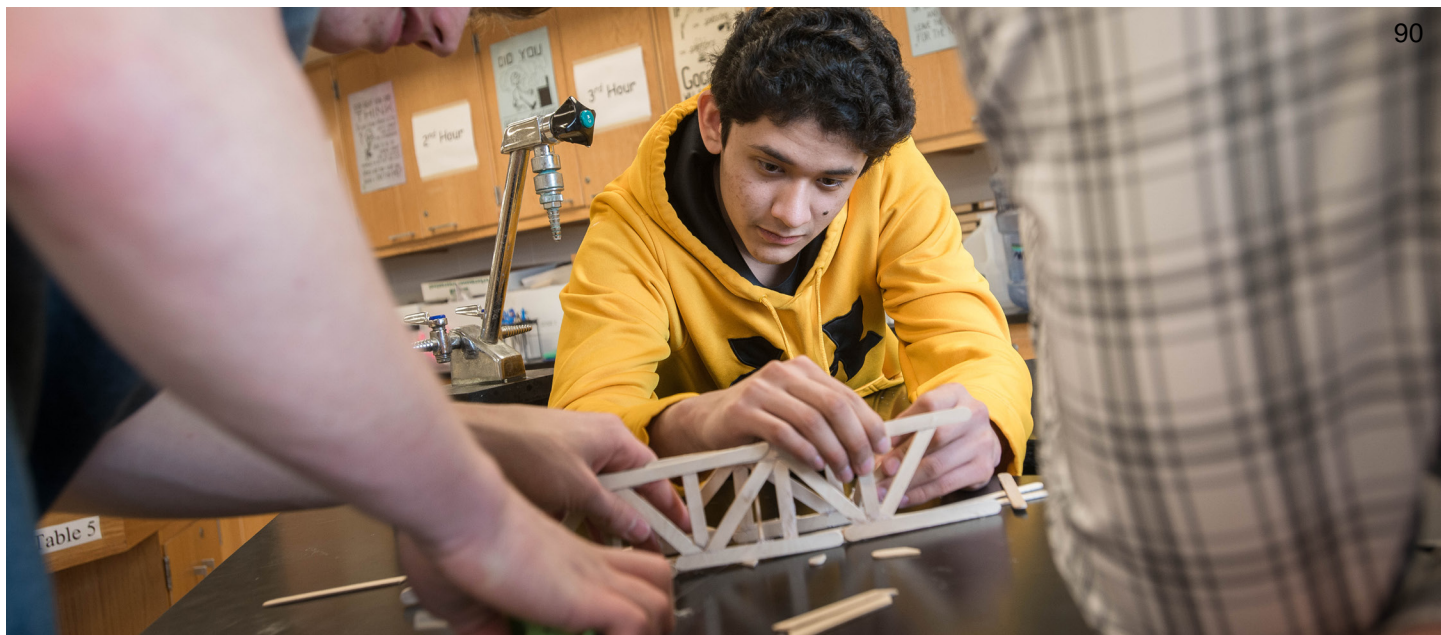
**ACADEMIC LETTERS**

Freshmen, 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 Burnsville High School.

**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 43 of the 46 credits required for graduation on or before June 10, 2022. Seniors who are not meeting the requirements 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 graduation. 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 first meet with their counselor and then submit a letter to the principal requesting to graduate early and signed by their parent/guardian.

### GRADUATING WITH DISTINCTION OR HIGH DISTINCTION

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

Graduates with distinction have an accumulated a grade-point average of greater than or equal to 3.6, but less than 3.9, through seven semesters. A student must have received 42 or more senior high semester credits through seven semesters.

Graduates with high distinction have an accumulated 3.900 or higher grade-point average through seven semesters. A student must have received 42 or more semester credits through seven semesters.

### 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 eight semesters. A student must have received 48 or more semester credits in grades 9-12. Forty-four (44) 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

All Burnsville High School graduates must earn a minimum of 45 semester credits (Class of 2022 and 2023) and 46 semester credits (Class of 2024 and 2025) as listed below in grades 9-12.

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

## SUCCESS 191

Success 191 is a one-semester course in which ninth-grade students will identify and develop skills that will help them be successful in high school and beyond. The focus of this class will be to support the transition from middle school to high school. Students will learn about themselves, their interests, and begin planning for their future while focusing on types of "literacy" that may not be directly taught in other classes, including career and post secondary, citizenship, cultural and social justice, digital, and financial. Note: Beginning with the Class of 2024, this is a one credit graduation requirement.

## LANGUAGE ARTS

The graduation requirements for Language Arts in grades 11 and 12 have been updated to allow increased choice for students based on their interests. Courses have been organized as either Writing/Speaking-intensive or Literature-intensive. To graduate, students must take one writing/speaking course and one literature course in both 11th and 12th grades. Watch for these symbols next to course descriptions to see which requirement they satisfy.

- Grade 9: English 9 (2 credits)
- Grade 10: English 10 (2 credits)

### Grade 11

Writing/Speaking (1 credit)

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Literature (1 credit)

\_\_\_\_\_

### Grade 12

Writing/Speaking (1 credit)

\_\_\_\_\_

Literature (1 credit)

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Writing/Speaking



Literature

Watch for these symbols, which indicate the courses that satisfy the writing/speaking and literature requirements, next to course descriptions in the College and Career Core section of this catalog.

## 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 II (2 credits)
- Grade 11: Functions/Trigonometry (2 credits)

## SCIENCE

- Grade 9: Earth 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)

## ELECTIVES

Grades 9-12: (14 credits)

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## FINE ARTS

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

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

## STUDENT CO-CURRICULAR ELIGIBILITY

District 191 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 District 191 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, District 191 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/performance, 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:

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

### 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.

# 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

### SKILLS FOR ACADEMIC SUCCESS:

#### A & B

##### Course Number:

8603J/8604J - Grade 9/10

8603K/8604K - Grade 11/12

##### 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.

### SKILLS FOR POSITIVE CHOICES:

#### A & B

##### Course Number: 8603R/8604R

Grade Level: 9, 10, 11, 12

##### 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.

### LANGUAGE ARTS SKILLS: A & B

##### Course Number:

8543R/8544R: Grade 9

8545R/8546R: Grade 10

8547R/8548R: Grade 11

8549R/8550R: Grade 12

##### 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.

### GEOMETRY SKILLS: A & B

##### Course Number: 8525R/8526R

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. This class is specifically designed to teach the skills taught in Geometry by special education instructors. Students enrolled in this course have math IEP goals. You will focus on using Geometry to solve real-world problems.

**ALGEBRA II SKILLS: A & B****Course Number:** 8521R/8522R**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 teach the skills taught in Algebra II by special education instructors. Students enrolled in this course have math IEP goals.

**CONSUMER MATH: A & B (1 YEAR)****Course Number:** 8509R/8510R**Grade Level:** 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. This is a 1 year course.

**CONSUMER MATH: A & B (2 YEAR)****Course Number:** 8511R/8512R**Grade Level:** 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. This is a 2 year course.

**MATH SKILLS: A & B****Course Number:** 8523R/8524R**Grade Level:** 9, 10**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.

**SCIENCE SKILLS: A & B****Course Number:** 8561R/8562R**Grade Level:** 9, 10, 11, 12

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

**SOCIAL STUDIES SKILLS: A & B****Course Number:** 8541R/8542R**Grade Level:** 9, 10, 11, 12

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

**SOCIAL SKILLS: A & B****Course Number:** 8691R/8692R**Grade Level:** 9, 10, 11, 12**Prerequisite:** Instructor Approval

This is a comprehensive course for students who need individualized instruction in the area of social skills. Goals in the areas of interpersonal skills, social interaction, and behavior within the home and community will be addressed in this course.

Students will focus on self-management, relationships, conversation skills, cooperation and compromise, group and public behavior, sportsmanship, self-worth, and confidence.

**FEST PROGRAM****CAREER DEVELOPMENT SKILLS: A & B****Course Number:** 8683F/8684F - Grades 9-12**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:** 8693F/8694F - Grades 9-12**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: A & B****Course Number:** 8643F/8644F - Grades 9-12**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: A & B****Course Number:** 8633F/8634F - Grades 9-12**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 - Grades 9-12**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.

**SCIENCE SKILLS: A & B****Course Number:** 8631F/8632F - Grades 9-12**Prerequisite:** Instructor Approval

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

**SOCIAL SKILLS: A & B****Course Number:** 8691F/8692F - Grades 9-12**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 interpersonal skills, social interaction and behavior within the home and community will be addressed in this course. You will focus on self-management, relationships, conversation skills, cooperation and compromise, group and public behavior, sportsmanship, self-worth and confidence. Community based instruction is used to generalize classroom learning.

**SOCIAL STUDIES SKILLS: A & B****Course Number:** 8621F/8622F - Grades 9-12**Prerequisite:** Instructor Approval

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

**SEMINAR: WORK BASED LEARNING: A & B****Course Number:** 8723F/8724F - Grades 10, 11, 12**Prerequisite:** Instructor Approval

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

**NEUROBIOLOGICAL PROGRAM****LANGUAGE ARTS SKILLS: A & B****Course Number:** 8531N/8532N - Grades 9-12**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: A & B****Course Number:** 8523N/8524N - Grades 9-12**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. You will focus on 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 SKILLS: A & B****Course Number:** 8561N/8562N - Grades 9-12**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:** 8603N/8604N - Grades 9-12**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 SKILLS: A & B****Course Number:** 8691N/8692N - Grades 9-12**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 interpersonal skills, social interaction and behavior within the home and community will be addressed in this course. You will focus on self-management, relationships, conversation skills, cooperation and compromise, group and public behavior, sportsmanship, self-worth and confidence. Community based instruction is used to generalize classroom learning.

**SOCIAL STUDIES SKILLS: A & B****Course Number:** 8541N/8542N - Grades 9-12**Prerequisite:** Instructor Approval

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

**TRANSITION SKILLS: A & B****Course Number:** 8573N/8574N - Grades 9-12**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

### EDUCATION AND EMPLOYMENT TRANSITION

#### SKILLS: A & B

**Course Number:** 8701S/8702S - Grade 12+

**Prerequisite:** Instructor Approval

This is a comprehensive course that is focused on development of skills for students who need individualized instruction. This course will also focus on exploring post secondary programs or training opportunities that might support individual employment goals. Students will focus on job applications, interviewing, resume writing, communication with co-workers and authority figures, teamwork, as well as soft skills such as being on time. Students will also learn how positive behavioral choices in and outside of school can impact their future career and postsecondary goals.

#### LANGUAGE ARTS SKILLS: A & B

**Course Number:**

8811S/8812S - Grades 9/10

8821S/8822S - Grades 11/12

**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: A & B

**Course Number:** 8838S/8839S - Grades 9-12

**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. You will focus on 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:** 8848S/8849S - Grades 9-12

**Prerequisite:** Instructor Approval

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

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

**Course Number:** 8863S/8864S - Grades 9, 10

**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.

#### SKILLS FOR PERSONAL SUCCESS: A & B 96

**Course Number:** 8603S/8604S - Grades 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.

#### SOCIAL STUDIES SKILLS: A & B

**Course Number:** 8828S/8829S - Grades 9-12

**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

**Course Number:** 8723R - Grades 10, 11, 12

**Prerequisite:** Instructor Approval

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

### WORK EXPERIENCE: A & B

**Course Number:** 8708R/8709R

**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.



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

- 1. English Language Development (ELD):** Students at English Language Proficiency levels 1 & 2 will attend elective EL Reading & Writing courses in English taught by a licensed EL teacher. These courses will consist of English Learners from all grade levels.
- 2. Sheltered Content:** English Learners from any proficiency level may be registered 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 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 registered in mainstream content courses, with their English-speaking peers which may be taught by co-teachers, one who is licensed in EL, and one who is licensed in the content area, or 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 may be served in the PATHS Language Academy at 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 4.5 overall and 3.5 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 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 NEWCOMER INTRO TO ENGLISH**

**Course Number:** 0271

**Prerequisite:** Instructor Approval

This one semester course is intended for students who are new to country but may be repeated at instructor's discretion. This course will provide an introduction to vocabulary and basic English needed to navigate school and community. All four language domains will be supported with an emphasis on listening and speaking. The student's participation and English language production are key to success in this class.

## **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/WRITING,**

### **LEVEL 3: A & B**

**Course Number:** 0281/0292

**Prerequisite:** Instructor Approval

This course will continue reading comprehension skills and academic writing. Vocabulary development is emphasized through the use of context. Literary terms are introduced and applied with appropriately leveled readings. Sentence strategies are taught so that students can identify and correctly produce simple, compound, and complex sentences. Paragraph organization and purpose, grammar, word 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 pre-writing, organizing, drafting, and revising. Special attention is paid to writing for college preparation.

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

BAHS offers 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.

## 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.

## GENERAL INFORMATION

- Relationships are an essential part of our school culture and student success.
- Any student 10th grade and older must meet with their BHS guidance counselor to be referred to BAHS.
- Students may take any number of classes at BAHS depending on their need and interests. They are also eligible to take Burnsville High School classes, or participate (if eligible) in any co-curricular options available to BHS students.
- The Burnsville Alternative High School day is organized using a 4 block structure that meets for a full quarter. A block equates to two periods. There is also a learning lab period to work on online courses.
- 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.

## CONTACT US

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

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

## 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 Reese Hendricks, School 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 and the skills they demonstrate in acquiring the material presented. Grades will reflect proficiency or mastery of course content, quality of the work completed and engagement in class. Emphasis is placed on the quality of the student's day to day performance and mastery of content standards.

## Attendance

Attendance is a critical component of the alternative program. Attendance is directly tied into the credit a student earns. 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.

## 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 9-12)
- 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.

100

### **NAVIANCE STUDENT**

We are pleased to introduce Naviance Student – a comprehensive website that you and your student can use to make plans about colleges and careers. Naviance Student is linked with Hobsons, 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.

Naviance Student 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.

Naviance Student 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.

Log in to Naviance Student through MyISD191 at [my.isd191.org](http://my.isd191.org).



# 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</li> <li>AP Literature and Composition (English 11)</li> <li>AP Calculus AB</li> <li>AP Calculus BC</li> <li>AP Statistics</li> <li>AP Chemistry</li> <li>AP Environmental Science</li> <li>AP American History</li> <li>AP World History</li> <li>AP Psychology</li> <li>AP American Government</li> <li>AP Macroeconomics</li> <li>AP Microeconomics</li> <li>AP Human Geography</li> <li>AP Computer Sciences</li> <li>AP Computer Science 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>NCC CIM 1201: Computer Applications .....</li> <li>IHCC ENG 1108: Writing and Research Skills .....</li> <li>IHCC ENG 1140: Introduction to Literature .....</li> <li>IHCC EMS 1101/1102: Emergency Medical Technician..</li> <li>NCC HCCC1074: Healthcare Core Curriculum .....</li> <li>NCC BUSN 1157: Hospitality &amp; Tourism Management..</li> <li>NCC EDUC 2222: Multicultural Ed. &amp; Human Relations.</li> <li>IHCC CJS 1150: Introduction to Criminal Justice .....</li> <li>IHCC NURS 1001: Certified Nursing Assistant .....</li> <li>IHCC POLS 1111: Political Science .....</li> </ul>	<ul style="list-style-type: none"> <li>3 MNSCU college credits</li> <li>4 MNSCU college credits</li> <li>4 MNSCU college credits</li> <li>9 MNSCU college credits</li> <li>4 MNSCU college credits</li> <li>3 MNSCU college credits</li> <li>3 MNSCU college credits</li> <li>3 MNSCU college credits</li> <li>5 MNSCU college credits</li> <li>3 MNSCU college credits</li> </ul>
College In the Schools	<ul style="list-style-type: none"> <li>CIS/University Writing and Critical Reading .....</li> <li>CIS/Introduction to Literature .....</li> <li>CIS Public Speaking .....</li> <li>CIS Sociology: Interdisciplinary Look/Multicultural America</li> <li>CIS Introduction to African American Studies</li> <li>CIS Spanish 5 .....</li> <li>CIS/AP American Government .....</li> <li>CIS/AP Microeconomics .....</li> <li>CIS/AP Macroeconomics .....</li> <li>CIS/AP American History .....</li> <li>CIS/AP Calculus AB .....</li> </ul>	<ul style="list-style-type: none"> <li>4 U of M semester credits (WRIT 1301)</li> <li>4 U of M semester credits (ENGL 1001W)</li> <li>3 U of M semester credits (COMM 1101)</li> <li>4 U of M semester credits (FSOS 1211)</li> <li>3 U of M semester credits (AFRO 1011)</li> <li>5 U of M semester credits (SPAN 1003/1004)</li> <li>4 U of M semester credits (POL 1001)</li> <li>4 U of M semester credits (APEC 1101)</li> <li>4 U of M semester credits (APEC 1102)</li> <li>4 U of M semester credits (HIST 1307/1308)</li> <li>4 U of M semester credits (MATH 1371)</li> </ul>
Articulated Classes	<ul style="list-style-type: none"> <li>Advanced Programming</li> <li>Chef 2: Foundations of Culinary Arts &amp; Hospitality</li> <li>Child Development &amp; Preschool Lab</li> <li>Housing &amp; Interior Design</li> <li>Intro to Business &amp; Marketing</li> <li>Marketing I</li> <li>Marketing II</li> <li>Sports &amp; Entertainment Marketing</li> <li>Starting Your Own Business</li> </ul>	<p>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.</p>


**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> <li>• Aerospace</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 equivalence 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 2020-2021 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="https://education.mn.gov/MDE/fam/dual/pseo/">https://education.mn.gov/MDE/fam/dual/pseo/</a>.</p>

# Course Offerings Summary

CC - College Credit may be possible

C - Certification may be possible

FA - Fine Arts Credit

## Success 191 (Page 20)

1651..... SUCCESS 191.....9

## Language Arts Core (Page 45)

W/S - Writing/Speaking Credit

L - Literature Credit

Course No.	Course Title	Grade Levels
0421/0432	ENGLISH 10: A & B	10
0441/0452	ENGLISH 10 HONORS: A & B	10
0571	COMPOSITION	11, 12   W/S
0580	COMPOSITION ADVANCED	11, 12   W/S
0581/0592	AP LITERATURE & COMP: A & B	11, 12   CC
0611	JOURNALISM	9, 10, 11, 12   W/S
0631	SCIENCE FICTION & FANTASY LITERATURE	11, 12   L
0671	SPORTS LITERATURE	11, 12   L
0710	CIS PUBLIC SPEAKING	11,12   W/S, CC
0791	DETECTIVE & GOTHIC LITERATURE	11, 12   L
0820	MYTHIC PATTERNS	11, 12   L
0830	WRITING FOR STEM	11, 12   W/S
0840	CIS/UNIVERSITY WRITING & CRITICAL READING ... 12   W/S, CC	
0841	CREATIVE WRITING I (HYBRID/PARTIAL ONLINE)...	11, 12   W/S
0880	CIS LITERATURE, POETRY, DRAMA & NARRATIVE	11, 12   L, CC
0881	AMERICAN PORTRAIT	11, 12   L
0891	THE FILM AS LITERATURE	11, 12   L
0911/0912	ENGLISH 9: A & B	9
0921/0922	HONORS ENGLISH 9	9
8529/8530	LANGUAGE ARTS SKILLS 9: A & B	9
8531/8532	LANGUAGE ARTS SKILLS 10: A & B	10
8533/8534	LANGUAGE ARTS SKILLS 11: A & B	11   W/S, L
8571/8572	LANGUAGE ARTS SKILLS 12: A & B	12   W/S, L
IH0411	IHCC ENGLISH 10A: READING COLLEGE TEXTS	10
IH0422	IHCC ENGLISH 10B: NTRO TO ACADEMIC WRITING	10
IH0511	IHCC ENGLISH 11A: WRITING & RESEARCH	11   W/S, CC
IH0522	IHCC ENGLISH 11B: INTRO TO LITERATURE	11   L, CC

## Mathematics Core (Page 48)

2152/2162	EL PRE-ALGEBRA: A & B	9, 10, 11, 12
2351/2362	EL ALGEBRA I: A & B	9, 10, 11, 12
2371/2382	EL GEOMETRY: A & B	9, 10, 11, 12
2611/2622	GEOMETRY A & B	9
2631/2642	EL ALGEBRA II: A & B	10, 11, 12
2643/2644	ALGEBRA II A & B	10
2671/2672	HONORS ALGEBRA II: A & B	10
2741/2742	FUNCTIONS & TRIGONOMETRY: A & B	11
2743/2744	HONORS FUNCTIONS & TRIGONOMETRY: A & B	11
2745/2746	EL FUNCTIONS & TRIGONOMETRY: A & B	11
2921/2922	HONORS GEOMETRY A & B	9
8511/8512	CONSUMER MATH: A & B	11, 12
8521/8522	ALGEBRA II MATH SKILLS: A & B	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	EL BIOLOGY: A & B	10
3401/3412	HONORS BIOLOGY: A & B	10
3601/3612	CHEMISTRY CONCEPTS: A & B	11
3611/3622	EL CHEMISTRY: A & B	11
3631/3642	CHEMISTRY: A & B	11
3651/3662	HONORS CHEMISTRY: A & B	11
3963/3964	EARTH SCIENCE A & B	9
3965/3966	HONORS EARTH SCIENCE A & B	9
3968/3969	EL EARTH SCIENCE: A & B	9

## Social Studies Core (Page 51)

1501/1512	WORLD HISTORY: A & B	10
1521/1532	AP WORLD HISTORY: A & B	10 CC
1541/1552	AMERICAN HISTORY: A & B	11
1561/1562	AP/CIS AMERICAN HISTORY: A & B	11 CC
1580	AMERICAN GOVERNMENT & POLITICS	12
1581	AP/CIS AMERICAN GOVERNMENT	12 CC
IH1583	IHCC: POLITICAL SCIENCE 1111 AMERICAN GOVT.	12 CC
1590	PRINCIPLES OF ECONOMICS	12
1592	AP/CIS MICROECONOMICS	12 CC
1594	AP/CIS MACROECONOMICS	12 CC
1841/1852	EL AMERICAN HISTORY: A & B	11
1911	HUMAN GEOGRAPHY	9
1921/1922	AP HUMAN GEOGRAPHY: A & B	9 CC
1941	EL HUMAN GEOGRAPHY	9

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

0621	JOURNALISM II	9, 10, 11, 12
0630	INTRODUCTION TO MEDIA PRODUCTION	9, 10, 11, 12
0640/0651	INTERMEDIATE MEDIA PRODUCTION: A & B	10, 11, 12
2500	INTRODUCTION TO PROGRAMMING	9, 10, 11, 12
2510	ADVANCED PROGRAMMING	9, 10, 11, 12
2540	IT EXPLORATION	9, 10, 11, 12
2551/2562	AP COMPUTER SCIENCE A & B	10, 11, 12 CC
2570	APP DEVELOPMENT	9, 10, 11, 12
2580/2590	AP COMPUTER SCIENCE PRINCIPLES A & B	10, 11, 12 CC
5021	DRAWING & PAINTING I	9, 10, 11, 12 FA
5031	DRAWING & PAINTING II	9, 10, 11, 12 FA
5041	DRAWING & PAINTING III	10, 11, 12 FA
5051	GLOBAL ARTS & JEWELRY I	9, 10, 11, 12 FA
5061	GLOBAL ARTS & JEWELRY II	9, 10, 11, 12 FA
5091	VISUAL MEDIA & DESIGN I	9, 10, 11, 12 FA
5092	VISUAL MEDIA & DESIGN II	9, 10, 11, 12 FA
5110	SENIOR ARTIST: DRAWING & PAINTING	12 FA
5120	CERAMICS I	9, 10, 11, 12 FA
5130	CERAMICS II	9, 10, 11, 12 FA
5140	CERAMICS III	10, 11, 12 FA
5150	SENIOR ARTIST: CERAMICS	12 FA
5500	MUSIC THEORY	9, 10, 11, 12 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	9, 10, 11, 12 FA
5702	INTERMEDIATE PIANO	9, 10, 11, 12 FA
5703	ADVANCED PIANO	9, 10, 11, 12 FA
5711	BEGINNING GUITAR	9, 10, 11, 12 FA
5712	INTERMEDIATE GUITAR	9, 10, 11, 12 FA
5713	ADVANCED GUITAR	10, 11, 12 FA
5800	ACTING I	9, 10, 11, 12 FA
5810	ACTING II	9, 10, 11, 12 FA
5851	DANCE TECHNIQUE I	9, 10, 11, 12 FA
5852	DANCE TECHNIQUE II	9, 10, 11, 12 FA
5853	DANCE TECHNIQUE III	9, 10, 11, 12 FA
5861	FILM STUDIES (BAHS ONLY)	9, 10, 11, 12 FA
7070	MULTIMEDIA ANIMATION	9, 10, 11, 12 FA
7080	3-D DESIGN	10, 11, 12 FA
7260	WEB DESIGN	9, 10, 11, 12 FA
7630	DIGITAL PHOTOGRAPHY & MANIPULATION	9, 10, 11, 12 FA
7640	ADV. DIGITAL PHOTO & MANIPULATION	9, 10, 11, 12 FA

0800.....	CREATIVE WRITING .....	10, 11, 12
8011.....	DESIGN STUDIO .....	10, 11, 12 FA
8021.....	FASHION DESIGN .....	9, 10, 11, 12 FA
8071.....	HOUSING & INTERIOR DESIGN .....	9, 10, 11, 12 FA

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

3671/3682.....	AP CHEMISTRY .....	12 CC
7380.....	CREATE-A-SKATE (BAHS ONLY).....	10, 11, 12
7421/7422.....	AEROSPACE: A & B.....	9, 10, 11, 12
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
7551/7552.....	ENGINEERING DESIGN & DEVELOPMENT A & B .....	11, 12 CC
7560.....	WOODWORKING .....	9, 10, 11, 12
7563.....	CABINET MAKING .....	9, 10, 11, 12
7580.....	MANUFACTURING DESIGN & FABRICATION .....	9, 10, 11, 12
7582.....	ADVANCED MAN. DESIGN & FABRICATION .....	9, 10, 11, 12
7700.....	ENGINE TECHNOLOGY .....	9, 10, 11, 12
7748.....	WELDING/AUTO-BODYWORK & REFINISHING .....	10, 11, 12
7750.....	INTRODUCTION 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)**

1593.....	AP MACROECONOMICS .....	12 CC
7130.....	PERSONAL MONEY MANAGEMENT .....	10, 11, 12
7151.....	INTRODUCTION TO BUSINESS & MARKETING .	9, 10, 11, 12 CC
7160.....	SPORTS & ENTERTAINMENT MARKETING .....	10, 11, 12 CC
7161.....	MARKETING II .....	11, 12 CC
7171.....	MARKETING I .....	10, 11, 12 CC
7180.....	STARTING YOUR OWN BUSINESS .....	10, 11, 12 CC
7183.....	HOSPITALITY & TOURISM MANAGEMENT .....	10, 11, 12 CC
7200.....	ACCOUNTING .....	10, 11, 12
8030.....	CHEF I .....	9, 10, 11, 12 C
8040.....	COOKING IN MOTION .....	9, 10, 11, 12
8041.....	FOUNDATIONS OF FOOD .....	9, 10, 11, 12
8080.....	GLOBAL FOODS .....	9, 10, 11, 12
8031/8032.....	CHEF II: A & B .....	10, 11, 12 CC C
8033/8034.....	CHEF III: A & B .....	11, 12 CC C
8094.....	HOSPITALITY INDUSTRY INTERNSHIP.....	12 CC C

**Health Sciences & Human Services (Page 40)**

1593.....	AP MACROECONOMICS .....	12 CC
1610.....	PUBLIC AFFAIRS .....	11, 12
1620.....	PSYCHOLOGY .....	11, 12
1630.....	INTRODUCTION TO SOCIOLOGY .....	11, 12
IH1645.....	INTRODUCTION TO CRIMINAL JUSTICE .....	11, 12
1680.....	FORENSIC SCI & CRIMINAL JUSTICE (BAHS ONLY).....	10, 11, 12
3510.....	HUMAN ANATOMY & PHYSIOLOGY .....	11, 12
4001.....	CURRENT HEALTH ISSUES & CAREERS (BAHS ONLY).....	12
4340.....	YOGA, PILATES & FITNESS I .....	10, 11, 12
4352.....	YOGA, PILATES & FITNESS II .....	10, 11, 12
4500.....	STRENGTH & CONDITIONING I .....	10, 11, 12
4510.....	STRENGTH & CONDITIONING II .....	10, 11, 12
4710.....	FIRST AID & CPR/AED .....	11, 12 C
4720.....	ATHLETIC TRAINING & PHYSICAL THERAPY .....	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
8140.....	HEALTHCARE CORE CURRICULUM .....	11, 12 CC
8150.....	NURSING ASSISTANT .....	11, 12 CC C
8168.....	EMERGENCY MEDICAL TECHNICIAN .....	12 CC C
8301/8302.....	T.A.S.K. TEACHING TO ACHIEVE SUCCESS A & B .....	11, 12
N8311.....	INTRODUCTION TO EDUCATION.....	12 CC
N8312.....	MULTICULTURAL EDUCATION & HUMAN RELATIONS.....	12 CC

**GLOBAL ELECTIVES - CTE (Page 54)**

2980.....	INDEPENDENT STUDY - COMPUTERS .....	10, 11, 12 CC
7230.....	COMPUTER APPLICATIONS .....	10, 11, 12 CC
7231.....	INTRODUCTION TO COMPUTERS.....	9, 10, 11, 12

7490.....	INDEPENDENT STUDY - BUSINESS EDUCATION .....	10, 11, 12
7990.....	INDEPENDENT STUDY - TECHNICAL EDUCATION .....	11, 12
7991.....	INDEPENDENT STUDY - AUTOMOTIVE .....	11, 12
8111.....	MAAP STARS/CAREERS INVESTIGATION(BAHS ONLY) .....	10, 11, 12
8120.....	CAREER INVESTIGATION (BAHS ONLY) .....	10, 11, 12
8490.....	IND STUDY - FAMILY & CONSUMER SCIENCES .....	11, 12
8491.....	INDEPENDENT STUDY - EDUCATION INTERNSHIP.....	10, 11, 12

**GLOBAL ELECTIVES - FINE ARTS (Page 55)**

5690.....	INDEPENDENT STUDY - MUSIC.....	10, 11, 12 FA
5890.....	INDEPENDENT STUDY - FINE ARTS.....	10, 11, 12 FA
5720.....	HISTORY OF ROCK & ROLL .....	9, 10, 11, 12 FA

**GLOBAL ELECTIVES: ENGLISH/LANGUAGE ARTS**

The graduation requirements for language arts classes have been updated to provide more choice to students. See page 55 for more details on how this change affects language arts electives.

0981/0982.....	READING 180: A & B.....	9
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**GLOBAL ELECTIVES - MATH (Page 55)**

2441/2452.....	MATH 180: A & B .....	9
2701/2712.....	ALGEBRA III: A & B .....	11, 12
2751/2762.....	PRECALCULUS: A & B .....	10, 11, 12
2771/2782.....	HONORS PRECALCULUS: A & B .....	10, 11, 12
2811/2822.....	AP/CIS CALCULUS AB: A & B .....	11, 12 CC
2851/2862.....	AP CALCULUS BC: A & B .....	11, 12
2951/2962.....	AP STATISTICS: A & B .....	11, 12

**GLOBAL ELECTIVES - PHYSICAL EDUCATION (Page 56)**

4030.....	TEAM SPORTS .....	10, 11, 12
4031.....	TEAM SPORTS - GRADE 9 .....	9
4040.....	CONTACT TEAM SPORTS .....	10, 11, 12
4050.....	RACKET SPORTS I .....	10, 11, 12
4070.....	RECREATIONAL SPORTS .....	10, 11, 12
4552.....	FLOOR HOCKEY, SOCCER, & SPEEDBALL .....	10, 11, 12
4620.....	RACKET SPORTS II .....	10, 11, 12
4730.....	SELF DEFENSE .....	10, 11, 12
4990.....	INDEPENDENT STUDY - PHYSICAL EDUCATION .....	11, 12
8421/8432.....	PERSONAL DEVELOPMENT (BAHS ONLY).....	11, 12

**GLOBAL ELECTIVES - SCIENCE (Page 57)**

3540.....	ASTRONOMY .....	11, 12
3721/3732.....	PHYSICS: A & B .....	12
3821/3832.....	HONORS PHYSICS: A & B .....	12
3851/3862.....	AP ENVIRONMENTAL SCIENCE: A & B .....	11, 12 CC
3890.....	ENVIRO STUDIES & WILDLIFE CONS (BAHS ONLY).....	10, 11, 12
3990.....	INDEPENDENT STUDY - SCIENCE.....	11, 12

**GLOBAL ELECTIVES - SOCIAL STUDIES (Page 57)**

1650.....	CIS SOCIOLOGY: FAMILY IN MULTICULTURAL AM. ....	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
1691.....	INTRO TO WOMEN'S STUDIES .....	11, 12

**GLOBAL ELECTIVES - WORLD LANGUAGES (Page 58)**

6001/6012.....	FRENCH I: A & B .....	9, 10, 11, 12
6041/6052.....	FRENCH II: A & B .....	9, 10, 11, 12
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 I: A & B .....	9, 10, 11, 12
6441/6452.....	SPANISH II: A & B .....	9, 10, 11, 12
6481/6492.....	SPANISH III: A & B .....	10, 11, 12
6521/6532.....	SPANISH IV: A & B .....	11, 12
6561/6572.....	CIS SPANISH V: A & B .....	11, 12 CC

**GLOBAL ELECTIVES - YOUTH SERVICE (Page 59)**

8321/8322.....	YOUTH SERVICE TEACHING: A & B .....	11, 12
8331/8332.....	YOUTH SERVICE PEER TUTOR: 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

## 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.

## Success 191

At the center of the Career Fields page is “Success 191.” Success 191 is a one-semester course in which ninth-grade students will identify and develop skills that will help them be successful in high school and beyond. The focus of this class will be to support the transition from middle school to high school. Students will learn about themselves, their interests, and begin planning for their future while focusing on types of “literacy” that may not be directly taught in other classes, including career and post secondary, citizenship, cultural and social justice, digital, and financial.

## College & Career 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



## 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>

More information at [www.isd191.org/pathways](http://www.isd191.org/pathways).

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





# 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

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>• Senior Artist: Ceramics</li> <li>• Senior Artist: Drawing &amp; Painting</li> </ul>		
11, 12	<ul style="list-style-type: none"> <li>• Advanced Guitar</li> <li>• Advanced Piano</li> <li>• Symphonic Band</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate Media Production</li> </ul>	<ul style="list-style-type: none"> <li>• Intermediate Media Production</li> <li>• Journalism II</li> </ul>
10, 11, 12	<ul style="list-style-type: none"> <li>• 3-D Design</li> <li>• Acting II</li> <li>• Bel Canto</li> <li>• Blaze Choir</li> <li>• Ceramics III</li> <li>• Concert Choir</li> <li>• Dance Technique II</li> <li>• Drawing &amp; Painting III</li> <li>• Fashion Design</li> <li>• Freestyle Choir</li> <li>• Global Arts &amp; Jewelry II</li> <li>• Housing &amp; Interior Design</li> <li>• Intermediate Guitar</li> <li>• Intermediate Media Production</li> <li>• Intermediate Piano</li> <li>• Wind Ensemble</li> </ul>	<ul style="list-style-type: none"> <li>• 3-D Design</li> <li>• AP Computer Programming</li> <li>• AP Computer Science Principles</li> </ul>	<ul style="list-style-type: none"> <li>• 3-D Design</li> <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>• Acting I</li> <li>• Advanced Digital Photography &amp; Manipulation</li> <li>• Beginning Guitar</li> <li>• Beginning Piano</li> <li>• Blaze Orchestra</li> <li>• Ceramics I</li> <li>• Ceramics II</li> <li>• Dance Technique I</li> <li>• Design Studio</li> <li>• Digital Photography &amp; Manipulation</li> <li>• Drawing &amp; Painting I &amp; II</li> <li>• Global Arts &amp; Jewelry I</li> <li>• Jazz Ensemble</li> <li>• Multimedia Animation</li> <li>• Music Theory</li> <li>• Symphonic Orchestra</li> <li>• Visual Media &amp; Design I &amp; II</li> <li>• Film Studies (BAHS)</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Digital Photography &amp; Manipulation</li> <li>• Advanced Programming</li> <li>• App Development</li> <li>• Digital Photography &amp; Manipulation</li> <li>• Introduction to Programming</li> <li>• IT Exploration</li> <li>• Multimedia Animation</li> <li>• Visual Media &amp; Design I &amp; II</li> <li>• Web Design</li> </ul>	<ul style="list-style-type: none"> <li>• Advanced Digital Photography &amp; Manipulation</li> <li>• Digital Photography &amp; Manipulation</li> <li>• Introduction to Media Production</li> <li>• Multimedia Animation</li> <li>• Visual Media &amp; Design I &amp; II</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:** 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 communication. 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. You will also market the product using communication skills.



### 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 1 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. You will also study and perform advanced digital manipulation and facial repair (image enhancements) with industry software and will use images in presentations, 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 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). Python will be introduced.



### ADVANCED PLACEMENT COMPUTER

#### SCIENCE 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 to write logically, structured computer programs based on an object oriented design.



### ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES A & B

**Course Number:** 2580/2590

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

**Prerequisite:** None

AP Computer Science Principles is a computer science course designed to give students foundational computing skills and an understanding of the real world impact of computer programming and innovations. It uses personalized learning to reach all students, in that students are encouraged to apply creative processes when developing their thoughts and ideas and to explore questions that interest them. This course will focus on the fundamentals of computing, including problem solving, large scale data, the internet, and cybersecurity. Students will be assessed through a digital portfolio as well as through written assessments. They will also become creators of content as they design, build, and create apps.

### APP DEVELOPMENT

**Course Number:** 2570

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

**Prerequisite:** None

Teaches computer science by building socially useful mobile apps. In addition to programming and computer science principles, the course is project-based and emphasizes writing, communication, collaboration, and creativity.

### BANDS

#### 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.



## 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 repertoire. 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.



## 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 to 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 you perform through the study of basic music theory and jazz history.



## SYMPHONIC BAND: A & B

**Course Number:** 5521/5522

**Grade Level:** 11, 12

**Prerequisite:** Participation in Blaze 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 ability as individual musicians, great emphasis is placed on the development of musical interpretation and advanced playing skills. Attendance at 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 a 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.



## CERAMICS I

**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 II

**Course Number:** 5130

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

**Prerequisite:** Successful completion of Ceramics I

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 III

**Course Number:** 5140

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

**Prerequisite:** Successful completion of Ceramics II

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.



## CHOIRS

### 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 peri-



ods 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.

**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 in 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.



**BEL CANTO: A & B**

**Course Number:** 5641/5642

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

**Prerequisite:** Audition required

Bel Canto is for treble-voice 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 music from many different cultures, styles, and periods in music history. Attendance at all performances is mandatory. This choir may participate in South Suburban Conference events.



write in a variety of modes from short stories to script writing to poetry and more—this class has a little bit of everything. Students are guided through shorter exercises as they develop as writers and then have more personal choice as the semester goes on. By the end of the semester, every writer will develop a more expressive voice. This is a hybrid course meaning that students will only be expected to be in the physical classroom on certain days of the week. On other days, students will be expected to complete the work electronically and will be accountable for writing, discussions, and other assignments on Schoology. This course would be a good option for students who can work independently and/or would like a reduced workload during the standard 8 a.m.–2:30 p.m. workday as they would have the option to complete the work on their own time.

**CONCERT CHOIR: A & B**

**Course Number:** 5671/5672

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

**Prerequisite:** Audition required

Concert Choir is for treble-voice 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 music from many different cultures, styles, and periods in music history. Attendance at all performances is mandatory. This choir may participate in South Suburban Conference events.



**DANCE TECHNIQUE I**

**Course Number:** 5851

**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.



**FREESTYLE CHOIR: A & B**

**Course Number:** 5631/5632

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

**Prerequisite:** Audition required. Students 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 a cappella literature with an emphasis on vocal jazz and pop technique as well as solo performance skills. Students interpret and evaluate the music performed through the study of music theory, history and improvisation. Members of FreeStyle must have a high degree of self-motivation and dedication to help 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 is mandatory.



**DANCE TECHNIQUE II**

**Course Number:** 5852

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

**Prerequisite:** Dance Technique I or instructor approval

This course is designed to move beyond 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 continue to 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.



**CREATIVE WRITING I (HYBRID/PARTIAL ONLINE)**

**Course Number:** 0841

**Grade Level:** 11, 12

**Prerequisite:** none

Creative Writing is designed to help every writer develop as storytellers through fiction and non-fiction writing. Students will explore all of the tools involved in good storytelling and

## DESIGN STUDIO

**Course Number:** 8011

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

**Prerequisite:** Fashion Design or Housing and Interior Design

This course is designed as an advanced course to help students further develop their personal and career interests in the area of fashion design or housing and interior design. Students will have the opportunity to create individualized projects based on their interests by following the design process. They will use the building blocks of design theory discussed in Fashion Design or Housing and Interior Design as a foundation for their projects. Projects may include: upcycled projects, sewing projects, pattern design, floor plans, interior design boards, and patio design.



## DRAWING & PAINTING III

**Course Number:** 5041

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

**Prerequisite:** Drawing & Painting II

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.



## 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 industry software. 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.



## FASHION DESIGN

**Course Number:** 8021

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

**Prerequisite:** None

Are you interested in the world of fashion? The Fashion Design course focuses on the creative side of the fashion industry. In this course, you will explore the history of fashion, current trends in fashion, apply the elements and principles of design, and use 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 and simple clothing items. You will present your learned skills and projects in the production of a fashion show.



## DRAWING & PAINTING I

**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.



## FILM STUDIES

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

**Course Number:** 5861

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

**Prerequisite:** None

Storytelling is the most common way that we communicate with one another. Stories told with film have a tremendous influence on attitudes, diversity, knowledge and perceptions of the world around us. In fact, films may be one of the most powerful tools in modern culture for shaping values, culture and conveying information. By viewing, studying, discussing and writing about film, students will develop and demonstrate skills in technology, culture and diversity, as well as critical thinking and problem solving—skills that will serve them well in the real world.

## DRAWING & PAINTING II

**Course Number:** 5031

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

**Prerequisite:** Drawing & Painting I

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.



## GLOBAL ARTS & JEWELRY I

**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.



## GLOBAL ARTS & JEWELRY II

**Course Number:** 5061

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

**Prerequisite:** Global Arts & Jewelry I

In this course, you will build on the knowledge and skills learned in Global Arts and Jewelry I 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.



## HOUSING & INTERIOR DESIGN

**Course Number:** 8071

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

**Prerequisite:** None

When you walk into a room, do you imagine your own design? Housing and Interior Design focuses on housing from a design as well as a functional perspective. The class will explore architectural and furniture styles, housing alternatives, and how to use the elements and principles of design to create room arrangements. Students will draw floor plans, create room elevations and learn how to implement a design plan. The final project will be to design a future "client's" home using the artistic foundations learned in class in a variety of contexts that fits the unique lifestyle of the homeowner.



## GUITAR - BEGINNING

**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.



## INTERMEDIATE MEDIA PRODUCTION: A & B

**Course Number:** 0640/0651

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

**Prerequisite:** Introduction to Media Production

Intermediate Media Production is designed to give you an advanced knowledge of media production taking your production skills to the next level. This course is strongly recommended if you are interested in media and media production as a career. You will be involved in producing the 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 Education Channel 18. Students will also have the opportunity to challenge their producer skills in film production working on various short projects like music videos, experimental and documentary films.

## GUITAR - INTERMEDIATE

**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.



## INTRODUCTION TO MEDIA PRODUCTION

**Course Number:** 0630

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

**Prerequisite:** None

Introduction to 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 production as a career choice. Students will be using industry standard production software and equipment, as well as learning journalistic writing skills for print and television. Students will also learn the basics of television, film and webcast 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).

## GUITAR - ADVANCED

**Course Number:** 5713

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

**Prerequisite:** Intermediate 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.



## 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 units of study in this course, including reverse engineering, learning more about hardware, building mobile apps, and being part of the BHS tech team and running the Help Desk.

## JOURNALISM II

**Course Number:** 0621

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

**Prerequisite:** Instructor Approval

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.

## 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 Adobe Creative Suite and/or other industry standard software and technology. You will be introduced to both 2D & 3D image creation, modeling, manipulation and animation as well as basic video and audio editing production techniques.

## MUSIC THEORY

**Course Number:** 5500

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

**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.

## ORCHESTRAS

### 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.

### SYMPHONIC ORCHESTRA: A & B

**Course Number:** 5541/5542

**Grade Level:** 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.

### PIANO - BEGINNING

**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.

### PIANO - INTERMEDIATE

**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.



**PIANO - ADVANCED**

**Course Number:** 5703

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

**Prerequisite:** 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.



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: CERAMICS**

**Course Number:** 5150

**Grade Level:** 12

**Prerequisite:** Successful completion of Ceramics III

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.



**WEB DESIGN**

**Course Number:** 7260

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

**Prerequisite:** None

This introductory web design course is designed to give you experience working with the elements and principles of design, specifically applying them to the creation of web pages. Through working on projects, students have an opportunity to practice art fundamentals while learning technical web coding skills, including Hyper Text Markup Language (HTML) coding, and Cascading Style Sheets (CSS) coding with web coding and design software. Basic image manipulation and creation using industry standard photo editing software will be used as well.



**SENIOR ARTIST: DRAWING & PAINTING**

**Course Number:** 5110

**Grade Level:** 12

**Prerequisite:** Drawing & Painting III

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.



**VISUAL MEDIA & DESIGN I**

**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.



**VISUAL MEDIA & DESIGN II**

**Course Number:** 5092

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

**Prerequisite:** Visual Media & Design I

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



**THOMAS BIGGS**  
 INFORMATION  
 TECHNOLOGY  
 CLASS OF 2019

**“THERE ARE SO MANY OPPORTUNITIES AT BURNSVILLE HIGH SCHOOL. IT’S IMPORTANT TO TAKE HOLD OF THEM AND NOT LET THEM PASS BY.”**



# DESIGN, ENGINEERING, MANUFACTURING TECHNOLOGIES

Architecture & Construction  
Manufacturing  
Engineering, Design & Technology  
Engine & Automotive Technology

## 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	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> <li>Advanced Manufacturing Design &amp; Fabrication</li> </ul>	<ul style="list-style-type: none"> <li>Engineering Design &amp; Development</li> <li>Advanced Manufacturing Design &amp; Fabrication</li> </ul>	<ul style="list-style-type: none"> <li>Engineering Design &amp; Development</li> <li>Advanced Manufacturing Design &amp; Fabrication</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 I</li> <li>Construction Trades II</li> <li>Civil Engineering &amp; Architecture</li> <li>Fab Lab</li> <li>Principals of Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Construction Trades I</li> <li>Construction Trades II</li> <li>Civil Engineering &amp; Architecture</li> <li>Fab Lab</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>Manufacturing Design &amp; Fabrication (Fab Lab)</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>Introduction to Engineering Design</li> <li>Woodworking</li> </ul>	<ul style="list-style-type: none"> <li>Cabinet Making</li> <li>Introduction to Engineering Design</li> <li>Woodworking</li> </ul>	<ul style="list-style-type: none"> <li>Aerospace</li> <li>Cabinet Making</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 for one semester and students earn two credits. This course qualifies for two credits as concurrent enrollment at Hennepin Technical College.



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.

## 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



## AEROSPACE: A & B

**Course Number:** 7421/7422

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

**Prerequisite:** None

Through hands-on engineering projects developed with NASA, students learn about aerodynamics (which includes building and testing airplanes and drones), astronautics, space-life sciences, and systems engineering (which includes the study of intelligent vehicles like the Mars rovers Spirit and Opportunity).

## 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. This course qualifies for one credit as concurrent enrollment at Hennepin Technical College.

## CIVIL ENGINEERING AND ARCHITECTURE (CEA, 1 YEAR) A & B



**Course Number:** 7530/7531  
**Grade Level:** 10, 11, 12  
**Prerequisite:** None

This is a Project Lead The Way course. 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

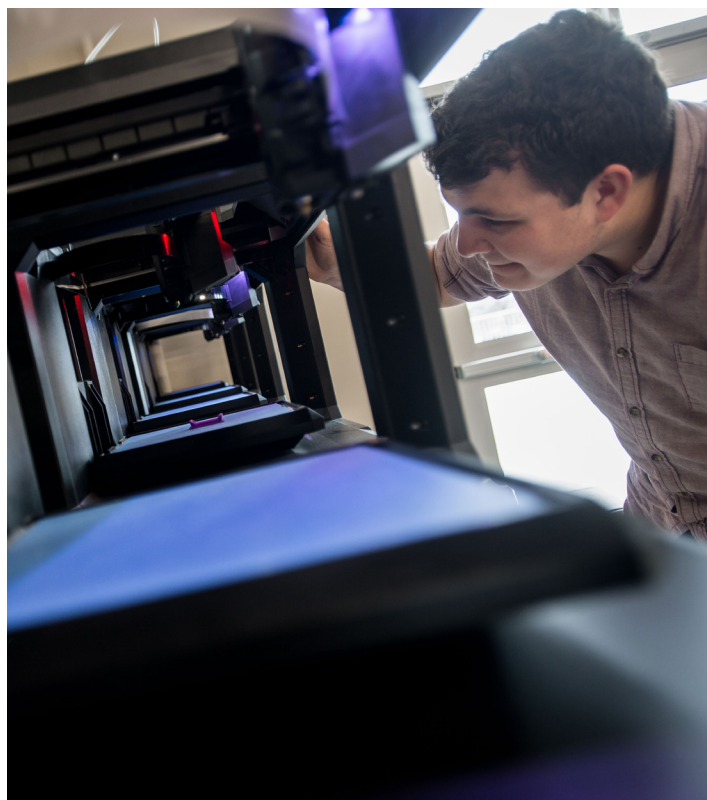
The Construction Trades Program (CTP) is a hands-on, project-based course where you will have both classroom and lab experiences to learn construction techniques. As part of this course, you will learn about and complete framing, sheeting, siding, roofing, window and door installation, and plumbing and electrical work. You will work together in this course with classmates to build a garden shed. This course meets two periods daily for one semester and students earn two credits. This course qualifies for two credits as concurrent enrollment at Hennepin County Technical College.

## 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, sheet rock, taping, painting techniques, and finish carpentry. This course meets two periods daily for one semester and students earn two credits.



## CREATE-A-SKATE

119

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY  
**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 carburetion, 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. This course qualifies for one credit as concurrent enrollment at Hennepin Technical College.

## ENGINEERING DESIGN - INTRODUCTION (IED, 1 YEAR) A & B

**Course Number:** 7501/7512  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** None

This is a Project Lead The Way 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.

## ENGINEERING DESIGN AND DEVELOPMENT A & B (CAPSTONE COURSE, EDD, 1 YEAR)

**Course Number:** 7551/7552  
**Grade Level:** 11, 12

**Prerequisite:** Successful completion of at least two other PLTW courses prior to enrollment.

This is a Project Lead The Way course. 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.

## 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 by learning how to complete more complex repairs.

## MANUFACTURING DESIGN & FABRICATION

### (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, computer-controlled fabrication technologies such as 3D printers and scanners, laser engravers, 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.

## ADVANCED MANUFACTURING DESIGN & FABRICATION



**Course Number:** 7582

**Grade Level:** 11, 12

**Prerequisite:** Manufacturing Design & Fabrication I or Introduction to Engineering Design

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 Advanced Manufacturing students are introduced to manufacturing methods commonly used to produce industrial parts. Students will gain skills and knowledge to become more proficient in "work-environment" areas of the curriculum. Students will have the opportunity to use robotic arms and fabrication machinery in an automated production setting. During their time in the class they will have the opportunity to take part in paid internships with manufacturing partners.

## PRINCIPLES OF ENGINEERING

### (POE, 1 YEAR) A & B

**Course Number:** 7510/7520

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

**Prerequisite:** None

This is a Project Lead The Way course. 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 through the research, development, and production of products throughout the course. This course qualifies for one credit as concurrent enrollment at Hennepin Technical College.



# 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>AP Macroeconomics</li> </ul>	<ul style="list-style-type: none"> <li>AP Macroeconomics</li> </ul>	<ul style="list-style-type: none"> <li>Chef III</li> <li>Hospitality Industry Internship</li> </ul>
11, 12	<ul style="list-style-type: none"> <li>Independent Study</li> <li>Marketing II</li> </ul>	<ul style="list-style-type: none"> <li>Independent Study</li> <li>Marketing II</li> </ul>	<ul style="list-style-type: none"> <li>Independent Study</li> <li>Marketing II</li> </ul>	<ul style="list-style-type: none"> <li>Chef II</li> <li>Independent Study</li> <li>Marketing II</li> </ul>
10, 11, 12	<ul style="list-style-type: none"> <li>Hospitality &amp; Tourism Management</li> <li>Marketing I</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>Hospitality &amp; Tourism Management</li> <li>Marketing I</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>Hospitality &amp; Tourism Management</li> <li>Marketing I</li> <li>Personal Money Management</li> <li>Starting Your Own Business</li> </ul>	<ul style="list-style-type: none"> <li>Hospitality &amp; Tourism Management</li> <li>Marketing I</li> <li>Starting Your Own Business</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 I</li> <li>Cooking in Motion</li> <li>Foundations of Food</li> <li>Global Foods</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.

### CHEF I

**Course Number:** 8030

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

**Prerequisite:** Successful completion of Foundations of Food  
The Chef I course prepares you for careers in the restaurant and beverage area of the hospitality industry. The course uses classroom food preparation experiences to provide you the foundation needed to prepare for employment in the restaurant industry. You will prepare cookies, meats, sauces, pasta, bread, baking and pastry items. Features include: A chopped competition, food truck projects and the designing of a five-course meal. The ServSafe Food Handler curriculum is introduced. This course is a prerequisite for Chef II. The preparation, tasting and sampling of food is an important aspect of this course.



Aspiring chefs, restaurateurs, and hospitality managers, will master several cooking techniques through working in our classroom and the school's industrial kitchen while focusing on menu planning, cost control, safety, and sanitation. Topics will include stocks, sauces, soups, fruits, vegetables, and grains. Students will have the opportunity to earn ServSafe certification during this course and work toward the National Restaurant Association's Certificate of Achievement. Students will be required to participate in two additional events during each semester. Optional college credits may be earned through articulated credit agreements with local colleges.

Note: Students must meet uniform and hygiene requirements in order to prepare and serve food for public consumption.

### CHEF III: A & B

**Course Number:** 8033/8034

**Grade Level:** 11, 12

**Prerequisite:** Chef II

Chef III prepares students for careers in food service and the hospitality industry, Minnesota's second-largest employer. Aspiring chefs, restaurateurs, and hospitality managers will master several cooking techniques through working in our classroom and the school's industrial kitchen while focusing on career planning, event management, menu planning, cost control, safety, and sanitation. Cooking topics will focus on advanced baking techniques, food preservation, garde manger, and international cuisines. Students will be required to participate in three additional events during each semester. Optional college credits may be earned through articulated credit agreements with local colleges.

Note: Students must meet uniform and hygiene requirements in order to prepare and serve food for public consumption.



### CHEF II: A & B

**Course Number:** 8031/8032

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

**Prerequisite:** Chef I (or Instructor Approval)

Chef II prepares students for careers in food service and the hospitality industry, Minnesota's second-largest employer.



**ADVANCED PLACEMENT/COLLEGE IN THE SCHOOLS MACROECONOMICS**

**Course Number:** 1593  
**Grade Level:** 12

**Prerequisite:** Successful completion of AP Microeconomics 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. 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.

**COOKING IN MOTION**

**Course Number:** 8040  
**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None  
Is eating healthy important to you? This fun course helps you develop wholesome nutrition practices while preparing easy and fresh foods that improve physical and mental wellness. Cooking in Motion explores today's food and eating trends, studies the relationship of food to health, and helps you eat to maximize your potential. Units include eating healthy meals and snacks without sacrificing flavor, specialty diets, sources of nutrients, and careers in nutrition and wellness. Labs include: smoothies, protein-rich snacks, easy breakfasts, low-carb choices, recipe makeovers, one week's meal design, food as fuel and a chili contest. The preparation, sampling and tasting of foods is an important part of this class.

**FOUNDATIONS OF FOOD**

**Course Number:** 8041  
**Grade Level:** 9, 10, 11, 12

**Prerequisite:** None  
Foundations of Food is the first in a sequence of courses that will provide students a foundation for continuing in all career areas related to food, hospitality, nutrition, and wellness. This course is a class that is for the serious cook, so if you have an interest in building your culinary and hospitality knowledge and skills, this course is for you. Examine your own career goals while experiencing culinary industry practices and building basic skills. Students will learn about basic kitchen math and food safety and sanitation practices. Food preparation labs include a cupcake contest, basic meal preparation, plating, garnishing, measuring, and cooking methods. This course meets the prerequisite for Chef I. The preparation, sampling, and tasting of food is an important aspect of this class.



**GLOBAL FOODS**

**Course Number:** 8080  
**Grade Level:** 9, 10, 11, 12  
**Prerequisite:** None

Discover the world through food. Explore how recipes and their ingredients link cultures. Global Foods takes you on a journey focused on food customs, habits, and preparation of regional and world food. What we eat and cook highlights your individual food stories and experiences, and students in this class are challenged to think about their own food stories and the interaction between food and culture. The preparation, sampling, and tasting of food is an important aspect of this course.



**HOSPITALITY INDUSTRY**

**INTERNSHIP**  
**Course Number:** 8094  
**Grade Level:** 12

**Prerequisite:** Chef III  
Hospitality Industry Internship is a hybrid course with the majority of learning happening in the workplace environment. The student, in consultation with the advisor, will choose one or more local hospitality businesses to complete a 200-400 hour internship through, either paid or volunteer. Potential internships could include a restaurant, hotel, deli, or catering kitchen, hotel front desk, or event planning firm. Students will complete coursework online, finalize and polish their pathway portfolio, and build on-the-job skills. Students will meet with the teacher directly at least three times during the semester and with other student interns six times during the semester (a calendar of these meeting times will be provided at the beginning of the semester). This internship will take place largely outside of the school day during evenings, weekends, and breaks. Note: students may need to meet uniform and hygiene requirements in order to prepare and serve food at local businesses.



**BHS Signature Pathway Information:**

Students who successfully complete the following course work: Chef II, Chef III, and Hospitality Industry Internship, AND pass the national test for each course 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 BHS coursework at more than sixty of the country's leading hospitality/culinary arts colleges and universities.

**HOSPITALITY & TOURISM 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, including an overview of the different sectors of the institution. Students will learn about the skills needed to manage the operations, human resources and guest experiences of hospitality and tourism business. 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. Concurrent credit can be earned with Normandale Community College.

**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.

**MARKETING I**



**Course Number:** 7171  
**Grade Level:** 10, 11, 12

**Prerequisite:** 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.

**MARKETING II**



**Course Number:** 7161  
**Grade Level:** 11, 12

**Prerequisite:** Marketing I  
 Marketing II is an intermediate course that further details marketing functions including promotion, pricing, channel management, product planning and management, entrepreneurship, and selling. Students will create written projects and presentations to demonstrate the understanding of marketing concepts both individually and in teams. Students are encouraged to participate in DECA, an internationally recognized organization, to enhance course content.

**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 lifelong benefits for you personally, and may interest you to explore a career in finance.

**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.

**MY PATHWAY**

**EMMA HOVDE**  
 BUSINESS  
 CLASS OF 2020

*“TO DISCOVER IF A CAREER IS REALLY FOR ME, I NEEDED TO EXPERIENCE WHAT THE WORK WOULD BE LIKE. I’VE BEEN ABLE TO DO THAT THROUGH SOME INCREDIBLE OPPORTUNITIES.”*



# HEALTH SCIENCES & HUMAN SERVICES

Health Sciences  
Education  
Government & Community  
Services

## ICON KEY



College Credit  
Opportunity



Certification  
Opportunity



Fine Arts  
Credit

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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>AP/CIS Macroeconomics</li> </ul>
11, 12	<ul style="list-style-type: none"> <li>Athletic Training &amp; Physical Therapy</li> <li>First Aid &amp; CPR/AED</li> <li>Healthcare Core Curriculum</li> <li>Human Anatomy &amp; Physiology</li> <li>Introduction to Sociology</li> <li>Nursing Assistant</li> <li>Psychology</li> <li>Social &amp; Family Relations</li> <li>Emergency Medical Technician</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to Criminal Justice</li> <li>Introduction to Education</li> <li>Introduction to Sociology</li> <li>Multicultural Education and Human Relations</li> <li>Psychology</li> <li>Social &amp; Family Relations</li> <li>TASK Teaching to Achieve Success for Kids</li> </ul>	<ul style="list-style-type: none"> <li>Social &amp; Family Relations</li> <li>Public Affairs</li> <li>Emergency Medical Technician</li> </ul>
10, 11, 12	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development II</li> <li>Strength &amp; Conditioning II</li> <li>Yoga, Pilates &amp; Fitness II</li> <li>Yoga, Pilates &amp; Fitness I</li> </ul>	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development II</li> <li>Preschool Lab Experience</li> </ul>	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development II</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 I</li> <li>Strength &amp; Conditioning I</li> </ul>	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development I</li> </ul>	<ul style="list-style-type: none"> <li>Child Psychology &amp; Development I</li> </ul>

## ATHLETIC TRAINING & PHYSICAL THERAPY

**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 students with an introduction to child psychology. Students will learn about the roles of effective parents/caregivers, pregnancy and childbirth, developmental stages and milestones during childhood, and guidance techniques. Each area of study will have an emphasis on understanding self, children, and the areas of development. This course includes caring for a flour baby. Child Psychology and Development I is a prerequisite for Preschool Lab Experience and Child Psychology and Development II. Articulated college credit is available.



## CHILD PSYCHOLOGY AND DEVELOPMENT II

**Course Number:** 8052

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

**Prerequisite:** Child Psychology and Development I

This course will include an in-depth study of children from birth through adolescence with an emphasis on social, emotional, physical, intellectual, and moral development using the works of prominent theorists. Class discussion will look at both biological and environmental factors that affect development. Students will apply child development theories to real-world situations using case studies and observations. If you want to work in a career related to children, such as teaching, social



services, medicine, or early childhood, then this course will help prepare you for your future studies. This course typically includes caring for a computerized infant for one weekend. Articulated college credit is available.

## AP/CIS MACROECONOMICS

**Course Number:** 1593

**Grade Level:** 12

**Prerequisite:** Successful completion of AP Microeconomics 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. 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.



## CURRENT HEALTH ISSUES AND CAREERS

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

**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.

## EMERGENCY MEDICAL TECHNICIAN / EMT LAB

**Course Number:** 8168/8178

**Grade Level:** 12

**Prerequisite:** Must meet college requirements for concurrent enrollment through Inver Hills Community College



Are you interested in emergency medical care? This course teaches emergency care and transportation of patients via ambulance services. Students will develop skills in the use of and care of all basic emergency equipment, and includes topics such as patient assessment, trauma management, recognition and care of heart disease, respiratory problems and other medical emergencies. Emergency Medical Technicians (EMT) perform interventions with the basic equipment typically found in emergency care settings. This course consists of lecture, skills practice and clinical experiences at a local hospital, fire department, and/or ambulance service. This course is approved by the Minnesota Emergency Medical Services Regulatory Board. Participants who successfully complete the course, and are age 18, will be eligible to take the National Registry of EMT's practical and written examinations for State and National Certification as an Emergency Medical Technician. EMT is a 9 credit college course through Inver Hills Community College. This course meets two periods daily each semester for lecture and lab. Students earn two high school credits each semester. You have to be a senior due to an age requirement for the state licensure. Students must have vaccination and background checks to complete this course. As part of the course, students will do ride-alongs with an ambulance service during second semester. Note: Must meet college requirements for Inver Hills Community College, GPA and college placement.

### 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

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

**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 Healthcare Core Curriculum (HCCC) course is just for you if you are interested in the healthcare field or pursuing a healthcare career. The core course provides you with an overall introduction to healthcare and is the foundation for all other healthcare related courses. Specific topics you will study include behaviors of success in healthcare 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. Note: Juniors with a GPA of 3.5 or higher and seniors with a GPA of 3.0 or higher and who also meet college placement requirements may earn college credit through Normandale Community College.



### HUMAN ANATOMY AND PHYSIOLOGY

**Course Number:** 3510

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Biology or Honors Biology

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 CRIMINAL JUSTICE

**Course Number:** IH1645

**Grade Level:** 11, 12

**Prerequisite:** None

Describes the American system of criminal justice, covering theories of justice, criminal law, policing, courts and associated pre- and post-trial legal processes, punishment and corrections, and juvenile justice. conformity, deviance and crime, gender, race, ethnicity and discrimination, and social change.

### INTRODUCTION TO EDUCATION

**Course Number:** N8311

**Grade Level:** 11, 12

**Prerequisite:** Minnesota Comprehensive Assessment (MCA) reading score of 1048 or higher, or teacher recommendation.

As part of a pathway for students exploring careers in education settings, this class provides an overview of the education profession and the U.S. education system. Students will explore the historical and social foundations of educational institutions. The main focus of the course will be learning about current theories, trends, and issues in education. Additionally, students will discuss the roles and responsibilities of teachers, learners, and other school personnel. Every student will complete a 25-hour field experience that will be coordinated through ISD 191 Schools.

### 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.

### MULTICULTURAL EDUCATION & HUMAN RELATIONS

**Course Number:** N8312

**Grade Level:** 11, 12

**Prerequisite:** Introduction to Education

As part of a pathway for students exploring careers in education settings, students will be introduced to the core concepts and approaches to multicultural education including diversity based on culture, language, race, gender, sexual identity, and disability. Discussions will focus on the system of education in relation to privilege, equity, and access to high-quality education. Learners will also explore the diverse experiences of students in urban, suburban, and rural school systems. Students will continue gaining field-experience hours within ISD 191.



**NURSING ASSISTANT**

**Course Number:** 8150

**Grade Level:** 11, 12

**Prerequisite:** Healthcare Core Curriculum

This course provides you an introduction to basic nursing care skills and concepts needed to take the examination for Nursing Assistant and Home Health Aide with the State of Minnesota. This can lead to employment opportunities in a healthcare facility or client's home, under the direct supervision of a licensed nurse. As part of this course, you will complete a 16-hour high school or 24-hour college clinical rotation at a long-term care facility. This may take place outside of the school day/year. Note: Juniors with a GPA of 3.5 or higher and seniors with a GPA of 3.0 or higher and who also meet college placement requirements may earn college credit through Normandale Community College.



for a variety of weight training lifts with the core lifts being 128 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

This is the perfect class for anyone who is interested in working with people and families. A family is the basic unit of society and everyone is part of a family. We study positive and productive relationships, respect for others, caring for friends and family, and a responsibility to your community. Course topics include exploring family lifestyles and challenges, and are covered through group work and lively discussions.

**PRESCHOOL LAB EXPERIENCE**

**Course Number:** 8068

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

**Prerequisite:** Child Psychology & Development I. Recommended: Child Psychology & Development II

Preschool Lab Experience gives students the opportunity to apply child psychology principles through operating a preschool classroom for local children ages 3-5. Throughout the semester students will develop skills in lesson planning, teaching, assistant teaching, and observing on a rotating basis. During the teaching rotations students will work in teams to gain experience setting up learning centers and creating developmentally appropriate experiences in art, music, stories, math, science, and more. This course will give students hands-on experience for careers that benefit from child development knowledge such as teaching, psychology, medicine, social services and parenting/caregiving. Articulated college credit is available. Note: This is a two-credit course that meets two periods daily.

**STRENGTH AND CONDITIONING II**

**Course Number:** 4510

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

**Prerequisite:** 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 high intensity class.

**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.

**T.A.S.K TEACHING TO ACHIEVE SUCCESS**

**FOR KIDS A & B**

**Course Number:** 8301/8302

**Grade Level:** 11, 12

**Prerequisite:** Instructor approval

**Note:** Offered as a full-year course, may be taken twice for credit

Do you enjoy helping elementary students? T.A.S.K. (Teaching to Achieve Success for Kids) is a full-year course that trains students to teach age-appropriate lessons to District 191 elementary students. You will assist in a mentor teacher's classroom of your choice. Students prepare for a career in education or related fields by choosing and delivering curriculum and instruction to young students' developmental needs in a safe and collaborative environment. Teamwork, small group communication skills and preparing for peer-leadership roles at BHS are emphasized. Students provide their own transportation to the elementary schools.

**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.

**YOGA, PILATES AND FITNESS I**

**Course Number:** 4340

**Grade Level:** 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 intensity class.

**STRENGTH AND CONDITIONING I**

**Course Number:** 4500

**Grade Level:** 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

**YOGA, PILATES AND FITNESS II**

**Course Number:** 4352

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

**Prerequisite:** Successful completion of 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 intensity class.



# COLLEGE & CAREER CORE

Language Arts  
Mathematics  
Physical Education/Health  
Science  
Social Studies

## LANGUAGE ARTS KEY

The graduation requirements for Language Arts in grades 11 and 12 have been updated to allow for increased choice among students based on their interests. Courses have been organized as either Writing/Speaking-intensive or Literature-intensive. To graduate, students must take one writing/speaking course and one literature course in both 11th and 12th grades. Watch for these symbols next to course descriptions to see which requirement they satisfy.



Writing/Speak-  
ing



Literature

## 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

### 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.

### ENGLISH 9 HONORS: A & B

**Course Number:** 0921/0922

**Grade Level:** 9

**Prerequisite:** None

This course is designed for students who need acceleration, depth, and complexity in English - Language Arts. Students in this course will be able to meet multiple demands at the same time and read texts throughout the semester while still completing ninth grade ELA benchmarks.

### 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.

### 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 10 HONORS: A & B

**Course Number:** 0441/0452

**Grade Level:** 10

**Prerequisite:** None

This course is designed for students who need acceleration, depth, and complexity in English - Language Arts. Students in this course will be able to meet multiple demands at the same time and read texts throughout the semester while still completing tenth grade ELA benchmarks.

### INVER HILLS ENGLISH 10A: (IH93: READING 130 COLLEGE TEXTS)

**Course Number:** IH0411

**Grade Level:** 10

**Prerequisite:** Accuplacer assessment score of 56 or higher AND instructor approval

This course prepares students to read at a college level. Students will read a variety of texts that are largely non-fiction and range from textbook chapters to narrative non-fiction. The course focuses on reading strategies to help students best process information from reading. Curriculum will be a mix of topics from Inver Hills Community College Read 93 courses and Burnsville High School English 10A courses, as Read 93 is a course offered by BHS in cooperation with Inver Hills Community College. Students do not receive college credits for these courses; they are prerequisites/college preparatory courses for the IH1108 and IH1140 courses that students can take as juniors.

### INVER HILLS ENGLISH 10B: (IH99: INTRODUCTION TO ACADEMIC WRITING)

**Course Number:** IH0422

**Grade Level:** 10

**Prerequisite:** Accuplacer assessment score of 56 or higher AND instructor approval

This course prepares students to write at a college level. Students will focus on the basics of the writing process through a variety of essay topics. Students will also study grammar important to college-level writing. Curriculum will be a mix of topics from Inver Hills Community College English 99 courses and Burnsville High School English 10B courses, as English 99 is a course offered by BHS in cooperation with Inver Hills Community College. Students do not receive college credits for these courses; they are prerequisites/college preparatory courses for IH1108 and IH1140 courses that students can take as juniors.

### 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.



## ADVANCED PLACEMENT LITERATURE AND COMPOSITION: A & B

**Course Number:** 0581/0592

**Grade Level:** 11 & 12

**Prerequisite:** None

**Note:** This is a year-long course and will satisfy both the writing/speaking and literature graduation requirements. Students must register for both the A and B sections.

Students will analyze a wide variety of literary texts through insightful writing and discussion. Literary selections from both contemporary and historical time periods will include poems, short stories, novels, and plays. Individuals most successful in an AP course enjoy reading and are able to handle an accelerated pace of instruction and independent work. Each semester, students will write frequent pieces of literary analysis. Students will be prepared to take the AP exam, although it is optional. **Note:** This course has a summer reading and writing requirement.



## AMERICAN PORTRAIT

**Course Number:** 0881

**Grade Level:** 11, 12

**Prerequisite:** None

In this course students will explore the changing American identity by reading a variety of authors that reflect cultural diversity within the United States. Students will examine both historical and modern American perspectives.



## CIS INTRODUCTION TO LITERATURE, POETRY, DRAMA & NARRATIVE

**Course Number:** 0880

**Grade Level:** 12

**Prerequisite:** Student must be a senior and in the top 20 percent of their class, or have instructor approval. CIS Intro to Literature is offered for high school students who have demonstrated exceptional abilities in reading and writing. Students will read eight to ten stimulating books of world fiction, ranging from the traditional to the unconventional, by authors such as Toni Morrison, Ta-Nehisi Coates, Charlotte Perkins Gilman, August Wilson, and Linda Hogan. Students 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, as well as a midterm and final. The grading for this course is in accordance with the University of Minnesota for college-level coursework.



## CIS PUBLIC SPEAKING

**Course Number:** 0710

**Grade Level:** 11, 12

**Prerequisite:** Students must be in the top 50 percent of their class, or have 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 (COMM - 1101, 3 credits).



## CIS UNIVERSITY WRITING AND CRITICAL THINKING

**Course Number:** 0840

**Grade Level:** 12

**Prerequisite:** Student must be a senior and in the top 20 percent 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 students with a variety of approaches that can be extended and adapted to other academic situations that require writing, reading, and analytic skills. Students 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:** This course has a summer reading and writing requirement.



## COMPOSITION

**Course Number:** 0571

**Grade Level:** 11, 12

**Prerequisite:** None

Intro to Composition is a course designed to improve writing skills for a wide variety of students. Students will study a number of different composition types over the course of the semester. The writing will be a mix of personal, academic and professional writing for the workforce. A study of the writing process is integral to this course.



## COMPOSITION ADVANCED

**Course Number:** 0580

**Grade Level:** 11, 12

**Prerequisite:** None

If students plan to attend college after high school, this course provides a helpful introduction to the types of writing they will need to do. Advanced Composition focuses on preparation for academic writing. Students will incorporate research into both informative and persuasive writing. Basic composition skills are assumed, and students will continue to practice the writing process. This class is designed for juniors who want to be prepared to take CIS Public Speaking senior year or for seniors who plan to attend college in the future and would like extra preparation and they have not yet taken any CIS, Inver Hills, or AP classes.



## CREATIVE WRITING I (HYBRID/PARTIAL ONLINE)

**Course Number:** 0841

**Grade Level:** 11, 12

**Prerequisite:** none

Creative Writing is designed to help every writer develop as storytellers through fiction and non-fiction writing. Students will explore all of the tools involved in good storytelling and write in a variety of modes from short stories to script writing to poetry and more - this class has a little bit of everything. Students are guided through shorter exercises as they develop as writers and then have more personal choice as the semester goes on. By the end of the semester, every writer will develop a more expressive voice. This is a hybrid course meaning that students will only be expected to be in the physical classroom on certain days of the week. On other days, students will be expected to complete the work electronically and will be accountable for writing, discussions, and other assignments on Schoology. This course would be a good option for students who can work independently and/or would like a reduced workload during the standard school day as they would have the option to complete the work on their own time.



**DETECTIVE AND GOTHIC LITERATURE****Course Number:** 0791**Grade Level:** 11, 12**Prerequisite:** None

Investigate crime scenes, analyze the anti-hero, and get to know some diabolical people. Detective and gothic lit will explore the characters that make up the underbelly of society and their enigmatic lives. Be ready to read, analyze, and discuss the literature with a focus on how the stories are told and what they leave the reader to infer.

**THE FILM AS LITERATURE****Course Number:** 0891**Grade Level:** 11, 12**Prerequisite:** None

Dive into the visual world of movies in this course that explores the medium that is film. Students will become active participants in the viewing of films, rather than passive observers – learning to view movies through a more critical eye. Students will learn the specialized language of cinema and apply it to the films they watch in class. In addition to the films themselves, students will be expected to read related fictional texts and make meaningful connections between the written text and the visual film. Students will also be expected to create their own media content to show their understanding of cinematic concepts. In this course, units are organized around either genre or thematic content.

*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 literature course as an elective.*

**INVER HILLS ENGLISH 11A:  
(ENGLISH 1108 WRITING AND  
RESEARCH SKILLS)****Course Number:** IH0511**Grade Level:** 11

**Prerequisite:** Accuplacer assessment score of 78 or higher or successful completion of 10th Grade Inver Hills Courses. Based on issues students notice in their own communities, they will choose a research topic and develop their critical thinking by evaluating a variety of sources and writing about their issue from multiple perspectives. English 1108 is a course offered by BHS in cooperation with Inver Hills Community College. This course helps students learn research and writing skills in preparation for coursework at the college level, and students earn four college credits upon completing the semester.

**INVER HILLS ENGLISH 11B:  
(ENGLISH 1140 INTRODUCTION TO  
LITERATURE)****Course Number:** IH0522**Grade Level:** 11

**Prerequisite:** Accuplacer assessment score of 78 or higher or successful completion of 10th Grade Inver Hills Courses. What does it mean to be an American today? Literature selections present different perspectives on this question, which students will answer through their own points of view by the end of the semester. English 1140 is a course offered by BHS in cooperation with Inver Hills Community College. This course helps students improve reading and writing skills in preparation for coursework at the college level, and students earn four college credits upon completing the semester. English 1140 introduces students to analyzing poetry, drama, novels, short stories, and creative nonfiction.

**JOURNALISM****Course Number:** 0611**Grade Level:** 9, 10, 11, 12**Prerequisite:** None

Students will learn skills related to creating, researching, writing, editing, and design of newspapers and magazines, podcasts, broadcast journalism, and documentary films in this course. Additionally, students will actively engage in the production of the school yearbook by holding staff positions in a yearbook study. They will research techniques, photo design, photography, and editing through an online design program.

**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 12: A & B****Course Number:** 8571/8572**Grade Level:** 12**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 educators. This class is specifically designed to support and re-teach skills taught in English 12. Students enrolled in this course are also enrolled in a general education English 12 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.

**MYTHIC PATTERNS****Course Number:** 0820**Grade Level:** 11, 12**Prerequisite:** None

Mythology and folklore have been used since the first people gathered around the fire as a way to make sense of humankind and our world. Mythological stories from around the world reflect the cultures they are from and offer an explanation for natural and scientific phenomena. Starting with an overview of mythology and the many kinds of folklore, students will journey with ancient heroes as they slay dragons and outwit the gods, follow fearless warrior women into battle, and watch as clever animals outwit those stronger than themselves. They will explore the universality and social significance of myths and folklore and see how they are still used to shape society today.



**SCIENCE FICTION & FANTASY LITERATURE****Course Number:** 0631**Grade Level:** 11, 12**Prerequisite:** None

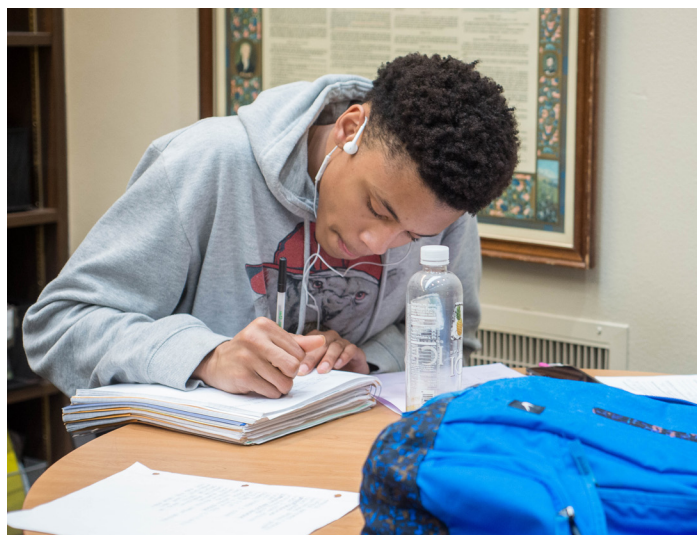
From interstellar travel to future societies altered by science to far-fetched creatures, this course explores wondrous worlds authors create through science fiction and fantasy. Students will explore the genres of science fiction and fantasy throughout cultures and across history by examining a variety of literature, including short stories, poetry, novels, and films. It will include early science fiction as well as important modern works and cover everything from the very real to the very fantastic.

**SPORTS LITERATURE****Course Number:** 0671**Grade Level:** 11, 12**Prerequisite:** None

Through stories of championship teams in their crowning moments, the struggles of athletes past their prime, or the impact of sport on the common person, sports literature has provided many important works to the world of literature and to society as a whole. Through fiction and nonfiction, students will examine and analyze the large role sports play in our society. This literature-heavy course will ask students to participate in activities and discussions that focus on history, cultural impact, sportsmanship, and character development. Students will be expected to read, write, discuss, and present. Active participation is valued and expected. *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 literature course as an elective.*

**WRITING FOR STEM****Course Number:** 0830**Grade Level:** 11, 12**Prerequisite:** None

Are you a student considering a career in science, technology, engineering, math, or the health professions? This class reinforces writing taught in traditional writing courses while also guiding students towards a better understanding of the writing process. We will address the creation of a variety of print and electronic documents, including brochures, reports, websites, software documents, and scientific reports. Students learn how to organize and express facts and ideas through the written word. *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 writing/speaking course as an elective.*

**MATHEMATICS****ALGEBRA II A & B****Course Number:** 2643/2644**Grade Level:** 10**Prerequisite:** Prior enrollment in Geometry or Honors Geometry

In this course students will continue their exploration of algebra. Students will work to understand the concept of function, and identify important features of functions and other relations using symbolic and graphical methods. They will recognize and represent real-world and mathematical situations using equations and inequalities involving both linear and quadratic functions. They will solve equations and inequalities symbolically and graphically and interpret solutions in the original context. Students will also be introduced to different ways to display and analyze data; use various measures associated with data to draw conclusions, identify trends and describe relationships. *Note: Calculator required: TI-84 Plus (TI-83 is compatible)*

**HONORS ALGEBRA II: A & B****Course Number:** 2671/2672**Grade Level:** 10**Prerequisite:** Prior enrollment in Geometry or Honors Geometry

This course generally follows the description of the traditional Algebra II A/B course, but provides a more extensive experience with regards to polynomial functions. *Note: Calculator required: TI-84 Plus (TI-83 is compatible)*

**ALGEBRA II MATH SKILLS: A & B****Course Number:** 8521/8522**Grade Level:** 11, 12**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.

**EL 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.

**EL 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.

**EL ALGEBRA II: A & B****Course Number:** 2631/2642**Grade Level:** 10, 11, 12**Prerequisite:** Successful completion of Geometry or EL Geometry

This course provides additional academic language instruction and support for English Language Learners as you study Algebra II.

**FUNCTIONS & TRIGONOMETRY: A & B****Course Number:** 2741/2742**Grade level:** 11**Prerequisite:** Prior enrollment in Algebra II (2643/2644) or Honors Algebra II (2671/2672)

In this course students will continue their exploration of algebra. They will represent real-world and mathematical situations using equations involving both trigonometric, exponential/logarithmic and nth root functions as well as sequences and series. They will solve equations symbolically and graphically and interpret solutions in various contexts. Students will be introduced to different ways to calculate probabilities and apply probability concepts to solve real-world and mathematical problems. Note: Calculator required: TI-84 Plus (TI-83 is compatible)

**HONORS FUNCTIONS & TRIGONOMETRY: A & B****Course Number:** 2743/2744**Grade Level:** 10, 11**Prerequisite:** Prior enrollment in Algebra II (2643/2644) or Honors Algebra II (2671/2672)

This course generally follows the description of the traditional Functions and Trigonometry A & B, but provides a more extensive experience with regards to topics such as trigonometry and logarithms. Note: Calculator required: TI-84 Plus (TI-83 is compatible)

**EL FUNCTIONS & TRIGONOMETRY: A & B****Course Number:** 2745/2746**Grade Level:** 11**Prerequisite:** Instructor Approval

In this course students will continue their exploration of algebra. They will represent real-world and mathematical situations using equations involving both trigonometric, exponential/logarithmic and nth root functions, as well as sequences and series. They will solve equations symbolically and graphically, and interpret solutions in various contexts. Students will be introduced to different ways to calculate probabilities and apply probability concepts to solve real-world and mathematical problems. This course provides additional academic language instruction and support for English Language Learners.

**GEOMETRY A & B****Course Number:** 2611/2622**Grade Level:** 9

**Prerequisite:** Prior enrollment in Algebra 1 for 8th 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: Calculator required: TI-84 Plus (TI-83 is compatible)

**HONORS GEOMETRY A & B****Course Number:** 2921/2922**Grade Level:** 9**Prerequisite:** Prior enrollment in Algebra 1

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 (TI-83 is compatible)

**EL GEOMETRY: A & B****Course Number:** 2371/2382**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of Algebra I or EL Algebra I

This course provides additional academic language instruction and support for English Language Learners as you study Geometry.

**CONSUMER MATH: A & B****Course Number:** 8511/8512**Grade Level:** 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.

**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.

**INDIVIDUAL, TEAM AND FITNESS (ITF)****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.

### HONORS BIOLOGY: A & B

**Course Number:** 3401/3412

**Grade Level:** 10

**Prerequisite:** Successful completion of or concurrent enrollment in Algebra II or Honors Algebra II  
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.

### EL 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.

### CHEMISTRY CONCEPTS: A & B

**Course Number:** 3601/3612

**Grade Level:** 11

**Prerequisite:** Instructor approval

If you need a less mathematically 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.

### HONORS CHEMISTRY: A & B

**Course Number:** 3651/3662

**Grade Level:** 11

**Prerequisite:** Completion of or concurrent enrollment in 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.

### EL 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.

### EARTH SCIENCE A & B

**Course Number:** 3963/3964

**Grade Level:** 9

**Prerequisite:** None

This course is based on the Minnesota Academic Standards in Science for Earth Space Science 9-12. Welcome to your home planet! In this course, you will learn all about Earth, its formation, geology, water, climate and natural resources. You will get to study Earth Systems, how human activities influence our planet, as well as Earth's place in the universe. Expect to build on your abilities to think critically and scientifically as you work to solve problems, develop and use models, and carry out investigations. Emphasis will be placed on critical thinking and communicating scientifically using the Claim-Evidence-Reasoning (C-E-R) Model.

### HONORS EARTH SCIENCE A & B

**Course Number:** 3965/3966

**Grade Level:** 9

**Prerequisite:** None

If you are self-motivated, have an interest in science, and really want to get a deeper understanding of our planet, how it works, issues related to it, and want to explore the wonders of the universe more in depth, you may want to consider taking this course in place of the Earth Space Science 9 course. Even though both courses meet the same academic standards, the honors course provides you the opportunity to explore topics at a higher level. The honors course will focus on developing your critical thinking skills in science as we learn about <sup>current</sup> issues and discoveries in the earth and space sciences.

**EL EARTH SCIENCE: A & B****Course Number:** 3968/3969**Grade Level:** 9**Prerequisite:** Instructor Approval

This course provides additional academic language instruction and support for English Language Learners as you study Earth Space Science 9. Your teacher will team up with a teacher who is specifically trained to assist English Language Learners and will work closely with other educational professionals to provide you with the extra support you need to be successful.

**SOCIAL STUDIES****ADVANCED PLACEMENT 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.

**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.

**EL 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.

**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. Note: 136 There is required summer reading.

**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.

**EL WORLD HISTORY: A & B****Course Number:** 1533/1534**Grade Level:** 10**Prerequisite:** None

This course provides academic language instruction and support for English Language Learners as you study World History.

**ADVANCED PLACEMENT/COLLEGE IN THE SCHOOLS AMERICAN HISTORY: A & B****Course Number:** 1563/1564**Grade Level:** 11, 12**Prerequisite:** None

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. Note: There is required summer reading.



### 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.

### EL 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.

### ADVANCED PLACEMENT/COLLEGE IN THE SCHOOLS AMERICAN GOVERNMENT



**Course Number:** 1585

**Grade Level:** 12

**Prerequisite:** None

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.

### AMERICAN GOVERNMENT AND POLITICS

137

**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.

### ADVANCED PLACEMENT/COLLEGE IN THE SCHOOLS MICROECONOMICS



**Course Number:** 1591

**Grade Level:** 12

**Prerequisite:** None

Economics is a social science seeking to understand society and studies choice under conditions of scarcity. 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.

### 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.

### INVER HILLS COMMUNITY COLLEGE: POLITICAL SCIENCE 1111 AMERICAN GOVERNMENT



**Course Number:** IH1583

**Grade Level:** 12

**Prerequisite:** Placement in this course is dependent on scores on the ACCUPLACER assessment.

Political Science 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.



# 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

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

**Course Number:** 8120

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

**Prerequisite:** None

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:** 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, PowerPoint, database, and spreadsheet features, as well as basic information technology skills. Concurrent credit can be earned with Normandale Community College.



### INTRODUCTION TO COMPUTERS

**Course Number:** 7231

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

**Prerequisite:** None

A basic, introductory course in personal computers using Microsoft Windows and Office Suite applications. This course also covers PC history, hardware, software and operating concepts. The student will receive hands-on experience in MS Windows, Word, Excel, PowerPoint and other programs as well as improve their keyboarding skills.

### INDEPENDENT STUDY: AUTOMOTIVE

#### INTERNSHIP

**Course Number:** 7991

**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: 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: EDUCATION

### INTERNSHIP

**Course Number:** 8491

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

**Prerequisite:** Child Psychology & Development I, 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

Note: Independent Study may only be taken with a supervising teacher's approval.

Independent study courses must be an avenue of study that is not presently available in the FACS curriculum. Under the supervision of a FACS instructor students would be given opportunities to explore, test, and apply skills/knowledge in a variety of classroom setting determined by the student and the instructor. In an independent study situation a student should plan to examine personal qualities and prepare for post-secondary plans by developing career skills related to their post-secondary goals. Possible areas of consideration are child psychology, culinary arts, fashion and interior design, and mentorship in community service experiences.

### 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

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

**Course Number:** 8111

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

**Prerequisite:** None

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 lifelong 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.



### INDEPENDENT STUDY: FINE ARTS

**Course Number:** 5890

**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: MUSIC

**Course Number:** 5690

**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.



## LANGUAGE ARTS

The graduation requirements for Language Arts in grades 11 and 12 have been updated to allow for increased choice among students based on their interests. Courses have been organized as either Writing/Speaking-intensive or Literature-intensive. To graduate, students must take one writing/speaking course and one literature course in both 11th and 12th grades. Once both the writing/speaking and literature requirements have been met, students can take additional Language Arts courses as electives. Visit the College and Career Core section for a list of these courses.

### READING 180: A & B

**Course Number:** 0981/0982

**Grade Level:** 9

**Prerequisite:** Instructor Approval

This class is specifically designed for 9th grade students who based on 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.

## MATHEMATICS

### ADVANCED PLACEMENT CALCULUS/ COLLEGE IN THE SCHOOL: CALCULUS



**AB: A & B**

**Course Number:** 2841/2842

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Precalculus or Honors Precalculus, and 80 percent score on placement test  
In Calculus AB you will study the derivative and its many applications first semester and the integral and its many applications second semester. The content of this course will prepare 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 college-level coursework Note: Calculator required: TI-84 Plus (TI-83 is compatible)

### ADVANCED PLACEMENT CALCULUS BC: A & B

**Course Number:** 2851/2862

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Advanced Placement Calculus or Instructor Approval

Students who pass the AP Calculus BC exam in May will gain college credit and/or advanced placement at most colleges for one semester beyond what they gain by taking College-in-the-Schools Calculus AB. Students who take the AP Calculus BC exam will also receive a subscore for AP Calculus AB. This is a full-year course in differential and integral calculus in one variable. The course includes all topics covered in CIS Calculus AB at a faster pace and many additional topics. Note: Calculator required: TI-84 Plus (TI-83 is compatible)



### MATH 180: A & B

**Course Number:** 2441/2452

**Grade Level:** 9

**Prerequisite:** Instructor approval

In this course students continue to work on Algebra readiness with focus on proportional, linear, and functional relationships. Instruction includes visual models to help make abstract concepts such as rates, ratios, linear relationships, and functions more concrete. Students will use tables, graphs, expressions and equations to clarify and communicate mathematical approaches and understandings.



### ADVANCED PLACEMENT STATISTICS: A & B

**Course Number:** 2951/2962

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Honors Functions and Trigonometry and instructor approval  
 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 (TI-83 is compatible)



### ALGEBRA III: A & B

**Course Number:** 2701/2712

**Grade Level:** 11, 12

**Prerequisite:** Successful completion of Algebra II (2643/2644) or Honors Algebra II (2671/2672)

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 (TI-83 is compatible)

### HONORS PRECALCULUS: A & B

**Course Number:** 2771/2782

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

**Prerequisite:** Successful completion of Honors Functions & Trigonometry (2743/2744) or teacher recommendation  
 This course generally follows the description of the traditional Precalculus A/B course, but provides a more extensive experience especially with regards to topics such as limits and derivatives. Note: Calculator required: TI-84 Plus (TI-83 is compatible)

### PRECALCULUS: A & B

**Course Number:** 2751/2762

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

**Prerequisite:** Successful completion of Functions & Trigonometry (2741/2742) or Honors Functions & Trigonometry (2743/2744)

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. Note: Calculator required: TI-84 Plus (TI-83 is compatible)

## PHYSICAL EDUCATION

### CONTACT TEAM SPORTS (FLAG FOOTBALL, BASKETBALL, TEAM HANDBALL)

**Course Number:** 4040

**Grade Level:** 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:** 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 intensity class.

### PERSONAL DEVELOPMENT (BWCA/CAMPING)

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

**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:** 10, 11, 12

**Prerequisite:** Successful completion of ITF

This course covers the fundamental skills, rules, and strategies of Tennis, Pickleball 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 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:** 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:** 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 - GRADE 9

**Course Number:** 4031

**Grade Level:** 9

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. Open to Grade 9 only.

## TEAM SPORTS

**Course Number:** 4030

**Grade Level:** 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.

## INDEPENDENT STUDY: PHYSICAL EDUCATION

**Course Number:** 4990

**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.



## 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.

### ENVIRONMENTAL STUDIES & WILDLIFE CONSERVATION

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

**Course Number:** 3890

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

**Prerequisite:** None

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.

### 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.

### HONORS PHYSICS: A & B

**Course Number:** 3821/3832

**Grade Level:** 12

**Prerequisite:** Completion of Algebra II or Honors 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

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. It is strongly recommended that students take this course concurrently with a math course.

### INDEPENDENT STUDY: SCIENCE

**Course Number:** 3990

**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.



## 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 percent 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 by 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: INTERDISCIPLINARY LOOK AT THE FAMILY IN MULTICULTURAL AMERICA

**Course Number:** 1650

**Grade Level:** 11, 12

**Prerequisite:** None



This course is designed as an introduction to multicultural families. The institution of the family is recognized globally as a basic unit of a society that produces, develops, socializes and launches the next generation of its citizenry. This course will focus on families in contemporary America, a society that has grown increasingly diverse and faces many complex challenges in today's global environment. Using a human ecological lens allows us to examine families in their nested and interdependent environments - how individuals shape and are shaped by families, their human built environments, their socio-cultural environments, and their natural-physical environments. Note: This course is part of the U of M Entry Point Project which targets students who are in the top 50th - 20th percentile as well as multilingual and ELL students.

### INTRODUCTION TO WOMEN'S STUDIES

**Course Number:** 1691

**Grade Level:** 11, 12

**Prerequisite:** None

This course includes an examination of women's historic and contemporary status legally, politically, and economically, as well as women's struggles in identity expression. Units include: Women in History, Women in Government, Women and Work, Women and Identity, and Global Women's Issues. Women's Studies will help you understand how race, social class, age, ability, and appearance intersect to affect women's lives and societies as a whole. Women's Studies courses affirm

cultural diversity; widen understanding of the impact of social institutions; and empower students to become thinkers, leaders, and activists.

### SURVEY OF 20TH CENTURY AMERICA

**Course Number:** 1681

**Grade Level:** 12

**Prerequisite:** American History or AP 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

### FRENCH I: 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 II: A & B

**Course Number:** 6041/6052

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

**Prerequisite:** Successful completion of French I. 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.

### SPANISH I: 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 II: A & B

**Course Number:** 6441/6452

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

**Prerequisite:** Successful completion of Spanish I. 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 III: A & B****Course Number:** 6481/6492**Grade Level:** 10, 11, 12**Prerequisite:** Successful completion of Spanish II. 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 IV: A & B****Course Number:** 6521/6532**Grade Level:** 11, 12**Prerequisite:** Successful completion of Spanish III. 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 V: A & B****Course Number:** 6561/6572**Grade Level:** 11, 12**Prerequisite:** Successful completion of Spanish IV or Spanish for Heritage Learners II with an average GPS of 3.0 or better in prior Spanish classes

This is a college course governed by the rules and expectations of the University of Minnesota's College-in-the-Schools program. A strict attendance policy is enforced. 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

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.



# ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

If you want to play sports at an NCAA Division I or II school, start by registering for a Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org). If you want to play Division III sports or you aren't sure where you want to compete, start by creating a Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org).

## ACADEMIC REQUIREMENTS

To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA and earn an ACT or SAT score that matches your core-course GPA.

## CORE COURSES

Only courses that appear on your high school's list of NCAA core courses will count toward the 16 core-course requirement; visit [eligibilitycenter.org/counselist](http://eligibilitycenter.org/counselist) for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

### DIVISION I

Complete 10 NCAA core courses, including seven in English, math or natural/physical science, before your seventh semester.

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
4 years	3 years	2 years	1 year	2 years	4 years

### DIVISION II

<b>ENGLISH</b>	<b>MATH</b> (Algebra I or higher)	<b>NATURAL/ PHYSICAL SCIENCE</b> (Including one year of lab, if offered)	<b>ADDITIONAL</b> (English, math or natural/physical science)	<b>SOCIAL SCIENCE</b>	<b>ADDITIONAL COURSES</b> (Any area listed to the left, foreign language or comparative religion/philosophy)
3 years	2 years	2 years	3 years	2 years	4 years

## GRADE-POINT AVERAGE

The NCAA Eligibility Center calculates your grade-point average based only on the grades you earn in NCAA-approved core courses.

- DI requires a minimum 2.3 GPA.
- DII requires a minimum 2.2 GPA.

## SLIDING SCALE

Divisions I and II use sliding scales to match test scores and GPAs to determine eligibility. The sliding scale balances your test score with your GPA. If you have a low test score, you need a higher GPA to be eligible. Find more information about test scores at [ncaa.org/test-scores](http://ncaa.org/test-scores).

## TEST SCORES

You may take the SAT or ACT an unlimited number of times before you enroll full time in college. Every time you register for the SAT or ACT, use the NCAA Eligibility Center code 9999 to send your scores directly to us from the testing agency. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. If you take either test more than once, the best subscore from different tests are used to give you the best possible score.



# HIGH SCHOOL TIMELINE

## 9<sup>TH</sup> GRADE



• *Start planning now!* Take the right courses and earn the best grades possible.

- Find your high school's list of NCAA-approved core courses at [eligibilitycenter.org/courselist](http://eligibilitycenter.org/courselist).
- Sign up for a free Profile Page at [eligibilitycenter.org](http://eligibilitycenter.org) for information on NCAA requirements.

## 10<sup>TH</sup> GRADE

REGISTER



• If you fall behind academically, ask your counselor for help finding approved courses you can take.

- Register for a Profile Page or Certification Account with the NCAA Eligibility Center at [eligibilitycenter.org](http://eligibilitycenter.org).
- Monitor your Eligibility Center account for next steps.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

## 11<sup>TH</sup> GRADE



• Check with your counselor to make sure you are on track to complete the required number of NCAA-approved courses and graduate on time with your class.

- Take the ACT or SAT and submit your scores to the NCAA Eligibility Center using code 9999.
- Ensure your sports participation information is correct in your Eligibility Center account.
- At the end of the year, ask your counselor at each high school or program you attended to upload your official transcript to your NCAA Eligibility Center account.

## 12<sup>TH</sup> GRADE



• Complete your final NCAA-approved core courses as you prepare for graduation.

- Take the ACT or SAT again, if necessary, and submit your scores to the NCAA Eligibility Center using code 9999.
- Request your final amateurism certification beginning April 1 (fall enrollees) or Oct. 1 (winter/spring enrollees) in your NCAA Eligibility Center account at [eligibilitycenter.org](http://eligibilitycenter.org).
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation to your NCAA Eligibility Center account.
- *Reminder:* Only students on an NCAA Division I or II school's institutional request list will receive a certification.

How to plan your high school courses to meet the 16 core-course requirement:

$$4 \times 4 = 16$$

### 9<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

### 10<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

### 11<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

### 12<sup>TH</sup> GRADE

- (1) English
- (1) Math
- (1) Science
- (1) Social Science and/or additional

**4 CORE COURSES**

For more information: [ncaa.org/playcollegesports](http://ncaa.org/playcollegesports) | [eligibilitycenter.org](http://eligibilitycenter.org)

Search Frequently Asked Questions: [ncaa.org/studentfaq](http://ncaa.org/studentfaq)

Follow us: @NCAAEC @playcollegesports @ncaaec

# Course Index

## HIGH SCHOOL COURSES

3-D DESIGN	25
ADVANCED AUTO/VEHICLE SERVICES	33
ACCOUNTING	37
ACTING I	25
ACTING II	25
ADVANCED DIGITAL PHOTOGRAPHY AND MANIPULATION	25
ADVANCED MANUFACTURING DESIGN AND FABRICATION	35
ADVANCED PROGRAMMING	25
AEROSPACE: A & B	33
ALGEBRA II: A & B	48
ALGEBRA II MATH SKILLS: A & B	48
ALGEBRA III: A & B	56
AMERICAN GOVERNMENT AND POLITICS	52
AMERICAN HISTORY: A & B	52
AMERICAN PORTRAIT	46
AP CALCULUS BC: A & B	55
AP CHEMISTRY	33
AP COMPUTER SCIENCE: A & B	25
AP COMPUTER SCIENCE PRINCIPLES: A & B	25
AP ENVIRONMENTAL SCIENCE: A & B	57
AP HUMAN GEOGRAPHY: A & B	51
AP LITERATURE AND COMPOSITION: A & B	46
AP PSYCHOLOGY: A & B	57
AP STATISTICS: A & B	55
AP WORLD HISTORY: A & B	51
APP DEVELOPMENT	25
ASTRONOMY	57
ATHLETIC TRAINING & PHYSICAL THERAPY	41
BEL CANTO: A & B	27
BIOLOGY: A & B	50
BLAZE BAND: A & B	26
BLAZE CHOIR: A & B	27
BLAZE ORCHESTRA: A & B	30
CABINET MAKING	33
CAREER INVESTIGATION	54
CERAMICS I	26
CERAMICS II	26
CERAMICS III	26
CHEF I	37
CHEF II: A & B	37
CHEF III: A & B	37
CHEMISTRY CONCEPTS: A & B	50
CHEMISTRY: A & B	50
CHILD PSYCHOLOGY AND DEVELOPMENT I	41
CHILD PSYCHOLOGY AND DEVELOPMENT II	41
CIS - INTRODUCTION TO AFRICAN AMERICAN STUDIES	57
CIS PUBLIC SPEAKING	46
CIS SOCIOLOGY: INTERDISCIPLINARY LOOK AT THE FAMILY	58
CIS SPANISH V: A & B	59
CIS/AP AMERICAN GOVERNMENT	52
CIS/AP AMERICAN HISTORY: A & B	51
CIS/AP CALCULUS AB: A & B	55
CIS/AP MICROECONOMICS	52
CIS/AP MACROECONOMICS	38, 41
CIS/INTRO TO LITERATURE, POETRY, DRAMA & NARRATIVE	46
CIS/UNIVERSITY WRITING AND CRITICAL THINKING	46
CIVIL ENGINEERING AND ARCHITECTURE (CEA, 1 YEAR) A & B	34
COMPOSITION	46
COMPOSITION ADVANCED	46
COMPUTER APPLICATIONS	54
CONCERT CHOIR: A & B	27
CONSTRUCTION TRADES I	34
CONSTRUCTION TRADES II	34
CONSUMER MATH: A & B	49
CONTACT TEAM SPORTS	56
COOKING IN MOTION	38
CREATE-A-SKATE	34
CREATIVE WRITING	27, 46
CURRENT HEALTH ISSUES AND CAREERS	41
DANCE TECHNIQUE I A & B	27
DANCE TECHNIQUE II A & B	27

DESIGN STUDIO INTRODUCTION	28
DETECTIVE AND GOTHIC LITERATURE	47
DIGITAL PHOTOGRAPHY & MANIPULATION	28
DRAWING & PAINTING I	28
DRAWING & PAINTING II	28
DRAWING & PAINTING III	28
EL ALGEBRA I: A & B	48
EL ALGEBRA II: A & B	49
EL AMERICAN HISTORY: A & B	52
EL BIOLOGY: A & B	50
EL CHEMISTRY: A & B	50
EL EARTH SCIENCE: A & B	51
EL FUNCTIONS & TRIGONOMETRY	49
EL GEOMETRY: A & B	49
EL HUMAN GEOGRAPHY	51
EL PRE-ALGEBRA: A&B	48
EL WORLD HISTORY: A & B	51
EARTH SCIENCE A & B	50
EMERGENCY MEDICAL TECHNICIAN	41
ENGINE TECHNOLOGY	34
ENGINEERING DESIGN AND DEVELOPMENT: A & B (CAPSTONE COURSE)	34
ENGINEERING DESIGN - INTRODUCTION (IED, 1 YEAR): A & B	34
ENGLISH 10: A & B	45
ENGLISH 9: A & B	45
ENVIRONMENTAL STUDIES AND WILDLIFE CONSERVATION	57
FASHION DESIGN	28
FILM AS LITERATURE	47
FILM STUDIES	28
FIRST AID AND CPR/AED	42
FLOOR HOCKEY, SOCCER, AND SPEEDBALL	56
FORENSIC SCIENCE & CRIMINAL JUSTICE	42
FOUNDATIONS OF FOOD	38
FREESTYLE: A & B	27
FRENCH I: A & B	58
FRENCH II: A & B	58
FRESHMAN BAND: A & B	25
FRESHMAN CHOIR: A & B	26
FUNCTIONS & TRIGONOMETRY	49
GEOMETRY A & B	49
GLOBAL ARTS & JEWELRY I	28
GLOBAL ARTS & JEWELRY II	29
GLOBAL FOODS	38
GUITAR - ADVANCED	29
GUITAR - BEGINNING	29
GUITAR - INTERMEDIATE	29
HEALTH	49
HEALTHCARE CORE CURRICULUM	42
HISTORY OF ROCK & ROLL	55
HONORS ALGEBRA II: A & B	48
HONORS BIOLOGY: A & B	50
HONORS CHEMISTRY: A & B	50
HONORS EARTH SCIENCE A & B	50
HONORS ENGLISH 10: A & B	45
HONORS FUNCTIONS & TRIGONOMETRY	49
HONORS ENGLISH 9: A & B	45
HONORS GEOMETRY A & B	49
HONORS PHYSICS: A & B	57
HONORS PRECALCULUS A & B	56
HOSPITALITY INDUSTRY INTERNSHIP	38
HOSPITALITY & TOURISM MANAGEMENT	38
HOUSING AND INTERIOR DESIGN	29
HUMAN ANATOMY & PHYSIOLOGY	42
HUMAN GEOGRAPHY	51
INDEPENDENT STUDY - AUTOMOTIVE INTERNSHIP	54
INDEPENDENT STUDY - BUSINESS EDUCATION	54
INDEPENDENT STUDY - COMPUTERS	54
INDEPENDENT STUDY - EDUCATION INTERNSHIP	54
INDEPENDENT STUDY - FAMILY AND CONSUMER SCIENCES	54
INDEPENDENT STUDY - FINE ARTS	55
INDEPENDENT STUDY - MUSIC	55
INDEPENDENT STUDY - PHYSICAL EDUCATION	57

INDEPENDENT STUDY - SCIENCE .....	57	TEAM SPORTS - GRADE 9 .....	57
INDEPENDENT STUDY - TECHNICAL EDUCATION .....	54	VISUAL MEDIA & DESIGN I .....	31
INDIVIDUAL, TEAM AND FITNESS .....	49	VISUAL MEDIA & DESIGN II .....	31
INTERMEDIATE MEDIA PRODUCTION: A & B .....	29	WEB DESIGN .....	31
INTRODUCTION TO BUSINESS AND MARKETING .....	39	WELDING/AUTO-BODYWORK AND REFINISHING .....	35
INTRODUCTION TO COMPUTERS .....	54	WIND ENSEMBLE: A & B .....	26
INTRODUCTION TO CONSUMER AUTO .....	34	WOODWORKING .....	35
INTRODUCTION TO CRIMINAL JUSTICE .....	42	WORLD HISTORY: A & B .....	51
INTRODUCTION TO EDUCATION .....	42	WRITING FOR STEM .....	48
INTRODUCTION TO MEDIA PRODUCTION .....	29	YOGA, PILATES AND FITNESS I .....	43
INTRODUCTION TO PROGRAMMING .....	29	YOGA, PILATES AND FITNESS II .....	43
INTRODUCTION TO SOCIOLOGY .....	42	YOUTH SERVICE COMMUNITY VOLUNTEER .....	59
INTRODUCTION TO WOMEN'S STUDIES .....	58	YOUTH SERVICE SOCIAL SERVICES .....	59
IHCC: POLITICAL SCIENCE 1111 AMERICAN GOVERNMENT .....	52	YOUTH SERVICE TEACHING .....	59
IHCC: ENGLISH 10A: READING COLLEGE TEXTS .....	45	YOUTH SERVICE PEER TUTORING .....	59
IHCC: ENGLISH 10B: INTRO TO ACADEMIC WRITING .....	45		
IHCC: ENGLISH 11A: WRITING AND RESEARCH SKILLS .....	47		
IHCC: ENGLISH 11B: INTRODUCTION TO LITERATURE .....	47		
IT EXPLORATION .....	30		
JAZZ ENSEMBLE: A & B .....	26		
JOURNALISM .....	47		
JOURNALISM II .....	30		
LANGUAGE ARTS SKILLS 10: A & B .....	45		
LANGUAGE ARTS SKILLS 11: A & B .....	47		
LANGUAGE ARTS SKILLS 12: A & B .....	47		
LANGUAGE ARTS SKILLS 9: A & B .....	45		
MAAP STARS/CAREERS INVESTIGATION .....	54		
MANUFACTURING DESIGN & FABRICATION I (FAB LAB) .....	35		
MARKETING I .....	39		
MARKETING II .....	39		
MATH 180: A & B .....	55		
MULTICULTURAL EDUCATION AND HUMAN RELATIONS .....	42		
MULTIMEDIA ANIMATION .....	30		
MUSIC THEORY .....	30		
MYTHIC PATTERNS .....	47		
NURSING ASSISTANT .....	43		
PERSONAL DEVELOPMENT (BWCA/CAMPING) .....	56		
PERSONAL MONEY MANAGEMENT .....	39		
PHYSICS: A & B .....	57		
PIANO - ADVANCED .....	31		
PIANO - BEGINNING .....	30		
PIANO - INTERMEDIATE .....	30		
PRECALCULUS: A & B .....	56		
PRESCHOOL LAB EXPERIENCE .....	43		
PRINCIPLES OF ECONOMICS .....	52		
PRINCIPLES OF ENGINEERING (POE, 1 YEAR) A & B .....	35		
PSYCHOLOGY .....	43		
PUBLIC AFFAIRS .....	43		
RACKET SPORTS I .....	56		
RACKET SPORTS II .....	56		
READING 180: A & B .....	55		
RECREATIONAL SPORTS .....	56		
SCIENCE FICTION & FANTASY LITERATURE .....	48		
SELF DEFENSE .....	56		
SENIOR ARTIST: CERAMICS .....	31		
SENIOR ARTIST: DRAWING & PAINTING .....	31		
SOCIAL AND FAMILY RELATIONS .....	43		
SPANISH I: A & B .....	58		
SPANISH II: A & B .....	58		
SPANISH III: A & B .....	58		
SPANISH IV: A & B .....	59		
SPANISH FOR HERITAGE LEARNERS I: A & B .....	59		
SPANISH FOR HERITAGE LEARNERS II: A & B .....	59		
SPORTS & ENTERTAINMENT MARKETING .....	39		
SPORTS LITERATURE .....	48		
STARTING YOUR OWN BUSINESS .....	39		
STRENGTH AND CONDITIONING I .....	43		
STRENGTH AND CONDITIONING II .....	43		
SURVEY OF 20TH CENTURY AMERICA .....	58		
SYMPHONIC BAND: A & B .....	26		
SYMPHONIC ORCHESTRA: A & B .....	30		
T.A.S.K. TEACHING TO ACHIEVE SUCCESS IN KIDS A & B .....	43		
TEAM SPORTS .....	57		

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"There are so many opportunities at Burnsville High School. It's important to take hold of them and not let them pass by."

- Thomas Biggs





**Agenda V.B.2.  
January 14, 2021**

**To:** Board of Education, Members  
Dr. Theresa Battle, Superintendent

**From:** Lisa Rider, executive director of business services

**Date:** January 7, 2021

**Re:** Resolution Relating to Special School Board Election and Calling the School District Special Election

**Recommendation:** that the Board of Education approves adopting a Resolution Relating to Special School Board Election and Calling the School District Special Election.

The resolution to call the special election must be adopted at least 74 days before the election.

The period for filing affidavits of candidacy for the office of school board member of Independent School District No. 191 shall begin at 8 a.m. on July 27, 2021, and shall close at 5 p.m. on August 10, 2021.

EXTRACT OF MINUTES OF MEETING  
OF SCHOOL BOARD  
OF INDEPENDENT SCHOOL DISTRICT NO. 191  
(BURNSVILLE-EAGAN-SAVAGE)  
DAKOTA AND SCOTT COUNTIES, MINNESOTA

Pursuant to due call and notice thereof, a regular meeting of the School Board of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota, was held in said school district on January 14, 2021, at \_\_\_\_ o'clock p.m.

The following members were present:

and the following were absent:

Member \_\_\_\_\_ introduced the following resolution and moved its adoption:

**RESOLUTION RELATING TO SPECIAL ELECTION OF A SCHOOL BOARD  
MEMBER  
AND CALLING A SCHOOL DISTRICT SPECIAL ELECTION**

BE IT RESOLVED by the School Board (the "Board") of Independent School District No. 191, Dakota and Scott Counties, Minnesota (the "School District"), as follows:

1. (a) It is necessary for the School District to hold its special election for the purpose of electing one (1) school board member to fill the remainder of a four-year term terminating on the first Monday of January, 2023.

(b) The clerk shall include on the ballot the names of the individuals who file affidavits of candidacy on said special election during the period for filing such affidavits, as though they had been included by name in this resolution. The clerk shall not include on the ballot the names of individuals who file timely affidavits of withdrawal in the manner specified by law.

2. The special election is hereby called and directed to be held on Tuesday, the 2nd day of November, 2021, between the hours of 7:00 o'clock a.m. and 8:00 o'clock p.m.

3. Pursuant to Minnesota Statutes, Section 205A.11, the combined polling places and the precincts served by those polling places designated by the Board pursuant to a School District resolution duly adopted on December 10, 2020, are hereby designated for the special election; provided, however, that upon a determination by the Board that any other municipal election is being held within the geographic area of the School District, then the School District polling places and the precincts served by those polling places, as previously established and designated for

School District elections held in conjunction with a statewide election, are hereby designated for this special election.

4. The clerk is hereby authorized and directed to cause written notice of said special election to be provided to the county auditor of Dakota and Scott Counties, at least seventy-four (74) days before the date of said special election. The notice shall specify the date of said election and the office or offices to be voted on at said special election.

The clerk is hereby authorized and directed to cause notice of said special election to be posted at the administrative offices of the School District at least ten (10) days before the date of said special election.

The clerk is hereby authorized and directed to cause a sample ballot to be posted at the administrative offices of the School District at least four (4) days before the date of said special election and to cause a sample ballot to be posted in each polling place on election day. The sample ballot shall not be printed on the same color paper as the official ballot. The sample ballot for a polling place must reflect the offices, candidates and rotation sequence on the ballots used in that polling place.

The clerk is hereby authorized and directed to cause notice of said elections to be published in the official newspaper of the School District, for two (2) consecutive weeks with the last publication being at least one (1) week before the date of the special election.

The notice of election so posted and published shall state the office to be filled as set forth in the form of ballot below, and shall include information concerning each established precinct and polling place.

The clerk is hereby authorized and directed to cause the rules and instructions for use of the optical scan voting system to be posted in each polling place on election day.

The clerk is authorized and directed to acquire and distribute such election materials and to take such other actions as may be necessary for the proper conduct of this special election and generally to cooperate with any election authorities conducting other elections on that date. The clerk and members of the administration are authorized and directed to take such actions as may be necessary to coordinate this election with those other elections, including entering into agreements or understandings with appropriate officials regarding preparation and distribution of ballots, election administration and cost sharing.

5. The clerk is further authorized and directed to cause or to cooperate with the proper election officials to cause ballots to be prepared for use at said election in substantially the following form attached hereto as Exhibit A, with such changes in form, color and instructions as may be necessary to accommodate an optical scan voting system.

6. The name of each candidate for office at each election shall be rotated with the names of the other candidates for the same office in the manner specified in Minnesota law.

7. If the School District will be contracting to print the ballots for this election, it is hereby authorized and directed to prepare instructions to the printer for layout of the ballot. Before a contract in excess of \$1,000 is awarded for printing ballots, the printer shall furnish, in

accordance with Minnesota Statutes, Section 204D.04, a sufficient bond, letter of credit, or certified check acceptable to the clerk in an amount not less than \$1,000 conditioned on printing the ballots in conformity with the Minnesota election law and the instructions delivered. The clerk shall set the amount of the bond, letter of credit, or certified check in an amount equal to the value of the purchase.

8. If not performed by election officials conducting other elections on that date, the clerk is hereby authorized and directed to provide for testing of the optical scan voting system within fourteen (14) days prior to the special election date. The clerk shall cause notice of the time and place of the test to be given at least two (2) days in advance of publication once in the official newspaper, by posting a notice, and by notifying the county or legislative district chair of each major political party.

9. If not performed by the election officials conducting other elections on that date, the clerk is hereby authorized and directed to cause notice of the location of the counting center or the place where the ballots will be counted to be published in the official newspaper at least once during the week preceding the week of the special election and in the newspaper of widest circulation once on the day preceding the special election, or once the week preceding the special election if the newspaper is a weekly.

10. The clerk is hereby authorized and directed to begin assembling names of trained election judges to serve at the various polling places and/or combined polling places during the November 2, 2021 special election. The election judges shall act as clerks of election and submit the results to the Board for canvass in the manner provided for other School District elections.

The motion for the adoption of the foregoing resolution was duly seconded by

\_\_\_\_\_ and upon vote being taken thereon the following voted in favor

thereof:

and the following voted against the same:

whereupon said resolution was declared duly passed and adopted.

# SCHOOL DISTRICT BALLOT

## INDEPENDENT SCHOOL DISTRICT NO. 191 (BURNSVILLE-EAGAN-SAVAGE) SPECIAL ELECTION

### NOVEMBER 2, 2021

---

**INSTRUCTIONS TO VOTERS**  
**TO VOTE, COMPLETELY FILL IN THE OVAL(S) NEXT TO YOUR CHOICE(S).**



---

**SCHOOL BOARD MEMBER**

**VOTE FOR UP TO ONE**

---

NAME

NAME

NAME

NAME

NAME

NAME

\_\_\_\_\_  
write-in, if any

---



STATE OF MINNESOTA )  
COUNTIES OF DAKOTA )SS  
AND SCOTT )

I, the undersigned, being the duly qualified and acting Clerk of Independent School District No. 191 (Burnsville-Eagan-Savage), Dakota and Scott Counties, Minnesota, hereby certify that the attached and foregoing is a full, true and correct transcript of the minutes of a meeting of the school board of said school district duly called and held on the date therein indicated, so far as such minutes relate to the calling of the special election of said school district, and that the resolution included therein is a full, true and correct copy of the original thereof.

WITNESS MY HAND officially as such clerk this \_\_\_\_ day of \_\_\_\_\_ 2021.

\_\_\_\_\_  
School District Clerk



**Future Ready. Community Strong.**

**Agenda V.B.3.  
January 14, 2021**

**To:** Board of Education  
Dr. Theresa Battle, superintendent

**From:** Imina Oftedahl, director of curriculum, instruction & assessment

**Date:** January 7, 2021

**Re:** Changes to Policies 613: *Graduation Requirements* and 616: *School District System Accountability*

**Recommendation:** Approve, on a first reading basis, changes to Policies 613: *Graduation Requirements* and 616: *School District System Accountability*.

The policies were reviewed by the Policy Review Committee on December 8, 2020.

*Adopted:* 4/1997  
*Reviewed:* 1/14/2019  
*Revised:* 12/12/2019  
*Rescinds:* IKF

*Burnsville-Eagan-Savage School District Policy 613*

## **613 GRADUATION REQUIREMENTS**

### **I. PURPOSE**

The purpose of this policy is to set forth requirements for graduation from the school district.

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

The policy of the school district is that all students entering grade 8 in the 2011-2012 school year and earlier must satisfactorily complete, as determined by the school district, all credit requirements, all state academic standards, or local standards where state standards do not apply, and successfully pass graduation examinations, as required, in order to graduate. For students entering grade 8 in the 2012-2013 school year and later, the school district's policy is that students must demonstrate, as determined by the school district, their satisfactory completion of the credit requirements and their understanding of academic standards. The school district must adopt graduation requirements that meet or exceed state graduation requirements established in law or rule.

### **III. DEFINITIONS**

- A. "Academic standard" means: (1) a statewide adopted expectation for student learning in the content areas of language arts, mathematics, science, social studies, physical education, or the arts, or (2) a locally adopted expectation for student learning in health, the arts, career and technical education, or world languages.
- B. "Credit" means a student's successful completion of a semester of study or a student's mastery of the applicable subject matter, as determined by the school district, and sufficient to satisfy applicable academic standards
- C. "Section 504 Accommodation" means the defined appropriate accommodations or modifications that must be made in the school environment to address the needs of an individual student with disabilities.
- D. "Individualized Education Program" or "IEP" means a written statement developed for a student eligible by law for special education and services.
- E. "English language learners" or "EL" student means an individual whose first language is not English and whose test performance may be negatively impacted by lack of English language proficiency.

- F. “GRAD” means the graduation-required assessment for diploma that measures the reading, writing, and mathematics proficiency of high school students.

#### IV. DISTRICT ASSESSMENT ADMINISTRATOR

~~The Assessment, Data and Research Coordinator shall serve~~ ~~The district shall name a staff member~~ as the school district assessment administrator. Said person shall be in charge of all test procedures.

#### V. GRADUATION ASSESSMENT REQUIREMENTS

- A. Graduation assessment requirements for students first enrolled in grade 8 in 2011 or earlier are:
- 1. Meet or have met graduation assessment requirements through routes related to the Graduation-Required Assessments for Diploma (GRAD)\*; OR
  - 2. Take or have taken The ACT + Writing, the WorkKeys, the Compass, or the Armed Services Vocational Aptitude Battery (ASVAB); OR
  - 3. Meet or have met district alternative, equivalent assessment to satisfy the graduation assessment requirements.
- ~~\*GRAD routes outlined in 2015-16 Procedures Manual for the Minnesota Assessments, p. 33.~~
- B. Students first enrolled in grade 8 in 2012-13 or later are not required to take any graduation assessments. However, all students must:
- 1. Be provided the opportunity to participate in a district-provided college entrance exam in grade 11 or grade 12; AND
  - 2. Be provided assistance, no later than grade 9, in exploration and planning activities for career interests or post-secondary education.

#### VI. GRADUATION CREDIT REQUIREMENTS

- A. Students who first enrolled in grade 9 in the 2015-16 school year must successfully complete, as determined by the school district, 32 high school level credits for graduation. Requirements for graduation are as follows:
1. Successfully complete the following courses: Geography 9, English 9, Math 9, Earth/Physical Science 9;
  2. Successfully complete 32 high school level credits in grades 10-12.
    - a. Six credits of social studies, including world history, American history, government, and economics;

- b. Four credits of mathematics, including geometry and algebra II;
  - c. Four credits of science, including biology and chemistry;
  - d. Two credits in the arts;
  - e. One credit of health;
  - f. One credit of physical education; and
  - g. Eight credits of electives.
- B. Students who first enrolled in grade 9 in the 2016-2017 school year or later must successfully complete 46 high school level credits for graduation.
1. Eight credits of language arts;
  2. Six credits of mathematics, including two credits of geometry, two credits of Algebra II, and two credits of statistics and probability;
  3. Six credits of science, including two credits of physical science, two credits of biology and two credits of chemistry;
  4. Seven credits of social studies, including one credit of geography, two credits of world history, two credits of American history, one credit of government and one credit of economics
  5. Two credits in the arts;
  6. One credit of health;
  7. One credit of physical education;
  8. Incoming freshman must complete one credit of College and Career Planning, required during freshman year. This requirement may be met by:
    - a. Success 191, AVID Elective 9, college and career planning content-based English language development course, or coursework aligned to IEP transition goals.
    - b. Students enrolling in subsequent years will be required to complete an additional elective credit to meet the number required.
  9. Fourteen credits of electives.

## VII. GRADUATION STANDARDS REQUIREMENTS

- A. All students must demonstrate their understanding of the following academic standards:
1. District determined standards, Health (K-12)
  2. District determined standards, Career and Technical Education (K-12) and
  3. District adopted standards developed by the American Council on the Teaching of Foreign Languages, World Language (K-12)
- B. All students must satisfactorily complete the following required Graduation Standards in accordance with the standards developed by the Minnesota Department of Education (MDE):
1. Minnesota Academic Standards, English Language Arts K-12;
  2. Minnesota Academic Standards, Mathematics K-12;
  3. Minnesota Academic Standards, Science K-12;
  4. Minnesota Academic Standards, Social Studies K-12;
  5. Minnesota Academic Standards, Physical Education K-12; and
  6. ~~Locally adopted standards~~Minnesota Academic Standards, Arts K-12.
- C. The academic standards for language arts, mathematics, and science apply to all students except the very few students with extreme cognitive or physical impairments for whom an IEP team has determined that the required academic standards are inappropriate. An IEP team that makes this determination must establish alternative standards.

## VIII. EARLY GRADUATION

Students may be considered for early graduation, as provided for within Minn. Stat. § 120B.07, upon meeting the following conditions:

- A. All course or standards and credit requirements must be met;
- B. The principal or designee shall conduct an interview with the student and parent or guardian, familiarize the parties with opportunities available in post-secondary education, and arrive at a timely decision; and
- C. The principal's decision shall be in writing and may be subject to review by the superintendent and school board.

Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.021 (Required Academic Standards)  
Minn. Stat. § 120B.023 (Benchmarks)

Minn. Stat. § 120B.024 (Graduation Requirements; Course Credits)  
 Minn. Stat. § 120B.07 (Early Graduation)  
 Minn. Stat. § 120B.11 (School District Process)  
 Minn. Stat. § 120B.125 (Planning for Students' Successful Transition to Postsecondary Education and Employment; Involuntary Career Tracking Prohibited)  
 Minn. Stat. § 120B.30 (Statewide Testing and Reporting System)  
 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 3501.1300-3501.1345 (Academic Standards for Social Studies)  
[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)  
 20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

***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 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)

*Adopted: 05/1986*  
*Reviewed: 8/8/2019*  
*Revised: 8/22/2019*  
*Rescinds: IE*

*Burnsville-Eagan-Savage School District Policy 616*

## **616 SCHOOL DISTRICT SYSTEM ACCOUNTABILITY**

### **I. PURPOSE**

The purpose of this policy is to focus public education strategies on a process which promotes higher academic achievement for all students and ensures broad-based community participation in decisions regarding the implementation of the Minnesota Academic Standards and federal law.

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

The school district will establish a system to implement the Minnesota Academic Standards and review and improve instruction, curriculum, and assessment which will include input by students, parents or guardians, and local community members. The school district will be accountable to the public and the state through annual reporting.

### **III. DEFINITIONS**

- A. “Credit” means a student’s successful completion of one semester of study or a student’s mastery of the applicable subject matter, as determined by the school district.
- B. “Graduation Standards” means the credit requirements and Minnesota Academic Standards that school districts must offer and certify that students complete to be eligible for a high school diploma.
- C. “World’s best workforce” means striving to: meet school readiness goals; have all third grade students achieve grade-level literacy; close the academic achievement gap among all racial and ethnic groups of students, between students living in poverty and students not living in poverty, between English language learners and non-English language learners, between students who receive or do not receive special education; have all students attain career and college readiness before graduating from high school; and have all students graduate from high school.

### **IV. ESTABLISHMENT OF GOALS; IMPLEMENTATION; EVALUATION AND REPORTING**

- A. School District Goals  
A.

1. The school board has established school district-wide goals which provide broad direction for the school district. Incorporated in these goals are the graduation and education standards contained in the Minnesota Academic Standards and federal law. The broad goals shall be reviewed annually and approved by the school board.
  2. The improvement goals should address recommendations identified through the district continuous improvement process. The school district's goal setting process will include consideration of individual site goals. School district goals will be developed through the district's continuous improvement process.
  3. The district's continuous improvement process will ensure:
    - a. The evaluation of students' progress and the identification of the strengths and weaknesses of instruction and curriculum affecting students' progress;
    - b. A plan for improving instruction and curriculum; and
    - c. An instruction plan that includes educational effectiveness processes integrating instruction, curriculum, assessment, and technology.
- B. System for Reviewing All Instruction and Curriculum. Incorporated in the process will be analysis of the school district's progress toward implementation of the Minnesota Academic Standards. Instruction and curriculum shall be reviewed and evaluated by taking into account strategies and best practices, student outcomes, principal evaluations under Minn. Stat. § 123B.147, Subd. 3, and teacher evaluations under Minn. Stat. § 122A.40, Subd. 8, or 122A.41, Subd. 5.
- C. Advisory Committee (Student Achievement and Systems Improvement Advisory Committee - SASIAC)
1. By November 1 of each year, the advisory committee will meet to advise and assist the school district in the implementation of the school district system accountability [and continuous improvement process](#).
  2. The Student Achievement and Systems Improvement Advisory Committee (SASIAC), working in cooperation with other committees of the school district, will provide active community participation in:
    - a. Reviewing the school district instructional and curriculum plan, with emphasis on implementing the Minnesota Academic Standards;

a.

- b. Identifying annual instruction and curriculum improvement goals for recommendation to the school board;
  - c. Making recommendations that will be used to measure school district progress toward its goals;
3. The committee shall meet the following criteria:
- a. SASIAC shall ensure active community participation in planning for instruction and curriculum affecting achievement.
  - b. SASIAC shall give input to the school board on school district-wide standards, assessments, and program evaluation.
4. The committee shall, when possible, be comprised of two-thirds community representatives and shall reflect the diversity of the community. Included in its membership should be:
- a. Director of Curriculum, Instruction, and Assessment ~~and~~ Student Services
  - b. School Improvement and Student Achievement Coordinator
  - c. School Board Member
  - d. Student Representative
  - e. Teacher representative from elementary and secondary
  - f. One parent from each building or a minimum of one parent from each instructional level
5. The committee shall meet four times annually.
6. Committee members will be nominated by their building principal in consultation with the PTO (Parent Teacher Organization) or other equivalent parent organization.
7. Term of Office
- ~~1.a.~~ Committee representatives will serve up to two years.
  - 2.b. If a school site has difficulty recruiting a representative, the School Board may, at its discretion, reappoint a member for additional terms. Members may be reappointed to serve no more than one additional two-year term if there is difficulty recruiting a representative.

D. Reporting. Consistent with Minn. Stat. § 120B.36, Subd. 1, the school board shall

publish the World's Best Workforce report on the school district website. The school board shall hold an annual public meeting to review and revise, where appropriate, student achievement goals, local assessment outcomes, plans, strategies, and practices for improving curriculum and instruction and cultural competency and efforts to equitably distribute diverse, effective, experienced, and in-field teachers, and to review school district success in realizing the previously adopted student achievement goals and related benchmarks and the improvement plans leading to the world's best workforce. The school board must transmit an electronic summary of its report to the Commissioner in the form and manner the Commissioner determines. The school district shall periodically survey affected constituencies about their connection to and level of satisfaction with school. The school district shall include the results of this evaluation in its summary report to the Commissioner.

**Legal References:** Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)  
Minn. Stat. § 120B.018 (Definitions)  
Minn. Stat. § 120B.11 (School District Process)  
[Minn. Stat. § 120B.128 \(Educational Planning and Assessment System \(EPAS\) Program\)](#)  
Minn. Stat. § 120B.35 (Student Achievement Levels)  
Minn. Stat. § 120B.36 (School Accountability; Appeals Process)  
Minn. Stat. § 122A.40, Subd. 8 (Employment; Contracts; Termination)  
Minn. Stat. § 122A.41, Subd. 5 (Teacher Tenure Act; Cities of the First Class; Definitions)  
Minn. Stat. § 123B.04 (Site Decision Making Agreement)  
Minn. Stat. § 123B.147, Subd. 3 (Principals)  
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 3501.1300-3501.1345 (Academic Standards for Social Studies)  
[Minn. Rules Parts 3501.1400-3501.1410 \(Academic Standards for Physical Education\)](#)  
20 U.S.C. § 6301, *et seq.* (Every Student Succeeds Act)

**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 617 (School District Insurance of Preparatory and High School Standards)

Burnsville-Eagan-Savage School District Policy 618 (Assessment of Student Achievement)

Burnsville-Eagan-Savage School District Policy 619 (Staff Development for Standards)

Burnsville-Eagan-Savage School District Policy 620 (Credit for Learning)



***Future Ready. Community Strong.***

**Agenda VI.A.  
January 14, 2021**

**To:** Board of Education, Members  
Dr. Theresa Battle, Superintendent

**From:** Rachel Gorton, director of technology

**Date:** January 7, 2021

**Re:** Adjourn to a Workshop to Discuss Online School Application



# MDE Application for Virtual Academy

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Board Workshop January 14, 2021

# Overview

173

- Vision and Alignment to District Mission
- Overview of MDE Online Provider Application
- Review of Virtual Academy 3.0 Plans
- Timeline & Next Steps

# One91 Virtual Academy

174

Our goal is to provide online, high-quality, and flexible learning opportunities that offer the next generation of K-12 learning.

# One91 Virtual Academy

175

Our ISD 191 online school will continue and expand our **equitable learning opportunities.**

Our ISD 191 online school will be aligned to our **college and career pathways.**

## 2 Stage Approach

1. Governor Walz Executive Order mandates 2020-2021 100% Online School to provide student and family choice during the COVID-19 pandemic.
2. Proposed Beginning 2021-2022: Comprehensive and supplemental One91 Virtual Academy K-12 to provide student and family choice.

## Distance Learning 2.0 as Base

1. Students will interact with licensed teacher each day across full complement of courses
2. Each virtual learning day for K-12 will include at least 120 minutes of synchronous instruction and activities
3. Support for advanced learners, English Language learners, special ed, intervention
4. Student work will be evaluated and priority standards will be assessed
5. Districtwide benchmarking assessment administered
6. Focused/streamlined communication with families/students
7. Students will have additional access to their teachers

# One91 Virtual Academy

178



K-5

Comprehensive



6-8

Comprehensive



9-12

Supplemental & Comprehensive  
Arts, Global Communications  
& Information Systems pathway

## Staffing & Organizational Structure

All ISD 191 Staff

No new positions will be created

Prorated allocations will be made from existing positions

Future growth of the online school may warrant dedicated positions

1. Principal - prorated portion of existing position
2. Teachers - may be 100% online teachers or may prorate for specific sections
3. Coordinator(s) - SISA coordination utilizing existing positions
4. Clerical - SISA coordination utilizing existing positions
5. Student Support Services - utilize existing positions, prorate where applicable

Virtual Academy Advisory Committee - new

## Budget and Costs

- Consistent and existing allocations of in person and online school
- Class sizes will be comparable to established district norms
- Student support services will be aligned to student enrollment and available for online students
- Curriculum development and professional development
- Technology equipment (device/internet) will be provided in alignment with district standards
- Integration into current enrollment and HR practices

### Potential Unique Costs:

- Start up Costs - to be identified during next phase planning
- Specialized field trips
- Travel for staff to administer assessments
- Industry-standard certification test costs

## Program Evaluation

We will utilize all existing data and evaluation processes including:

- District Achievement Goals
- District Assessment Plan
- School Improvement Plan (SIP)
- Collaborative Team (CT) GOALS
- Intervention Model MTSS K-12
- Formative, Summative, and Standardized Assessments
- Curriculum Development Process and Professional Development
- Community Involvement / District Perception Survey
- Virtual Academy Advisory Committee

## Next Steps & Timeline

January 14	School Board Review
January 15 - 20	Incorporate feedback, Meeting with MDE
January 28	School Board Vote
February 1	Application Submitted to MDE MDE will take 30-90 days to approve May require clarification or adjustments per MDE
February - April	Continued Planning and Development of our online school MDE Approval

# Thank You



## MDE Online Learning Provider Application

ISD191 Burnsville-Eagan-Savage Public Schools: February 2021

**DRAFT 13JAN21**

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### New State-approved Online Learning Providers Application

- I. Applicant Information
  - A. Program Name:  
One91 Virtual Academy
  - B. Organization Type: Independent District
  - C. District or Charter Number: 191
  - D. Street Address  
 ISD191  
 200 W Burnsville Parkway  
 Burnsville, MN 55337
  - E. Contact Name:  
 Brian Gersich  
 Assistant Superintendent  
[bgersich@isd191.org](mailto:bgersich@isd191.org)



II. Program Information

A. Program Type: Comprehensive & Supplemental

B. Grade Levels: K-12

C. Enrollment Type: Fixed Terms

We will encourage students to align changes to the beginning and end of quarter or semester terms. We will, however, allow for mid-term changes to and from our online school in consultation with students, families, and district staff.

D. Management & Operations – indicate how services are delivered in the program.

Service	Local District	Contract (non-profit)	Contract (for-profit)	Other (describe)
Program Management	X			
IT Infrastructure (LMS)	X Management and Support		X LMS Application (currently Schoology)	
Student Technical Support	X			
Curriculum Assembly & Course Content	X		Online programs for specific grades / courses will be used in conjunction with district-created curriculum	
Hiring Teachers	X		Substitute teachers may be utilized through our existing contract with Teachers on Call	
Marketing	X			
Teacher Evaluation/ Training/ Professional	X			

III. Statutory Compliance

State-approved online learning providers are responsible to be aware, understand, and implement current education statutes including, but not limited to the Online Learning Option Act. The applicant is responsible to annually review [Minnesota Statutes, Section 124D.095](#) and demonstrate understanding of the obligations and requirements of an Online Learning (OLL) Program provider as specified in law.

Subdivision 1. Citation. This section may be cited as the "Online Learning Option Act."

Subd. 2. Definitions. For purposes of this section, the following terms have the meanings given them.

- (a) "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.
- (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) "Online learning" is a form of digital learning delivered by an approved online learning provider under paragraph (d).
- (d) "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 the department to provide online learning courses.
- (e) "Student" is a Minnesota resident enrolled in a school under section 120A.22, subdivision 4, in kindergarten through grade 12.
- (f) "Online learning student" is a student enrolled in an online learning course or program delivered by an online learning provider under paragraph (d).
- (g) "Enrolling district" means the school district or charter school in which a student is enrolled under section 120A.22, subdivision 4, for purposes of compulsory attendance.
- (h) "Supplemental online learning" means an online learning course taken in place of a course period at a local district school.
- (i) "Full-time online learning provider" means an enrolling school authorized by the department to deliver comprehensive public education at any or all of the elementary, middle, or high school levels.
- (j) "Online learning course syllabus" is a written document that an online learning provider transmits to the enrolling district using a format prescribed by the commissioner to identify the state academic standards embedded in an online 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.

Subd. 3. Authorization; notice; limitations on enrollment.

- (a) A student may apply for full-time enrollment in an approved online learning program under section 124D.03 or 124D.08 or chapter 124E. Notwithstanding sections 124D.03 and 124D.08 and chapter 124E, procedures for enrolling in supplemental online learning are as provided in this subdivision. A student age 17 or younger must have the written consent of a parent or guardian to apply. No school district or charter school may prohibit a student from applying to enroll in online learning. In order to enroll in online learning, 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 the department to notify the enrolling district of the student's application to enroll in online learning.
- (b) 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 course or program. An online learning provider must make available the supplemental online 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 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 enrolling district's term. The enrolling district may waive this requirement for special circumstances and with the agreement of the online provider. 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 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: (1) the enrolling district must make available an explanation of its decision to the student, the student's parent, and

the online provider; and (2) the online provider may make available a response to the enrolling district, showing how the course or program meets the graduation requirements of the enrolling district.

187

(c) An online learning provider must notify the commissioner that it is delivering online learning and report the number of online learning students it accepts and the online learning courses and programs it delivers.

(d) An online learning provider may limit enrollment if the provider's school board or board of directors adopts, by resolution, specific standards for accepting and rejecting students' applications.

(e) An enrolling district may reduce an online learning student's regular classroom instructional membership in proportion to the student's membership in online learning courses.

(f) The online 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 provider agree to a different form of notice and notify the commissioner. The enrolling district must designate a contact person to help facilitate and monitor the student's academic progress and accumulated credits towards graduation.

#### Subd. 4. Online learning parameters.

(a) An online learning student must receive academic credit for completing the requirements of an online learning course or program. Secondary credits granted to an online learning student count toward the graduation and credit requirements of the enrolling district. The enrolling district must apply the same graduation requirements to all students, including online learning students, and must continue to provide nonacademic services to online learning students. If a student completes an online learning course or program that meets or exceeds a graduation standard or the grade progression requirement at the enrolling district, that standard or requirement is met. The enrolling district must use the same criteria for accepting online learning credits or courses as it does for accepting credits or courses for transfer students under section 124D.03, subdivision 9. The enrolling 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 that is not the enrolling district.

(b) An online learning student may: (1) 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 supplemental online learning enrollment above the limit, or if the enrolling district and the online learning provider agree to the instructional services; (2) complete course work at a grade level that is different from the student's current grade level; and (3) enroll in additional courses with the online learning provider under a separate agreement that includes terms for paying any tuition or course fees.

(c) An online learning student has the same access to the computer hardware and education software available in a school as all other students in the enrolling district. An online learning provider must assist an online learning student whose family qualifies for the education tax credit under section 290.0674 to acquire computer hardware and educational software for online learning purposes.

(d) An enrolling district may offer digital learning to its enrolled students. Such digital learning does not generate online learning funds under this section. An enrolling district that offers digital learning only to its enrolled students is not subject to the reporting requirements or review criteria under subdivision 7, unless the enrolling district is a full-time online learning provider. 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.

(e) Both full-time and supplemental online learning providers are subject to the reporting requirements and review criteria under subdivision 7. A teacher holding a Minnesota license must assemble and deliver instruction to online learning students. 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. Unless the commissioner grants a waiver, a teacher providing online learning instruction must not instruct more than 40 students in any one online learning course or program.

(f) To enroll in more than 50 percent of the student's full schedule of courses per term in online learning, the student must qualify to exceed the supplemental online learning registration limit under paragraph (b) or apply to enroll in an approved full-time online learning program, consistent with subdivision 3, paragraph (a). 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.

#### Subd. 5. Participation in extracurricular activities.

An online learning student may participate in the extracurricular activities of the enrolling district on the same basis as other enrolled students.

School districts and charter schools must make available information about online learning to all interested people.

Subd. 7. Department of Education.

(a) The department must review and approve or disapprove online learning providers within 90 calendar days of receiving an online learning provider's completed application. The commissioner, using research-based standards of quality for online learning programs, must review all approved online learning providers on a cyclical three-year basis. Approved online learning providers annually must submit program data to, confirm statements of assurances for, and provide program updates including a current course list to the commissioner.

(b) The online learning courses and programs must be rigorous, aligned with state academic standards, and contribute to grade progression in a single subject. The online learning provider, other than a digital learning provider offering digital learning to its enrolled students only under subdivision 4, paragraph (d), must give the commissioner written assurance that: (1) all courses meet state academic standards; and (2) the online learning curriculum, instruction, and assessment, expectations for actual teacher-contact time or other student-to-teacher communication, and academic support meet nationally recognized professional standards and are described as such in an online learning course syllabus that meets the commissioner's requirements. Once an online learning provider is approved under this paragraph, all of its online learning course offerings are eligible for payment under this section unless a course is successfully challenged by an enrolling district or the department under paragraph (c).

(c) An enrolling district may challenge the validity of a course offered by an online learning provider. The department must review such challenges based on the approval procedures under paragraph (b). The department may initiate its own review of the validity of an online learning course offered by an online learning provider.

(d) The department may collect a fee not to exceed \$250 for approving online learning providers or \$50 per course for reviewing a challenge by an enrolling district.

(e) The department must develop, publish, and maintain a list of online learning providers that it has reviewed and approved.

(f) The department may review a complaint about an online learning provider, or a complaint about a provider based on the provider's response to notice of a violation. If the department determines that an online learning provider violated a law or rule, the department may: (1) create a compliance plan for the provider; or (2) withhold funds from the provider under sections 124D.095, 124E.25, and 127A.42. The department must notify an online learning provider in writing about withholding funds and provide detailed calculations.

Subd. 8. Financial arrangements.

(a) For a student enrolled in an online learning course, the department must calculate average daily membership and make payments according to this subdivision.

(b) The initial online learning average daily membership equals 1/12 for each semester course or a proportionate amount for courses of different lengths. The adjusted online learning average daily membership equals the initial online learning average daily membership times .88.

(c) No online learning average daily membership shall be generated if: (1) the student does not complete the online learning course, or (2) the student is enrolled in online learning provided by the enrolling district.

(d) Online learning average daily membership under this subdivision for a student currently enrolled in a Minnesota public school shall be used only for computing average daily membership according to section 126C.05, subdivision 19, paragraph (a), clause (2), and for computing online learning aid according to section 124D.096. Subd. 9.

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#### IV. Program Narrative

A quality Online Learning (OLL) Program follows quality program standards. Please submit a program narrative with the following bold headings that answer the prompts in italics below. These standards are adapted from [iNACOL](#) <sup>189</sup> [Quality Online Program Standards](#). These program standards are echoed in the three-year review process.

## Institutional Standards

### Mission Statement

A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Everyone within the organization understands the mission statement and works to achieve it.

#### ***What is your program mission statement?***

ISD191's mission statement is *Each Student. Future Ready. Community Strong*. This mission lives in our equity work as we ensure our district, programs, classes, and support services are highly personalized for each student and every student sees opportunities and paths for their future. We embrace equity as a continuous inner journey and that without boldly engaging in action needed to dismantle racist policies and practices, we cannot serve each of our students. Equity work will be a foundation of our online school as it is with our in-person courses, programs, and supports.

Our students graduate Future Ready. We have developed a nationally recognized Career and College Pathways program that allows our extraordinary learners to explore and live at the intersection of passion and purpose. Through our pathway programs, students discover more about what they love to do (and often what they don't want to do!) earlier in life. We are confident in our pathway model for our in-person schools and are excited to expand those opportunities to our online school. Our online school will align with our pathways for elementary, middle, and high school through SPARK, FUEL, and BLAZE.



Grades PreK-5

Elementary pathways light a spark for learning in each child and instill



Grades 6-8

Middle School pathways fuel the interests and passions of each



Grades 9-12

High School pathways fan the flame to help each student blaze a new

a sense of excitement and creativity as their learning journey progresses.

student to explore the world around them.

trail and discover all that is possible. 190

Elementary students have opportunities to explore a variety of themes and topics aligned to our pathways.

Middle school students have opportunities to discover their strengths in learning, leadership, and building culture.

High school students have opportunities to explore over a dozen strategic pathways that lead to industry certifications, early college credit, and career preparation.

Our students are community strong. Through our pathways program, we are continuously developing partnerships with our local, state, and national communities. These partnerships provide our students with the opportunities and experiences to learn about careers, knowledge and skills, and authentic engagement with experts.

***Explain how the organization will work to ensure the mission statement is understood and drives all of the work.***

Our mission of *Each Student. Future Ready. Community Strong* is embedded throughout our district. It is evident through the learning activities in our courses, the professional learning of our staff, the programs we provide to our students and families, and our outreach and connections to our community. We are an equity-driven organization that addresses inequalities that are detrimental to our students and staff. We strive to partner with businesses and organizations that partner to provide opportunities for our students to grow and thrive.

***What outcome data will you collect to inform you about the effectiveness of your mission statement?***

We will collect outcome data on the effectiveness of our mission statement through the presence of our mission in coursework and school programming: personalization, strong academics, and social/emotional support tied to community. We will provide opportunities for our students and families to engage in conversations around equity. We will provide informal and formal opportunities to hear from our students, families, staff, and community partners on what is helping us achieve our goals and more importantly, how we can continue to improve. We will expand our existing comprehensive, long-term strategic plan to support and improve teaching and learning that is aligned with the World's Best Workforce (WBWF) to ensure we are meeting our mission for our online school.

## Governance

Governance is provided by a Board of Directors, Advisory Board, or a School Board working with each other to develop policies for programming and staff.

***Provide an organizational chart listing all key positions and people in those positions (include any roles filled by external contractors):***

The One91 Virtual Academy will be created and supported by ISD191 staff. We will utilize our existing principals, teachers, and support staff for the online school. This will be possible due to our current declining enrollment.

Staffing will be aligned to our existing practices and staff will be allocated accordingly. We acknowledge that starting an online school will require additional resources and are prepared to adjust existing resources to accommodate the unique needs. When enrollment shifts in our physical schools, we adjust staffing accordingly. We will dedicate staff--principal, coordinator, clerical--as needed for the success of the One91 Virtual Academy. The experiences gained through necessary changes from the COVID-19 pandemic have positioned us well to deliver a robust online school that does not fully stand in isolation from our traditional system. Our organization chart and the inclusion of the One91 Virtual Academy reflects this inclusive approach to offering in-person and online opportunities.

[ISD191 Org Chart](#)

[ISD191 Board of Education](#)

**List the responsibilities for each role in the organization.**

Elementary / Secondary Principal

- The elementary principal for our online school will be a percent of an existing principal position.
- The secondary principal for our online school will be a percent of an existing principal or AP position.
- If/when our online school enrollment would warrant a dedicated principal, we will review assignments.

Online Coordinator

- We will utilize existing Systems Improvement and Student Achievement (SISA) Coordinator staff to lead the preparation and launch of our online school.
- Our existing SISA Coordinators know and lead the work in our district around mission and will work to expand that mission to our online school.

Teachers

- Elementary Classroom teachers will be dedicated to the online school.
- Elementary specialists will teach a percent of their day in the online school.
- Middle school and high school teachers may be either 100% online or teach a percent of their day depending on student enrollment.

Student Support Services

- We will utilize existing Student Support Services staff for Special Education, English Learners, Intervention, and Enrichment services.
- We will assign existing counselors, deans, social workers, and cultural liaisons to work with students and families in our online school.

Clerical

- We will utilize existing SISA clerical staff to handle the clerical responsibilities of the online school.

Human Resources (HR)

- Hiring of online teachers will be incorporated into HR functions.
- Online teachers will be existing or new ISD191 teachers

Other Key Areas:

- Enrollment will be embedded into enrollment practices and procedures.
- Technology equipment and support will be embedded into technology practices and procedures.
- Communications and marketing will provide information to engage our online students and families.

Online Academy Advisory Committee

- Members will include parents, students, and staff. The purpose of the advisory committee will be to provide feedback for continuous improvement

**What outcome data will you collect to inform you about the effectiveness of your governance structure?**

In preparation for Fall 2020, we evaluated our spring online program--created due to COVID-19--and our very successful summer online program. We made improvements based on this evaluation. The 2020-2021 school year has already provided invaluable experience and direction as we prepare a permanent online school option. We

will also continue to use established continuous improvement practices. Those practices include critical feedback from our students, families, and teachers on what is working and what needs improvement, and evaluating new research and information. Especially as we emerge from the pandemic, the societal changes that impact education will be considered. We will employ formal surveys to collect data and take action on feedback, as well as informal feedback mechanisms such as conversations and parent-teacher conferences.

We will also create a One91 Virtual Academy Advisory Committee made up of parents, staff, students, and community partners. Our goal is to work in partnership with families participating in our online school.

**Attach official documents as evidence of approval to the application: (only those that apply to your organization type e.g School Board approval, Joint Powers of Authority approval, Consortia approval, Charter School Authorizer approval)**

[To School Board as Draft Plan January 14th, anticipated Approval on January 28th]

## Leadership and Planning

Governance and leadership work hand-in-hand, developing operational policies for the program and its leadership and staff. Program policies and practice promote equity and support students' ability to access the program. Planning is managed by leadership and staff. Program uses strategic planning, long-range and operational planning along with annual goal setting including alignment with Minnesota Statute 120B.11 (World's Best Workforce).

**Describe the processes in place for stakeholder feedback and continuous program improvement, including roles and responsibilities for those involved.**

Opportunities for stakeholder feedback and continuous program improvement occur at multiple levels throughout ISD191. Ensuring diverse, comprehensive, and quality stakeholder feedback requires multiple strategies and a deep knowledge and connection to our various stakeholder groups. The School Board works closely with the Superintendent and her cabinet. Administrators apply district policies promoting continuous feedback and district improvement. At the school board level, the public has opportunities to share their input during board meetings as well as at listening sessions. Furthermore, feedback from the public is gathered through a district perception survey administered in multiple languages and formats. Administrators at the school level gather input through the school's parent-teacher organizations (PTO) as part of their continuous improvement processes. The schools also gather perception data from parents through district surveys, as well as perception survey data from their staff and students to inform the continuous improvement process. Throughout our application, we will reference numerous ways we partner with our stakeholders to evaluate, gain feedback and perspective, and use stakeholder feedback for continuous improvement.

**List any enrollment policies or guidelines that are in place. NOTE: Fees and policies that may be discriminatory are not allowed.**

The Enrollment Center is the beginning step for welcoming families into our district and exists as both a physical location in our district office as well as in an online environment. While many of our families prefer to come into our Enrollment Center to fill out enrollment forms, we also successfully serve families who prefer to enroll online.

Our enrollment process is supported by a team of multilingual staff. With the addition of our online school, we will continue to evaluate and adapt our practices to provide a welcoming and clear processes to ensure documentation and logistics are complete. More importantly, we strive to welcome and celebrate their start in our district. We are honored to have their family join our fantastic district and will ensure they are welcomed and supported through the beginning steps and into the future.

## [Enrollment Process](#)

### ***What outcome data will you collect to inform you about the effectiveness of your leadership and planning?***

To inform our effectiveness as leaders and our systemic planning, we use a variety of data points throughout the year including our District Perception Survey. The data gathered is used to inform and develop district and school improvement plans as a part of the continuous improvement process. Public input collected during school board listening hours is used to inform the School Board and Superintendent of areas to improve upon and add to district-wide goal development. Student achievement data, demographic data, and internal assessment data is also used to guide the development of school improvement planning. As a system, we work continuously to improve our district programming, to support our students and families, and to ensure a more equitable future for our students and ourselves.

## Integrity and Accountability

In a quality online program, leadership is transparent in its management of the program, providing regular and timely information on progress towards attainment of goals, alignment with policies and standards, management of material, financial and human resources, and achievement of student learning outcomes. Data is shared with all stakeholders.

### ***Describe accountability systems in place and how they will function to assure program integrity and accountability.***

ISD191 will utilize both district and state-level assessments to measure student achievement. These include formative, summative, and standardized testing, such as FASTbridge, ACCESS and MCAs. We also utilize our Minnesota Common Course Catalog and MARSS submissions for alignment and accountability.

ISD191 is a Q-Comp district and will implement all current Q-Comp practices in our online school as well. We believe that the practices of peer coaching and continuous improvement provide opportunities for growth and development for our staff. Our experience with distance learning has provided us opportunities to develop “look-fors” and coaching strategies for quality online teaching and learning. We will continue to use the Danielson framework and employ the vast resources we have developed for online teaching and learning.

[Danielson Group Remote Teaching Guide](#). This document was created by The Danielson Group and has provided a crucial bridge for our teachers during distance learning. This document, along with the Danielson Framework led to the creation of the following document: [Danielson Domain 2 & 3 Virtual Observation Guide](#). We will continue to use the Danielson Framework as a foundation for instructional review and accountability in our online school.

For more information regarding our Q-Comp practices, reference our [2020-2021 ISD191 QComp MOU](#). 194

Assurance of program integrity and accountability will be reported using the World's Best Workforce district report and submission process. Additionally, the One91 Virtual Academy Advisory Committee will review the report data annually.

***Provide the official attendance policy for calculating membership hours and determining truancy.***

We acknowledge that COVID-19 and our distance learning experiences have created questions. We will continue to investigate the best options around the definition of attendance and how seat time (or screen time) relates to academic learning, participation, and growth. As we move beyond this pandemic, these questions and discussions will likely drive changes in state and district policy.

[Student Attendance Policy 503](#)

***Provide a draft fiscal budget.***

The COVID-19 pandemic has challenged and inspired us to envision educational changes. When we shifted to distance learning due to COVID-19, our online school was chosen by 40% of our families and has provided us with the crucial experience needed to launch our permanent online school. It also provides us with uncertainty in the numbers of our families who will continue to choose an online option and for those outside our district currently who will be looking for a continued online opportunity.

Our budget will be dependent on enrollment, aligned to existing salaries, and will be a reallocation of our existing budget. Due to our current situation of declining enrollment, we will not be adding positions for the online school but have the capacity to ensure our existing positions and resources are reallocated to fully support and ensure we thrive as we launch.

We will be using our existing ratios and allocations to provide equitable resources for our online school as we do for our physical schools. We also acknowledge that an online school will utilize some resources in different ways than our physical schools. Classrooms, classroom technology, custodial and maintenance will not be part of the funding needs. However, staff who teach and support our online school will continue to utilize our facilities. We will continue to adjust and fine-tune our budgets to support the unique programming of our online school.

Existing Allocations

Capital Fund: Elementary \$3.80/student MS=\$4.60/student HS=\$6.40/student (enrollment)

- Curriculum: 25% of fund
- Equipment: 75% of fund

General Fund: K-5: \$47.20/student MS: \$57.60/student HS: \$58.40/student

- Instructional Supports: 100%

Personnel:

- Teaching staff will be either dedicated for online or prorated for the percent of online instruction they provide.
- All online costs will be integrated into the system and will be a reallocation based on student enrollment and percentages.
- Class sizes will be comparable to and within the district established norms. We do not plan to create large online classes that are outside of the district's established norms.

- Cultural Liaisons, Social Workers, and other support staff will be prorated based on the students served in the online school.

Elementary

- Elementary classroom teachers will be dedicated to the online school.
- Elementary SPED, English Learner, Intervention, Enrichment teachers will be prorated based on the students served in the online school.

Secondary

- When possible and when enrollment allows, we will dedicate secondary teachers to the online school.
- Secondary teachers may teach a percent of their sections online. In that situation (for example, a geometry teacher who accepts an online section), 1 of their 5 sections would be prorated in the online school while the remaining will be from Burnsville High School.

The online school will assume staffing costs aligned to existing costs.

Average teacher cost: \$100,000 sal/ben

Clerical: \$72,000 sal/ben

Principal: \$ 197,000 sal/ben

Current Class Ratios: Ratios for our online school will be aligned to our in-person schools.

Kindergarten 25:1	1st Grade 29:1	2nd Grade 30:1
3rd Grade 31:1	4th Grade 32:1	5th Grade 33:1
6th - 8th Grades 35:1		
9th -12th Grades 38:1		

Curriculum Development and Professional Development

- January - August 2021: Teams of teachers will continue the development of the online curriculum.
- Summer 2021: Professional Development for online teachers and support staff and onboarding online teachers.
- September 2021 - May 2021: Year 1 continued curriculum development and professional development throughout the year.
- Summer 2022: Curriculum analysis and refinement and onboarding potentially new online teachers.

Technology

- Online students will receive a technology package similar to our in-person students which will include a Chromebook, charger, stylus, and case. (approx. \$350/student)
- Internet support through a hotspot or a district-sponsored internet package will be provided to qualifying students. (approx \$240/family/year)
- Technology equipment will be shipped to online students who live outside the geographic area.

Program Start-Up Costs

- Online principals and the SISA Coordinator(s) will evaluate all components of the online school and identify.

### Additional Costs

- Specialized field trips: We envision potential specialized field trips as part of our online school. Due to COVID-19, we do not anticipate a start before 2022-2023.
- Travel and associated costs for Online Teachers/Staff to visit and/or administer assessments to students outside our geographic location.
- Industry-standard certification test costs. Our pathways provide students the opportunity to earn industry-standard certifications and credentials. Additional costs may be incurred for online students to earn those credentials.

### ***What outcome data will you collect to inform you about the level of integrity and accountability of your program?***

Outcome data is currently and will continue to be gathered from student achievement systems such as MCA, ACCESS and Fastbridge suites, as well as other student metrics such as attendance, discipline, and graduation rates. As part of the continuous improvement process, these metrics are analyzed and used to develop district and building level goals. Teachers and staff are provided data in Collaborative Teams and staff meetings. Principals and building leadership teams (BLT) also review and analyze the data for the development of the School Improvement plan. District leaders in student improvement, student support, and finance also use the outcome data for goal development with their respective departments.

# Teaching & Learning Standards

## Curriculum and Course Design

A quality online program will have a well-thought-out approach to its curriculum and course design whether it develops its own courses and/or licenses curriculum from other educational providers. The standard and its subsets of education goals, student learning, rigor, accommodation of learning styles, requirements for copyright, and accessibility of content are addressed.

***Describe how your online program offers something unique and value-added to the students it serves. What sets this program apart from other online learning programs? Include information about course offerings, structure of learning program, support, etc.***

One91 Virtual Academy will further develop our nationally-recognized Pathways program and will align with our model of SPARK, FUEL, and BLAZE for K-12 grade levels. While our pathway options continue to grow, for 2021-2022, we will offer 14 Pathways in 4 Career Fields. Our online school will start with a focus on the Arts, Global Communications, and Information Systems Career Field. This Career Field was chosen as a launching point because of the previous development of online curriculum, expertise of teaching staff, and ability to fully engage students in the pathway content in a fully online school.






Arts, Global Communications and Information Systems -  
online options for 2021-2022

- Visual and Performing Arts
- Journalism and Broadcasting
- Information Technology
- Cybersecurity (2022-2023)

### [Arts, Communication, Information Technology Course List](#)

We will continue to develop our online pathways both aligned to in-person pathways and also explore unique online-only pathway options.

Other existing pathways include:

		
<p>Health Science and Human Services</p> <ul style="list-style-type: none"> <li>• Health Sciences</li> <li>• Education</li> <li>• Government and Community Services</li> </ul>	<p>Design, Engineering, and Manufacturing Technology</p> <ul style="list-style-type: none"> <li>• Architecture and Construction</li> <li>• Manufacturing</li> <li>• Engineering, Design and Technology</li> <li>• Engine &amp; Auto Technology</li> </ul>	<p>Business, Management, and Entrepreneurship</p> <ul style="list-style-type: none"> <li>• Marketing</li> <li>• Business, Management and Administration</li> <li>• Finance</li> <li>• Hospitality and Tourism</li> </ul>

While we will start our online school with a heavier emphasis on the Arts, Communication, and Information Technology pathways, all K-12 Online students will experience all of our pathways through age-appropriate activities and courses.

#### Student Experiences in Grades K-5: Spark Wonder

Online elementary students will have learning opportunities aligned with all of our pathways and will allow young scholars to explore a variety of themes and topics. Through embedded activities, events, and targeted exposure to all four pathways, our online elementary students will learn about the world through music, computer programming, virtual field trips to theaters and zoos, and project-based activities designed to spark new curiosities. Read more about our [Elementary Pathways](#).

#### Student Experiences in Grades 6-8: Fuel Passion

Our online middle school students are in a time of great discovery of who they are and of the world. We know middle school students thrive when their unique social-emotional needs and young adolescent culture is supported. Our middle school pathways alignment is designed around learning, leadership and culture, fueling the passions and interests of our students. Whether in person or through our online school, middle school students will engage in these areas to explore academic interests, develop leadership skills, and engage in strategic social-emotional growth and support. Read more about our [Middle School Pathways](#).

#### Student Experiences in Grades 9-12: Blaze Your Path

The high school pathway experience allows for flexibility for students as they engage and participate in high school courses. Students are not required to focus on a singular pathway but those students who have found an area of high interest can take a sequence of courses. Courses are scaffolded to provide students with the skill development needed to successfully earn the industry-recognized credentials. Students in the online school will have the opportunity to engage in the Arts, Communication, Information

Technology pathway courses for 2021-2022 and we look forward to continuing to develop online pathway options in the future. Read more about ISD191 [High School Pathways](#).

***Explain how online courses are designed to be clear, accessible, and engaging and how teachers are able to adapt and modify their courses. (If contracted, third-party vendors provide the course content, explain how statutory requirements of curriculum being assembled by MN-licensed teachers are met (Subd. 4 e)).***

Our distance learning experience has provided invaluable opportunities to explore, design, redesign, and expand successful online instruction. We will continue to utilize key frameworks already in use and expand our expertise and innovative spirit through our permanent online school.

Courses are designed using principles on blended learning lesson design incorporating the elements of Engage-Explore-Explain-Elaborate-Evaluate. Course content will tightly adhere to the essential and enduring content standards. Teachers will utilize instructional strategies from Adaptive Schools to make adjustments for online delivery. These strategies focus on interaction, inclusion, and collaboration.

Teachers will continue to apply the equity tools from Culturally Proficient School Systems (CPSS) in the design of lessons including content selection, student materials, activities, student voice, and assessment for learning. The CPSS tools are in place district-wide and provide teachers with the framework for more equitable and inclusive classroom instruction. Secondary teachers will also be able to apply their Advancement Via Individual Determination (AVID) training to build relationships and adapt instruction aligned to district curriculum maps for rigorous course exposure.

[Blended Learning IS Culturally Proficient](#). This document is an example of how we have combined our equity work with blended learning instruction to provide support and guidance for teachers. This is one of many resources we have developed and will continue to adapt for our online school.

***Provide policies and procedures that ensure all courses meet standards, ensure student progress toward graduation and college and career readiness, address various learning styles, and meet copyright and accessibility requirements.***

- [Policy 604: Instructional Curriculum](#)
- [Policy 613: Graduation Requirements](#)

In addition, high school Career and Technical Education (CTE) and Pathways courses meet either state, national, or industry standards. All courses prepare students for college and career readiness with early college credit and/or industry-recognized credentials. Most courses offer a variety of modalities, with project completion based on student interest and ability.

***What outcome data will you collect to inform you about the effectiveness of curriculum and course design?***

Regular review and analysis of our course and curriculum offerings will be a part of our online program review. We will integrate and adapt based on new MN Academic Standards and emerging online learning research. We are also excited to envision what online-only pathways may look like. Those may tap into emerging technology fields such as cybersecurity, GIS mapping, or other rapidly expanding career fields.

Outcome data will also include review of underrepresented student enrollment, number of college credits and industry credentials earned, and number of students who identify with the Pathway in which the course is housed.

## Minnesota K-12 Standards

Districts are required to put state standards into place so all students have access to high-quality content and instruction. Districts must develop local standards for subjects that do not have state standards. Providers must include information on how they meet or exceed Minnesota K-12 Standards.

***Provide a table listing all courses and which standards are covered.***

The MN Academic Standards provide the foundation for our online learning courses. Each spreadsheet identifies the grade and course for the standard. ISD191 also has a protocol for powering, unpacking, and identifying formative assessments for all academic standards. This process has been used in K-12 with literacy and math and produces what we call Grade Level Guarantees (GLG).

- [ELA Standards](#)
- [Math Standards](#)
- [Science Standards](#)
- [Social Studies Standards](#)
- [Standards in the Arts](#)
- [PE Standards](#)

ISD191 teachers identified 10 power standards for each grade level, called “Grade Level Guarantees”. Teachers utilize these GLG templates as they plan instruction and assess their students. Grade Level Guarantees will continue to be utilized as we adapt and improve curriculum for the online school.

### [Math Grade Level Guarantees](#)

Examples of Elementary GLG cards for teachers: [Kindergarten Math](#) and [Fourth Grade Math](#)

### [Reading Grade Level Guarantees](#)

## Instruction

A quality online program takes a comprehensive and integrated approach to ensuring excellent online teaching for its students. This process begins with promising practices but is equally committed to continuous improvement and adaptation to student learning needs through professional development. The standard and its subsets of instruction grounded in program mission, research, best practices, assessment, student learning styles and cultural differences, levels of interactions with stakeholders, limitations of time and place, requirements for faculty licensure and professional development, and academic integrity are addressed.

***Provide policies and procedures related to online instruction including communication expectations for teachers and participation guidelines for students and parents (i.e. students must participate in daily live-lesson webinars).***

Since March 2020, districts have been challenged to provide the best learning environments for their students, teachers, and families. ISD191 experiences, although not ideal by any measure, have given us practice and expertise in developing and delivering outstanding online learning. Based on feedback from stakeholders in early summer, we revisited our summer online programming. The addition of synchronous learning and hands-on activity kits proved to be excellent adjustments. We have asked, listened, and adjusted our programming to ensure we are providing the best education possible. This fall we launched Distance Learning 2.0 that we will utilize as our foundational learnings for our permanent online school.

Explore more: [Distance Learning 2.0 Expectations and Guidance](#)

The online school will be designed for flexibility and we believe that synchronous learning time is a critical component for many classes. This will be especially true for the students participating in the comprehensive online school. Scheduled synchronous class times will be combined with asynchronous learning activities and project-based learning. Our experience and feedback from students and parents highlighted the importance of synchronous sessions to build relationships, community, and ensure success.

We have learned a lot about how, what, and when to communicate with students and families in an online environment. While not all of our pandemic-induced learning will be applicable, much of them will. We will use existing resources and practices to establish clear communication channels with our stakeholders and employ a continuous improvement model for further development.

Explore More: [K-5 Distance Learning Guide for Parents](#)

[Policy 624: Online Learning Options](#)

***Describe how teachers incorporate research-based practices, including developing strong student-teacher relationships, using multiple modalities to engage students, and how the organization makes this a priority.***

As an organization, we recognize that our students learn in different ways and our distance learning experience has provided us with new opportunities to implement research-based practices, build strong student-teacher relationships, and find new ways for students to engage in their work. Culturally responsive teaching is at the forefront of our decision making and implementation process.

During distance learning, teachers demonstrated flexibility and responsiveness when it came to the needs of their students through daily morning and afternoon meetings with their students, along with office hours to connect with their students and for students to connect with one another. Teachers rely on frequent and timely communication with families, recognizing that high family engagement correlates with high student engagement.

Evidence of K-5 implementation and adaptation:

[Distance Learning Guide](#) - Spring of 2020

[Distance Learning Guide 2.0](#) - Fall/Winter 2020

During distance learning teachers supported student learning through a variety of different instructional modalities, reflecting frequently on the Culturally Proficient School Systems Lesson "Look Fors". These lesson look-fors ensure that students have opportunities to utilize new media tools to build on their thinking, to dialogue

about their thinking, and use a variety of creation tools to share their thinking. Throughout these opportunities, teachers frequently worked to provide students time to engage both independently and collaboratively with the curriculum, making accommodations to ensure success. 202

Evidence of implementation:

[CPSS \(Culturally Proficient School System\) Lesson Look Fors](#)

[Blended Learning is Culturally Proficient](#)

ISD191 prioritizes teacher best practices by providing frequent, personalized professional development to teachers that is rooted in research-based, culturally responsive teaching practices, along with providing teachers opportunities to collaborate with building and district grade-level teams.

We have extensive online programs and resources for students and teachers. Professional Development is focused on how to utilize these tools to reach academic and social goals and is provided in a variety of methods, including on-demand opportunities, live sessions, colleague panels and share outs, and individual training sessions.

[Elementary Tech Tools for Learning](#)

[Secondary Tech Tools for Learning](#)

### ***What outcome data will you collect to inform you about the effectiveness of instructional practices?***

The collection of outcome data will continue to follow current practices. Along with teacher participation in their Collaborative Teams, they also participate in a formal observation process that takes place three times per year in which they receive specific feedback on their implementation from a trained Continuous Improvement Coach or Administrator and reflect on the implementation of Culturally Proficient teaching practices.

## Assessment

A quality online learning program values student academic performance and takes a comprehensive, integrated approach to measuring student achievement. This includes use of multiple assessment measures and strategies that align closely to both program and learner objectives with timely, relevant feedback to all stakeholders. The standard and its sub-sets of monitoring progress, adapting instruction to meet learner needs, multiple methods of assessment of student performance, feedback loops for instructional practice, and course design are addressed.

***Provide policies and procedures that are in place regarding assessment of student learning, feedback, adapting instruction to meet the needs of learners.***

[Policy 614: School District Assessment Program](#)

[Policy 615: Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and EL Students](#)

[District Data & Assessment Information Site](#)

Students enrolled in the One91 Virtual Academy comprehensive online program will participate in the K-12<sup>203</sup> assessment program including universal screening, progress monitoring, English language screening, and all accountability testing. The locally determined assessments have remote administration available. Current state assessments will be administered in person if remote administration is not available.

**Describe how timely, relevant feedback is communicated to students, parents, and student support/intervention team members.**

Assessments used for universal screening in literacy and math provide individual student skill profiles with specific interventions identified. These reports are utilized by teachers and intervention teams to provide individual reports for all state accountability tests to parents at parent conferences. Families are also able to access student information through Schoology (the district’s learning management system) and the parent portal of the student information system.

**What outcome data will you collect to inform you about the effectiveness of assessment practices?**

The student assessment data for local and state assessments will be compared to see if there is alignment. Data for students in the online school will be analyzed with trend data. Other outcome data considered will be student participation in assessments, and relationships of assessment data with classroom performance.

## Support

### Faculty Support

A quality online program supports the faculty by providing opportunities for them to develop their professional skills, through mentoring, professional development, and technical assistance.

**Explain how teachers with MN licenses and experience/training in online teaching are hired, trained, reviewed, and developed as professionals. If teachers are hired through a third-party contractor, explain how quality teaching practices will be monitored and ensured by a licensed administrator in the state-approved program.**

In ISD191, we’re committed to removing barriers and forging unique pathways to create a future-ready community. We believe that when each individual contributor is free to be their whole self and bring their whole self, we are collectively more radiant.

We are committed to supporting the success of all students through attracting, hiring, and retaining high-quality teachers, leaders, and support staff. Every day, we support a district community that respects the rich diversity of backgrounds, values, and expertise of our employees.

Teachers in our online school will be part of our diverse community. We will follow our standard practices for hiring, training, and reviewing online teachers and support staff. We will provide professional learning opportunities for online teachers that allow them to grow as educators and as online educators. The online

principal and our Continuous Improvement Coaches will support and develop online teachers with the same processes as they support and develop teachers in our in-person schools. 204

***Explain how appropriate workloads for staff will be maintained.***

One91 Virtual Academy will follow established practices and guidelines for teacher workloads and schedules when possible. Online staff will be ISD191 employees and will be subject to district established employment contracts.

Unique Online Considerations

- Online learning will be a combination of synchronous and asynchronous instruction.
- Online “student contact time” will include both synchronous and asynchronous time to ensure equitable prep time for teachers. The current model is based on minutes per day and we would maintain a similar daily expectation for online teachers.
- For Online teachers teaching secondary courses, we would limit the number of singleton courses taught
- We will employ strategies from our Alternative Learning Center model of licensing and prep
- One91 Virtual Academy will align with the district’s in-person school for calendar and schedule

***What outcome data will you collect to inform you about the effectiveness of your faculty support?***

We provide opportunities for our educators to learn, grow, and challenge themselves--evident through informal methods such as professional development class, cohort surveys, formal feedback, and coaching conversations. More importantly, evidence of effectiveness is witnessed in the classroom when new or expanded strategies are employed, student barriers to learning are identified and removed, and academic standards and curriculum are implemented. This evidence is collected through observations and student outcome data which, in turn drive, our professional learning opportunities. This continuous improvement cycle provides effectiveness support to all teachers.

## Student Support

A quality online program has student support services to address the various needs of students at different levels within the organization. The levels of support are appropriate and adequate for a student's success.

***List the roles and responsibilities for supporting all learners.***

One91 Virtual Academy will provide the same services to our students and families as our students attending our physical schools. Using our ALC as a model, we may combine roles of support staff for our online school where appropriate.

These supports include:

- Special Education Teachers (K-12)
- Student Family Advocates: School Social Workers (K-12), School Counselors (6-12)
- Cultural Liaisons (K-12)
- English Learner Teachers (K-12)

- School Psychologists (K-12)
- Deans (6-12)
- Related Services: Speech and Language, OT, PT, DAPE (K-12)
- Educational Tutors (K-12)
- Learning Specialists/Advanced Learning Specialists
- College and Career Center Specialist (9-12)

***Describe the student support services provided by the program and the procedures in place to ensure that all students are successful including enrollment, onboarding, and during the learning process.***

#### Marketing, Communication, and District Awareness

Information and marketing for our online school will be aligned to our District's equity mission and our pathway approach which guides students to explore and identify their interests for further learning. We will create online and printed materials that highlight the opportunities in the online school and provide guidance on making informed choices by families and students. We will hold virtual sessions for prospective online students and families to share the strengths of our online school and work with interested students and families to explore this option for their students. We know that online school works well for many students, but we also want to engage students and parents in the differences and the necessary components that ensure a successful learning experience.

Student and family activities and engagements are embedded in our online program. Through COVID-19, we have become more creative and innovative in how we build community both within our classes but also for building community with families. Our online school will include student clubs and groups such as virtual PROUD, Black Student Council, and others. We will also hold online school events and functions throughout the year. Some of those events may be connected to traditional physical school events and others will be unique to the online school. We will also utilize our One91 Virtual Academy Advisory Committee to connect, build community, and provide ongoing feedback for continuous improvement.

Our marketing and information for prospective students will also provide an overview of student support services including mental health resources and contacts. ISD191 has a strong mental health support structure that will be a key component of our online school.

#### Enrollment

Enrollment in the online school begins with our enrollment center either physically or online. Our existing Enrollment Center will help guide parents and students through the process of enrollment and answer any questions. New One91 Virtual Academy families will receive an Online Student Welcome Packet which includes important information for support services, contacts, language support, and connections to our online cultural liaisons.

Once enrollment is completed, our new online student will be contacted by our Online Coordinator or Secondary School Counselor to welcome them to our district (or to the online school if they are already an ISD191 student). They will provide a personal connection to the online school, provide information on logistical items such as course registration, student groups, and upcoming events, technology equipment logistics, and answer any questions. The Online Coordinator will be a continued contact for the family and student as they enter the online school.

Students and families will meet virtually with the principal and/or teacher(s) for introductions and to walk through the student's online schedule. This is a critical step to make connections and establish a partnership with the family and school.

The Online Coordinator will provide training and information on how to navigate the Schoology and other online programs to ensure the student has access and skills to fully engage and participate in learning and social activities.

If problems arise with the technology equipment, technology support will be available for students through the Tech Help ticketing system. Processes are in place to provide remote tech support that doesn't require the need to bring the device to the school for repair. If physical repairs are needed, tech support will work with the student and family to ship replacement equipment as quickly as possible.

### Launching Learning

The Principal, Online Coordinator or other designated staff will check in with the new student and family at set intervals for the first two months to ensure a successful start. Attendance data and work completion will be reviewed regularly during the first two months to ensure a successful beginning and to address any concerns. Our goal is to resolve issues, eliminate barriers, and ensure full participation for success.

### In The Groove

After the first two months, teachers will be the primary support for students. Any concerns and considerations will be brought to the principal through regular student support teams which include social workers, deans, counselors, cultural liaisons, and others. Interventions will align with our established Multi-tier System of Supports (MTSS) system

***Explain how students receiving special education services will be assessed and evaluated, supported by appropriate interventions and accommodations, and monitored. Specifically address supports in place for students with autism spectrum disorders.***

One91 Virtual Academy will have virtual MTSS teams designed to provide services both online as well as in-person, when possible. If in-person testing is warranted, we would ask the student/family to come to a central location for in-person testing. If the student is inaccessible due to location or other reasons, we would contract with local evaluators to complete assessments.

English Language Teachers, Special Education Teachers, and General Education Teachers will collaborate to modify and accommodate work.

Students with autism spectrum disorders will have small group socialization, skill-building, practice, and support. Student Individualized Education Plans (IEP), specifically accommodations and modifications will focus on the unique needs of students with an Autism Spectrum Disorder. Behavioral goals will focus both on students' needs when in-person, and on skill-building in an online environment. IEP teams will measure progress and meet frequently if the student's attendance, behavior, or academics indicates a need for revision. Case managers will provide information to all staff regarding "look-fors" and other indicators of student distress while interacting with students virtually.

## **What outcome data will you collect to inform you about the effectiveness of your student support?** 207

Outcome data will be collected to ensure we are effectively meeting the needs of our students and families. Data reviews and action steps will be identified from attendance and coursework completion to ensure students are successfully receiving and completing the learning activities. We will monitor engagement through participation, individual interactions with teachers and staff, and student group participation to ensure each student is connected and supported.

We will utilize progress reports through project-based activities for evidence of academic growth.

ACCESS scores (for English Learners) and standardized test data will also be used to holistically look at the student's growth to ensure support needs are being met.

We value our student and parent perspectives and will employ surveys, informational and social events, and our Advisory Committee to ensure we understand and act on feedback to continue to adapt our online student support.

## Guidance Support

A quality online program has guidance services to support students and parents to ensure success of the online program. Depending on the program, these services are either directly provided by the program or a service provider, or in the case of supplemental programs these services may be provided by the local school.

### **List the roles and responsibilities for providing guidance support services to students and/or collaborating with guidance personnel from enrolling districts.**

Secondary online students in ISD191 will meet with a School Counselor who will provide guidance and support. For new students, the School Counselor will explain graduation information and provide information on pathways and course selection. They will work together to enroll in appropriate classes and create their schedule. The School Counselor will also go over behavior and academic expectations using our Positive Behavioral Interventions and Supports (PBIS) framework. They will provide resources and contacts for the student but will also be a resource and contact for the student.

The School Counselor will also work with the student to ensure they know how to access their courses through our Schoology, access video conferencing tools, and provide a general overview of the technology hardware and software resources. They will provide information on upcoming technology help sessions and ensure that the student knows how to access Tech Help if they run into any issues.

### **Describe the guidance support services provided by the program and the procedures in place to ensure that all students are healthy and ready for career and college pathways.**

All secondary students have access to a School Counselor and the College and Career Center Specialist who is located at Burnsville High School and also supports online students. Students will receive information on College and Career Readiness through an Advisory Time. Advisory covers Social/Emotional Learning as well as College and Career readiness goals. Naviance is used to assist students in mapping their high school courses, taking personal inventories, and searching for college and career opportunities. Students also access ACT prep

materials through this program. School Counselors provide virtual resources such as videos explaining how to access Naviance, apply for colleges, and request transcripts. School Counselors also provide information about school events and sessions for live interactions, support, and questions.

School Counselors offer a virtual FAFSA night for students and families. They also offer help sessions on access to Schoology, Studentvue and Parentvue, along with General Help 101 sessions where students can get immediate answers to their questions. All school counselors are members of student support teams to collaborate on services provided to meet students' needs at each grade level.

School Counselors also provide a virtual calming room to students where there are a variety of resources to support students' mental health. We are proud of our holistic approach to supporting students' academic and social-emotional needs.

[BHS Student Support Resources During COVID](#)

[BHS Calming Room](#)

### ***What outcome data will you collect to inform you about the effectiveness of your guidance support?***

Counselors are part of student support teams that review and act on many forms of data collected throughout the year including attendance, grades, and participation for current students. They look at testing data, ACT scores, ASPIRE, PSAT, ACCESS, and other standardized testing indicators for insight on how to support individual students and how to continue to improve our academic system. Counselors specifically review data within Naviance such as the number of students who apply to college or enter the workforce. They collaborate with the administration and the College and Career Center to plan beneficial, Future Ready activities for students and families.

## Organizational Support

A quality online program has organizational support to oversee the instructional learning environment as it is conveyed through technology. Some organization support services may be distributed between the program and other entities, depending on the physical location where the students are taking their online course.

### ***List the roles and responsibilities for providing organizational support services.***

One91 Virtual Academy is embedded into our district and provides a different mode to access our excellent programming. Our organizational support services that support our in-person schools will extend to supporting our online school including our district enrollment center, teaching and learning department, technology department, and HR services.

We will also have staff that provide support in a targeted approach for our online school. These include our online principal, online teachers, and online support services staff. FTE allocations for these positions will be aligned to online student enrollment. As our online school grows, FTEs will adjust with the enrollment.

### ***Explain how students are supported with access to technology hardware software, and internet access.***

All students in ISD191, including students who will enroll in the One91 Virtual Academy, will receive a district-issued student device, access to appropriate learning resources and programs, and access to technology support.

Internet support will be provided on a case-by-case basis which will align with our existing practices of ensuring all students have the resources needed to be successful learners.

***Describe the organizational support services provided by the program. For support services provided by third-party contractors, explain how quality of the services will be ensured.***

Our academic and social-emotional programming in ISD191 is excellent. We will continue to utilize our district experts for organizational support and services and will build on our pathway model for curriculum and instructional design. Our teachers and support staff will be ISD191 staff.

As with our physical schools, third-party contractors will be utilized when needed. These currently include instructional systems such as our Learning Management System (Schoology), Student Information System (Synergy), Naviance, Google, various online programs that provide resources and/or are designed for students to create and show their learning. We also utilize specific instructional programs aligned to courses, such as an online math, literacy, or music

The quality of educational programs is evaluated through our existing Curriculum Review Process and will be part of ongoing evaluation and review for effectiveness, accuracy, and alignment to equity mission and MN academic standards.

***What outcome data will you collect to inform you about the effectiveness of your organizational support services?***

Much of the outcome data we will collect around organizational support is the same as other areas of data review and action. These include teacher and individual feedback loops, organized events, surveys, and Advisory Committee feedback to reviews of grades, attendance, and formative assessment data. We also review standardized testing, graduation rates, and the percentage of students earning a pathway certification. We review instructional program data for usage as well as academic progress. We will also routinely connect with parents and students through surveys and other feedback loops to ensure that we are meeting the needs of our online students and families.

## Parent/Guardian Support

Parents/guardians play an integral part in their student's educational life. They work as a team with faculty, administrators, guidance services, and organizational support to ensure a quality educational experience for their students.

***Describe how parents are actively engaged with:***

We embrace our parents and guardians as partners in student success. This partnership often begins even before enrollment. Our local community engages with our district through a variety of preschool events and

opportunities as well as welcoming events for new families to our community. For the One91 Virtual Academy, we will employ a similar approach in meeting and learning about the goals and aspirations parents/guardians have for their children.

During the enrollment process, parents/guardians work with our enrollment center staff to complete the logistical paperwork and requirements but also begin to make connections with the district and their school(s). [Enrollment Center](#)

Our online school onboarding process is designed to welcome the whole family, provide a smooth transition, and build strong customer-service oriented partnerships. We are honored to welcome the family to our district and we want to ensure the family feels and lives this welcoming spirit. Our goal is to ensure that the parent/guardian receives general communications and event invitations such as virtual classroom tours, open house/Meet the Teacher, regular school newsletters, and event invitations.

We also will work with the parent/guardian for personal connections such as connecting the parent to Schoology, Seesaw, and other resources depending on the age of the student. We will confirm contact information to ensure that the parent/guardian’s preferred contact methods are up to date and known. Teachers will have office hours each day and will be available for virtual meetings with students and parents for specific questions or concerns.

We also want our parents/guardians to know about our PBIS and MTSS frameworks so they can partner with us for their child’s success. Our online school will follow our in-person school model and will have a parent outreach component of the school success team. This parent outreach will include support for families on how to monitor their child’s progress through Synergy ParentVue, school-based, and/or Seesaw parent accounts.

Parents will also have opportunities through our Online Academic Advisory Committee to help improve and develop the program alongside staff, students, administration, and other stakeholders.

***What outcome data will you collect to inform you about the effectiveness of your parent/guardian support?***

We will utilize our current Parent Satisfaction Survey and add specific questions for the Online Academy. This survey will be deployed in fall and spring each year and provides ISD191 with critical information from our parents. We will actively review and act on this feedback to ensure we are meeting the expectations and goals of our community. Our Parent Satisfaction survey is provided in multiple languages.

We also ask parents to provide feedback during fall and spring conferences. This is another opportunity to hear from parents/guardians. Interpreters and Cultural Liaisons, who are part of conferences, are a critical resource for connecting with parents/guardians.

We will also continue our virtual Town Hall meetings. During COVID-19 driven distance learning, we created Town Hall Meetings every 6-8 weeks. These town hall meetings are chances for parents/guardians and our online staff to connect and ask questions, get information, and be connected. We have received positive feedback from our families and will continue to utilize these meetings for our online and in-person schools next year.

The Online Academy Advisory Committee will review the survey data twice per year and make recommendations to school administration to improve the program.

## Evaluation

### Program Evaluation

Evaluation efforts are utilized to both verify the program is meeting its intended purposes and identify where improvements can be made. Continuous improvement processes (CIP) across all aspects of the organization ensure the program is focused on accomplishing its mission and vision. CIP linked to the education program, support services connected to stakeholders, and operational planning are addressed.

***Describe how outcome data will be utilized to evaluate the education program, services for various stakeholders, and operational planning.***

Outcome data is gathered from student achievement systems (MCA, Access, Fastbridge suite) as well as other student metrics (attendance, discipline, graduation, failure rates) pulled from reporting (Read Well by 3rd Grade, DIRs, etc). As part of the continuous improvement process, these metrics are analyzed and used to develop district and building level goals. Teachers and staff are provided data in Collaborative Teams and staff meetings. Principals and building leadership teams (BLT) also review and analyze the data for the development of the School Improvement plan. District leaders in student improvement, student support, and finance also use the outcome data for goal development with their respective departments.

- School Improvement Plan (SIP)
- [SIP Template](#)
- SIP Goals
- Collaborative Team (CT) GOALS
- District Achievement Goals
- District Assessment Plan
- Professional Development
- Intervention Model MTSS K-12
- [MTSS framework](#) and [K-12 MTSS Assessment Matrix](#)
- What I Need Time (WIN) district schedule dedicated intervention time
- 6-12 MTSS plan
- [6 Phase Curriculum Development](#) [Phase 1](#), [Phase 2](#), [Phase 3](#), [Phase 4](#), [Phase 5](#), [Phase 6](#)
- Community Involvement / District Perception Survey

(all of the above bullet points build program improvement and inform the continuous improvement process.)

### Program Improvement

A quality online program establishes a culture of continuous program improvement. It fosters continuous improvement across all aspects of the organization and ensures the program is focused on accomplishing its

mission and vision. Program improvement, and its sub-sets of strategic planning, data driven decision making, advancing the program mission and vision, along with internal and external evaluation of its practices, are addressed.

212

***Describe the process in place for continuous program improvement connected to the education program, services for various stakeholders, and operational planning.***

Continuous improvement occurs and is applied at multiple levels. At the district level data is used to inform the School Improvement Plan (SIP) process. The SIP process begins with analyzing a variety of data points at the district level by the cabinet, and is facilitated by the School Improvement and Student Achievement (SISA) Department. A district goal is developed and used to guide the SIP process within all district departments. At the program and building level administrators and supervisors analyze their program-specific data and develop SIP goals in collaboration with their Building Leadership Teams (BLTs) that align with supporting the district goals. The building SIP goals are used to develop teacher Collaborative Team goals to align with the building goal, which aligns with the district goals for PreK-12 alignment. The SIP's focus is student-centered, standards-aligned, engaging for students, relationship-based, and guided by data. The SIP is reviewed by the building leadership team both mid and end of year as a part of the Continuous Improvement Process (CIP) to determine progress toward developed goals, and teacher Collaborate Teams meet weekly to discuss progress toward student achievement goals.

- [SIP Template](#)
- [Five Areas of Educational Data](#)
- [2020-2021 ISD191 QComp MOU](#)

All Linked Documents are available in the [Supporting Resources Folder](#).

### **III. Statement of Assurances**

All boxes must be checked and the provider must sign below indicating that all of the following items have been met.

- ✓ Submit annual program information in the requested format to the Minnesota Department of Education by July 15<sup>th</sup>. **(Note: Conversations with the MDE Online Coordinator have been had regarding timelines)**
- ✓ Submit the final organizational chart or list of key personnel that includes its administrators, director of program, faculty, and support staff prior to the start of the school year.
- ✓ Comply with all other federal, state, and local public school program policies, including, but not limited to, the Americans with Disabilities Act (ADA) guidelines for website accessibility, and local school district policies relating to Internet Safety and Acceptable Use.
- ✓ Provide fair access to public education for Special Education students and follow due process requirements for all special education students participating in online learning.
- ✓ Provide Minnesota licensed teachers to assemble curriculum and deliver instruction to online learning students enrolled by the provider and to document its licensed online teaching faculty in the annual STAR report.

- ✓ Ensure a teacher teaching an online program will not instruct more than 40 students in any online learning course unless the provider has a waiver from the Commissioner of Education. 213
- ✓ Align all online courses to “meet or exceed state academic standards” for Language Arts, Mathematics, Science, and Social Studies.
- ✓ Use only the approved enrollment forms provided by the Minnesota Department of Education.
- ✓ Obtain parental consent for students under the age of 17 who seek enrollment in online learning. This consent includes a signoff for parent and/or student as verification online course, program, and student expectations are understood.
- ✓ Record and maintain student membership and course grades completed in the online learning program. Records will be maintained and available to auditors for three years after the end of each school year.
- ✓ Notify students/parents of acceptance into the online course/program and obtain the MARSS state reporting number from the student’s enrolling district within 10 days of receiving the completed application for enrollment.

I authorize that this online learning program meets all items in the list above in accordance with Minnesota Statutes, Section 124D.095 and applicable state and federal education statutes.

The \$250 application fee (payable to Minnesota Department of Education) is included with our signed forms.

\_\_\_\_\_  
Signature of Superintendent

\_\_\_\_\_  
Date



**Agenda VI.B.  
January 14, 2021**

**To:** Board of Education, Members  
Dr. Theresa Battle, Superintendent

**From:** Lisa Rider, executive director of business services

**Date:** January 7, 2021

**Re:** Addendum to Pupil Transportation Services Agreement with Schmitt and Sons for the months of September, 2020 through January, 2021.

**Proposed Recommendation:** that the Board of Education approves the addendum to the Pupil Transportation Services Agreement with Schmitt and Sons for the months of September, 2020 through January, 2021.

As the pandemic has resulted in the education of students through distance learning or a hybrid schedule; the current contract does not allow for us to make payment to allow the transportation company to continue to employ the drivers and aides whom we know we will need in place to continue once school is allowed again in person. Therefore, the addendum allows for payment to Schmitt and Sons during these months through January 31, 2021. Beyond this, we will need to reassess the transportation needs of the district.

Attached  
Addendum to the Pupil Transportation Services Agreement with Schmitt and Sons

# ISD-191 – Burnsville-Eagan-Savage

Burnsville, Minnesota

## ADDENDUM TO PUPIL TRANSPORTATION SERVICES AGREEMENT

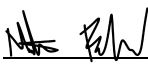
This addendum to the Pupil Transportation Services Agreement, Rates for Student Transportation Services, which was signed by Schmitt and Sons in 2018, is made and entered into as of the 4th day of December, 2020, by and between Independent School District 191, Burnsville, Minnesota, and Schmitt and Sons, Burnsville, Minnesota.

Beginning with the month of September, 2020 and through the end of the month January, 2021, the below changes will occur to Rates for Student Transportation Services as part of the Pupil Transportation Services Agreement. A new agreement would be required for additional COVID funding beyond January 31, 2021.

- 1) Given the ISD191 calendar during Hybrid allowed for a 2 day start in September and all Wednesdays as distant learning, the SFY21 active general education and special education routes that were not run on these days will be invoiced at a rate of 90% of the contracted rates for the distant learning days. ISD 191 affirms the normal FY21 school year would have required 48 general education buses and 28 special education buses. These routes are included in the calculation.
- 2) When the ISD 191 district’s learning model is distance learning: the SFY21 active general education and special education routes that were not run on these days will be invoiced at a rate of 90% of the contracted rates for the distant learning days. Any routes actively engaged in transporting students to and from school on distance learning days will be invoiced instead at a rate of 100% of the contracted rates.
- 3) As required by the MDE Guidance, the contractor guarantees that they are continuing to pay their drivers and staff.
- 4) Only scheduled charter/field trips conducted will be invoiced at the contracted rates.
- 5) Schmitt and Sons will provide student learning materials, food and emergency trips relating to COVID-19 during the duration of this addendum upon the request of the district or designee. These trips will be included in the 90% of the invoice, therefore the additional charge is 10% of the daily rate. This would also include reimbursement for bus aides as needed.

Schmitt’s and Sons Bus Company

Independent School District No. 191

By:   
 Name: Mike Forbord  
 Title: Div. Ops.  
 Date: 12/4/2020

By: \_\_\_\_\_  
 Name: \_\_\_\_\_  
 Title: \_\_\_\_\_  
 Date: \_\_\_\_\_



**Agenda VI.C.  
January 14, 2021**

**To:** Board of Education, Members  
Dr. Theresa Battle, Superintendent

**From:** Imina Oftedahl, director of curriculum, instruction & assessment

**Date:** January 7, 2021

**Re:** Adjourn to a Student Performance and Achievement Committee of the Whole regarding PreK-3 System World's Best Workforce Goal: Kindergarten Readiness



# P3 Alignment Progress in 191

Thursday, January 14, 2021

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Imina Oftedahl, Dir of Curriculum, Instruction &  
Assessment  
Cindy Check, Early Childhood Programs  
Coordinator

# Purpose

- Update on the World's Best Work Force (WBWF) Goal
- Overview of P3 Alignment purpose and goals
- Share highlights of program progress in implementation

*Please note: most presentation photos were taken pre-COVID*

# WBWF - Kindergarten Readiness

219



**Goal:** Increase percentage of incoming kindergartners meeting or exceeding benchmark on Letter Name Fluency fall assessment from 49.8% to 51.0%

**Results:** 40.8% of incoming kindergartners met fall benchmark

# WBWF - Kindergarten Readiness

220

Percentage of racially and economically diverse incoming kindergartners meeting or exceeding benchmark on Letter Name Fluency (LNF) fall assessment will increase in fall

**Goal:** All Black, Indigenous, People of Color (BIPOC) 50% to 53%

**Result:** 52%

**Goal:** Free/Reduced Meal Program (WFRP) eligible 34% to 43%

**Result:** 36%

**Goal:** Latinx 17% to 29%

**Result:** 13%



# All Students Ready for Kindergarten

221

- Investment in Early Childhood programming
- Address the developmental needs of the whole child
- Create an aligned educational environment preschool to grade 3



At its most essential,  
P3 alignment  
creates seamless  
transitions across  
grade levels starting  
at preschool.



# Why Does P3 Alignment Matter?

223

“The aim of this work is to improve children’s experiences and family engagement and support along the entire continuum from prenatal care through grade 3 and beyond.

***This potent combination of educational supports and family services is the single best strategy we have to address pernicious opportunity gaps and raise achievement for low-income children.”***

[A Powerful Convergence: Community Schools and early Childhood education](#)

# P3 MDE Grant Report

- Draft a P3 Vision Statement
- Introduce PreK-K collaboration, standards alignment and transition planning
- Establish and strengthen community partnerships



# Goal 1: Establish 191 P3 Vision & Priorities

## Draft Vision Statement:

- P3 will align early childhood teaching and learning, assessment and family engagement in comprehensive ways that honor cultural and community assets.

## Through these priorities:

- **Community and Family Engagement:** Recognize all early learning paths that children travel prior to reaching the 191 system
- **Equity:** Provide equitable learning communities reflecting the strengths, experiences and capabilities of all early learners
- **Relationships:** Prioritize relationships as a foundation for learning
- **Best Practices:** Ground instructional and assessment practices in the science of child development to support student learning and engagement

# Goal 2: PreK-K collaboration in Action

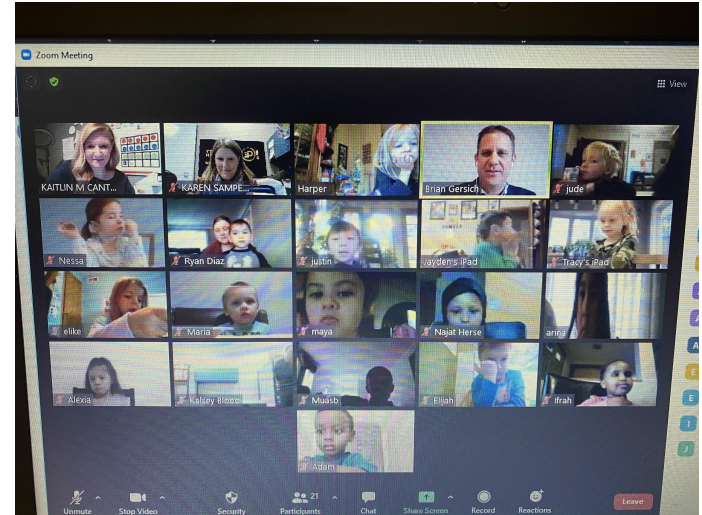
226

## The Big Idea around P3

Children learn best through powerful, language-rich, sensitive, one-to-one interactions with adults.

What they learn is dictated by the topic, subject matter or nature of these interactions.

*Adam Holland, 2020*



Kaitlin Cantolla, Prekindergarten Teacher  
Jonalyn Lippka, Kindergarten Teacher  
Edward Neill Elementary School

# Goal 2: P3 in Action - Data Practices

PreK Teachers use Teaching Strategies GOLD to assess children's progressions of learning across all domains.

## Objective 16 Demonstrates knowledge of the alphabet

### a. Identifies and names letters

Not Yet	1	2	3	4	5	6	7	8	9
		Recognizes and names a few letters in own name		Recognizes and names as many as 10 letters, especially those in own name		Identifies and names 11-20 upper- and 11-20 lowercase letters when presented in random order		Identifies and names all upper- and lowercase letters when presented in random order	
Red	Orange	Yellow	Green	Blue	Purple				

### b. Uses letter-sound knowledge

Not Yet	1	2	3	4	5	6	7	8	9
		Identifies the sounds of a few letters		Produces the correct sounds for 10-20 letters		Shows understanding that a sequence of letters represents a sequence of spoken sounds <ul style="list-style-type: none"> <li>Asks when writing, "How do you spell cough?"</li> </ul>		Applies letter-sound correspondence when attempting to read and write <ul style="list-style-type: none"> <li>Sees the word <i>cat</i>; begins to sound out the word: /k/ /a/ /t/</li> <li>Makes an open sign for the doctor's office by writing "opn"</li> </ul>	
Red	Orange	Yellow	Green	Blue	Purple				

Kaitlin Cantolla, Prekindergarten Teacher  
 Jonalyn Lippka, Kindergarten Teacher  
 Edward Neill Elementary School

# Guided Play as Instruction

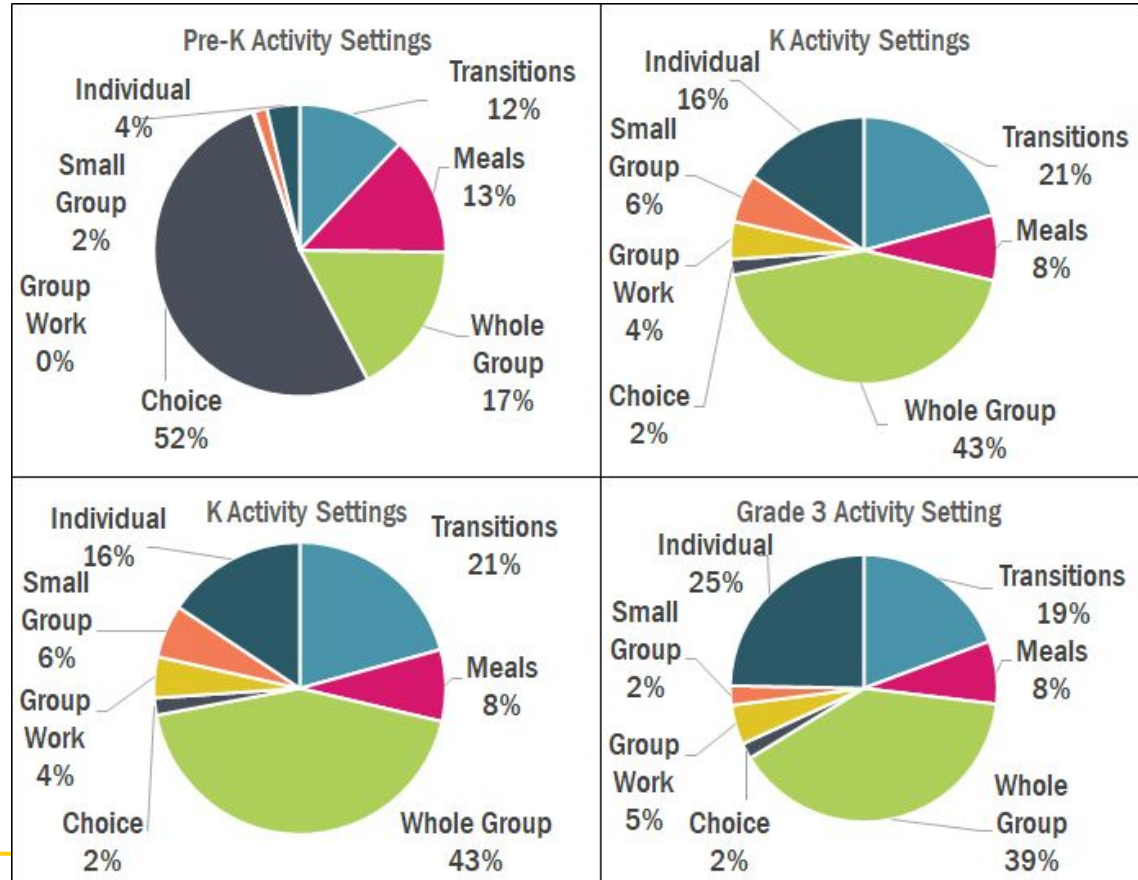
228



Traditional Play Spaces +  
Intentional Tasks =  
Guided Play

# Activity Settings for Learning

Comparison charts of Activity Settings by Grade Level

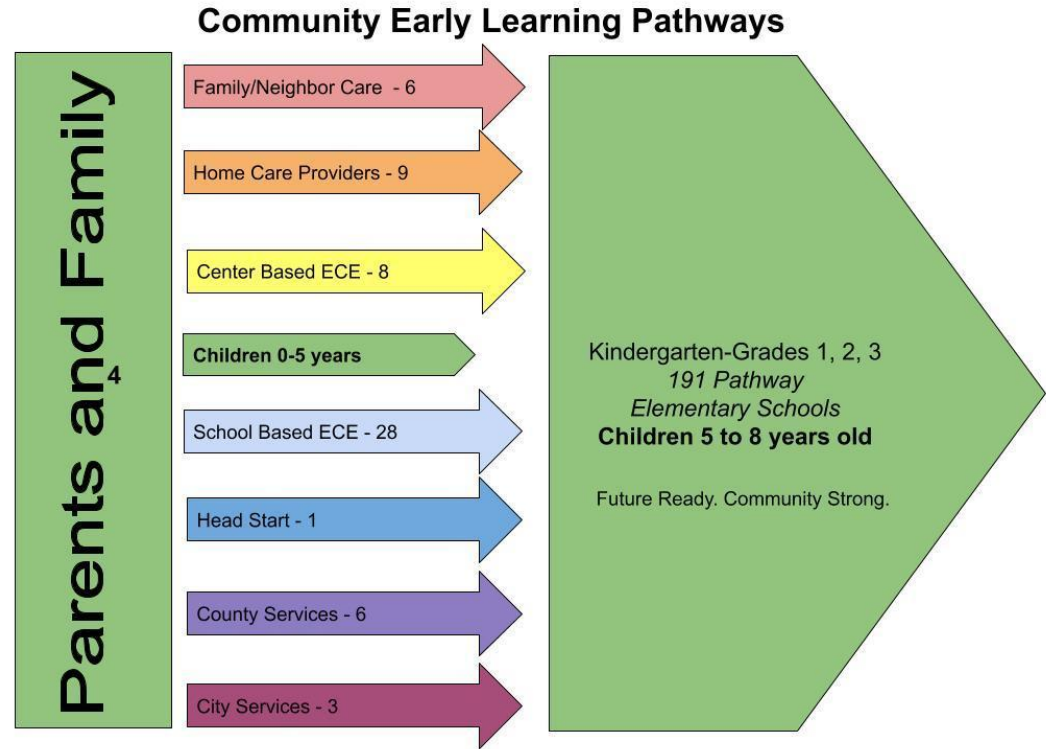


# Goal 3: Community Engagement

Get Ready for Early Learners!

Community Partner Event  
January 30, 2020

60+ attendees from 8 Early Learning paths



# Moving Forward: 2021 to 2023

## P3 Mindset Shift

PreK-2 Professional  
Development

PreK-K Learning Progressions &  
Activity Settings

Pathways Alignment

## Early Learning Partnerships

Community needs assessment  
with early learning partners

Develop shared language and  
strategies related to the PreK-K  
transition

[Kindergarten Transition Toolkit](#)

# Thank you!

Thank you for your investment in our youngest learners and community members!

