

# BOARD AGENDA

## INDEPENDENT SCHOOL DISTRICT 191

Burnsville High School Senior Campus  
Diamondhead Education Center  
Regular Meeting  
December 18, 2014  
6:30 PM

(6:00 PM Superintendent Listening Session with Superintendent Joe Gothard and Asst. Superintendent Cindy Amoroso)

- I. Call to Order
  - A. Welcome Public
  - B. Pledge of Allegiance
  - C. Public Recognition
    - 1. Burnsville High School Fall Sports
    - 2. Inclusive Education Award
- II. Truth in Taxation Hearing
  - A. Introduction and Public Comment Protocol 3  
Presenter: Chair Schmid
  - B. Budget and Property Tax Presentation  
Presenter: Lisa Rider, Executive Director of Business Services
  - C. Public Comment
  - D. Conclude the Truth in Taxation Portion of the Meeting  
Presenter: Chair Schmid
- III. Business Meeting
  - A. Approval of Agenda
  - B. Consent Agenda  
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. Meeting Minutes 5
    - 2. Human Resources 7
    - 3. Donations 8
    - 4. Approve Payroll, Expenditures, Receipts, and Investments 10
    - 5. Budget Analysis 47
    - 6. Approve a Three (3) Year Contract with BCTV 54
    - 7. Approve Preliminary Field Trip Request for ERJH 9th Grade Students to Travel to England June 13-24, 2016 63
- IV. New Business
  - A. Approve Changes to the 2015-16 Burnsville High School Registration Guide 64  
Presenter: Dave Helke, Principal  
Time: 10 Minutes

B. Approve Final Certification of Property Tax Levy Payable in 2015 Presenter: Lisa Rider, Executive Director of Business Services Time: 5 Minutes	164
C. Approve Short-Term Substitute Teacher Rates Presenter: Stacey Sovine, Executive Director of Human Resources Time: 5 Minutes	172
D. Approve First reading of Board Policies 516, 521, 522 and 532 Presenter: Joe Gothard, Superintendent Time: 15 Minutes	173
E. Update on Vision One91 Presenter: Joe Gothard, Superintendent	200
V. Board of Education Committee Reports	201
VI. Adjourn to a Board Workshop on Vision One91 Planning Presenter: Lisa Rider, Executive Director of Business Services Time: 30 Minutes	

Descriptor Term: **Public Hearings**

Descriptor Code: **BDE**

Issued Date: **10/99**

Reviewed Date: **4/10**

Revised Date: **5/10**

Rescinds:

I. PURPOSE

The school board recognizes the importance of obtaining public input on matters properly before the school board. The purpose of this policy is to establish procedures to efficiently receive public input.

II. GENERAL STATEMENT OF POLICY

In order for the school board to efficiently receive public input on matters properly before the school board, the procedures set forth in this policy are established by the school board.

III. PROCEDURES

A. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. 123B.51), truth in taxation (Minn. Stat. 275.065), education district establishment (Minn. Stat. 123A.15), and agreements for secondary education (Minn. Stat. 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the discretion of the school board.

B. Notice of Public Hearings

Public notice of a public hearing required by law shall be given as provided by the enabling legislation. Public notice of other hearings shall be given in the manner required for a regular meeting if held in conjunction with a regular meeting, in the manner required for a special meeting if held in conjunction with a special meeting, or as otherwise determined by the school board.

C. Public Participation

The school board retains the right to require that those in attendance at a public hearing indicate their desire to address the school board and complete and file with the clerk of the school board an appropriate request card prior to the commencement of the hearing if the school board utilizes this procedure. In that case, any request to address the school board after the commencement of the hearing will be granted only at the discretion of the school board.

1. Format of Request: If required by the school board, a written request of an individual or a group to address the school board shall contain the name and address of the person or group seeking to address the school board. It shall also contain a brief statement of the subject to be covered or the issue to be addressed.
2. Time Limitation: The school board retains the discretion to limit the time for each presentation, as needs dictate.

3. Groups: The school board retains the discretion to require that any group of persons who desire to address the school board designate one representative or spokesperson. In the event that the school board requires the designation of a representative or spokesperson, no other person in the group will be recognized to address the school board, except as otherwise determined by the school board.
4. Privilege to Speak: A school board member should direct any remarks or questions through the chair. Only those speakers recognized by the chair will be allowed to speak. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
5. Personal Attacks: Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
6. Limitations on Participation: Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient and fair opportunity for those present to be heard.

Legal References:

Minn. Stat. 123A.30 (Agreements for Secondary Education)

Minn. Stat. 123A.15 (Education District Establishment)

Minn. Stat. 123B.51 (School Closings)

Minn. Stat. 275.065 (Truth and Taxation)

Cross References:

MSBA/MASA Model Policy 206 (Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations)

School Board Minutes  
INDEPENDENT SCHOOL DISTRICT 191  
December 11, 2014

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

Call to Order

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

Attendance

Schmid welcomed the audience and asked Currier to lead the Pledge of Allegiance.

Pledge of Allegiance

Moved by Sweep, seconded by Alt, to approve the agenda. Motion carried (7, 0).

Agenda

Moved by Hill, seconded by VandenBoom, to approve the consent agenda:

Consent Agenda  
Minutes  
Personnel

- Minutes of the November 20, 2014 board meeting.
- Approve personnel recommendations for D. Brandon, S. Breun, C. Brinkman, B. Mason, M. Smith, L. Coddington, D. Hartman and A. Omar.
- Adopt a resolution to approve and accept the donations as presented.
- Approve the list of school bus stops at which school bus drivers shall not activate the eight way flashing red signals and authorize the director of transportation to modify the list as necessary as school bus routes are modified.
- Approve out-of-state travel by Director Hill who will be attending the NSBA Annual Conference in Nashville, TN March 21-23, 2015.
- Approve the extended field trip to England for Eagle Ridge Junior High School ninth grade students during the summer of 2015 and allow an exception for the frequency of this trip.
- Adopt a resolution amending resolution calling an election on the approval of a capital project levy authorization.

Donations

Bus Stops

NSBA

ERJH Extended  
Field Trip

Capital Project  
Levy  
Authorization

Motion carried (7, 0).

- Moved by Hill, seconded by Luth, to approve the Financial Audit Report for 2013-2014. Motion carried after discussion (7, 0).

Financial Audit  
Report for 2013-

Received a report from Joe Gothard, superintendent and Ruth Dunn, director of communications on Vision One91.

2014  
Vision One91

Received reports from Student Representative Ben Davidson, Superintendent Gothard and Directors Sweep, Alt, Currier, Hill and Chair Schmid.

Reports

Moved by Sweep, seconded by Alt, to adjourn at 7:35 p.m. Motion carried (7, 0).

Adjourn

December 18, 2014

DeeDee Currier, clerk

Date Approved

DRAFT

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

TO: Members, Board of Education  
Joe Gothard, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: December 18, 2014

RE: Recommended Personnel Changes

**Certified  
Appointment**

18516	Abdullahi Khalif	*Replacement-School Social Worker, 1.0 FTE, GP/SO, effective 1/5/15
18523	Julie Pettes	*Replacement-Intermediate Reading Interventionist, 1.0 FTE, Neill, effective 12/18/14

**Classified  
Release During Probation**

18458	Christine Gardner	*Food Service Associate, ERJH, released during probationary period, effective 12/12/14
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**Leave of Absence**



**Agenda III.B.3.  
December 18, 2014**

**To: Members, Board of Education**  
**From: Lisa K. Rider, Executive Director of Business Services**  
**Date: December 18, 2014**  
**Re: Donations**

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

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**RESOLUTION TO APPROVE AND ACCEPT DONATIONS**

**WHEREAS,**

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

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

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

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

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on December 18, 2014.

\_\_\_\_\_  
Jim Schmid  
Chair - Board of Education

\_\_\_\_\_  
DeeDee Currier  
Clerk – Board of Education

Date Received	Donor	Recipient of donation	Purpose	Donation
12/4/2014	M W Savage PTO	ISD 191	BrainPower in a Backpack Food	\$1,500.00
12/4/2014	Rev. James and Margaret Mikkelson	ISD 191	BrainPower in a BackPack food for 1 year for 3 children	\$432.00
12/12/2014	Ann Yoerg	Burnsville High School	Theater	\$150.00
12/1/2014	Layne Pearson	Metcalf Junior High	Spec. Ed. Program- Jr. FEST	iTalk2 Communicator with Levels (value \$250)
12/10/2014	Kathy Hardegger	ISD 191	BrainPower in a BackPack	\$500.00
12/11/2014	Sheryl and Mike Burkhardt	ISD 191	BrainPower in a BackPack	\$50.00

Total monetary contributions to accept: **\$2,632.00**



**Agenda III.B.4  
December 18th, 2014**

**TO: Joe Gothard, Superintendent and Board of Education**  
**FROM: Lisa K. Rider, Executive Director of Business Services**  
**DATE: December 18th, 2014**  
**RE: November Payroll, Claims and Receipts**

**RECOMMENDATION:** That the Board approves November payroll checks numbered 717940-717969, and Direct Deposit notices numbered 554173-557192, in the net amount of \$3,777,020.90. Nov & Dec claims to date represented by checks numbered 436223-436900, 1011593-1011853, 89-95, and 100993-101006 and wire transfers and adjustments totaling \$7,634,448.11. Also, that the Board accepts Nov receipts of \$8,926,772.71 and investments for the General Fund, 2012A Alt Facilities, and OPEB of \$44,879,710.81 as of November 30, 2014.

November payroll, wire transfers, claims and receipts have been prepared under the direction of Gordon Winterlin, Director of Accounting, and are presented for approval by the School Board. I would be glad to answer any questions.

LKR/mw

**INDEPENDENT SCHOOL DISTRICT 191  
FINANCIAL REPORT  
NOVEMBER 2014**

**Cash Receipts**

Receipts		\$8,926,772.71
Miscellaneous Adjustments		<u>\$0.00</u>
<b>TOTAL NOV CASH RECEIVED</b>		<b><u>8,926,772.71</u></b>

**CASH DISBURSEMENTS**

Nov		
Regular Payroll Checks	717940-717969	\$3,777,020.90
Direct Deposit Notices	554173-557192	
Oct Payables previously approved:		\$243,454.52
Nov Claims previously approved:		\$112,440.77
Nov Claims:	436223-436572	\$2,166,072.73
	436637-436720	
	89-95	
	1011593-1011835	
	100993-101006	
Nov Wire Transfers		\$4,753,570.33
Miscellaneous Adjustments		<u>\$6,492.74</u>
<b>TOTAL NOV CASH DISBURSED</b>		<b><u>11,059,051.99</u></b>

**TOTAL EXPENSES TO BE APPROVED**

Nov Cash Disbursed		\$11,059,051.99
Less: Items Previously Approved		-\$355,895.29
Plus: Nov Payables	436573-436636	\$275,915.48
Checks	436824-436900	
Dec Claims:		
Checks	436720-436823	\$432,396.83
<b>TOTAL TO BE APPROVED</b>		<b><u>11,411,469.01</u></b>

	<u>Money Market</u>	<u>(Original Cost) Investments</u>	<u>Total 11/30/2014</u>
GENERAL FUND	\$11,097.65	\$24,187,700.00	\$24,198,797.65
OPEB	\$3,258.96	\$10,861,862.00	\$10,865,120.96
2012A ALT FACILITIES	\$1,051,394.54	\$5,242,178.90	\$6,293,573.44
ALT FACILITY FUND	\$522,218.76	\$3,000,000.00	\$3,522,218.76
	<u>\$1,587,969.91</u>	<u>\$43,291,740.90</u>	<u>\$44,879,710.81</u>

Note: The attached investment reports are provided by our investment advisor, PMA Financial Network, Inc. These reports include our investment and money market balances.



# Total Portfolio Report CAR

As of: 11/30/14

PMA Financial Network, Inc.

2135 CityGate Lane  
7th Floor  
Naperville, Illinois 60563  
Telephone . 630-657-6400  
Facsimile . 630-718-8701

## BURNSVILLE ISD 191 / GENERAL FUND

2960

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
MM					Investment Shares Portfolio	\$11,097.65	\$11,097.65	
CD	188313	1	7/30/13	1/28/15	FRANKLIN SYNERGY BANK	\$81,927.49	\$81,500.00	0.350
CD	188314	1	7/30/13	1/28/15	FRANKLIN SYNERGY BANK	\$83,435.35	\$83,000.00	0.350
CD	188315	1	7/30/13	1/28/15	FRANKLIN SYNERGY BANK	\$84,440.60	\$84,000.00	0.350
CD	200081	1	7/31/14	1/28/15	IDB BANK- NY	\$101,066.37	\$101,000.00	0.133
CD	200082	1	7/31/14	1/28/15	HOMETOWN BANK - VA	\$249,851.62	\$249,700.00	0.122
CD	200083	1	7/31/14	1/28/15	BANCO POPULAR NORTH AMERICA	\$82,849.28	\$82,800.00	0.120
CD	200084	1	7/31/14	1/28/15	BANCO POPULAR NORTH AMERICA	\$84,049.99	\$84,000.00	0.120
CD	200085	1	7/31/14	1/28/15	BANCO POPULAR NORTH AMERICA	\$83,049.40	\$83,000.00	0.120
CD	200086	1	7/31/14	1/28/15	ROCKFORD B&TC	\$249,964.14	\$249,800.00	0.133
CD	200087	1	7/31/14	1/28/15	WESTERN ALLIANCE BANK / TORREY PINES BANK	\$249,948.65	\$249,800.00	0.120
TS	200131	1	7/31/14	1/28/15	MN TRUST TERM SERIES	\$5,152,809.22	\$5,150,000.00	0.110
SEC	32391	1	8/13/14	2/11/15	Bank Of India Certificate of Deposit	\$249,000.00	\$249,000.00	0.301
TS	195363	1	4/1/14	4/1/15	MN TRUST TERM SERIES	\$1,502,700.00	\$1,500,000.00	0.180
CD	195422	1	4/2/14	4/14/15	BANK OF CHINA	\$249,934.88	\$249,400.00	0.208
CD	195423	1	4/2/14	4/14/15	UNITED TEXAS BANK	\$249,915.21	\$249,400.00	0.200
CD	196753	1	5/22/14	5/22/15	KANSAS STATE BANK OF MANHATTAN	\$249,928.91	\$249,200.00	0.293
CD	196754	1	5/22/14	5/22/15	FIRST GENERAL BANK	\$249,498.00	\$249,000.00	0.200
CD	196755	1	5/22/14	5/22/15	CALDWELL BANK AND TRUST	\$249,499.25	\$249,000.00	0.201
CD	196756	1	5/22/14	5/22/15	PLAINSCAPITAL BANK	\$249,901.29	\$249,400.00	0.201
CD	187971	1	7/25/13	7/29/15	CAPSTONE BANK - AL	\$249,964.95	\$248,000.00	0.394
CD	187972	1	7/25/13	7/29/15	COMMUNITY STATE BANK - OK	\$249,946.92	\$248,200.00	0.350
CD	187973	1	7/25/13	7/29/15	ONEWEST BANK, NA	\$249,939.12	\$247,900.00	0.409
CD	196232	1	5/6/14	7/29/15	MB FINANCIAL BANK / COLE TAYLOR BANK (N)	\$200,615.08	\$200,000.00	0.250
CD	196751	1	5/22/14	7/29/15	BANK OF THE OZARKS	\$249,592.27	\$249,000.00	0.205
CD	196752	1	5/22/14	7/29/15	ONB BANK AND TRUST COMPANY	\$249,880.87	\$249,300.00	0.201
CD	188312	1	7/30/13	7/30/15	BOFI FEDERAL BANK	\$249,036.05	\$247,300.00	0.351
CD	197022	1	5/30/14	8/13/15	PACIFIC ENTERPRISE BANK	\$249,901.05	\$249,300.00	0.200
CD	197023	1	5/30/14	8/13/15	MODERN BANK, NATIONAL ASSOCIATION	\$249,901.06	\$249,300.00	0.200
CD	196230	1	5/6/14	11/6/15	FIRST UTAH BANK	\$249,997.60	\$248,900.00	0.298
CD	196231	1	5/6/14	11/6/15	EAGLEBANK / VIRGINIA HERITAGE BANK	\$249,809.74	\$248,900.00	0.248
CD	196750	1	5/22/14	11/23/15	WESTERN ALLIANCE BANK / TORREY PINES BANK	\$2,261,292.20	\$2,252,800.00	0.250
CD	193379	1	1/30/14	1/27/16	MECHANICS SAVINGS BANK	\$249,928.83	\$247,700.00	0.453
CD	195418	1	4/2/14	1/27/16	ABC BANK / AUSTIN BANK OF CHICAGO	\$249,991.37	\$248,700.00	0.285
CD	195419	1	4/2/14	1/27/16	NATIONAL BANK OF COXSACKIE	\$249,992.64	\$248,900.00	0.241
CD	195420	1	4/2/14	1/27/16	EAST WEST BANK	\$249,912.05	\$248,800.00	0.246
CD	195421	1	4/2/14	1/27/16	ORRSTOWN BANK	\$249,992.66	\$248,900.00	0.241
CD	196228	1	5/6/14	1/27/16	FAR EAST NATIONAL BANK	\$100,466.68	\$100,000.00	0.270
CD	196229	1	5/6/14	1/27/16	FINANCIAL FEDERAL BANK	\$249,306.09	\$248,400.00	0.211
CD	196274	1	5/8/14	1/27/16	EAST WEST BANK	\$4,049,392.45	\$4,030,000.00	0.280
CD	196749	1	5/22/14	1/27/16	ACCESS NATIONAL BANK	\$249,956.86	\$248,700.00	0.300
CD	193377	1	1/30/14	2/1/16	SEASIDE NATIONAL BANK & TRUST	\$249,934.94	\$247,700.00	0.450
CD	193378	1	1/30/14	2/1/16	PRIVATE BANK - MI	\$249,932.47	\$247,400.00	0.510
CDR	193423	1	2/6/14	2/4/16	Landmark Bank, N.A.	\$243,372.87	\$241,235.77	0.449

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
CDR	193423	2	2/6/14	2/4/16	Standing Stone National Bank	\$243,372.87	\$241,235.77	0.449
CDR	193423	3	2/6/14	2/4/16	First State Bank	\$243,372.87	\$241,235.77	0.449
CDR	193423	4	2/6/14	2/4/16	Norway Savings Bank (MHC)	\$243,372.87	\$241,235.77	0.449
CDR	193423	5	2/6/14	2/4/16	F&M Bank and Trust Company	\$243,372.87	\$241,235.77	0.449
CDR	193423	6	2/6/14	2/4/16	Citizens Security Bank & Trust Company	\$217,609.47	\$215,698.61	0.449
CDR	193423	7	2/6/14	2/4/16	Southern Bank	\$217,291.71	\$215,383.64	0.449
CDR	193423	8	2/6/14	2/4/16	ViewPoint Bank (MHC)	\$140,667.23	\$139,432.01	0.449
CDR	193423	9	2/6/14	2/4/16	Mutual of Omaha Bank	\$124,399.26	\$123,306.89	0.449
CD	194320	1	3/3/14	3/14/16	POST OAK BANK, NA	\$249,914.78	\$247,900.00	0.400
CD	194321	1	3/3/14	3/14/16	PREMIER BANK	\$249,927.32	\$248,100.00	0.362
CD	194322	1	3/3/14	3/14/16	INDEPENDENT BANK / BANK OF HOUSTON	\$249,965.07	\$248,200.00	0.350
CD	194323	1	3/3/14	3/14/16	STATE BANK OF DAVIS	\$249,932.51	\$248,200.00	0.348
CD	194324	1	3/3/14	3/14/16	LENA STATE BANK	\$249,927.31	\$248,200.00	0.342

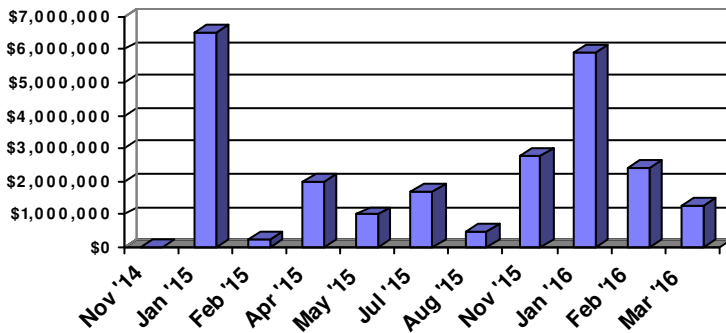
Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated only on the CD, CP, & SEC desk.

**Total Amount --> \$24,290,050.26    \$24,198,797.65**

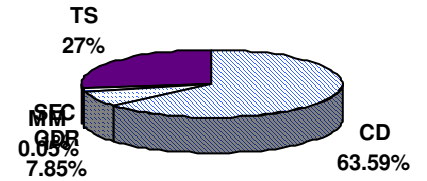
**Time and Dollar Weighted Portfolio Yield: 0.297 %**

**Weighted Average Portfolio Maturity: 265.82 Days**

**MM: 0.05%**  
**CD's: 63.59%**  
**CP: 0.00%**  
**SEC: 1.03%**



**Portfolio Maturity Summary - Maturing \$/Month**



**Portfolio Allocation by Transaction Type**



# Total Portfolio Report CAR

As of: 11/30/14

PMA Financial Network, Inc.

2135 CityGate Lane  
7th Floor  
Naperville, Illinois 60563  
Telephone . 630-657-6400  
Facsimile . 630-718-8701

## BURNSVILLE ISD 191 / 2009 OPEB TRUST

3596

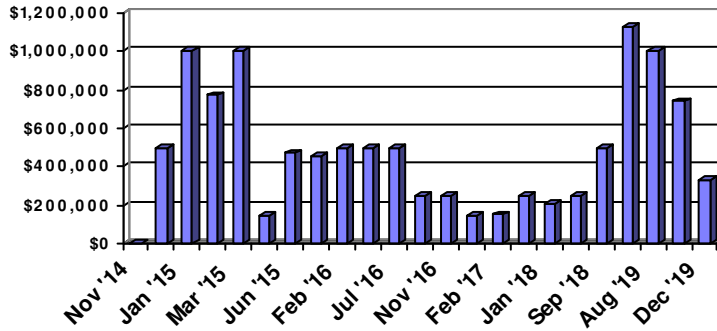
Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
MM					Investment Shares Portfolio	\$3,258.96	\$3,258.96	
CD	170720	1	12/23/11	12/22/14	BANK LEUMI USA	\$249,814.02	\$242,900.00	0.949
CD	170721	1	12/23/11	12/22/14	SAFRA NATIONAL BANK OF NEW YORK	\$249,895.82	\$244,100.00	0.791
CD	170858	1	1/4/12	1/5/15	AMERASIA BANK	\$249,881.55	\$245,100.00	0.649
CD	170859	1	1/4/12	1/5/15	WESBANCO BANK INC	\$249,953.71	\$245,900.00	0.549
CD	170860	1	1/4/12	1/5/15	FIRST NATIONAL BANK IN SIOUX FALLS	\$249,913.19	\$246,200.00	0.502
CD	170861	1	1/4/12	1/5/15	DOLLAR BANK, FEDERAL SAVINGS BANK	\$249,930.19	\$246,600.00	0.449
SEC	22642	1	7/15/09	2/1/15	Bemidji Minn Indpt Sch Dist No 031	\$310,000.00	\$310,000.00	3.800
SEC	23423	1	6/8/10	2/1/15	Big Lake Minn Indpt Sch Dist # 727 Ref- Ser A	\$210,000.00	\$210,000.00	2.750
SEC	29288	1	4/9/13	2/1/15	BECKER ISD 726 B	\$250,000.00	\$250,000.00	0.500
SEC	23103	1	11/12/09	3/1/15	Red Wing Minn Indpt Sch Dist #256 Taxable OPEB	\$1,000,000.00	\$1,000,000.00	3.000
CD	173316	1	4/9/12	4/9/15	IDB BANK- NY	\$148,009.36	\$145,000.00	0.692
SEC	22574	1	6/29/09	6/1/15	CEDAR RAPIDS IOWA REF TAXABLE CAP	\$470,000.00	\$470,000.00	3.250
CD	181996	1	1/16/13	1/19/16	BANK OF THE WEST	\$249,980.28	\$246,200.00	0.510
CD	181997	1	1/16/13	1/19/16	MIDLAND STATES BANK	\$206,595.48	\$203,800.00	0.456
CD	182847	1	2/19/13	2/19/16	EAST BOSTON SAVINGS BANK	\$249,956.54	\$245,900.00	0.550
CD	182848	1	2/19/13	2/19/16	BRIDGEWATER BANK	\$249,899.41	\$245,800.00	0.556
CD	186939	1	6/21/13	6/21/16	FIFTH THIRD BANK	\$155,206.99	\$152,000.00	0.703
CD	187204	1	6/27/13	6/27/16	FIFTH THIRD BANK	\$92,008.39	\$90,000.00	0.743
SEC	29761	1	6/28/13	6/28/16	BMW Bank Of North America Certificate of Deposit	\$249,000.00	\$249,000.00	0.753
CD	187467	1	7/2/13	7/5/16	FIRST CAPITAL BANK	\$249,919.20	\$244,400.00	0.750
CD	187468	1	7/2/13	7/5/16	LUANA SAVINGS BANK	\$248,891.44	\$245,200.00	0.500
SEC	31043	1	10/23/13	10/24/16	Sallie Mae Bank Certificate of Deposit	\$248,000.00	\$248,000.00	1.155
CD	187466	1	7/2/13	11/14/16	DAKOTA COMMUNITY BANK	\$249,965.13	\$244,200.00	0.700
CD	192889	1	1/13/14	1/13/17	FAR EAST NATIONAL BANK	\$144,811.46	\$140,800.00	0.949
SEC	23783	1	12/20/10	2/1/17	Woodridge Illinois Taxable	\$150,000.00	\$150,000.00	3.350
SEC	30736	1	9/25/13	9/25/17	Cit Bank Certificate of Deposit	\$247,000.00	\$247,000.00	1.508
CD	192888	1	1/13/14	1/16/18	INDUSTRIAL & COMMERCIAL BANK OF CHINA	\$210,686.40	\$200,000.00	1.332
CD	182782	1	2/15/13	2/15/18	PLAINS COMMERCE BANK	\$249,902.70	\$236,400.00	1.142
SEC	30731	1	9/25/13	9/25/18	Discover Bank Certificate of Deposit	\$247,000.00	\$247,000.00	2.013
SEC	30738	1	9/25/13	9/25/18	Compass Bank Certificate of Deposit	\$247,000.00	\$247,000.00	1.962
CD	192886	1	1/13/14	1/14/19	M.Y. SAFRA BANK	\$248,142.42	\$228,500.00	1.717
CD	192887	1	1/13/14	1/14/19	STEARNS BANK NA (N)	\$248,500.88	\$230,700.00	1.542
SEC	28287	1	10/9/12	1/15/19	Lakewood Township NJ Ref	\$630,000.00	\$630,000.00	1.580
SEC	28397	1	11/15/12	8/15/19	DENTON TX INDEP SCH DIST TXBL -REF - SER C	\$1,000,000.00	\$1,000,000.00	1.520
SEC	28355	1	10/19/12	10/1/19	COOK CNTY IL HIGH SCH DIST #205 THORNTON TWP	\$350,000.00	\$350,000.00	1.939
SEC	28316	1	10/15/12	10/15/19	ABERDEEN TWP NJ REF	\$390,000.00	\$390,000.00	1.570
SEC	28317	1	10/16/12	12/1/19	FAIRFIELD & UNION OH LOCAL SCH DIST	\$330,000.00	\$294,162.00	1.620

Type	Trans SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
<i>Note: Weighted Yield &amp; Weighted Average Portfolio Maturity are calculated only on the CD, CP, &amp; SEC desk.</i>					<b>Total Amount --&gt;</b>	<b>\$11,033,123.52</b>	<b>\$10,865,120.96</b>

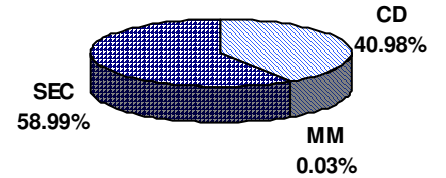
**Time and Dollar Weighted Portfolio Yield: 1.519 %**

**Weighted Average Portfolio Maturity: 782.11 Days**

**MM: 0.03%**  
**CD's: 42.06%**  
**CP: 0.00%**  
**SEC: 57.91%**



**Portfolio Maturity Summary - Maturing \$/Month**



**Portfolio Allocation by Transaction Type**



# Total Portfolio Report CAR

As of: 11/30/14

PMA Financial Network, Inc.

2135 CityGate Lane  
7th Floor  
Naperville, Illinois 60563  
Telephone . 630-657-6400  
Facsimile . 630-718-8701

## BURNSVILLE ISD 191 / 2012A ALT FACILITY

5070

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
MM					Investment Shares Portfolio	\$1,051,394.54	\$1,051,394.54	
SDA					Savings Deposit Account - CITIBANK SDA-C	\$78.90	\$78.90	
CD	188201	1	7/29/13	12/12/14	BANK OF EAST ASIA	\$249,952.52	\$249,200.00	0.220
CD	188202	1	7/29/13	12/12/14	REPUBLIC BANK OF CHICAGO	\$249,984.38	\$249,300.00	0.200
CD	182434	1	2/4/13	12/26/14	FIRST COMMONS BANK NA	\$249,942.84	\$248,800.00	0.248
CD	182435	1	2/4/13	12/26/14	STATE BANK OF INDIA (NY)	\$249,999.35	\$248,800.00	0.255
CD	196868	1	5/28/14	5/28/15	LANDMARK COMMUNITY BANK	\$249,379.14	\$248,900.00	0.193
CD	196869	1	5/28/14	5/28/15	MAINSTREET BANK	\$249,454.09	\$249,000.00	0.182
CD	196870	1	5/28/14	5/28/15	CHEROKEE STATE BANK	\$249,952.01	\$249,500.00	0.181
CD	197351	1	6/4/14	6/4/15	WESTERN ALLIANCE BANK / TORREY PINES BANK	\$3,005,400.00	\$3,000,000.00	0.180
CD	196867	1	5/28/14	6/15/15	ENERBANK USA	\$249,823.19	\$249,300.00	0.200
CD	196866	1	5/28/14	8/31/15	FREEMPORT STATE BANK	\$249,928.38	\$249,300.00	0.200

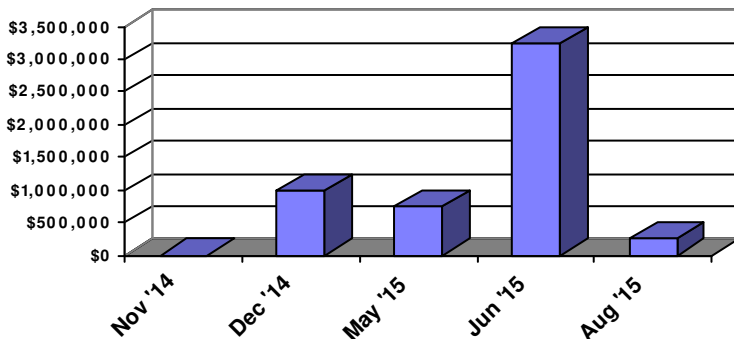
Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated only on the CD, CP, & SEC desk.

Total Amount --> **\$6,305,289.34**    **\$6,293,573.44**

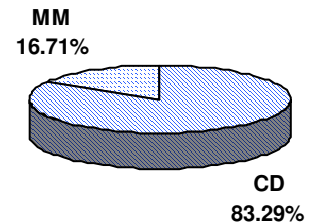
Time and Dollar Weighted Portfolio Yield: **0.185 %**

Weighted Average Portfolio Maturity: **131.58 Days**

**MM: 16.71%**  
**CD's: 83.29%**  
**CP: 0.00%**  
**SEC: 0.00%**



Portfolio Maturity Summary - Maturing \$/Month



Portfolio Allocation by Transaction Type



# Total Portfolio Report CAR

As of: 11/30/14

PMA Financial Network, Inc.

2135 CityGate Lane  
7th Floor  
Naperville, Illinois 60563  
Telephone . 630-657-6400  
Facsimile . 630-718-8701

## BURNSVILLE ISD 191 / ALT FACILITY FUND

5298

Type	Trans	SEQ	Purchase	Maturity	Instrument	Par-Val/Mat. Val.	Original Cost	Rate
MM					Investment Shares Portfolio	\$522,218.76	\$522,218.76	
CD	197350	1	6/4/14	6/4/15	WESTERN ALLIANCE BANK / TORREY PINES BANK	\$3,005,400.00	\$3,000,000.00	0.180

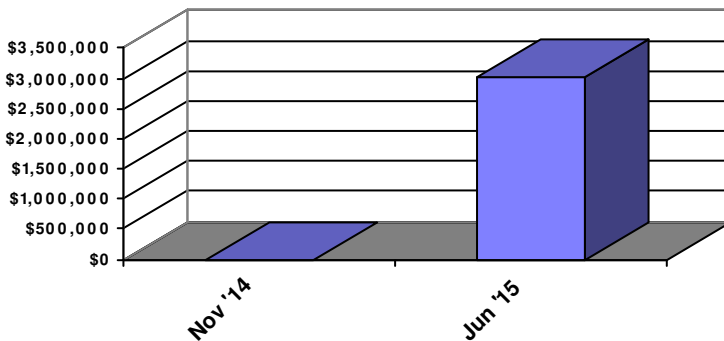
Note: Weighted Yield & Weighted Average Portfolio Maturity are calculated only on the CD, CP, & SEC desk.

Total Amount --> **\$3,527,618.76**    **\$3,522,218.76**

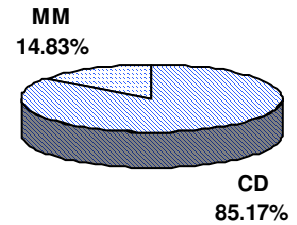
Time and Dollar Weighted Portfolio Yield: **0.180 %**

Weighted Average Portfolio Maturity: **158.42 Days**

**MM: 14.83%**  
**CD's: 85.17%**  
**CP: 0.00%**  
**SEC: 0.00%**



Portfolio Maturity Summary - Maturing \$/Month



Portfolio Allocation by Transaction Type

**November 2014**

**Wire Transfers**

Date	From	To	Amount	For
110314	Scott County	MSDLAF	1,470,915.75	Tax Advance
110314	MSDLAF	People's Bank	166,020.12	October 30, 2014 Payroll - TSA wire
110314	MSDLAF	Teachers Federal Credit Union	37,866.29	October 30, 2014 Payroll - Teachers dues
110314	MSDLAF	State of Minnesota	3,086.53	October 30, 2014 Payroll - Child Support
110314	MSDLAF	Internal Revenue Service	765,577.89	October 30, 2014 Payroll - Federal Taxes
110314	MSDLAF	State of Minnesota	128,681.94	October 30, 2014 Payroll - State Taxes
110314	MSDLAF	Neopost	50.00	Postage fee
110314	MSDLAF	State of Minnesota	538.46	October 30, 2014 Payroll - State Payments
110414	Dakota County	MSDLAF	5,249,000.00	Tax Advance
110514	MSDLAF	Medica	282,955.22	Health Insurance
110514	State of Minnesota	MSDLAF	18,149.34	MN State - MMB
110514	MSDLAF	Delta	17,785.05	Dental Insurance
110614	State of Minnesota	MSDLAF	761,776.06	MN State - MMB
110714	MSDLAF	Corporate Health	27,298.38	Medical Claims
110714	MSDLAF	Corporate Health	15,922.15	Flex Claims
110714	MSDLAF	State of Minnesota	770.38	Sales Tax
111214	MSDLAF	Medica	245,640.32	Health Insurance
111214	Dakota County	MSDLAF	8,768.00	Tax Advance
111214	MSDLAF	TRA	343,737.75	October 30, 2014 Payroll - TRA
111214	MSLAF	PERA	101,261.29	October 30, 2014 Payroll - PERA
111314	State of Minnesota	MSDLAF	470,517.25	MN State - MMB
111314	MSDLAF	Delta	16,360.00	Dental Insurance
111314	MSDLAF	Neopost	4,999.00	Postage
111414	MSDLAF	Corporate Health	32,715.39	Medical Claims
111414	MSDLAF	Corporate Health	9,602.01	Flex Claims
111414	MSDLAF	Teacher's Federal Credit Union	38,486.53	Nov 15, 2014 Payroll - Teacher's Dues

**November 2014**

**Wire Transfers**

Date	From	To	Amount	For
111414	MSDLAF	People's Bank	168,082.28	Nov 15, 2014 Payroll - TSA wire
111714	MSDLAF	State of Minnesota	3,266.53	Nov 15, 2014 Payroll - Child Support
111714	MSDLAF	Neopost	5,000.00	Postage
111714	MSDLAF	State of Minnesota	261.25	Nov 15, 2014 Payroll - State Payments
111714	MSDLAF	Internal Revenue Service	719,492.67	Nov 15, 2014 Payroll - Federal Taxes
111714	MSDLAF	State of Minnesota	122,267.71	Nov 15, 2014 Payroll - State Taxes
111914	MSDLAF	Medica	395,672.10	Health Insurance
111914	State of Minnesota	MSDLAF	30,382.90	MN State - MMB
111914	MSDLAF	Delta	11,433.65	Dental Insurance
112014	MSDLAF	Citizens	7,500.00	ISD 191 Wellness
112114	MSDLAF	Corporate Health	33,077.87	Medical Claims
112114	MSDLAF	Corporate Health	17,954.22	Flex Claims
112114	State of Minnesota	MSDLAF	18.76	MN State - MMB
112114	MSDLAF	Wells Fargo	400.00	Corporate Trust Services Fee Invoice
112114	MSDLAF	Wells Fargo Securities	42,843.45	Lease Payment
112514	MSDLAF	TRA	345,245.59	Nov 15, 2014 Payroll - TRA
112514	MSDLAF	PERA	100,674.99	Nov 15, 2014 Payroll - PERA
112614	MSDLAF	Medica	363,313.75	Health Insurance
112614	State of Minnesota	MSDLAF	354,425.66	MN State - MMB
112614	MSDLAF	People's Bank	169,122.33	Nov 30, 2014 Payroll - TSA wire
112614	MSDLAF	Teacher's Federal Credit Union	38,615.45	Nov 30, 2014 Payroll - Teacher's Dues
112614	MSDLAF	Delta	11,736.79	Dental Insurance
112814	MSDLAF	State of Minnesota	3,292.53	Nov 30, 2014 Payroll - Child Support
112814	MSDLAF	State of Minnesota	25,997.28	Nov 30, 2014 Payroll - State Payments
112814	MSDLAF	Internal Service Revenue	757,977.26	Nov 30, 2014 Payroll - Federal Taxes
112814	State of Minnesota	MSDLAF	354,425.66	MN State MMB

**November 2014**

**Wire Transfers**

<u>Date</u>	<u>From</u>	<u>To</u>	<u>Amount</u>	<u>For</u>
112814	MSDLAF	State of Minnesota	354,425.66	MN State MMB - Reverse

## Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1011593		\$17.14	11/05/14	88888	18104	ABBOTT, MARK M
1	1011594		\$22.17	11/05/14	88888	16480	ABRAHA, WUBET A
1	1011595		\$31.48	11/05/14	88888	18070	BORER, BARBARA
1	1011596		\$27.54	11/05/14	88888	18070	BORER, BARBARA
1	1011597		\$48.25	11/05/14	88888	10290	BRADY, STEVE
1	1011598		\$115.02	11/05/14	88888	18265	BROWN, JACKLYN D
1	1011599		\$39.36	11/05/14	88888	15074	CHAMERLIK, KAREN
1	1011600		\$104.00	11/05/14	88888	6482	DAHLE, ELOISE J
1	1011601		\$37.02	11/05/14	88888	13256	FANDRICH, KARI M
1	1011602		\$112.50	11/05/14	88888	8128	GIERADA, BARBARA L
1	1011603		\$66.61	11/05/14	88888	16244	GILBERTSON, SHERRY A
1	1011604		\$1,070.03	11/05/14	88888	16514	GRAFF, SALLY M
1	1011605		\$10.00	11/05/14	88888	12609	HAMEL, AMY
1	1011606		\$67.51	11/05/14	88888	8557	HANSMANN, PATRICIA I
1	1011607		\$51.91	11/05/14	88888	16683	HREHA, JUSTIN T
1	1011608		\$40.80	11/05/14	88888	8284	JEFFERS, LUCRETIA
1	1011609		\$126.84	11/05/14	88888	17731	KIBLER, CHRISTIAN D
1	1011610		\$9.68	11/05/14	88888	15691	KING, LAURIE J
1	1011611		\$13.62	11/05/14	88888	15691	KING, LAURIE J
1	1011612		\$98.56	11/05/14	88888	15691	KING, LAURIE J
1	1011613		\$14.43	11/05/14	88888	6810	KNUDSEN, EYENIA
1	1011614		\$45.00	11/05/14	88888	16789	KRONABETTER, JULIE R
1	1011615		\$87.36	11/05/14	88888	16900	LEACH, JEFFREY A
1	1011616		\$111.93	11/05/14	88888	15527	LIMBERG, MINDI L
1	1011617		\$330.88	11/05/14	88888	11828	MARSHALL, JEFFREY
1	1011618		\$59.45	11/05/14	88888	11858	MARSHALL, VERONICA JEAN
1	1011619		\$79.41	11/05/14	88888	9216	MEYER, NANCY L
1	1011620		\$141.51	11/05/14	88888	10323	MILLER, JILL ELIZABETH
1	1011621		\$25.00	11/05/14	88888	11614	NEEDHAM, TIMOTHY
1	1011622		\$192.81	11/05/14	88888	18068	REDIG, ESSIA M
1	1011623		\$145.00	11/05/14	88888	16435	RIDGLEY, ANGELA K
1	1011624		\$40.00	11/05/14	88888	12375	ROBISON, KIMBERLY A
1	1011625		\$203.00	11/05/14	88888	4356	SIMON, GLENN D.
1	1011626		\$59.20	11/05/14	88888	6968	SODERHOLM, WM ERIC
1	1011627		\$405.00	11/05/14	88888	9295	WAGNER-SMITH, SHERRY
1	1011628		\$22.62	11/05/14	88888	16345	WALCZAK, CHERYL M
1	1011629		\$20.83	11/05/14	88888	16345	WALCZAK, CHERYL M
1	1011630		\$68.26	11/05/14	88888	11966	WEAR, LISA
1	1011631		\$42.74	11/05/14	88888	14143	WEILANDGRUBER, ELIZABETH
1	1011632		\$24.14	11/05/14	88888	5573	WEILER, ROBERT M
1	1011633		\$53.76	11/05/14	88888	13905	WENDLING, PAULA L

## Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1011634		\$21.99	11/05/14	88888	15179	WENDORF, ERIC S
1	1011635		\$131.21	11/12/14	88888	13406	ALLEN, SUSAN M
1	1011636		\$28.87	11/12/14	88888	15982	ANDERSON, BJORN RS
1	1011637		\$150.00	11/12/14	88888	7770	ANDERSON, MEGAN
1	1011638		\$32.59	11/12/14	88888	16318	ANDERSON, SARAH R
1	1011639		\$15.61	11/12/14	88888	9569	ANDREWS, DONNA
1	1011640		\$17.36	11/12/14	88888	9749	BLAIR, MICHAEL E.
1	1011641		\$50.00	11/12/14	88888	17563	BLACK, KRISTINE C
1	1011642		\$14.66	11/12/14	88888	17752	BRAGG, KAITLIN
1	1011643		\$24.92	11/12/14	88888	8189	BRAUN, JEAN C
1	1011644		\$27.16	11/12/14	88888	7298	BRENNAN, CAROL ANN
1	1011645		\$149.66	11/12/14	88888	9901	BUSSE, CYNTHIA
1	1011646		\$50.62	11/12/14	88888	14949	CHRISTENSON, ANNE
1	1011647		\$74.50	11/12/14	88888	16319	CONNELL, PAUL J
1	1011648		\$9.30	11/12/14	88888	5747	CORDAHL, AMBER
1	1011649		\$34.94	11/12/14	88888	9750	CORONIS, ANTHONY L
1	1011650		\$137.20	11/12/14	88888	17322	CZAPAR, KELLY N
1	1011651		\$74.04	11/12/14	88888	15021	DALY, JULIE
1	1011652		\$117.93	11/12/14	88888	15922	DUNN, RUTH C
1	1011653		\$36.74	11/12/14	88888	16015	EICHTEN, HEIDI J
1	1011654		\$145.00	11/12/14	88888	15482	EILERTSON, JANE ANN
1	1011655		\$46.91	11/12/14	88888	15377	ENGELHARDT, WILLIAM T
1	1011656		\$47.01	11/12/14	88888	17175	FUNSTON, KATHY L
1	1011657		\$45.00	11/12/14	88888	14710	HARTOG, KARRA L
1	1011658		\$87.36	11/12/14	88888	7255	HAUER, PAMELA A
1	1011659		\$42.00	11/12/14	88888	8309	HENDRIX, EUGENIA M
1	1011660		\$152.04	11/12/14	88888	8309	HENDRIX, EUGENIA M
1	1011661		\$77.28	11/12/14	88888	9777	HENRY, JOEL E
1	1011662		\$27.10	11/12/14	88888	14594	HEWETT, THOMAS
1	1011663		\$30.24	11/12/14	88888	9267	HOLDEN, MATTHEW J
1	1011664		\$138.32	11/12/14	88888	18039	HUME, LAURIE A
1	1011665		\$122.01	11/12/14	88888	9093	JACKSON, DEBORAH K
1	1011666		\$15.68	11/12/14	88888	16315	JAMISON, DARCIE L
1	1011667		\$47.18	11/12/14	88888	14624	JORDAN, JOANNA
1	1011668		\$49.62	11/12/14	88888	16004	JORGENSON, SHANNON E
1	1011669		\$16.74	11/12/14	88888	18388	JORGENSON, STEPHANIE
1	1011670		\$44.88	11/12/14	88888	14751	KELLER, KATIE
1	1011671		\$60.53	11/12/14	88888	17731	KIBLER, CHRISTIAN D
1	1011672		\$18.25	11/12/14	88888	16167	KNUTSON, CHRISTINE
1	1011673		\$19.88	11/12/14	88888	7847	KOLSTAD, MICHELE M
1	1011674		\$31.14	11/12/14	88888	17002	KOPP, ELIZABETH A
1	1011675		\$405.00	11/12/14	88888	9358	KRAFT, STEPHEN

## Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1011676		\$26.15	11/12/14	88888	15381	KRAL, MELISSA M
1	1011677		\$98.95	11/12/14	88888	16789	KRONABETTER, JULIE R
1	1011678		\$24.08	11/12/14	88888	18294	LARABEE, KAITLYN
1	1011679		\$23.30	11/12/14	88888	5087	LEON, STEVEN F
1	1011680		\$108.49	11/12/14	88888	14982	LUCIUS, RACHEL H
1	1011681		\$99.95	11/12/14	88888	18284	MASON, ALEXANDRIA C
1	1011682		\$5.65	11/12/14	88888	17583	MCBRIDE, KRISTEN
1	1011683		\$77.18	11/12/14	88888	14130	MCCROSKEY, SHARI
1	1011684		\$23.76	11/12/14	88888	13149	MIRS, LAUREL
1	1011685		\$18.34	11/12/14	88888	18474	MOONEY, PAIGE M
1	1011686		\$39.40	11/12/14	88888	17556	NAGAHASHI, ANDREW T
1	1011687		\$31.36	11/12/14	88888	13693	NEAL, BRYENY B
1	1011688		\$37.46	11/12/14	88888	6326	NEPSUND, CYNTHIA J
1	1011689		\$101.58	11/12/14	88888	13381	NESVIG, ERIKA
1	1011690		\$169.12	11/12/14	88888	13692	NIEMIEC, ALICIA
1	1011691		\$49.79	11/12/14	88888	17719	NIERENGARTEN, BRIANNA L
1	1011692		\$40.32	11/12/14	88888	15962	NIESEN, ELIZABETH A
1	1011693		\$58.46	11/12/14	88888	9239	OPATZ, LARRY
1	1011694		\$30.24	11/12/14	88888	15386	ORLICH-SULLIVAN, MEGAN
1	1011695		\$30.24	11/12/14	88888	15386	ORLICH-SULLIVAN, MEGAN
1	1011696		\$31.48	11/12/14	88888	7820	PAULY, LYNN L
1	1011697		\$46.75	11/12/14	88888	17813	RACETTE, MARCIA A
1	1011698		\$72.48	11/12/14	88888	18099	RAMIREZ, KIMBERLY A
1	1011699		\$40.32	11/12/14	88888	16999	RENKEN, CARISSA M
1	1011700		\$82.32	11/12/14	88888	9670	ROBOLE, VICKI M
1	1011701		\$48.10	11/12/14	88888	14609	ROESKE, MELISSA L
1	1011702		\$48.22	11/12/14	88888	14609	ROESKE, MELISSA L
1	1011703		\$2.69	11/12/14	88888	8937	SAMPERS, CYNTHIA
1	1011704		\$82.04	11/12/14	88888	8937	SAMPERS, CYNTHIA
1	1011705		\$21.28	11/12/14	88888	5728	SAUERMANN-PAGE, KARIN G
1	1011706		\$36.51	11/12/14	88888	16194	SCALZO, KRISTIN
1	1011707		\$17.26	11/12/14	88888	12869	SCHEIT, ANDREA
1	1011708		\$74.42	11/12/14	88888	10820	SHELDEN, JON
1	1011709		\$71.34	11/12/14	88888	18004	SHORT, NICHOLE
1	1011710		\$127.91	11/12/14	88888	18004	SHORT, NICHOLE
1	1011711		\$22.40	11/12/14	88888	11825	SIEBER, ANDREA
1	1011712		\$45.36	11/12/14	88888	13470	SMALLEY, AMY C
1	1011713		\$26.88	11/12/14	88888	16213	STAHLY, JANICE
1	1011714		\$105.84	11/12/14	88888	16213	STAHLY, JANICE
1	1011715		\$79.52	11/12/14	88888	16213	STAHLY, JANICE
1	1011716		\$9.14	11/12/14	88888	11481	STEENSGARD, ANN M
1	1011717		\$30.46	11/12/14	88888	16046	STRAHOTA, SARA J

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1011718		\$33.49	11/12/14	88888	16979	SYLVESTER, GREGORY
1	1011719		\$19.26	11/12/14	88888	16979	SYLVESTER, GREGORY
1	1011720		\$70.35	11/12/14	88888	8359	TAYLOR, JORDAN A-M
1	1011721		\$53.76	11/12/14	88888	17462	TINKLENBERG, AARON D
1	1011722		\$113.53	11/12/14	88888	8543	TOLLERUD, TERESA JO
1	1011723		\$20.78	11/12/14	88888	18008	TOMALA, CRYSTAL M
1	1011724		\$35.00	11/12/14	88888	17453	WALLACE, JOY M
1	1011725		\$28.22	11/12/14	88888	17161	WEATHERFORD, ANDREA M
1	1011726		\$52.53	11/12/14	88888	10299	WEIGHTMAN, ELIZABETH C
1	1011727		\$22.00	11/12/14	88888	7076	WHITE-JARZYNA, SUSAN L
1	1011728		\$60.98	11/12/14	88888	16364	WILLIAMS, SACIA A
1	1011729		\$32.04	11/19/14	88888	11817	ALVEY, HEATHER
1	1011730		\$47.00	11/19/14	88888	17826	AUSTIN, LINDA M
1	1011731		\$24.42	11/19/14	88888	4467	BARLAGE, SUSAN
1	1011732		\$89.04	11/19/14	88888	7269	BARTH, TAMI RAE
1	1011733		\$14.34	11/19/14	88888	6452	BERG, JANET
1	1011734		\$81.18	11/19/14	88888	15375	BIRCH, NANCY A
1	1011735		\$69.61	11/19/14	88888	11821	BLANDIN, MELISSA
1	1011736		\$32.60	11/19/14	88888	9960	BOEKHOFF, LYNETTE
1	1011737		\$105.84	11/19/14	88888	10290	BRADY, STEVE
1	1011738		\$22.19	11/19/14	88888	17292	CALNON, JENNIFER
1	1011739		\$18.82	11/19/14	88888	17216	CHOUANARD, MARY E
1	1011740		\$76.16	11/19/14	88888	18376	COOPER, JENNIFER
1	1011741		\$2.00	11/19/14	88888	18030	DAVIDSON, JESSICA J
1	1011742		\$44.17	11/19/14	88888	18381	DEROUIN, JILL
1	1011743		\$22.40	11/19/14	88888	11345	DILLE, BARBARA L
1	1011744		\$26.05	11/19/14	88888	13256	FANDRICH, KARI M
1	1011745		\$41.50	11/19/14	88888	18343	FENSKE, GRETA A
1	1011746		\$200.28	11/19/14	88888	9689	FINN, FAY E
1	1011747		\$21.08	11/19/14	88888	7399	GILES, SHARI M THEIS
1	1011748		\$41.78	11/19/14	88888	7304	GOSSMAN, LISA ANN
1	1011749		\$22.40	11/19/14	88888	7255	HAUER, PAMELA A
1	1011750		\$95.14	11/19/14	88888	12301	HJERMSTAD, HEATHER
1	1011751		\$21.56	11/19/14	88888	11586	HOOSTAL, JULIE
1	1011752		\$53.90	11/19/14	88888	13396	HUTCHINSON, JENNIFER L
1	1011753		\$28.73	11/19/14	88888	14479	KIBLER, JEANNE
1	1011754		\$8.51	11/19/14	88888	14147	KLINNERT, ELIZABETH
1	1011755		\$33.13	11/19/14	88888	6810	KNUDSEN, EYVENIA
1	1011756		\$56.75	11/19/14	88888	17082	LADUKE, LIZETTE
1	1011757		\$40.32	11/19/14	88888	18386	LEAFBLAD, AMY
1	1011758		\$36.44	11/19/14	88888	12303	LOESCH, JAKE
1	1011759		\$111.72	11/19/14	88888	11807	MAKI, CATHY

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1011760		\$9.19	11/19/14	88888	15133	MOBERG, CARLENE
1	1011761		\$5.04	11/19/14	88888	13156	MORRIS, ANGELA J
1	1011762		\$56.22	11/19/14	88888	13156	MORRIS, ANGELA J
1	1011763		\$42.62	11/19/14	88888	17556	NAGAHASHI, ANDREW T
1	1011764		\$75.00	11/19/14	88888	14292	NEHER, TAMALA SUE
1	1011765		\$97.44	11/19/14	88888	16501	NESS, KAREN M
1	1011766		\$19.88	11/19/14	88888	18002	NYEGGEN, EMILY
1	1011767		\$55.94	11/19/14	88888	9802	O'NEILL-MAGER, JENNIFER
1	1011768		\$225.74	11/19/14	88888	9802	O'NEILL-MAGER, JENNIFER
1	1011769		\$42.04	11/19/14	88888	10313	OLSON, AMY
1	1011770		\$164.72	11/19/14	88888	9771	PLUCINAK, JODY L
1	1011771		\$22.79	11/19/14	88888	13879	REISINGER, TONETTE A
1	1011772		\$277.82	11/19/14	88888	18288	REMSING, JODY L
1	1011773		\$25.76	11/19/14	88888	18230	SAHLI, TERESEA
1	1011774		\$23.18	11/19/14	88888	18230	SAHLI, TERESEA
1	1011775		\$7.73	11/19/14	88888	18230	SAHLI, TERESEA
1	1011776		\$39.79	11/19/14	88888	6655	SHOGREN, CATHERINE J
1	1011777		\$76.94	11/19/14	88888	14961	SPRY, KARIE
1	1011778		\$54.71	11/19/14	88888	17296	SWENSON, JENELLE M
1	1011779		\$86.97	11/19/14	88888	11462	VAURIO, SONYA
1	1011780		\$66.08	11/19/14	88888	8288	WALSH, JEFFREY
1	1011781		\$19.71	11/19/14	88888	18215	WATKINS, DAVID
1	1011782		\$7.70	11/19/14	88888	13905	WENDLING, PAULA L
1	1011783		\$141.96	11/19/14	88888	18396	WHIPPLE, ALEC H
1	1011784		\$170.00	11/19/14	88888	18128	WILSON, ZACHARY S
1	1011785		\$101.95	11/19/14	88888	13165	ZELENKA, SHARON R
1	1011786		\$471.20	11/26/14	88888	18043	AMOROSO, CYNTHIA
1	1011787		\$26.72	11/26/14	88888	6818	ANDERSON, HOWARD
1	1011788		\$8.06	11/26/14	88888	16480	ABRAHA, WUBET A
1	1011789		\$200.00	11/26/14	88888	18043	AMOROSO, CYNTHIA
1	1011790		\$27.00	11/26/14	88888	10851	BURNS, POLLYANNA M
1	1011791		\$11.98	11/26/14	88888	7839	BARNES, CHERISE C
1	1011792		\$130.00	11/26/14	88888	16826	BARR, BARBARA M
1	1011793		\$68.26	11/26/14	88888	18364	CATES, KATIE M
1	1011794		\$27.02	11/26/14	88888	11833	DOUGLAS, LORI
1	1011795		\$252.14	11/26/14	88888	11355	DUETHMAN, ELIZABETH A
1	1011796		\$81.04	11/26/14	88888	18325	DIETRICH, KELLY J
1	1011797		\$247.58	11/26/14	88888	9689	FINN, FAY E
1	1011798		\$55.44	11/26/14	88888	4110	GOETZ, DEBORAH E
1	1011799		\$400.00	11/26/14	88888	17994	GOTHARD, JOSEPH M
1	1011800		\$1,669.15	11/26/14	88888	17422	HARVEY, CHRISTOPHER M
1	1011801		\$30.00	11/26/14	88888	17660	HEIRIGS, CRAIG

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1011802		\$28.00	11/26/14	88888	14112	HARTL, ARAN J
1	1011803		\$17.95	11/26/14	88888	10810	JOROENSEN, KATHLEEN A
1	1011804		\$29.99	11/26/14	88888	17655	JENSEN, STEVEN
1	1011805		\$200.00	11/26/14	88888	18391	JOHNSON, DOUGLAS A
1	1011806		\$29.12	11/26/14	88888	17901	KENNEY, JAMI
1	1011807		\$10.00	11/26/14	88888	10140	MACKEY, GALE M
1	1011808		\$58.75	11/26/14	88888	12243	MAUSER, COURTNEY
1	1011809		\$39.76	11/26/14	88888	7326	MORRISSETTE, BRUCE P
1	1011810		\$37.74	11/26/14	88888	7820	PAULY, LYNN L
1	1011811		\$23.45	11/26/14	88888	16669	PETTINELLI, STEPHEN M
1	1011812		\$150.00	11/26/14	88888	17327	PLYE, CHRISTOPHER J
1	1011813		\$53.67	11/26/14	88888	9223	REIHER, PAM
1	1011814		\$38.10	11/26/14	88888	9223	REIHER, PAM
1	1011815		\$200.00	11/26/14	88888	16166	RIDER, LISA K
1	1011816		\$804.80	11/26/14	88888	16087	ROBB, EMILY C
1	1011817		\$80.64	11/26/14	88888	18026	ROCKE, MARGARET PAGE
1	1011818		\$10.00	11/26/14	88888	12413	SANDBERG, ANN
1	1011819		\$20.50	11/26/14	88888	17240	SCHNOBRICH, ANGELA M
1	1011820		\$10.00	11/26/14	88888	17053	SCHROEDER, MICHELLE R
1	1011821		\$101.84	11/26/14	88888	18334	SHANLEY, SARAH J
1	1011822		\$14.56	11/26/14	88888	11825	SIEBER, ANDREA
1	1011823		\$16.80	11/26/14	88888	11825	SIEBER, ANDREA
1	1011824		\$102.03	11/26/14	88888	14619	SLATTERY, CARA
1	1011825		\$16.06	11/26/14	88888	17542	SMITH, JACQUELINE J
1	1011826		\$201.97	11/26/14	88888	17542	SMITH, JACQUELINE J
1	1011827		\$200.00	11/26/14	88888	17487	SOVINE, STACEY
1	1011828		\$200.00	11/26/14	88888	18287	STANLEY, STACIE L
1	1011829		\$74.50	11/26/14	88888	16046	STRAHOTA, SARA J
1	1011830		\$42.00	11/26/14	88888	18031	THOMAS, JESSICA
1	1011831		\$45.74	11/26/14	88888	16491	VITALI, ALICIA F
1	1011832		\$13.75	11/26/14	88888	11966	WEAR, LISA
1	1011833		\$134.06	11/26/14	88888	6624	WESSEN, JANE E
1	1011834		\$152.88	11/26/14	88888	15911	WILLSON, DAWN M
1	1011835		\$200.00	11/26/14	88888	18405	WINTERLIN, GORDON D
1	1011836		\$20.73	12/03/14	88888	17742	BUCK, REBECCA L
1	1011837		\$195.00	12/03/14	88888	12806	CORBAY, STEPHANIE A
1	1011838		\$7.98	12/03/14	88888	16920	DETLING, AMY LYN
1	1011839		\$10.03	12/03/14	88888	16167	KNUTSON, CHRISTINE
1	1011840		\$87.69	12/03/14	88888	16463	LECOMPTE, EMILIE S
1	1011841		\$16.52	12/03/14	88888	18097	MAGNER, HEIDI
1	1011842		\$27.94	12/03/14	88888	12875	MATHEWS, STEPHANIE A
1	1011843		\$15.98	12/03/14	88888	12875	MATHEWS, STEPHANIE A

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
1	1011844		\$30.00	12/03/14	88888	18353	MORRISSEY, MICHELLE M
1	1011845		\$2.15	12/03/14	88888	9835	MORTINSON, ELIZABETH
1	1011846		\$55.89	12/03/14	88888	9835	MORTINSON, ELIZABETH
1	1011847		\$29.01	12/03/14	88888	9835	MORTINSON, ELIZABETH
1	1011848		\$31.36	12/03/14	88888	13693	NEAL, BRYENY B
1	1011849		\$59.93	12/03/14	88888	6326	NEPSUND, CYNTHIA J
1	1011850		\$32.09	12/03/14	88888	12064	PETERSON, LAURA J
1	1011851		\$35.28	12/03/14	88888	16999	RENKEN, CARISSA M
1	1011852		\$202.78	12/03/14	88888	4356	SIMON, GLENN D.
1	1011853		\$13.05	12/03/14	88888	14779	ZAK, GLORIA
<b>Check Count</b>	<b>261</b>	<b>Grand Total</b>	<b>\$21,252.96</b>				

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436223		\$60.00	11/07/14	28775	0	ABDULQADIR, FARHIYO
4	436224		\$444.00	11/07/14	26795	1	ALLIED PROFESSIONALS, INC.
4	436225		\$1,465.00	11/07/14	01100	0	ANCOM COMMUNICATIONS INC.
4	436226		\$244.61	11/07/14	00386	1	BARNES & NOBLE INC
4	436227		\$82.36	11/07/14	00172	1	BLICK ART MATERIALS
4	436228		\$300.00	11/07/14	00673	0	BURNSVILLE, CITY OF
4	436229		\$14,241.50	11/07/14	04226	0	BURNSVILLE, CITY OF
4	436230	Unissued	\$0.00	11/07/14	04226	0	BURNSVILLE, CITY OF
4	436231		\$9,539.80	11/07/14	28504	0	CORPORATE HEALTH SYSTEMS, INC.
4	436232		\$105.00	11/07/14	26840	0	DAKOTA PRINTING, INC.
4	436233		\$9,799.54	11/07/14	00641	0	DICK'S/LAKEVILLE SANITATION, INC.
4	436234		\$61.80	11/07/14	09272	2	ECM PUBLISHERS, INC.
4	436235		\$259.67	11/07/14	28202	0	FOUNDATION 191
4	436236		\$127.50	11/07/14	26375	0	HOFFMAN, MARY
4	436237		\$20.00	11/07/14	00001	1622	HUSSEN, KEDIR
4	436238		\$156.74	11/07/14	01182	0	INDUSTRIAL ARTS SUPPLY COMPANY
4	436239		\$2,779.22	11/07/14	02483	0	INTEGRA TELECOM
4	436240		\$265.70	11/07/14	01994	0	J&R SCHOOL SUPPLIES, INC.
4	436241		\$7,572.94	11/07/14	27633	0	KELLY SERVICES, INC.
4	436242		\$3,734.52	11/07/14	03029	1	MINNESOTA ENERGY RESOURCES CORPORATION
4	436243		\$1,612.53	11/07/14	24335	1	NEW DOMINION SCHOOL
4	436244		\$3,190.00	11/07/14	06964	0	NICOL, BARBARA
4	436245		\$300.00	11/07/14	24879	0	PEREZ, MELISSA M.
4	436246		\$100.00	11/07/14	21343	0	RAMACHER, THUY
4	436247		\$29.80	11/07/14	00001	1623	RIDGEWAY, AMY
4	436248		\$864.00	11/07/14	28297	0	ROSE, DEBBIE
4	436249		\$1,198.33	11/07/14	08917	1	RYDIN DECAL
4	436250		\$270.00	11/07/14	03619	0	SAVAGE CHAMBER OF COMMERCE
4	436251		\$5,115.71	11/07/14	09588	0	SAVAGE, CITY OF
4	436252		\$57.50	11/07/14	28823	0	SCPS SOUTH INC
4	436253		\$630.00	11/07/14	02490	1	SEA LIFE MINNESOTA, INC.
4	436254		\$1,594.00	11/07/14	03369	0	SEXTON PRINTING
4	436255		\$391.50	11/07/14	03660	0	SKATEVILLE
4	436256		\$762.00	11/07/14	25672	0	SPECIAL DELIVERY OF MINNESOTA, INC
4	436257		\$4,080.00	11/07/14	28706	0	STRATEGIC STAFFING SOLUTIONS, LLC
4	436258		\$74.60	11/07/14	00001	1621	SUGULE, AISHA
4	436259		\$750.00	11/07/14	28352	0	TALENT ASSESSMENT, INC.
4	436260		\$111.55	11/07/14	28502	0	THE MCDOWELL AGENCY, INC.
4	436261		\$8.00	11/07/14	28891	0	TLT RESEARCH SERVICES
4	436262		\$29.00	11/07/14	03986	0	TROPHY HOUSE, INC.
4	436263		\$11.33	11/07/14	04172	0	UNITED PARCEL SERVICE

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436264		\$48,175.09	11/07/14	04417	1	US FOODS INC
4	436265	Unissued	\$0.00	11/07/14	04417	1	US FOODS INC
4	436266	Unissued	\$0.00	11/07/14	04417	1	US FOODS INC
4	436267	Unissued	\$0.00	11/07/14	04417	1	US FOODS INC
4	436268		\$282.00	11/07/14	28298	0	US HEALTH WORKS MEDICAL GRP MN, PC
4	436269		\$5,112.31	11/07/14	00535	1	VERIZON WIRELESS
4	436270		\$60.00	11/07/14	25837	0	WILLIAMS, REBECCA
4	436271		\$5,814.90	11/11/14	28551	0	ADVANCED IMAGING SOLUTIONS
4	436272		\$10,064.85	11/11/14	28551	1	ADVANCED IMAGING SOLUTIONS
4	436273		\$120.00	11/11/14	27525	0	AHMED, SOFIA
4	436274		\$792.63	11/11/14	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	436275		\$62.50	11/11/14	28410	0	AUGUST ASH, INC.
4	436276		\$360.00	11/11/14	03931	0	BERRY COFFEE COMPANY
4	436277		\$1,011.92	11/11/14	01904	1	CENTENNIAL ISD 12
4	436278		\$968.54	11/11/14	28540	0	CORE BEVERAGE
4	436279		\$369.56	11/11/14	00502	0	CORNERSTONE COPY CENTER
4	436280		\$3,993.16	11/11/14	00782	1	CURRICULUM ASSOCIATES, INC.
4	436281		\$360.00	11/11/14	20524	0	DEWALD, RINA C.
4	436282		\$630.88	11/11/14	26262	0	EDUCATORS BENEFIT CONSULTANTS, LLC
4	436283		\$44.34	11/11/14	01458	1	GOPHER
4	436284		\$4,100.28	11/11/14	07139	0	HASTINGS BUS COMPANY
4	436285		\$784.66	11/11/14	26668	1	HM RECEIVABLES CO LLC
4	436286		\$50.00	11/11/14	08112	0	MEDICINE LAKE TOURS
4	436287		\$216.30	11/11/14	06064	0	MEEKER AND WRIGHT SPECIAL
4	436288		\$1,433.28	11/11/14	23914	0	MIDWEST VENDING
4	436289		\$1,912.31	11/11/14	03029	1	MINNESOTA ENERGY RESOURCES CORPORATION
4	436290		\$25.00	11/11/14	05320	10	MRPA/MASS
4	436291		\$38.52	11/11/14	00000	7142	MURPHY, KATHY
4	436292		\$60.00	11/11/14	24879	0	PEREZ, MELISSA M.
4	436293		\$150.00	11/11/14	21343	0	RAMACHER, THUY
4	436294		\$270.53	11/11/14	28885	0	SCHOOL SUPPLY STORE
4	436295		\$32.84	11/11/14	23920	0	SCHUSTER, SHARON
4	436296		\$30.00	11/11/14	27563	0	SHRED RIGHT
4	436297		\$75.00	11/11/14	28977	0	STAFFA, CARLA
4	436298		\$8,232.50	11/11/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436299	Unissued	\$0.00	11/11/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436300	Unissued	\$0.00	11/11/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436301		\$55.00	11/11/14	05900	0	UNIQUE SOFTWARE CORPORATION
4	436302		\$354.93	11/11/14	04417	1	US FOODS INC
4	436303		\$13,737.61	11/11/14	02776	0	XCEL ENERGY
4	436304		\$88.00	11/16/14	00027	0	ACADEMIC THERAPY PUBLICATIONS

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436305		\$32.96	11/16/14	05588	0	ACE HARDWARE & PAINT
4	436306		\$9,376.04	11/16/14	28147	1	AGROPUR
4	436307	Unissued	\$0.00	11/16/14	28147	1	AGROPUR
4	436308	Unissued	\$0.00	11/16/14	28147	1	AGROPUR
4	436309	Unissued	\$0.00	11/16/14	28147	1	AGROPUR
4	436310	Unissued	\$0.00	11/16/14	28147	1	AGROPUR
4	436311	Unissued	\$0.00	11/16/14	28147	1	AGROPUR
4	436312		\$614.00	11/16/14	25114	0	ALL PRO SOUND
4	436313		\$529.96	11/16/14	03503	0	AMERICAN TIME & SIGNAL
4	436314		\$646.05	11/16/14	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	436315	Unissued	\$0.00	11/16/14	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	436316		\$2,340.00	11/16/14	01100	0	ANCOM COMMUNICATIONS INC.
4	436317		\$2,075.00	11/16/14	00106	0	AQUA ENGINEERING, INC.
4	436318		\$69.95	11/16/14	00428	0	ARAMARK
4	436319		\$1,537.58	11/16/14	03205	0	ASTLEFORD
4	436320		\$552.45	11/16/14	00386	1	BARNES & NOBLE INC
4	436321		\$37.90	11/16/14	01253	1	BATTERIES + BULBS
4	436322		\$358.50	11/16/14	03931	0	BERRY COFFEE COMPANY
4	436323		\$13,559.20	11/16/14	08358	0	BERTELSON TOTAL OFFICE SOLUTIONS
4	436324		\$7,522.36	11/16/14	00477	0	BIX PRODUCE COMPANY
4	436325	Unissued	\$0.00	11/16/14	00477	0	BIX PRODUCE COMPANY
4	436326	Unissued	\$0.00	11/16/14	00477	0	BIX PRODUCE COMPANY
4	436327	Unissued	\$0.00	11/16/14	00477	0	BIX PRODUCE COMPANY
4	436328		\$17,202.56	11/16/14	20289	1	CDW GOVERNMENT, INC.
4	436329		\$250.28	11/16/14	25513	1	CHURCH OFFSET PRINTING, INC.
4	436330		\$334.56	11/16/14	28540	0	CORE BEVERAGE
4	436331		\$45.98	11/16/14	00645	0	CUB FOODS
4	436332		\$84.00	11/16/14	22013	0	CUSTOM WATER WORKS
4	436333		\$8.95	11/16/14	02444	0	CYNMAR CORPORATION
4	436334		\$3,526.05	11/16/14	00279	0	DIVERSIFIED SNACK DISTRIBUTION
4	436335		\$1,015.70	11/16/14	28963	0	DAVIS TECHNOLOGY, INC.
4	436336		\$129.84	11/16/14	00837	1	DEMCO, INC.
4	436337		\$31.26	11/16/14	08846	2	ECOLAB
4	436338		\$10,495.00	11/16/14	28525	1	EDGENUITY INC.
4	436339		\$646.12	11/16/14	01078	0	ELECTRO WATCHMAN, INC.
4	436340		\$36.80	11/16/14	23054	1	FASTENAL
4	436341		\$245.58	11/16/14	01520	1	FLEETPRIDE
4	436342		\$9,605.30	11/16/14	04527	1	FOLLETT SCHOOL SOLUTIONS, INC.
4	436343		\$64.30	11/16/14	01458	1	GOPHER
4	436344		\$2,460.52	11/16/14	04387	1	GRAINGER
4	436345		\$342.66	11/16/14	20176	0	GRIGGS CONTRACTING, INC.

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436346		\$40.95	11/16/14	00575	0	GROTH MUSIC COMPANY
4	436347		\$95,815.50	11/16/14	01436	2	HEINEMANN EDUCATIONAL BOOKS
4	436348		\$2,560.81	11/16/14	09046	0	HI TECH REFRIGERATION
4	436349		\$7,100.24	11/16/14	09318	1	HILLYARD INC - MINNEAPOLIS
4	436350		\$7,200.00	11/16/14	26668	1	HM RECEIVABLES CO LLC
4	436351		\$182.62	11/16/14	22258	1	INDUSTRIAL WASTE SERVICES INC.
4	436352		\$850.00	11/16/14	23420	0	IXL LEARNING, INC.
4	436353		\$105.34	11/16/14	27942	0	J.H. LARSON COMPANY
4	436354		\$1,990.36	11/16/14	05816	0	JOHN A. DAL SIN & SON, INC.
4	436355		\$792.00	11/16/14	28929	0	JOHN'S SEWER AND DRAIN CLEANING, INC.
4	436356		\$213.71	11/16/14	07486	1	JOHNSTONE SUPPLY
4	436357		\$532.50	11/16/14	08955	0	KELLEHER, HELMRICH AND ASSOCIATES
4	436358		\$131.78	11/16/14	01434	0	KULLY SUPPLY, INC.
4	436359		\$1,002.50	11/16/14	02203	0	LAKESHORE LEARNING MATERIALS
4	436360		\$2,375.50	11/16/14	27253	0	LANDS BEST FOODS LLC
4	436361		\$150.00	11/16/14	05077	0	LOCKSAFE INC.
4	436362		\$14,991.00	11/16/14	28777	0	LOVEGREEN MACHINE SAFETY INC
4	436363		\$12,397.90	11/16/14	28752	0	LOWERY MCDONNELL COMPANY
4	436364		\$599.00	11/16/14	02196	0	MACKIN EDUCATIONAL RESOURCES
4	436365		\$75.00	11/16/14	09181	3	MASA REGION 9
4	436366		\$341.88	11/16/14	27932	1	MATHESON TRI-GAS, INC.
4	436367		\$2,650.00	11/16/14	02491	0	MIDWEST BAND INSTRUMENT SERV.
4	436368		\$184.00	11/16/14	09509	2	MINITEX
4	436369		\$477.65	11/16/14	02526	0	MINNESOTA CLAY USA
4	436370		\$624.00	11/16/14	28041	0	MIXMI BRANDS INC.
4	436371		\$6,382.00	11/16/14	02445	0	MN STATE HIGH SCHOOL LEAGUE (MSHSL)
4	436372		\$1.66	11/16/14	03519	0	NAPA AUTO PARTS
4	436373		\$700.00	11/16/14	25883	0	NATIONAL SPORTS CENTER-SCHWAN CUP
4	436374		\$549.41	11/16/14	02489	1	OFFICE DEPOT COMPANY
4	436375	Unissued	\$0.00	11/16/14	02489	1	OFFICE DEPOT COMPANY
4	436376		\$265.51	11/16/14	03123	0	PAPCO
4	436377		\$1,155.90	11/16/14	04333	1	PATTERSON MEDICAL SUPPLY INC
4	436378		\$7,630.00	11/16/14	02475	3	PCS REVENUE CONTROL SYSTEMS, INC.
4	436379		\$105.00	11/16/14	24879	0	PEREZ, MELISSA M.
4	436380		\$640.00	11/16/14	08685	0	PIONEER PRESS
4	436381		\$326.70	11/16/14	03073	1	PRO-ED
4	436382		\$143.52	11/16/14	28785	1	PRODOCON, INC
4	436383		\$550.00	11/16/14	24681	0	PROFESSIONAL WIRELESS COMMUNICATIONS
4	436384		\$6,184.75	11/16/14	21744	0	QUALITY AIR MECHANICAL, INC.
4	436385		\$847.15	11/16/14	23374	0	RECYCLE TECHNOLOGIES, INC.

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436386		\$228.49	11/16/14	21851	0	RED WING SHOE STORE
4	436387		\$5,616.00	11/16/14	00488	0	REGION 3AA
4	436388		\$326.82	11/16/14	00927	0	RUBENSTEIN & ZIFF, INC.
4	436389		\$3,500.00	11/16/14	23241	0	RYAN MECHANICAL, INC.
4	436390		\$129.31	11/16/14	28481	1	S&S WORLDWIDE
4	436391		\$655.16	11/16/14	03532	2	SCHMITT MUSIC
4	436392		\$138.70	11/16/14	03537	1	SCHOOL HEALTH SUPPLY CO., INC.
4	436393		\$607.35	11/16/14	25097	1	SCHOOL SPECIALTY INC
4	436394		\$249.62	11/16/14	03745	2	SHERWIN-WILLIAMS
4	436395		\$330.06	11/16/14	03689	0	STATE SUPPLY CO., INC.
4	436396		\$7,850.00	11/16/14	08308	0	SUNDE LAND SURVEYING, LLC.
4	436397		\$1,984.37	11/16/14	00826	1	TIERNEY BROTHERS, INC.
4	436398		\$599.00	11/16/14	21184	4	TIES
4	436399		\$679.84	11/16/14	22123	1	TOTAL FILTRATION SERVICES, INC.
4	436400		\$5,024.09	11/16/14	03802	0	TRIO SUPPLY
4	436401		\$4,207.21	11/16/14	28642	0	VALLEY RICH CO, INC
4	436402		\$490.99	11/16/14	04204	4	VIRCO INC
4	436403		\$27,691.15	11/14/14	24032	1	GAME TIME INC
4	436404		\$1,200.00	11/14/14	28363	0	ACET, INC.
4	436405		\$175.00	11/14/14	28985	0	AEP CONNECTIONS, LLC
4	436406		\$60.00	11/14/14	27525	0	AHMED, SOFIA
4	436407		\$2,500.00	11/14/14	28980	0	AMERICAN BOYCHOIR
4	436408		\$3,385.00	11/14/14	22517	0	AMI IMAGING SYSTEMS, INC.
4	436409		\$21,858.37	11/14/14	21261	0	ANDERSON BUS COMPANY, INC.
4	436410		\$29.00	11/14/14	04895	0	ASSOCIATION OF CLERICAL EMPLOYEES
4	436411		\$130.00	11/14/14	00000	9116	BEEBE, SARA OR BLAINE
4	436412		\$220.00	11/14/14	00673	0	BURNSVILLE, CITY OF
4	436413		\$105.00	11/14/14	28401	0	CHOY, KEREN
4	436414		\$165.00	11/14/14	28260	0	CHOY, SERGIO R.
4	436415		\$165.00	11/14/14	25919	0	CORDOVA, LETICIA
4	436416		\$63,249.12	11/14/14	00809	0	DAKOTA ELECTRIC ASSOCIATION
4	436417		\$1,033.75	11/14/14	28984	0	DECKER EQUIPMENT
4	436418		\$369.00	11/14/14	26702	0	DELTA MANAGEMENT ASSOCIATES, INC.
4	436419		\$60.00	11/14/14	20524	0	DEWALD, RINA C.
4	436420		\$500.00	11/14/14	28856	0	DOBBINS, ELIZABETH
4	436421		\$130.00	11/14/14	00000	9328	DONNELLY, KRISTIN
4	436422		\$2,756.42	11/14/14	02333	1	EARTHGRAINS BAKING CO. INC.
4	436423		\$246.00	11/14/14	27974	0	ECMC
4	436424		\$183.00	11/14/14	28531	0	EDUCATION MINNESOTA
4	436425		\$1,043.60	11/14/14	28982	0	EKON-O-PAC, LLC
4	436426		\$900.00	11/14/14	28651	0	FOOD GROUP
4	436427		\$2,722.44	11/14/14	00016	2471	GORDON WINTERLIN

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436428		\$374.00	11/14/14	20324	1	GURSTEL,STALOCH & CHARGO PA
4	436429		\$37.34	11/14/14	00016	2839	HALVERSON, MARY JO
4	436430		\$105.00	11/14/14	27442	0	IBARRA, HILIANA
4	436431		\$300.00	11/14/14	28983	0	IRISH SPORTS DOME
4	436432		\$150.00	11/14/14	00016	2442	KELLER-DILLON, VICTORIA
4	436433		\$41,358.10	11/14/14	27633	0	KELLY SERVICES, INC.
4	436434		\$2,000.00	11/14/14	08682	2	LIFETOUCH
4	436435		\$130.00	11/14/14	00000	9065	LOEGERING, BETH
4	436436		\$177.00	11/14/14	23866	0	MESSERLI & KRAMER PA
4	436437		\$1,550.00	11/14/14	02491	0	MIDWEST BAND INSTRUMENT SERV.
4	436438		\$332.50	11/14/14	09215	0	MINNESOTA CHILDREN'S MUSEUM
4	436439		\$2,660.00	11/14/14	22324	0	MULTILINGUAL WORD, INC.
4	436440		\$135.00	11/14/14	09120	0	NATIONAL CURRENT EVENTS LEAGUE
4	436441		\$401.00	11/14/14	28650	0	ONE BEAT CPR + AED
4	436442		\$275.39	11/14/14	07810	1	PREMIUM WATERS, INC.
4	436443		\$168.75	11/14/14	20491	0	SAVAGE, DAWN
4	436444		\$30.00	11/14/14	00016	2840	VANDERHEYDEN, KIM
4	436445		\$75.00	11/18/14	28775	0	ABDULQADIR, FARHIYO
4	436446		\$75.00	11/18/14	27129	0	ALI, AMAAL
4	436447		\$70.00	11/18/14	00016	2843	ANDERSON, BETH
4	436448		\$150.00	11/18/14	00016	2842	BEDFORD, LEAH
4	436449		\$130.00	11/18/14	00016	1355	BERENS, HEATHER
4	436450		\$125.00	11/18/14	00706	0	BURNSVILLE CHAMBER OF COMMERCE
4	436451		\$770.29	11/18/14	02781	5	CENTURYLINK
4	436452		\$5,608.40	11/18/14	24807	1	CHIP SHOPPE, THE
4	436453		\$105.00	11/18/14	28401	0	CHOY, KEREN
4	436454		\$105.00	11/18/14	28260	0	CHOY, SERGIO R.
4	436455		\$18.04	11/18/14	26565	1	COMCAST
4	436456		\$165.00	11/18/14	25919	0	CORDOVA, LETICIA
4	436457		\$670.00	11/18/14	00502	0	CORNERSTONE COPY CENTER
4	436458		\$245.00	11/18/14	00666	1	COUNCIL FOR EXCEPTIONAL CHILDREN
4	436459		\$150.00	11/18/14	00016	2841	DONOHUE, KELLE
4	436460		\$374.00	11/18/14	28896	0	FELHABER LARSON
4	436461		\$260.07	11/18/14	28202	0	FOUNDATION 191
4	436462		\$150.00	11/18/14	00016	2668	GAGLIANO, ROBERTA
4	436463		\$130.00	11/18/14	00016	2088	GUDMONSON, LINDA
4	436464		\$40.00	11/18/14	00000	7174	HARDER, JUDY
4	436465		\$717.40	11/18/14	21252	0	HARMER, MARY
4	436466		\$5,600.00	11/18/14	20873	0	HEINEMANN WORKSHOPS
4	436467		\$39.00	11/18/14	00000	7175	HIGGINS, ELAINE
4	436468		\$1,125.00	11/18/14	28655	0	HORNER, MATTHEW
4	436469		\$105.00	11/18/14	27442	0	IBARRA, HILIANA

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436470		\$114.51	11/18/14	02483	0	INTEGRA TELECOM
4	436471	Void	\$130.00	11/18/14	00016	2844	JOHNSON, KRISTEN
4	436472		\$118.00	11/18/14	00000	4682	KALKMAN, MARY
4	436473		\$920.00	11/18/14	08356	1	KENNEDY & GRAVEN, CHARTERED
4	436474		\$49.00	11/18/14	00000	7173	LEWIS, KATHY
4	436475		\$170.00	11/18/14	09951	0	MATH MASTERS OF MN
4	436476		\$74.00	11/18/14	00000	7176	MAYER, PAULINE
4	436477		\$435.00	11/18/14	09181	1	MN ADMINISTRATOR FOR SPECIAL EDUCATION (MASE)
4	436478		\$332.00	11/18/14	08543	9	MN DEPT OF HEALTH
4	436479		\$1,015.00	11/18/14	22324	0	MULTILINGUAL WORD, INC.
4	436480		\$238.00	11/18/14	09589	5	NEOPOST GREAT PLAINS
4	436481		\$130.00	11/18/14	25782	0	ODEGARD, THOMAS
4	436482		\$116.00	11/18/14	03508	4	PARK NICOLLET HEALTH SERVICES
4	436483		\$130.00	11/18/14	00016	2847	PASSON, WAYNE
4	436484		\$405.00	11/18/14	24879	0	PEREZ, MELISSA M.
4	436485		\$450.00	11/18/14	28987	0	PETTES, JEFFREY
4	436486		\$150.00	11/18/14	00016	2845	PHILLIPS, JANE
4	436487		\$59.00	11/18/14	00000	7177	POWELL, ANDRIA
4	436488		\$105.00	11/18/14	21343	0	RAMACHER, THUY
4	436489		\$50.00	11/18/14	00016	2846	RODRIGUEZ NEVAREZ, TANNIA
4	436490		\$130.00	11/18/14	00016	2848	SASSE, ALAN
4	436491		\$96.73	11/18/14	03532	2	SCHMITT MUSIC
4	436492		\$11,007.98	11/18/14	23848	0	SFM
4	436493		\$600.00	11/18/14	25227	0	SHAW SOLBERG, STACY
4	436494		\$130.00	11/18/14	00016	2849	SPENCER, MARVIN
4	436495		\$4,800.00	11/18/14	28413	0	SPRING LAKE PARK HIGH SCHOOL
4	436496		\$23.97	11/18/14	00000	9695	STEARNS, FRANCES
4	436497		\$150.00	11/18/14	28986	0	SWENSON, CLINTON
4	436498		\$5,000.00	11/18/14	08203	1	TIES
4	436499		\$1,017.00	11/18/14	28962	1	TOPPERS PIZZA BURNSVILLE
4	436500	Unissued	\$0.00	11/18/14	28962	1	TOPPERS PIZZA BURNSVILLE
4	436501		\$43,399.12	11/18/14	04417	1	US FOODS INC
4	436502	Unissued	\$0.00	11/18/14	04417	1	US FOODS INC
4	436503	Unissued	\$0.00	11/18/14	04417	1	US FOODS INC
4	436504		\$1,340.68	11/18/14	20019	0	VERNON COMPANY
4	436505		\$84.00	11/18/14	27963	0	VIZINA, PAUL
4	436506		\$150.00	11/18/14	00014	344	WARSAME, KADRA
4	436507		\$420.00	11/21/14	27525	0	AHMED, SOFIA
4	436508		\$5,214.00	11/21/14	06215	0	AIRPORT TAXI, INC.
4	436509		\$120.00	11/21/14	27129	0	ALI, AMAAL
4	436510		\$296.00	11/21/14	26795	1	ALLIED PROFESSIONALS, INC.

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4	436511		\$3,433.99	11/21/14	27586	0	AMERICAN OFFICE PRODUCTS
4	436512		\$75.00	11/21/14	28643	0	ANDERSON, CONRAD
4	436513		\$6,908.03	11/21/14	02519	0	CENTERPOINT ENERGY
4	436514		\$562.50	11/21/14	28260	0	CHOY, SERGIO R.
4	436515		\$596.69	11/21/14	03866	0	CONTINENTAL CLAY COMPANY
4	436516		\$63.00	11/21/14	27899	0	COONCE, PERRY
4	436517		\$360.00	11/21/14	25919	0	CORDOVA, LETICIA
4	436518		\$413.63	11/21/14	28540	0	CORE BEVERAGE
4	436519		\$576,730.34	11/21/14	28300	1	DURHAM SCHOOL SERVICES
4	436520		\$120.00	11/21/14	28381	0	FEAR THE RODENT SPORTS
4	436521		\$40.00	11/21/14	00001	1624	FERDERER, MOLLY
4	436522		\$455.00	11/21/14	28747	0	FERDINAND, MARGARET
4	436523		\$2,350.00	11/21/14	00016	1780	FOUNDATION 191
4	436524		\$3,089.62	11/21/14	28988	0	FRONTLINE TECHNOLOGIES GROUP, LLC
4	436525		\$5,000.00	11/21/14	28890	0	GENERATIVE LEARNING
4	436526		\$135.00	11/21/14	23541	0	GERVAIS, DAVE
4	436527		\$453.07	11/21/14	27736	0	GLOBAL COMMUNICATIONS WIRING & SERVICES
4	436528		\$192.00	11/21/14	23312	0	GORNY, MICHELE
4	436529		\$64.00	11/21/14	28989	0	GREENE, MICKEY
4	436530		\$77.00	11/21/14	27019	0	GUY, MARK
4	436531		\$28.50	11/21/14	28337	0	HARTMAN, DANIEL
4	436532		\$66,086.50	11/21/14	27811	0	HEADWAY EMOTIONAL HEALTH SERVICES
4	436533		\$75.00	11/21/14	28744	0	HERING, TODD
4	436534		\$990.00	11/21/14	25854	1	HOCKENBERGS
4	436535		\$4,401.36	11/21/14	08893	4	IND. SCHOOL DIST. 1
4	436536		\$3,000.00	11/21/14	01029	0	INVER HILLS COMMUNITY COLLEGE
4	436537		\$661.55	11/21/14	26325	0	JULEE QUARVE-PETERSON, INC.
4	436538		\$15,000.00	11/21/14	28688	0	K12 TRANSPORTATION MANAGEMENT SERVICES, INC.
4	436539		\$51,273.23	11/21/14	27633	0	KELLY SERVICES, INC.
4	436540		\$15.00	11/21/14	25721	0	MANKATO WEST HIGH SCHOOL
4	436541		\$21,851.00	11/21/14	06559	0	MATRIX COMMUNICATIONS, INC.
4	436542		\$6,466.13	11/21/14	28854	0	MCKANDERS, CAROLYN
4	436543		\$100.00	11/21/14	28935	0	MCKAY, ERIK
4	436544		\$2,856.00	11/21/14	08112	0	MEDICINE LAKE TOURS
4	436545		\$2,546.21	11/21/14	03029	1	MINNESOTA ENERGY RESOURCES CORPORATION
4	436546		\$15.00	11/21/14	03936	0	MINNETONKA SENIOR HIGH
4	436547		\$35.00	11/21/14	03288	1	MN LITERACY COUNCIL
4	436548		\$200.00	11/21/14	26062	0	MUEHLBAUER, THOMAS
4	436549		\$90.00	11/21/14	22324	0	MULTILINGUAL WORD, INC.
4	436550		\$600.00	11/21/14	24879	0	PEREZ, MELISSA M.

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4	436551		\$410.00	11/21/14	26529	0	PLAIN, SUSAN
4	436552		\$60.00	11/21/14	22793	0	RABINOWICZ, JACK
4	436553		\$77.00	11/21/14	05126	0	ROGERS, GREGORY
4	436554		\$464.00	11/21/14	28434	0	RUPP, ANDERSON, SQUIRES & WALDSPURGER, P.A.
4	436555		\$2,055.00	11/21/14	26796	0	SAFEWAY DRIVING SCHOOL
4	436556		\$2,509.00	11/21/14	09588	4	SAVAGE, CITY OF
4	436557		\$3,379.68	11/21/14	03369	0	SEXTON PRINTING
4	436558		\$31.20	11/21/14	27563	0	SHRED RIGHT
4	436559		\$1,755.70	11/21/14	28611	0	SOUTHWEST METRO EDUCATIONAL CO
4	436560		\$1,469.00	11/21/14	01076	1	SOUTHWEST NEWSPAPERS
4	436561		\$772.00	11/21/14	25672	0	SPECIAL DELIVERY OF MINNESOTA, INC
4	436562		\$75.00	11/21/14	28977	0	STAFFA, CARLA
4	436563		\$27.18	11/21/14	00000	9695	STEARNS, FRANCES
4	436564		\$310.35	11/21/14	28502	0	THE MCDOWELL AGENCY, INC.
4	436565		\$1,046.16	11/21/14	08203	1	TIES
4	436566		\$401.40	11/21/14	00497	6	TIME FOR KIDS
4	436567		\$8,200.00	11/21/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436568	Unissued	\$0.00	11/21/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436569	Unissued	\$0.00	11/21/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436570		\$3,597.62	11/21/14	04417	1	US FOODS INC
4	436571		\$75.00	11/21/14	25560	0	WARSAME, KADRA
4	436572		\$75.00	11/21/14	28275	0	ZAVALA, HANAN
4	436573		\$4,235.00	12/01/14	28491	0	A.J. MOORE ELECTRIC, INC.
4	436574		\$141.50	12/01/14	28171	0	ADVANCEPIERRE FOODS
4	436575		\$11,568.49	12/01/14	28147	1	AGROPUR
4	436576	Unissued	\$0.00	12/01/14	28147	1	AGROPUR
4	436577	Unissued	\$0.00	12/01/14	28147	1	AGROPUR
4	436578	Unissued	\$0.00	12/01/14	28147	1	AGROPUR
4	436579	Unissued	\$0.00	12/01/14	28147	1	AGROPUR
4	436580	Unissued	\$0.00	12/01/14	28147	1	AGROPUR
4	436581		\$788.85	12/01/14	03503	0	AMERICAN TIME & SIGNAL
4	436582		\$80.55	12/01/14	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	436583		\$189.72	12/01/14	00386	1	BARNES & NOBLE INC
4	436584		\$311.95	12/01/14	03931	0	BERRY COFFEE COMPANY
4	436585		\$5,663.06	12/01/14	00477	0	BIX PRODUCE COMPANY
4	436586	Unissued	\$0.00	12/01/14	00477	0	BIX PRODUCE COMPANY
4	436587	Unissued	\$0.00	12/01/14	00477	0	BIX PRODUCE COMPANY
4	436588	Unissued	\$0.00	12/01/14	00477	0	BIX PRODUCE COMPANY
4	436589		\$3,522.46	12/01/14	26720	0	BLUE BELL ENTERPRISES, INC.
4	436590		\$750.00	12/01/14	00673	0	BURNSVILLE, CITY OF
4	436591		\$560.22	12/01/14	28976	1	CAMCOR, INC

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4	436592		\$1,863.28	12/01/14	20289	1	CDW GOVERNMENT, INC.
4	436593		\$478.69	12/01/14	25513	1	CHURCH OFFSET PRINTING, INC.
4	436594		\$801.00	12/01/14	28981	1	CONNECTING POINT
4	436595		\$120.96	12/01/14	00647	0	CROWN RENTAL, INC.
4	436596		\$85.54	12/01/14	00645	0	CUB FOODS
4	436597		\$84.00	12/01/14	22013	0	CUSTOM WATER WORKS
4	436598		\$155.42	12/01/14	00837	1	DEMCO, INC.
4	436599		\$6,531.35	12/01/14	00279	0	DIVERSIFIED SNACK DISTRIBUTION
4	436600	Unissued	\$0.00	12/01/14	00279	0	DIVERSIFIED SNACK DISTRIBUTION
4	436601		\$62.52	12/01/14	08846	2	ECOLAB
4	436602		\$8,038.15	12/01/14	01078	0	ELECTRO WATCHMAN, INC.
4	436603		\$844.00	12/01/14	26949	0	FAIRFIELD GLASS & WINDOW, INC.
4	436604		\$9,049.32	12/01/14	04527	1	FOLLETT SCHOOL SOLUTIONS, INC.
4	436605		\$2,112.18	12/01/14	01541	1	GENERAL PARTS, LLC
4	436606		\$202.72	12/01/14	27736	0	GLOBAL COMMUNICATIONS WIRING & SERVICES
4	436607		\$1,598.10	12/01/14	01458	1	GOPHER
4	436608		\$4,033.60	12/01/14	04387	1	GRAINGER
4	436609		\$298.20	12/01/14	09046	0	HI TECH REFRIGERATION
4	436610		\$10,600.00	12/01/14	26668	1	HM RECEIVABLES CO LLC
4	436611		\$13,038.61	12/01/14	25854	1	HOCKENBERGS
4	436612		\$188.08	12/01/14	04818	0	HORIZON COMMERCIAL POOL SUPPLY
4	436613		\$2,011.00	12/01/14	27703	0	HUMERATECH
4	436614		\$1,440.20	12/01/14	24274	1	INNOVATIVE OFFICE SOLUTIONS
4	436615		\$2,833.60	12/01/14	05816	0	JOHN A. DAL SIN & SON, INC.
4	436616		\$325.00	12/01/14	28929	0	JOHN'S SEWER AND DRAIN CLEANING, INC.
4	436617		\$427.00	12/01/14	28804	0	K.O.H. DESIGN, INC.
4	436618		\$67.37	12/01/14	01434	0	KULLY SUPPLY, INC.
4	436619		\$79.90	12/01/14	06207	1	L.L. BEAN, INC.
4	436620		\$257.30	12/01/14	27253	0	LANDS BEST FOODS LLC
4	436621		\$731.00	12/01/14	05077	0	LOCKSAFE INC.
4	436622		\$480.00	12/01/14	28041	0	MIXMI BRANDS INC.
4	436623		\$172.78	12/01/14	03519	0	NAPA AUTO PARTS
4	436624		\$400.00	12/01/14	25372	4	NCS PEARSON INC
4	436625		\$157.68	12/01/14	02832	2	NEW READERS PRESS
4	436626		\$275.92	12/01/14	02489	1	OFFICE DEPOT COMPANY
4	436627		\$5,936.00	12/01/14	27700	0	OLYMPIC COMMUNICATIONS INC.
4	436628		\$1,136.18	12/01/14	28785	1	PRODOCON, INC
4	436629		\$318.50	12/01/14	28528	0	ROCK HARD LANDSCAPE SUPPLY
4	436630		\$395.57	12/01/14	03196	6	SCHOLASTIC INC.
4	436631		\$1,221.87	12/01/14	02217	1	SIEMENS INDUSTRY, INC.
4	436632		\$286.03	12/01/14	24021	0	SPIRAL BINDING COMPANY, INC.

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4	436633		\$329.40	12/01/14	03689	0	STATE SUPPLY CO., INC.
4	436634		\$651.35	12/01/14	23998	2	SUMMIT COMMERCIAL FACILITIES GROUP
4	436635		\$40.01	12/01/14	22123	1	TOTAL FILTRATION SERVICES, INC.
4	436636		\$5,090.02	12/01/14	03802	0	TRIO SUPPLY
4	436637		\$638.03	11/26/14	28147	1	AGROPUR
4	436638		\$150.00	11/26/14	28354	0	ALEXANDER, TOM
4	436639		\$1,708.80	11/26/14	27586	0	AMERICAN OFFICE PRODUCTS
4	436640		\$29.00	11/26/14	04895	0	ASSOCIATION OF CLERICAL EMPLOYEES
4	436641		\$304.43	11/26/14	00386	1	BARNES & NOBLE INC
4	436642		\$150.00	11/26/14	00016	2521	BAULEKE, NATALIE
4	436643		\$170.50	11/26/14	28404	0	BOOTH LAW GROUP PLLC
4	436644		\$1,870.00	11/26/14	09991	0	BURNSVILLE ASSOCIATION OF EDUCATIONAL ASSTS
4	436645		\$21,731.60	11/26/14	00435	0	BURNSVILLE ICE CENTER
4	436646		\$350.00	11/26/14	27894	0	BURNSVILLE NORDIC SKI BOOSTERS
4	436647		\$213.35	11/26/14	28812	0	CENTER FOR ADAPTIVE SCHOOLS
4	436648		\$15,809.20	11/26/14	02519	0	CENTERPOINT ENERGY
4	436649		\$779.07	11/26/14	02519	3	CENTERPOINT ENERGY SERVICES, INC.
4	436650		\$355.87	11/26/14	00000	2030	CHRISTENSEN, MARYBETH
4	436651		\$164,108.22	11/26/14	28990	0	CSI LEASING INC
4	436652		\$626.00	11/26/14	26702	0	DELTA MANAGEMENT ASSOCIATES, INC.
4	436653		\$115.00	11/26/14	28991	0	DOFFING, JORDAN
4	436654		\$150.00	11/26/14	00016	2019	DUNNING, JEAN
4	436655		\$320.00	11/26/14	06734	2	EASTVIEW LDT BOOSTER CLUB
4	436656		\$417.00	11/26/14	27974	0	ECMC
4	436657		\$183.00	11/26/14	28531	0	EDUCATION MINNESOTA
4	436658		\$84.00	11/26/14	28200	0	FANCHER, JAMES JR
4	436659		\$414.00	11/26/14	20324	1	GURSTEL, STALOCH & CHARGO PA
4	436660		\$561.00	11/26/14	25854	1	HOCKENBERGS
4	436661		\$150.00	11/26/14	00016	2607	HUSCHKE, EVA
4	436662		\$175.00	11/26/14	01880	2	IND. SCHOOL DIST. 194
4	436663		\$167.52	11/26/14	01826	0	IND. SCHOOL DIST. 625
4	436664		\$8,399.82	11/26/14	09327	0	INTERMEDIATE SCHOOL DISTRICT 917
4	436665		\$33.00	11/26/14	09327	7	ISD 917 C.A.P.P. SHOP
4	436666		\$103.50	11/26/14	03738	0	IVERSON, CAROL
4	436667		\$349.96	11/26/14	03003	2	J.W. PEPPER & SON INC.
4	436668		\$880.00	11/26/14	23140	0	JUNIOR ACHIEVEMENT OF THE UPPER MIDWEST INC.
4	436669		\$23.24	11/26/14	27225	0	K&K EXPRESS, LLC
4	436670		\$1,072.50	11/26/14	03042	0	KNUTSON FLYNN & DEANS, P.A.
4	436671		\$150.00	11/26/14	00016	2154	KUPLIC, DEB
4	436672		\$150.00	11/26/14	00016	2850	LEAHY, MARY
4	436673		\$41,488.23	11/26/14	28503	1	LINA

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Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436674		\$170.00	11/26/14	09951	0	MATH MASTERS OF MN
4	436675		\$44.88	11/26/14	00016	2851	MCMAHON, COLLEEN
4	436676	Void	\$205.00	11/26/14	23866	0	MESSERLI & KRAMER PA
4	436677		\$199.72	11/26/14	24060	0	MEYER, RITA
4	436678		\$75.00	11/26/14	22397	0	MN BOARD OF SCHOOL ADMINISTRATORS (MBSA)
4	436679		\$1,405.00	11/26/14	03814	0	MN COMMUNITY EDUCATION ASSOCIATION (MCEA)
4	436680		\$35.00	11/26/14	08543	7	MN DEPT OF HEALTH
4	436681		\$2,000.00	11/26/14	28993	0	MUSSELMAN, DAN
4	436682		\$196.03	11/26/14	03519	0	NAPA AUTO PARTS
4	436683		\$128.00	11/26/14	08769	0	NCPERS MINNESOTA
4	436684		\$192.16	11/26/14	22639	1	NEXTEL
4	436685		\$300.00	11/26/14	00016	1321	OLSON, KEITH
4	436686		\$19.50	11/26/14	00000	9245	PERRY, TERESA
4	436687		\$150.00	11/26/14	28900	0	PETRICH, BRIAN K
4	436688		\$130.00	11/26/14	27057	0	PRENDI, GJON
4	436689		\$1,000.00	11/26/14	28785	1	PRODOCON, INC
4	436690		\$43.00	11/26/14	E6705	0	QUINN, CATHERINE A
4	436691		\$1,559.52	11/26/14	20099	2	RELIASTAR LIFE INSURANCE COMPANY
4	436692		\$1,686.60	11/26/14	20099	3	RELIASTAR LIFE INSURANCE COMPANY
4	436693		\$150.00	11/26/14	00000	8268	SAF-SANDERS, NICOLE
4	436694		\$20.00	11/26/14	09588	4	SAVAGE, CITY OF
4	436695		\$78.16	11/26/14	00000	688	SCHIPRETT, JIM
4	436696		\$77.00	11/26/14	24557	0	SCHMITZ, STEVE
4	436697		\$1,121.22	11/26/14	03196	4	SCHOLASTIC INC.
4	436698		\$7,426.00	11/26/14	07382	0	SCHOOL SERVICES EMPLOYEES LOCAL 284
4	436699		\$984.00	11/26/14	28802	0	SLIPSCREEN PRINTING LLC
4	436700		\$35.00	11/26/14	08894	0	SOUTH ST. PAUL SCHOOLS
4	436701		\$15.00	11/26/14	08893	5	SOUTHWEST HIGH SCHOOL DEBATE
4	436702		\$59.06	11/26/14	00000	9695	STEARNS, FRANCES
4	436703		\$841.80	11/26/14	25137	1	TEAMWORX APPAREL
4	436704		\$554.40	11/26/14	08186	0	TEXTBOOK WAREHOUSE, INC.
4	436705		\$10,003.50	11/26/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436706	Unissued	\$0.00	11/26/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436707	Unissued	\$0.00	11/26/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436708	Unissued	\$0.00	11/26/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436709		\$86.55	11/26/14	04060	0	TRANS-MISSISSIPPI BIOLOGICAL SUPPLY
4	436710		\$184.94	11/26/14	21190	0	TROUSIL, WANDA
4	436711		\$1,170.93	11/26/14	28417	0	UNIVERSAL ATHLETIC SERVICE INC.
4	436712		\$25.19	11/26/14	01197	0	US FOODS CULINARY EQUIPMENT & SUPPLIES LLC

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4	436713		\$1,666.87	11/26/14	01197	1	US FOODS CULINARY EQUIPMENT & SUPPLIES LLC
4	436714	Unissued	\$0.00	11/26/14	01197	1	US FOODS CULINARY EQUIPMENT & SUPPLIES LLC
4	436715	Unissued	\$0.00	11/26/14	01197	1	US FOODS CULINARY EQUIPMENT & SUPPLIES LLC
4	436716		\$47,674.84	11/26/14	04417	1	US FOODS INC
4	436717	Unissued	\$0.00	11/26/14	04417	1	US FOODS INC
4	436718	Unissued	\$0.00	11/26/14	04417	1	US FOODS INC
4	436719	Unissued	\$0.00	11/26/14	04417	1	US FOODS INC
4	436720		\$11.60	11/26/14	02776	0	XCEL ENERGY
4	436721		\$4,500.00	12/02/14	28649	0	ARVIG
4	436722		\$527.50	12/02/14	03931	0	BERRY COFFEE COMPANY
4	436723		\$60.00	12/02/14	28260	0	CHOY, SERGIO R.
4	436724		\$278.48	12/02/14	28540	0	CORE BEVERAGE
4	436725		\$480.00	12/02/14	21336	0	CSD
4	436726		\$105.00	12/02/14	22013	0	CUSTOM WATER WORKS
4	436727		\$260.07	12/02/14	28202	0	FOUNDATION 191
4	436728		\$27.65	12/02/14	24274	1	INNOVATIVE OFFICE SOLUTIONS
4	436729		\$65.62	12/02/14	01390	0	INTERMEDIATE SCHOOL DISTRICT 287
4	436730		\$520.00	12/02/14	23140	0	JUNIOR ACHIEVEMENT OF THE UPPER MIDWEST INC.
4	436731		\$95.00	12/02/14	28421	0	KENDALL, BRUCE
4	436732		\$31,167.00	12/02/14	02102	0	KRAUS-ANDERSON INS. AGENCY, INC.
4	436733		\$5,428.81	12/02/14	26241	0	M&E REALTY COMPANY
4	436734		\$120.00	12/02/14	08865	5	METRO ECSU
4	436735		\$889.00	12/02/14	02538	0	MN ELEMENTARY SCHOOL PRINCIPALS ASSOC (MESPA)
4	436736		\$125.00	12/02/14	03164	1	MN MUSIC EDUCATORS ASSOC CLINIC (MMEA-CLINIC)
4	436737		\$150.00	12/02/14	03730	0	NELSON, DON
4	436738		\$216.00	12/02/14	09589	2	NEOPOST USA INC
4	436739		\$494.53	12/02/14	02489	1	OFFICE DEPOT COMPANY
4	436740		\$195.00	12/02/14	24879	0	PEREZ, MELISSA M.
4	436741		\$120.00	12/02/14	21343	0	RAMACHER, THUY
4	436742		\$9,375.00	12/02/14	09588	1	SAVAGE, CITY OF
4	436743		\$250.00	12/02/14	26531	0	SCHLICK, DEBORAH
4	436744		\$4,650.00	12/02/14	27742	0	STRATEGIC SOURCE INC
4	436745		\$177,004.00	12/02/14	08203	1	TIES
4	436746		\$46,690.00	12/02/14	08595	0	UNIVERSITY OF MINNESOTA-TUITION
4	436747		\$24,286.99	12/02/14	04417	1	US FOODS INC
4	436748	Unissued	\$0.00	12/02/14	04417	1	US FOODS INC
4	436749		\$188.00	12/02/14	28298	0	US HEALTH WORKS MEDICAL GRP MN, PC
4	436750		\$1,000.00	12/02/14	02039	0	THE WORKS

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4	436751		\$1,200.00	12/05/14	28363	0	ACET, INC.
4	436752		\$308.00	12/05/14	28551	0	ADVANCED IMAGING SOLUTIONS
4	436753		\$60.00	12/05/14	27129	0	ALI, AMAAL
4	436754		\$1,000.00	12/05/14	28999	0	AMERICAN HI TECH RENTALS
4	436755		\$490.50	12/05/14	22108	0	AYAQUICA, SHERI
4	436756		\$329.23	12/05/14	27359	1	BOULDER NORDIC SPORT MIDWEST
4	436757		\$80.00	12/05/14	05039	0	BRANDT, KEVIN
4	436758		\$875.00	12/05/14	01737	0	BURNSVILLE BLAZE DANCETEAM BOOSTER CLUB
4	436759		\$200.00	12/05/14	00673	0	BURNSVILLE, CITY OF
4	436760		\$10,136.59	12/05/14	04226	0	BURNSVILLE, CITY OF
4	436761	Unissued	\$0.00	12/05/14	04226	0	BURNSVILLE, CITY OF
4	436762		\$1,600.00	12/05/14	29000	0	CAPTURE VIDEO, LLC
4	436763		\$60.00	12/05/14	28401	0	CHOY, KEREN
4	436764		\$180.00	12/05/14	28260	0	CHOY, SERGIO R.
4	436765		\$846.92	12/05/14	00647	0	CROWN RENTAL, INC.
4	436766		\$350.00	12/05/14	29003	0	DAMMAR, LINDSEY
4	436767		\$270.00	12/05/14	20524	0	DEWALD, RINA C.
4	436768		\$45.00	12/05/14	04069	7	EAGAN HIGH SCHOOL
4	436769		\$82.40	12/05/14	09272	2	ECM PUBLISHERS, INC.
4	436770		\$39.00	12/05/14	00000	607	ELSTAD, LINDA
4	436771		\$3,000.00	12/05/14	27889	0	FIRST
4	436772		\$1,851.55	12/05/14	28651	0	FOOD GROUP
4	436773		\$10,000.00	12/05/14	29001	0	FORECAST 5 ANALYTICS, INC.
4	436774		\$46.01	12/05/14	01541	1	GENERAL PARTS, LLC
4	436775		\$1,300.00	12/05/14	28545	1	GIRLS ON THE RUN TWIN CITIES, INC.
4	436776		\$297.00	12/05/14	04387	1	GRAINGER
4	436777		\$74.00	12/05/14	24168	0	GRIFFITHS, DAN
4	436778		\$224.91	12/05/14	00575	0	GROTH MUSIC COMPANY
4	436779		\$22,013.50	12/05/14	27811	0	HEADWAY EMOTIONAL HEALTH SERVICES
4	436780		\$135.00	12/05/14	23542	0	HENDRICKSON, JEREMY
4	436781		\$190.00	12/05/14	21391	0	HIX & KUZERKA CONSULTING, INC.
4	436782		\$2,781.72	12/05/14	02483	0	INTEGRA TELECOM
4	436783		\$201.00	12/05/14	29002	0	JOHNSTON'S SALES AND SERVICE
4	436784		\$140.00	12/05/14	20523	0	JONES, SCOTT
4	436785		\$45.00	12/05/14	00000	7159	KRENN, ANN
4	436786		\$400.00	12/05/14	28626	0	MARSHALL MEMO LLC
4	436787		\$1,406.00	12/05/14	24921	0	MECA SPORTSWEAR
4	436788		\$40.00	12/05/14	08865	5	METRO ECSU
4	436789		\$77.00	12/05/14	23608	0	MILLER, MATT
4	436790		\$12,302.04	12/05/14	07448	0	MINNESOTA VALLEY ELECTRIC COOPERATIVE
4	436791		\$135.00	12/05/14	27491	0	MISSLING, NEIL

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## Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436792		\$75.00	12/05/14	22397	0	MN BOARD OF SCHOOL ADMINISTRATORS (MBSA)
4	436793		\$14,989.00	12/05/14	08543	9	MN DEPT OF HEALTH
4	436794	Unissued	\$0.00	12/05/14	08543	9	MN DEPT OF HEALTH
4	436795		\$252.00	12/05/14	00624	0	MN HISTORICAL SOCIETY
4	436796		\$1,837.65	12/05/14	03519	0	NAPA AUTO PARTS
4	436797		\$199.80	12/05/14	26335	0	NATIONAL ACADEMIC QUIZ TOURNAMENTS, LLC
4	436798		\$2,750.00	12/05/14	06964	0	NICOL, BARBARA
4	436799		\$77.00	12/05/14	21434	0	NOLANDER, STEVE
4	436800		\$360.00	12/05/14	24879	0	PEREZ, MELISSA M.
4	436801		\$60.00	12/05/14	21343	0	RAMACHER, THUY
4	436802		\$20.00	12/05/14	08798	12	REGENTS OF THE UNIVERSITY OF MINNESOTA
4	436803		\$14.25	12/05/14	00016	2852	ROBINSON, ZOE
4	436804		\$350.00	12/05/14	27475	0	ROZALES, CRYSTAL
4	436805		\$4,783.89	12/05/14	09588	0	SAVAGE, CITY OF
4	436806		\$57.00	12/05/14	28318	0	SKELLY, BRIAN
4	436807		\$528.00	12/05/14	25672	0	SPECIAL DELIVERY OF MINNESOTA, INC
4	436808		\$60.00	12/05/14	25781	0	TAPIA, FRANCIS
4	436809		\$87.50	12/05/14	25137	1	TEAMWORX APPAREL
4	436810		\$219.10	12/05/14	28502	0	THE MCDOWELL AGENCY, INC.
4	436811		\$63.00	12/05/14	27638	0	THOMPSON, ERROL
4	436812		\$1,075.60	12/05/14	00826	1	TIERNEY BROTHERS, INC.
4	436813		\$8,198.00	12/05/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436814	Unissued	\$0.00	12/05/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436815	Unissued	\$0.00	12/05/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436816	Unissued	\$0.00	12/05/14	21008	0	TLC SPECIAL TRANSPORTATION
4	436817		\$125.00	12/05/14	05900	0	UNIQUE SOFTWARE CORPORATION
4	436818		\$477.08	12/05/14	28417	0	UNIVERSAL ATHLETIC SERVICE INC.
4	436819		\$6,193.04	12/05/14	04417	1	US FOODS INC
4	436820		\$60.00	12/05/14	25560	0	WARSAME, KADRA
4	436821		\$175.90	12/05/14	20007	0	WASTE MANAGEMENT
4	436822		\$5,100.00	12/05/14	23906	1	WEST METRO EDUCATION PROGRAM
4	436823		\$128.00	12/05/14	25497	0	WOLTERS KLUWER HEALTH
4	436824		\$18,870.39	12/16/14	28147	1	AGROPUR
4	436825	Unissued	\$0.00	12/16/14	28147	1	AGROPUR
4	436826	Unissued	\$0.00	12/16/14	28147	1	AGROPUR
4	436827	Unissued	\$0.00	12/16/14	28147	1	AGROPUR
4	436828	Unissued	\$0.00	12/16/14	28147	1	AGROPUR
4	436829	Unissued	\$0.00	12/16/14	28147	1	AGROPUR
4	436830	Unissued	\$0.00	12/16/14	28147	1	AGROPUR
4	436831	Unissued	\$0.00	12/16/14	28147	1	AGROPUR

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## Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436832		\$278.69	12/16/14	03503	0	AMERICAN TIME & SIGNAL
4	436833		\$438.10	12/16/14	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	436834	Unissued	\$0.00	12/16/14	01365	0	AMERIPRIDE LINEN AND APPAREL SERVICES
4	436835		\$429.93	12/16/14	03178	1	AQUA LOGIC, INC.
4	436836		\$142.75	12/16/14	00428	0	ARAMARK
4	436837		\$1,785.00	12/16/14	25449	2	AUTOMATED LOGIC CORPORATION
4	436838		\$416.31	12/16/14	00386	1	BARNES & NOBLE INC
4	436839		\$11,883.86	12/16/14	08358	0	BERTELSON TOTAL OFFICE SOLUTIONS
4	436840		\$137.25	12/16/14	21653	0	BEYOND PLAY, LLC
4	436841		\$11,570.82	12/16/14	00477	0	BIX PRODUCE COMPANY
4	436842	Unissued	\$0.00	12/16/14	00477	0	BIX PRODUCE COMPANY
4	436843	Unissued	\$0.00	12/16/14	00477	0	BIX PRODUCE COMPANY
4	436844	Unissued	\$0.00	12/16/14	00477	0	BIX PRODUCE COMPANY
4	436845	Unissued	\$0.00	12/16/14	00477	0	BIX PRODUCE COMPANY
4	436846	Unissued	\$0.00	12/16/14	00477	0	BIX PRODUCE COMPANY
4	436847		\$4,499.28	12/16/14	00397	0	BRO-TEX, INC.
4	436848		\$36.91	12/16/14	00529	1	CAROLINA BIOLOGICAL SUPPLY COMPANY
4	436849		\$53.01	12/16/14	00483	0	CASSIDY-TRICKER INDUSTRIAL SALES, INC.
4	436850		\$58.04	12/16/14	20289	1	CDW GOVERNMENT, INC.
4	436851		\$171.01	12/16/14	27279	1	COLE PAPERS INC.
4	436852		\$52.95	12/16/14	00666	1	COUNCIL FOR EXCEPTIONAL CHILDREN
4	436853		\$35.93	12/16/14	00645	0	CUB FOODS
4	436854		\$65.83	12/16/14	00782	1	CURRICULUM ASSOCIATES, INC.
4	436855		\$834.36	12/16/14	27836	0	CUSTOMINK.COM
4	436856		\$3,060.37	12/16/14	00279	0	DIVERSIFIED SNACK DISTRIBUTION
4	436857		\$176.25	12/16/14	01078	0	ELECTRO WATCHMAN, INC.
4	436858		\$1,018.00	12/16/14	26109	0	FIELD ENVIRONMENTAL CONSULTING, INC.
4	436859		\$107.43	12/16/14	01231	0	FLINN SCIENTIFIC, INC.
4	436860		\$882.00	12/16/14	01541	1	GENERAL PARTS, LLC
4	436861		\$582.69	12/16/14	04387	1	GRAINGER
4	436862		\$60.00	12/16/14	27750	0	GRAPHIC SPECIALTIES, INC.
4	436863		\$210.00	12/16/14	24154	0	HEALTH COUNSELING SERVICES
4	436864		\$7,100.24	12/16/14	09318	1	HILLYARD INC - MINNEAPOLIS
4	436865		\$13,241.32	12/16/14	26668	1	HM RECEIVABLES CO LLC
4	436866		\$462.96	12/16/14	04818	0	HORIZON COMMERCIAL POOL SUPPLY
4	436867		\$1,505.80	12/16/14	24274	1	INNOVATIVE OFFICE SOLUTIONS
4	436868		\$120.00	12/16/14	28929	0	JOHN'S SEWER AND DRAIN CLEANING, INC.
4	436869		\$329.80	12/16/14	27253	0	LANDS BEST FOODS LLC
4	436870		\$2,468.09	12/16/14	02196	0	MACKIN EDUCATIONAL RESOURCES

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## Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
4	436871		\$240.40	12/16/14	27932	1	MATHESON TRI-GAS, INC.
4	436872		\$111.85	12/16/14	08999	1	MEI TOTAL ELEVATOR SOLUTIONS
4	436873		\$203.54	12/16/14	02526	0	MINNESOTA CLAY USA
4	436874		\$1,488.00	12/16/14	28041	0	MIXMI BRANDS INC.
4	436875		\$15.03	12/16/14	27342	0	MONOPRICE
4	436876		\$91.07	12/16/14	03519	0	NAPA AUTO PARTS
4	436877		\$269.51	12/16/14	25372	4	NCS PEARSON INC
4	436878		\$858.81	12/16/14	02489	1	OFFICE DEPOT COMPANY
4	436879		\$60.00	12/16/14	28650	0	ONE BEAT CPR + AED
4	436880		\$560.95	12/16/14	03073	1	PRO-ED
4	436881		\$146.00	12/16/14	03101	0	PUMP AND METER SERVICE, INC.
4	436882		\$2,889.25	12/16/14	21744	0	QUALITY AIR MECHANICAL, INC.
4	436883		\$495.61	12/16/14	23374	0	RECYCLE TECHNOLOGIES, INC.
4	436884		\$137.00	12/16/14	23241	0	RYAN MECHANICAL, INC.
4	436885		\$514.06	12/16/14	03537	1	SCHOOL HEALTH SUPPLY CO., INC.
4	436886		\$6,938.31	12/16/14	28971	1	SHORT ELLIOTT HENDRICKSON INC (SEH)
4	436887		\$925.78	12/16/14	03587	1	SIMPLEX GRINNELL
4	436888		\$333.47	12/16/14	03449	1	STATE INDUSTRIAL PRODUCTS
4	436889		\$183.25	12/16/14	23998	2	SUMMIT COMMERCIAL FACILITIES GROUP
4	436890		\$164.65	12/16/14	04308	0	SUPER DUPER SCHOOL CO.
4	436891		\$2,559.90	12/16/14	25893	0	THINKING MAPS, INC.
4	436892		\$14.00	12/16/14	28891	0	TLT RESEARCH SERVICES
4	436893		\$2,997.78	12/16/14	22123	1	TOTAL FILTRATION SERVICES, INC.
4	436894		\$32.82	12/16/14	04060	0	TRANS-MISSISSIPPI BIOLOGICAL SUPPLY
4	436895		\$10,793.15	12/16/14	03802	0	TRIO SUPPLY
4	436896	Unissued	\$0.00	12/16/14	03802	0	TRIO SUPPLY
4	436897		\$6,994.00	12/16/14	04498	2	TRUGREEN PROCESSING CENTER
4	436898		\$5,338.63	12/16/14	26380	0	TYLER TECHNOLOGIES INC
4	436899		\$250.00	12/16/14	05900	0	UNIQUE SOFTWARE CORPORATION
4	436900		\$34,162.09	12/16/14	04566	0	ZIEGLER INC.
<b>Check Count</b>	<b>678</b>	<b>Grand Total</b>	<b>\$2,615,420.83</b>				

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## Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
6	89		\$1,654.00	11/06/14	08315	0	MEADOW GREEN LAWN & LANDSCAPE
6	90		\$6,722.30	11/06/14	07752	1	MILLER ELECTRIC, INC.
6	91		\$3,486.60	11/06/14	20320	0	NORTHERN AIR CORPORATION (NAC)
6	92		\$357.00	11/06/14	04664	0	SUMMIT PRINT COPY AND MAIL SERVICE
6	93		\$4,240.01	11/20/14	07752	1	MILLER ELECTRIC, INC.
6	94		\$718.00	11/20/14	20320	0	NORTHERN AIR CORPORATION (NAC)
6	95		\$1,421.16	11/20/14	26086	0	ORKIN COMMERCIAL SERVICES
<b>Check Count</b>	<b>7</b>	<b>Grand Total</b>	<b>\$18,599.07</b>				

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## Check Register Report

Bank Number	Check Number	Check Status	Check Amount	Check Date	Vendor Number	Vendor Address Number	Vendor Name
3	100993		\$341.85	11/07/14	26500	0	ARMSTRONG TORSETH SKOLD & RYDEEN INC.
3	100994		\$1,925.00	11/07/14	06473	1	BRAUN INTERTEC CORP.
3	100995		\$5,360.75	11/07/14	22015	0	CM CONSTRUCTION COMPANY, INC.
3	100996		\$22,962.50	11/07/14	22090	0	MEISINGER CONSTRUCTION COMPANY
3	100997		\$1,884.75	11/14/14	06473	1	BRAUN INTERTEC CORP.
3	100998		\$124,679.00	11/14/14	22015	0	CM CONSTRUCTION COMPANY, INC.
3	100999		\$3,077.00	11/14/14	27063	0	MIDWEST BLINDS
3	101000		\$5,142.00	11/14/14	02822	0	MIDWEST FENCE & MFG.
3	101001		\$10,863.00	11/14/14	28323	0	PREMIER TEST & BALANCE INC
3	101002		\$5,457.86	11/14/14	03587	1	SIMPLEX GRINNELL
3	101003		\$2,704.15	11/14/14	21164	0	W.V. NELSON CONSTRUCTION CORPORATION
3	101004		\$1,342.00	11/21/14	22015	0	CM CONSTRUCTION COMPANY, INC.
3	101005		\$33,270.90	11/21/14	28671	1	ECCO MIDWEST, INC.
3	101006		\$974.83	11/21/14	28539	0	PROSIGN BRANDING SOLUTIONS
<b>Check Count</b>	<b>14</b>	<b>Grand Total</b>	<b>\$219,985.59</b>				



**Agenda III.B.5  
December 18, 2014**

**TO: Joe Gothard, Superintendent and Board of Education**

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

**DATE: December 18, 2014**

**RE: Budget Analysis for the Month Ending November 30, 2014**

**RECOMMENDATION:** That the Board accept the Budget Analysis for the month ending November 30, 2014

The November Budget Reports are presented for Board information and review. The reports indicate the following:

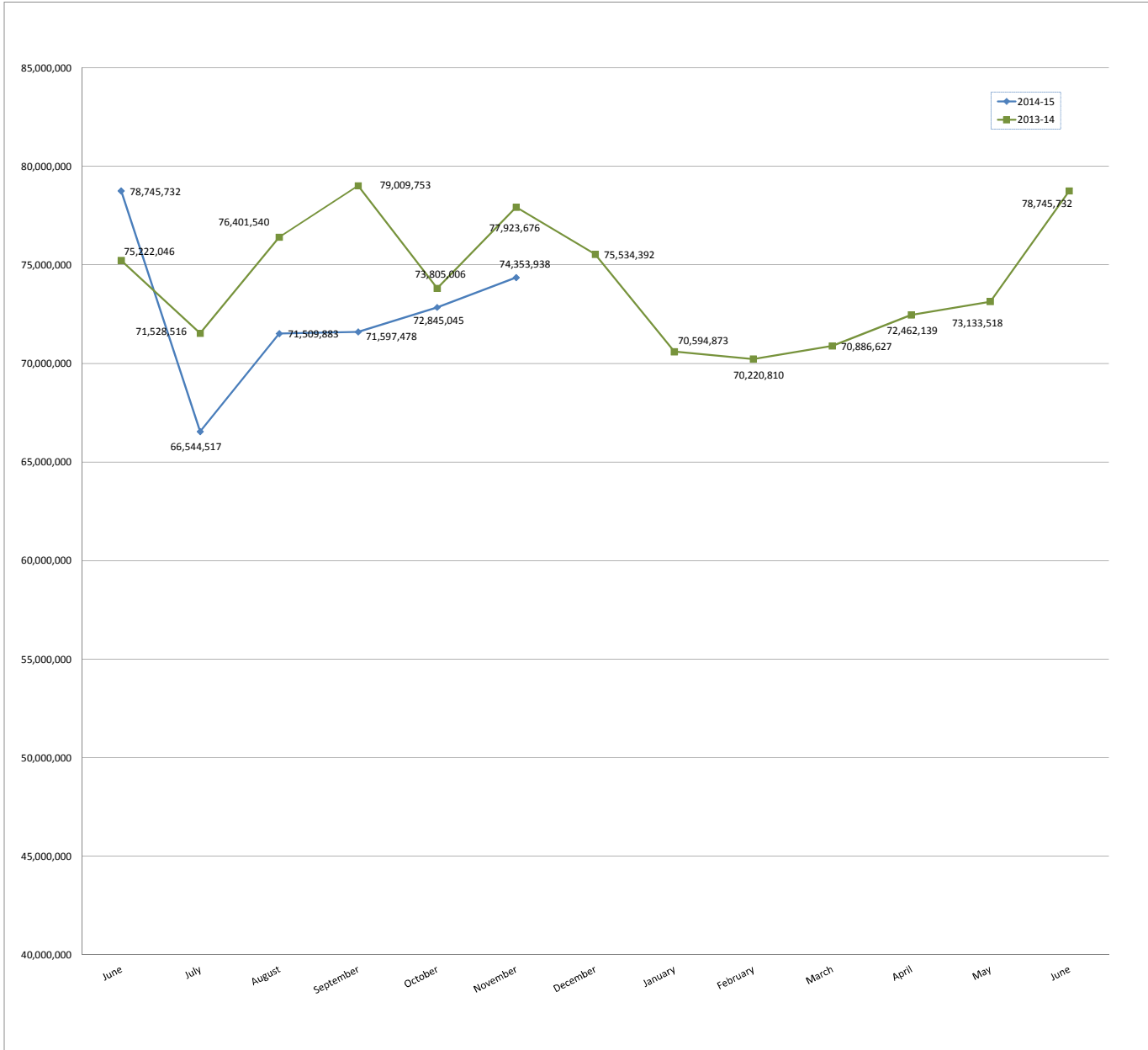
	<u>Year-to-Date Revenue</u>	<u>% of Revised Budget</u>	<u>Year-to-Date Expenditures</u>	<u>% of Revised Budget</u>
All Funds	\$ 47,710,427	30.28%	\$ 53,531,556	32.70%
General Fund	\$ 32,344,957	27.97%	\$ 37,625,436	31.28%

To assist the Board in monitoring monthly financial activity and to help identify budget-to-actual deviations, the following graphs have been developed for all funds and the general fund:

Cash and Investments by Month for Last year and Current year  
Revenues Year-to-Date for Last two years and Current year  
Expenditures Year-to-Date for Last two years and Current year

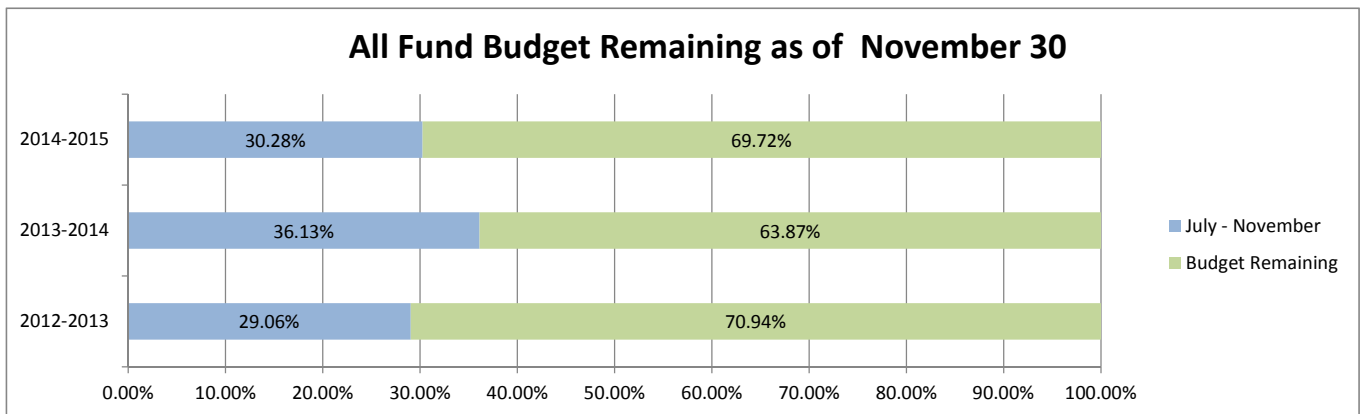
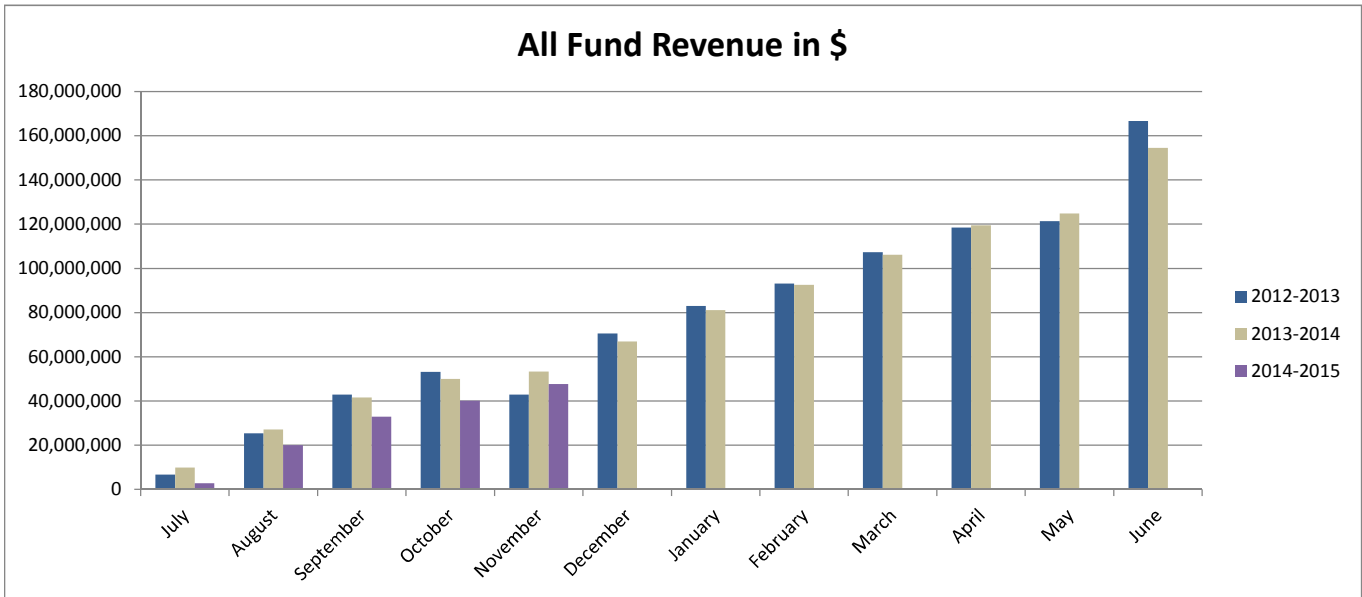
All of the reports and graphs show last year's actual figures, this year's budget and this year's activity to day. Additional detail is available upon request. I would be glad to answer any questions regarding these reports.

ALL FUNDS CASH AND INVESTMENTS  
2013-14 AND 2014-15



**REVENUE COMPARISON  
ALL FUNDS**

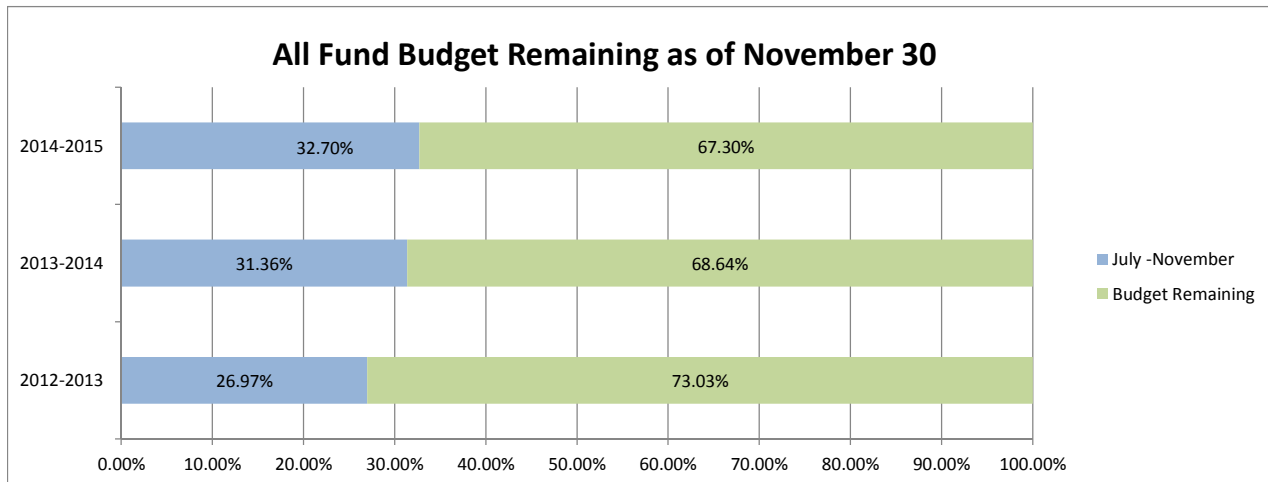
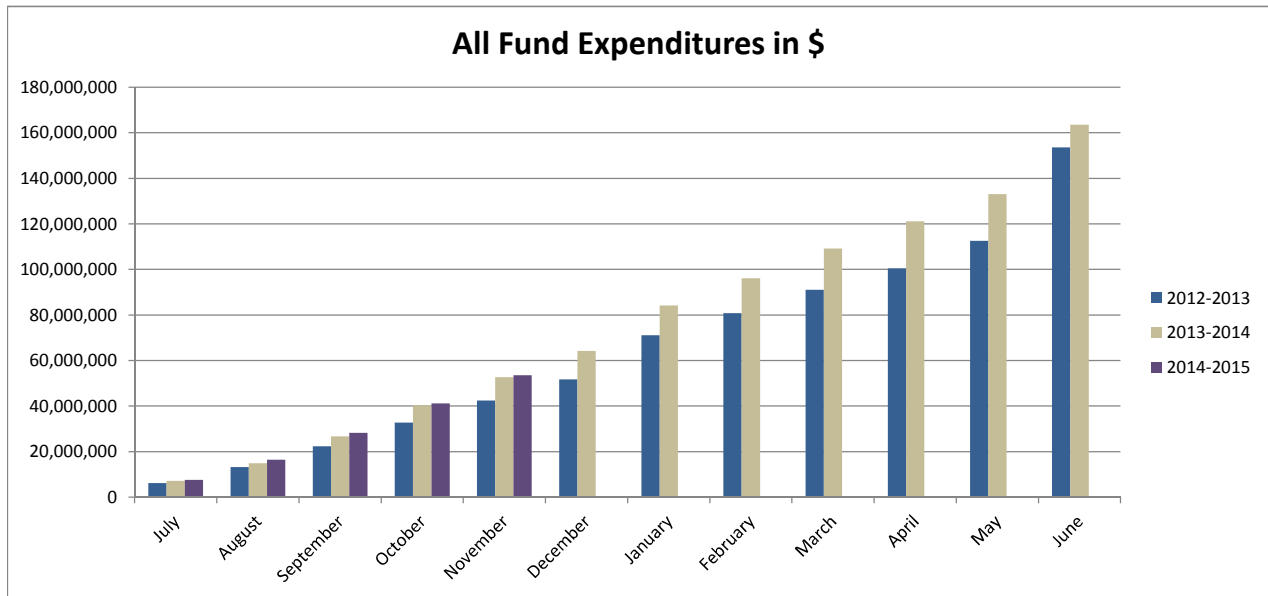
	2012-2013		2013-2014		2014-2015	
	\$	%	\$	%	\$	%
July	6,717,367	4.56%	9,962,088	6.76%	2,850,387	1.81%
August	25,348,903	17.19%	27,156,320	18.42%	20,097,761	12.75%
September	42,917,836	29.10%	41,620,021	28.23%	32,867,875	20.86%
October	53,192,279	36.07%	49,945,312	33.88%	40,162,882	25.49%
November	42,858,382	29.06%	53,270,705 **	36.13%	47,710,427 **	30.28%
December	70,557,852	47.84%	66,951,638	45.41%		0.00%
January	83,041,876	56.31%	81,044,548	54.97%		0.00%
February	93,179,691	63.18%	92,574,079	62.79%		0.00%
March	107,347,885	72.79%	106,129,747	71.99%		0.00%
April	118,511,244	80.36%	119,537,187	81.08%		0.00%
May	121,307,518	82.26%	124,812,839	84.66%		0.00%
June	166,612,030	112.98%	154,456,907	104.77%		0.00%
<b>BUDGET</b>	<b>147,471,770</b>	<b>100.00%</b>	<b>147,425,062</b>	<b>100.00%</b>	<b>157,578,910</b>	<b>100.00%</b>



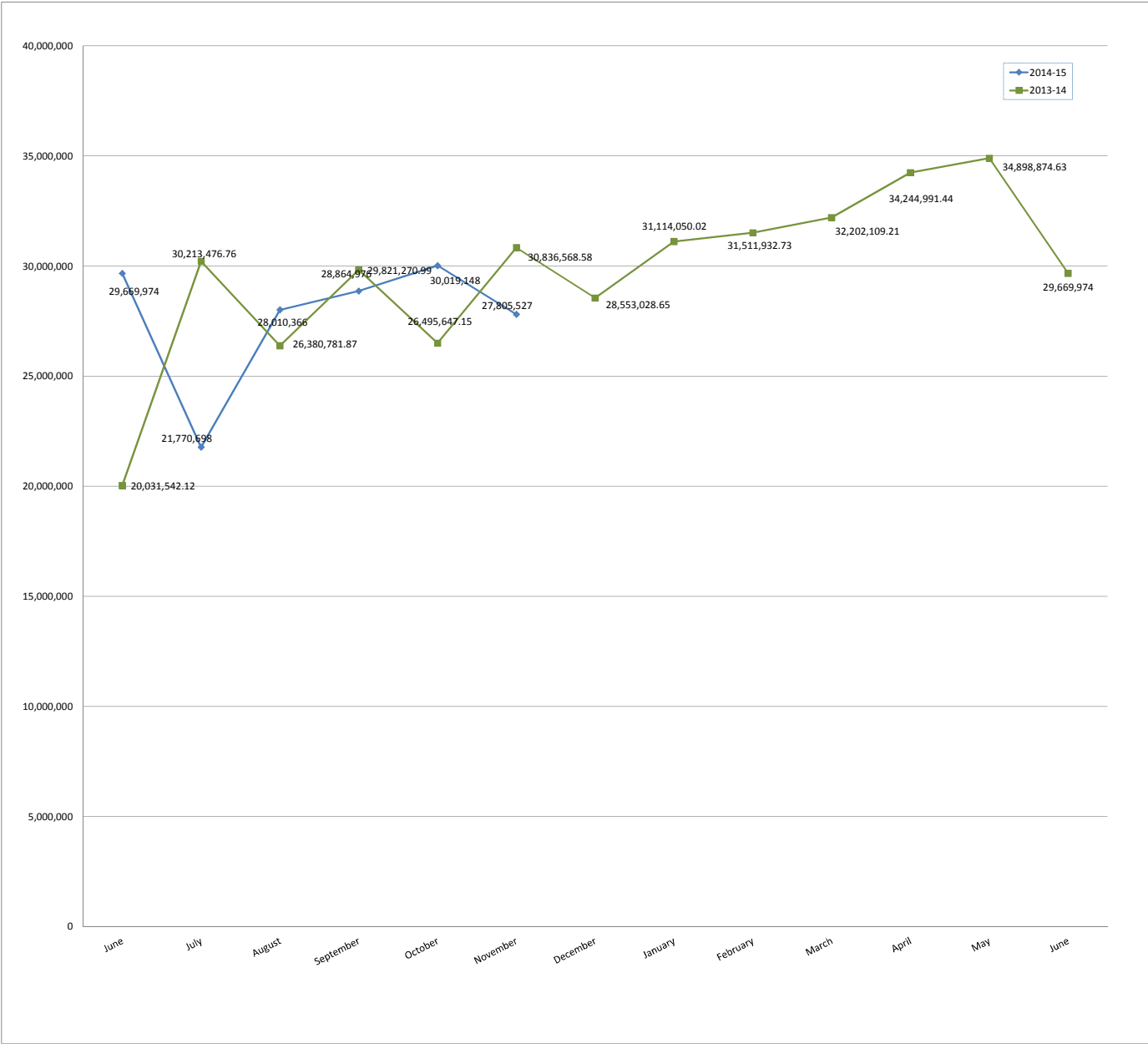
\*\* The year to year comparison will vary due to the timing of the reversal of prior year accruals.

**EXPENDITURE COMPARISON  
ALL FUNDS**

	2012-2013		2013-2014		2014-2015	
	\$	%	\$	%	\$	%
July	6,237,592	3.97%	7,158,138	4.26%	7,547,048	4.61%
August	13,194,220	8.39%	14,925,772	8.89%	16,483,027	10.07%
September	22,408,191	14.25%	26,723,106	15.92%	28,293,796	17.29%
October	32,775,109	20.84%	40,284,425	23.99%	41,129,759	25.13%
November	42,419,942	26.97%	52,655,277	31.36%	53,531,556	32.70%
December	51,677,418	32.86%	64,273,426	38.28%		0.00%
January	71,167,003	45.25%	84,162,075	50.12%		0.00%
February	80,797,834	51.38%	96,072,892	57.22%		0.00%
March	91,013,593	57.87%	109,116,145	64.98%		0.00%
April	100,500,565	63.91%	121,080,912	72.11%		0.00%
May	112,589,482	71.59%	133,051,690	79.24%		0.00%
June	153,627,737	97.69%	163,502,430	97.37%		
<b>BUDGET</b>	<b>157,261,314</b>	<b>100.00%</b>	<b>167,911,404</b>	<b>100.00%</b>	<b>163,689,736</b>	<b>100.00%</b>

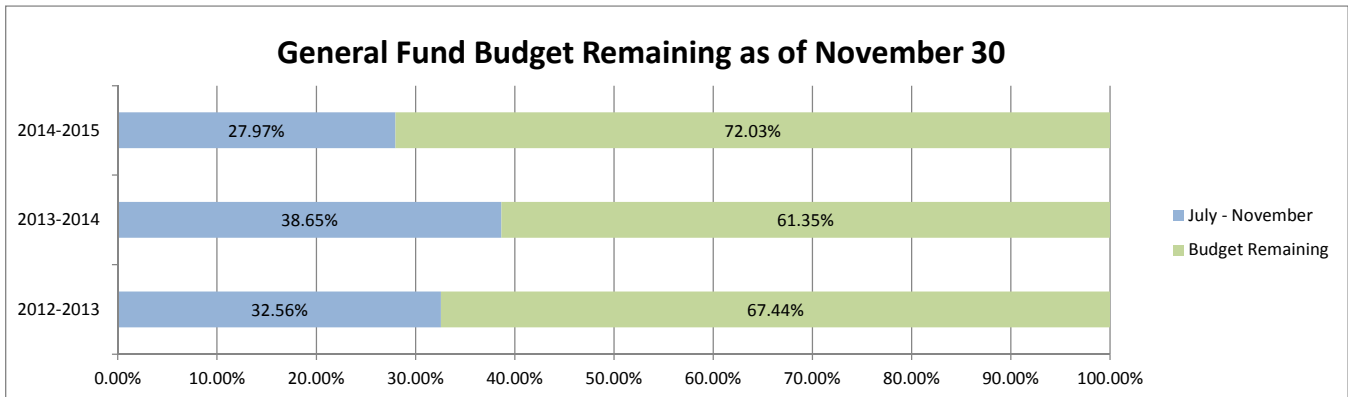
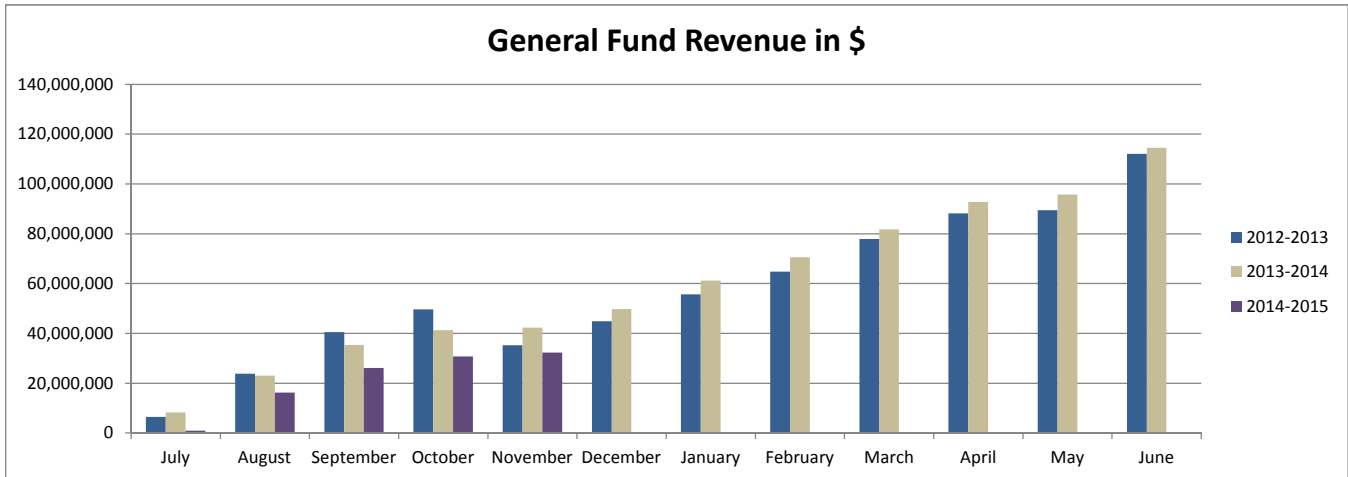


GENERAL FUND CASH AND INVESTMENTS  
2013-14 AND 2014-15



**REVENUE COMPARISON  
GENERAL FUND**

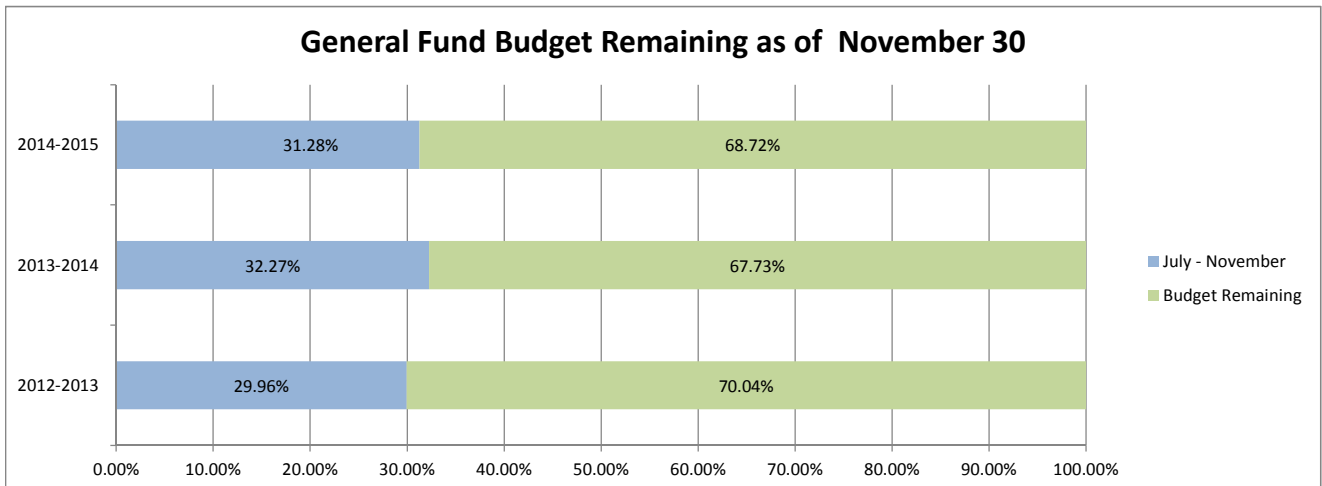
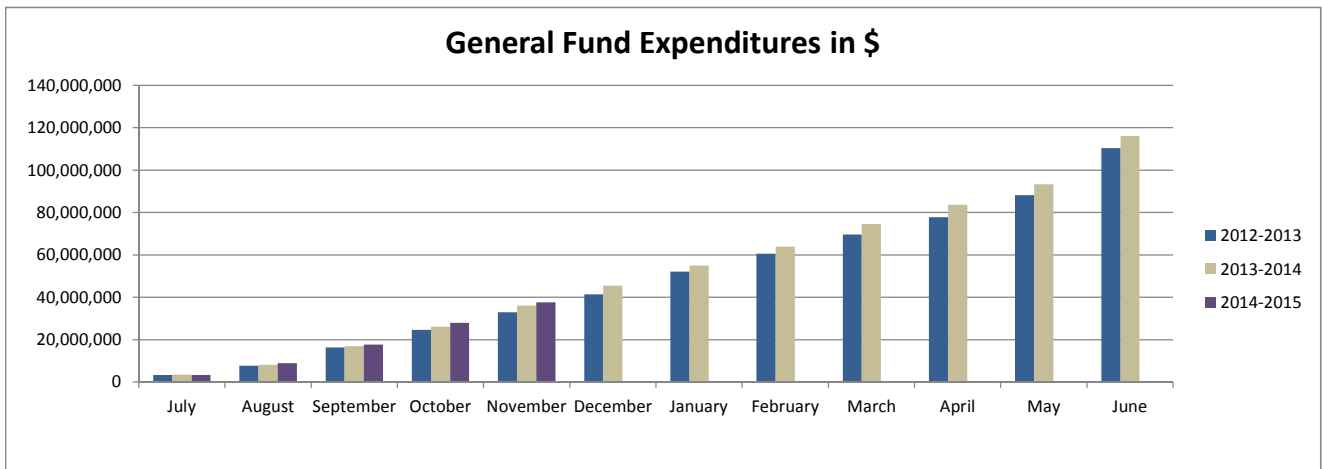
	2012-2013		2013-2014		2014-2015	
	\$	%	\$	%	\$	%
July	6,416,600	5.93%	8,213,239	7.50%	998,299	0.86%
August	23,874,618	22.06%	23,035,862	21.04%	16,255,179	14.05%
September	40,538,045	37.46%	35,369,620	32.30%	26,150,902	22.61%
October	49,597,402	45.83%	41,313,574	37.73%	30,774,320	26.61%
November	35,235,834	32.56%	42,329,912 **	38.65%	32,344,957 **	27.97%
December	44,832,554	41.43%	49,821,048	45.49%		0.00%
January	55,686,273	51.46%	61,240,048	55.92%		0.00%
February	64,825,144	59.90%	70,541,317	64.41%		0.00%
March	77,846,400	71.94%	81,730,478	74.63%		0.00%
April	88,163,261	81.47%	92,855,155	84.79%		0.00%
May	89,486,592	82.69%	95,758,464	87.44%		0.00%
June	112,117,128	103.61%	114,521,447	104.57%		
<b>BUDGET</b>	<b>108,215,137</b>	<b>100.00%</b>	<b>109,511,368</b>	<b>100.00%</b>	<b>115,657,087</b>	<b>100.00%</b>



\*\* The year to year comparison will vary due to the timing of the reversal of prior year accruals.

**EXPENDITURE COMPARISON  
GENERAL FUND**

	2012-2013		2013-2014		2014-2015	
	\$	%	\$	%	\$	%
July	3,291,612	2.99%	3,493,163	3.13%	3,337,696	2.77%
August	7,718,161	7.01%	8,175,160	7.32%	8,947,182	7.44%
September	16,257,842	14.78%	16,950,675	15.17%	17,645,205	14.67%
October	24,586,322	22.34%	26,176,565	23.43%	27,881,276	23.18%
November	32,970,837	29.96%	36,060,193	32.27%	37,625,436	31.28%
December	41,323,030	37.56%	45,489,506	40.71%		0.00%
January	52,038,938	47.29%	54,985,329	49.21%		0.00%
February	60,580,030	55.06%	63,905,214	57.19%		0.00%
March	69,662,177	63.31%	74,531,071	66.70%		0.00%
April	77,809,730	70.72%	83,716,830	74.93%		0.00%
May	88,121,623	80.09%	93,317,546	83.52%		0.00%
June	110,325,578	100.27%	116,061,352	103.87%		0.00%
<b>BUDGET</b>	<b>110,032,711</b>	<b>100.00%</b>	<b>111,732,524</b>	<b>100.00%</b>	<b>120,295,546</b>	<b>100.00%</b>





**Agenda III.B.6  
December 18, 2014**

**To: Members, Board of Education**

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

**Date: December 18, 2014**

**Re: Approve agreement between ISD 191 and the City of Burnsville,  
Television Studio**

**RECOMMENDATION:** That the Board of Education approves the agreement between ISD 191 and the City of Burnsville to continue operation of a shared television studio for an additional three years.

In 2008, the School District entered into a three-year agreement with the City of Burnsville to share video equipment and a television studio located within Burnsville High School for operation of Burnsville Community Television. The agreement expired on December 31, 2011, and the School and City staff recommended an updated/renewal of the agreement for an additional three-year term expiring December 31, 2014. We have worked with City of Burnsville staff to update a renewal of the agreement for an additional three-year term.

The updated Joint Powers Agreement maintains the joint relationship between the School District and City, in which the School District maintains the studio facility, office space and associated utilities and provides them to the City at no charge. In return, the City provides video/communications equipment that is shared with the School District at no charge.

The partnership is intended to promote the shared use of resources and educational opportunities for School District students, while providing a home for the City's television operation.

The City of Burnsville plans to have this agreement on December 16, 2014 consent agenda. I have attached a copy of the agreement for your review. Any questions or comments are invited.

I recommend approval of the agreement between ISD 191 and the City of Burnsville for an additional three years.

**Attachment: Agreement between ISD 191 and the City of Burnsville**

BUSINESS OFFICE • 100 River Ridge Court • Burnsville, MN 55337

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

## **AGREEMENT**

**THIS AGREEMENT**, dated this 16th day of December, 2014, is between **BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT 191** ("School District") and the **CITY OF BURNSVILLE**, a Minnesota municipal corporation ("City").

**WHEREAS**, the City requires a location for its communications equipment and staff for the production of programs in connection with Burnsville Television; and

**WHEREAS**, the School District has offered to provide studio and office space to the City for the production of programming for Burnsville Television;

**WHEREAS**, the City and the School District have agreed to partner in the sharing of the School District's studio space and equipment and the sharing of the City's communications equipment;

**WHEREAS**, the parties desire to promote a shared use of resources and educational opportunities for School District students in the use of the City's equipment.

**NOW, THEREFORE**, in consideration of the mutual undertakings herein, the parties agree as follows:

**1. TERM**

This Agreement shall commence on Jan. 1, 2015, and shall continue through Dec. 31, 2017, unless otherwise renewed by the parties through a written amendment of this Agreement or terminated as provided under this Agreement.

**2. SCHOOL DISTRICT AND CITY CONTRIBUTIONS**

A. The School District will provide a communications studio for the City's use for Burnsville Community Television broadcasting at Burnsville High School, together with adjoining office space for up to three City communications employees (the studio and office space shall collectively be referred to herein as the "Studio Facility"). Except for the City contributions in this section, the School District will provide and maintain the Studio Facility and the following utilities and services at no cost to the City: electricity, internet, heating, cooling, telephone, refuse disposal, cleaning and building maintenance services, parking for City employees and volunteers, use of restrooms.

B. The School District and the City shall share in the cost of maintaining and providing cable/fiber connections to the studio and the existing "live television feed" locations within the school campus. Any cable/fiber that is damaged by either entity or their contractors will be repaired at the sole cost of the initiating entity.

C. All work on the school district campus requiring on-site service by the Cable Franchise company must be requested through the City's Communications Coordinator as an official "local franchise authority" request. The City should be notified at least five (5) days in advance of needed service in order to process the request with the company in a timely manner.

D. The School District has made certain facility improvements to the Studio Facility as set forth in the attached Exhibit A (hereinafter "School District owned Studio Facility Improvements and Equipment"), the cost of such improvements was paid by the School District, and maintenance and upkeep of these improvements and equipment will remain the responsibility of the School District. During the term of this Agreement, the School District and the City will share the use of the Studio Facility and Equipment.

E. During the term of this Agreement, the School District and the City will also share in the use of Studio and Portable equipment housed within the Studio Facility. "City owned Communications Equipment" is set forth in attached Exhibit B. The City will be responsible for the repairs and maintenance of all "City owned Communications Equipment."

F. New equipment purchases will be outlined in a three year capital improvement plan (CIP) developed by the City and the School District and reflecting the responsibility for purchasing, maintenance and resulting ownership of new or replacement equipment. During the term of this agreement, the City and the School District shall meet each January and July to review capital improvements and purchases made by either the City or the School District and update Exhibit A and B as necessary.

G. The School District agrees to notify the City in writing at least five (5) days in advance of any planned disruption of service or operation of more than one (1) business day. This includes any building, construction or maintenance projects that directly impact the City's typical use of or access to the studio and cable television connections. Prior to execution of this agreement, City staff will provide to the School District accurate and current contact information (including phone and email) for City Staff who utilize the studio. School District staff will also provide access to appropriate City staff to the internal school communications web page. It will be the responsibility of City staff to connect with School staff to ensure access to the internal school website with calendar and notifications.

3. **CABLE CHANNEL UTILIZATION**

One cable television channel will be made available for exclusive use by the School District for the duration of this agreement. The use of this channel will remain uninterrupted barring regulatory changes at the state or federal level or Cable Franchise company decisions adversely affecting the City's control and usage of its cable operations.

4. **STUDIO FACILITY USE**

The City's use of the Studio Facility is subject to the following:

A. During the term of this agreement, the studio and all associated equipment will be managed by City staff. Use of the studio and its equipment by School District employees, students, non-staff volunteers or non-staff members of the public shall be coordinated and scheduled with City staff through the designated School District liaison. All facility and equipment users shall be trained and certified by City staff prior to utilizing the studio facility or associated equipment.

B. During the school year, City use shall occur between the hours of 6 a.m. and 11 p.m. Monday-Friday and 6:30 a.m. to 3 p.m. on Saturday unless notified otherwise seven (7) days in advance. This includes external door access, internal studio access and accessibility to elevators. During summer hours, City use shall occur between the hours of 6:30 a.m. and 10 p.m. Monday-Friday. Access required outside of these hours will be coordinated by the City in advance through the school's custodial office or facility use calendar.

C. City use shall comply with School District rules and policies in the use of the Studio Facility and any other School District property.

D. The School District shall provide City staff with a copy of their visitor policy at the time of execution of this agreement, and immediately upon any changes to the policy. Access to the studio by non-staff members of the public (certified volunteers, public access users, class takers, etc.) shall be allowed only via city staff member escort.

5. **RECORDS AVAILABILITY AND RETENTION**

Pursuant to Minn. Stat. §16C.05, Subd. 5, the School District agrees that the City, the State Auditor, or any of their duly authorized representatives at any time during normal business hours and as often as they may reasonably deem necessary, shall have access to and the right to examine, audit, excerpt, and transcribe any books, documents, papers, records, etc., which are pertinent to the accounting practices and procedures of the School District and involve transactions relating to this Agreement.

6. **DATA PRACTICES**

All data collected, created, received, maintained, or disseminated or used for any purposes in the course of this Agreement by each party is governed by the Minnesota Government Data Practices Act, Minnesota Statutes Chapter 13, as amended, the Minnesota Rules implementing such act now in force or as adopted, as well as federal regulations on data privacy.

7. **INDEMNIFICATION**

Each party agrees that it will be responsible for its own acts and the results thereof to the extent authorized by law and shall not be responsible for the acts of the other party and the results thereof. Each party's liability shall be governed by the

provisions of Minnesota Statute Chapter 466 and other applicable law as modified hereby.

**8. CITY EMPLOYEES**

City employees authorized to use the Studio Facility shall be City employees and shall not be considered employees of the School District for any purpose, including, but not limited to salaries, wages, other compensation or fringe benefits, workers compensation, unemployment compensation, PERA, Social Security, liability insurance, keeping of personnel records, termination of employment, individual contracts or other contractual rights. City employees will provide training on equipment and studio operations as well as guidance on District video operations to School District employees only when authorized by the School District Communications Office. All requests for training and use of the studio facility and equipment by School District staff and students should be coordinated with City staff via the School District Communications Office or Media teacher.

**9. INSURANCE**

The School District will provide and maintain during the term of this Agreement general liability and property insurance policies or coverage against claims for personal injury, death, or property damage occurring in connection with the use and occupancy of the Studio Facility and other areas authorized for use by the City. The City will provide and maintain during the term of this Agreement adequate insurance coverage for the equipment owned by the City included in the Studio Facility. The City shall provide a certificate of insurance to the School District showing their General Liability, Automobile, Workers' Compensation and Property coverage as it relates to the equipment and staff housed within the Studio Facility.

**10. SUBCONTRACTING**

Neither party shall enter into any subcontract for performance of any services contemplated under this Agreement without the prior approval of the other party and subject to such conditions and provisions as they may deem necessary.

**11. NONDISCRIMINATION**

During the performance of this Agreement, the parties agree to the following: No person shall, on the grounds of race, color, religion, age, sex, disability, marital status, public assistance status, creed or national origin be excluded from full employment rights in, participation in, be denied the benefits of or be otherwise subjected to discrimination under any and all applicable federal and state laws against discrimination.

**12. TERMINATION**

This Agreement may be terminated with or without cause, following 6 months written notice by any party. Upon termination, the capital assets contained in Exhibit "A" considered "School District owned Studio Facility Improvements and Equipment" will be retained by the School District. The capital assets contained in Exhibit "B" considered "City owned Communications Equipment" (unless otherwise noted) will be retained by the City. Capital purchases made after the

adoption of this agreement will be updated annually and reflected on Exhibits “A” and “B” as appropriate.

**13. SURRENDER OF POSSESSION**

The City agrees that at the expiration or cancellation of this Agreement, the City will yield up possession of the Studio Facility in as good of order and condition as when same were entered by the City, reasonable wear, tear and damage by the elements alone expected. Upon surrendering possession of the Property, the City agrees to remove all property belonging to the City, including the “City owned Communications Equipment” outlined in Exhibit “B”.

**14. NOTICES**

All notices, requests, demands, and other communications hereunder shall be in writing and shall be deemed given if personally delivered or mailed, certified mail, return receipt requested, to the following addresses:

If to City: City of Burnsville  
Heather Johnston  
City Manager  
100 Civic Center Parkway  
Burnsville, MN 55337

With Copy to: Burnsville City Attorney  
Campbell Knutson P.A.  
317 Eagandale Office Center  
1380 Corporate Center Curve  
Eagan, MN 55121

If to School District: Burnsville-Eagan-Savage School District 191  
Lisa Rider  
Executive Director of Business Services  
100 River Ridge Court  
Burnsville, MN 55337

**15. WAIVER OF DEFAULT**

Any waiver by either party of a default under the provisions of this Agreement by the other party will not operate or be construed as a waiver of a subsequent default.

**16. INVALIDITY OF PROVISIONS**

If any term or provision of this Agreement or any application hereof to any person or circumstance is to any extent found to be invalid or unenforceable, the remainder of this Agreement or the application of such term or provision to persons or circumstances other than those as to which it is held invalid or unenforceable will not be effected thereby and each term and provision of this Agreement will be valid and be enforced to the fullest extent permitted by law.

17. **ENTIRE AGREEMENT**

This instrument herein contains the entire and only agreement between the parties and no oral statements or representations or prior written matter not contained in this instrument will have any force and effect. This Agreement cannot be modified in any way except by writing executed by both parties.

18. **GOVERNING LAW**

This Agreement will be governed exclusively by the provisions hereof and by the laws of the State of Minnesota, as the same from time to time exists.

**IN WITNESS WHEREOF**, the parties have hereunto set their hands as of the day and year first above written.

Dated: \_\_\_\_\_

**CITY OF BURNSVILLE**

By: \_\_\_\_\_  
Mayor

By: \_\_\_\_\_  
City Manager

Dated: \_\_\_\_\_

**INDEPENDENT SCHOOL DISTRICT 191**

By: \_\_\_\_\_

Its \_\_\_\_\_

**EXHIBIT "A"**

**Description of School District owned Studio Improvements and Equipment  
(Full equipment inventory available upon request)**

<b>Studio Facility Construction Costs initial investment</b>		<b>\$248,019.96</b>	
<b>During Calendar 2009-2011, the city had contributed \$35,000 annually (\$105,000 in total) to share in this initial cost. No further contributions are required.</b>			
<b>Equipment purchased in the amount of \$71,295.46 during Calendar 2009-2010 was placed into the Diamondhead Education Center Studio not the Burnsville High School Studio Facility per consultation with the City.</b>			
<b>Studio Improvements and Equipment purchased during Calendar 2011 \$30,000 paid to the City covered the following:</b>			
	<b>Improved Studio Lighting at inception</b>	<b>14,851.67</b>	
	<b>Improved Studio Lighting 2011 purchase</b>	<b>15,148.33</b>	
2012	<b>BCTV I-Net Live Feed Repairs/Additions Vbrick System</b>	<b>2,917.00</b>	
2013	<b>7 Edit Desks</b>		Donated By City
		<b>\$280,936.96</b>	

**EXHIBIT "B"**

**Description of City owned Communication Equipment  
(Full equipment inventory available upon request)**

<b>Studio Equipment purchased in Calendar 2009-2011:</b>				
<b>BECT Equipment Value</b>			<b>\$</b>	<b>43,500.00</b>
<b>Broadcast Pix Switching Package</b>				<b>37,615.80</b>
<b>Editing Stations</b>				<b>4,085.34</b>
<b>Portable – Alpha Video</b>				<b>27,970.96</b>
<b>Portable – Full Compass</b>				<b>26,646.61</b>
<b>Installation/Integration</b>				<b>90,100.00</b>
<b>Additional Editing &amp; Workflow Improvements;</b>				
2011	<b>(3) Teleprompters, virtual sets, microphones</b>			
				<b>20,000.00</b>
	<b>Granicus license for District (Annual)</b>			<b>2,412.00</b>
2012	<b>Studio Pedastals</b>			<b>11,752.00</b>
	<b>Studio Live Feed</b>			<b>2,040.00</b>
	<b>Final Cut Pro for MacBook</b>			<b>1,319.00</b>
	<b>BCTV I-Net Live Feed Repairs/Additions</b>			<b>2,917.00</b>
	<b>SIRE Video Streaming - Provided to District at n</b>			<b>\$3,900</b>
2013	<b>Staff Camera Kit and Go-Pro Camera</b>			<b>\$4,750</b>
	<b>Tightrope Software Upgrade</b>			<b>\$2,600</b>
	<b>Reconfigure Edit Suites</b>			<b>\$6,000</b>
	<b>SIRE Video Streaming - Provided to District at n</b>			<b>\$3,900</b>
	<b>Voice Over Cart</b>			<b>\$2,000</b>
2014	<b>4 Updated Mac Editing Computers/Software</b>			<b>\$13,000</b>
	<b>Mobile Video Streaming Equipment</b>			<b>\$20,000</b>
	<b>SIRE Video Streaming - Provided to District at n</b>			<b>\$3,900</b>
	<b>External Hard Drives and SD Cards</b>			<b>\$900</b>
	<b>Photoshop Upgrade</b>			<b>\$600</b>
	<b>Go Pro Monitor</b>			<b>\$80</b>
	<b>Edit Room Speakers</b>			<b>\$190</b>
	<b>Light Kit Case</b>			<b>\$300</b>
	<b>New Studio Curtain</b>			<b>\$920</b>
	<b>Tripod Bags</b>			<b>\$151</b>
			<b>\$</b>	<b>333,549.71</b>



Agenda III.B.7  
December 18, 2014

**To:** Members, Board of Education  
**From:** Lisa K. Rider, Executive Director of Business Services  
**Date:** December 18, 2014  
**Re:** Extended Field Trip to England

**RECOMMENDATION:** That the Board of Education approves the field trip request for Eagle Ridge Junior High School ninth grade students to travel to England June 13-24, 2016 and allow an exception to the policy for the frequency of this trip.

Eagle Ridge Junior High has proposed an optional ninth grade summer trip to England June 13-24, 2016. This is an extension of their studies of William Shakespeare's writing and relevant British history.

IICA-regulation calls for approval of an extended field trip outside Continental U.S. prior to any contractual arrangements being made or any trip-specific fundraising occurs. Trips overseas require much more time for planning and organizing. Acknowledging many of the details are estimated at this time, we would look to bring this back to the board again for final approval as the dates are closer.

Estimated cost for the trip is \$4,220 per student with spending money additional and determined by individual.

Board Policy IICA states travel outside the continental U.S. requires board approval and should not occur more than once every two years for any particular group, class or organization. This trip has been made each year for many years with the exception of 2001(9/11). Once again, we request an exception to the frequency of travel stated in policy. This proposal is in compliance with Board Policy IICA in all other respects. I recommend the approval of this preliminary field trip request.

**TO:** Members, Board of Education  
Joe Gothard, Superintendent

**FROM:** Cynthia Amoroso, Assistant Superintendent

**DATE:** December 12, 2014

**RE:** 2015-16 High School Course Catalog

**RECOMMENDATION:** That the Board of Education approves the 2015-2016 Burnsville High School Course Catalog.

The BHS course catalog is presented to the Board of Education for approval each year prior to the course request process. The proposed course catalog includes academic policy and procedures and a listing of all courses available. Burnsville High School Principal Dave Helke will be present to speak to changes made in the registration guide and answer questions.

The major changes in the guide are new courses that either:

- 1) replace an existing course, or;
- 2) are a completely new offering.

# BURNSVILLE SENIOR HIGH



## **COURSE CATALOG** **2015—2016**

**INDEPENDENT SCHOOL DISTRICT 191  
BURNSVILLE—EAGAN—SAVAGE**

*Innovative Schools, Extraordinary Opportunities*

Revised 12/2/14



## **Mission Statement**

*Our Schools will*

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

## **District Core Values**

- **Expectations:** I will set a high bar for myself and others in learning, behavior, commitment to do one's best and service to others and community
- **Respect:** I will honor the uniqueness of myself and others
- **Integrity:** I will do the right thing...even when no one is looking
- **Partnership:** I will engage in relationships and action which empowers learning for ALL

## **Vision 2015**

ISD 191 will become the leading and preferred source of learning and education for its students and adult learners because we:

- Serve the unique needs of our students, families and communities first and foremost
- Provide relevant and engaging student learning and enrichment leading to college and career readiness for all
- Develop innovative, attractive and aligned academic programs, support services, and opportunities
- Invest and engage in real partnership across those with differing interests, talents, assets and opportunities aligned with district mission and core values
- Energize and leverage our community diversity in all forms as unique and valued assets for developing true real-world-ready learners and citizens
- Attract, value, retain and develop the very best employees in education and operations to serve our students and families

## SPECIAL MESSAGE TO STUDENTS AND PARENTS

To BHS Students and Parents:

This guide is a catalog of courses and programs being offered during the 2015-2016 school year at Burnsville High School. We have included course descriptions for both the courses you are required to take and for the electives that you can choose to take. Electives provide the opportunity to explore special fields of interest. They also make it possible to pursue specialized preparation for post-secondary opportunities, including entering the job market. There are many opportunities available to you and we encourage you to take the time and make an informed decision about the courses you want to register for.

These opportunities mean that students and their parents have more responsibility than ever before to carefully read the information in the guide, seek out answers to questions you may have, and create a plan of study. This plan of study should include the courses necessary to meet high school graduation requirements, prepare you for post-secondary experiences, and challenge you to stretch your academic abilities and/or try something new.

Carefully read the information on the next few pages before browsing through all of the course offerings. As you begin to create your plan of study, think about all the courses you would like to take during your remaining years in high school. Having an overall plan for all of your years in high school will help you focus on the appropriate courses to take. Again, as you make this plan remember to consider high school graduation requirements and preparation for post-secondary experiences.

It is very important that course requests for next year are made very carefully. We tally all course requests and make critical decisions regarding staffing, room availability, and resource allocations based on your requests. Please understand that 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.**

If you have questions about requesting courses or a specific program, contact your counselor. The names and phone numbers of the counselors, in addition to the students they serve by alphabet, are listed below.

Prepare today for an exciting future and best wishes on your journey through BHS!

Dave Helke  
Principal

### School Counselors:

A-Dek	Jeff Walsh	952-707-2147
Del-I	Kayla Gaulke	952-707-2144
J-Moh	Ashley Welke	952-707-2146
Moi-Sc	Veronica Marshall	952-707-2145
Se-Z	Jeff Limke	952-707-2148

***INDEPENDENT SCHOOL DISTRICT 191 DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, CREED, RELIGION, NATIONAL ORIGIN, GENDER, AGE, MARITAL STATUS, DISABILITY, STATUS WITH REGARD TO PUBLIC ASSISTANCE, VETERANS STATUS, OR SEXUAL ORIENTATION IN ADMISSION OR ACCESS TO, OR TREATMENT OR EMPLOYMENT IN, ITS PROGRAMS AND ACTIVITIES.***

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# COURSE DESCRIPTIONS

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Take time to become familiar with a sample course description prior to reading this guide.

- (1) The course number identifies a particular course.
- (2) The title indicates the general subject matter of the course; in addition, letters (**A**, **B**) indicate the sequence of a course if there is a continuation for more than one semester. A = Semester 1, B = Semester 2.
- (3) The semester in school when a course is offered: “**F**” for fall, “**S**” for spring.
- (4) The year in school when a student may register for a course is indicated by “**Open to \_\_\_\_.**”
- (5) “**Prerequisite:**” Indicates required successful completion of the course(s) named and other requirements that need to be met.
- (6) “**Note:**” Indicates exceptions to general registration guidelines. Additionally, this example shows the Senior Studies logo: 
- (7) Any description stating “**Note: This is a Sequential Course**” is listed with two course numbers, followed by “**A**” and “**B.**” Any student registered for a sequential course must successfully pass “**A**” in order to continue on to “**B**” during the second semester as the first semester is considered a prerequisite.
- (8) The description explains the general subject matter and study requirements of the aforementioned.

## Course Description Example:

- |     |             |  |     |              |     |   |
|-----|-------------|--|-----|--------------|-----|---|
| (1) | <b>3871</b> | <b>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE: A &amp; B</b> | (2) | <b>F (3)</b> | (6) |  |
|     | <b>3882</b> | <b>SENIOR STUDIES OPTION</b>                               |     |              |     |   |
- (4) Open to 12
- (5) **Prerequisite:** Biology or Honors Biology and concurrent enrollment in Chemistry or Honors Chemistry.
- (6) **Note:** Fulfills Senior Studies requirement
- (7) **Note:** This is a Sequential Course
- (8) AP Environmental Science will examine how the biosphere works and how humans are affecting it. The goal is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for solving or preventing them. 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.*

**GRADUATION REQUIREMENTS  
FOR THE CLASS OF  
2016, 2017 and 2018**

1. All students must pass the required state assessments for graduation for their graduation year.

2. **Grade 9 Courses.** Graduates must successfully complete the following courses:

<i>Geography 9</i>	<i>English 9</i>	<i>Math 9</i>	<i>Earth/Physical Science 9</i>
		Intermediate Algebra 1	

**Requirements not completed in Grade 9 must be completed before a student can qualify for a BHS diploma. Geography 9, English 9, Math 9 and Earth/Physical Science 9 are only available at the junior high schools or through the Area Learning Center.**

3. In addition to completing the requirements listed above, graduates must also earn a minimum of **32 semester credits** in grades 10-12, as set by the Independent School District 191 Board of Education. One of the 32 semester credits must be a **Senior Studies** course. The minimum credit requirements are as follows:

**Six (6) semester credits of Language Arts** *Refer to page 45 for specific requirements*  
 (2) Credits in English 10: Writing, Speaking and Literature  
 (2) Credits in English 11: British/World Literature and Composition  
 (2) Credits in English 12: American Literature/Media Literacy and Research (at BSC)

**Six (6) semester credits of Social Studies** *Refer to page 71 for specific requirements*  
 (2) Credits in World History  
 (2) Credits in American History  
 (2) Credits in Government and Economics (at BSC)

**Four (4) semester credits of Mathematics** *Refer to page 56 for specific requirements*  
*Requires minimum of Geometry and Algebra II*

**Four (4) semester credits of Science** *Refer to page 66 for specific requirements*  
*Requires minimum of Biology AB and Chemistry AB*


**Two (2) semester credits of Fine Arts\*\*** *Refer to page 36 for specific requirements*  
*(Up to 2 credits may be completed in gr. 9\*\*)*

**One (1) semester credit of Health** *Refer to page 62 for specific requirements*

**One (1) semester credit of Physical Ed.\*\*** *Refer to page 62 for specific requirements*  
*(May be completed in gr. 9\*\*)*

**Eight (8) semester credits of Electives\*\***

*\*\*Students who complete FA or PE requirements in junior high will increase number of electives required at BHS*

**Total of 32 credits - Must include at least one Senior Studies course during the SENIOR year.** 

*Refer to page 14 for list of courses*

# GRADUATION REQUIREMENTS

## Class of 2016, 2017 and 2018

### BHS GRADUATION REQUIREMENTS: CHECKLIST

#### Language Arts

- \_\_\_ Grade 9: Language Arts 9 (2 semesters)
- \_\_\_ Grade 10: Oral, Composition and Literature (2 credits)
- \_\_\_ Grade 11: World & British Literature & Composition (2 credits)
- \_\_\_ Grade 12: American Literature/Media Literacy and Research (2 credits)

#### Math

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

#### Health / Phy Ed

- \_\_\_ Grade 10-12: Health (1 credit)
- \_\_\_ Grade 9-12: Phy Ed (1 credit)  
Individual and Team Fitness

#### Electives

- \_\_\_ Grade 9: No Graduation Requirements
- \_\_\_ Grades 10-12: (8 credits)  
Additional credits needed if took ITF, and/or  
Fine Arts courses at junior high school

#### Social Studies

- \_\_\_ Grade 9: Social Studies 9/Human Geography (2 semesters)
- \_\_\_ Grade 10: World History (2 credits)
- \_\_\_ Grade 11: American History (2 credits)
- \_\_\_ Grade 12: Government & Economics (2 credits)

#### Science

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

#### Fine Arts

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

# REGISTRATION

## COURSE CANCELLATIONS

Courses may be cancelled because of low enrollment or staff shortages. 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.

## CREDITS AND FULL-TIME ENROLLMENT

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

## DATE OF ENROLLMENT

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

## PREREQUISITES

“Prerequisite” means a passing grade in the course(s) named. When “approval” is a prerequisite, a student must receive approval from a designated teacher in that department prior to registration. A parent may request an exception to a prerequisite. Such a request will be approved, if there is space available, and if the parent feels that a prerequisite is impeding progress toward a student’s educational goals.

## 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.

- a. Counselor will determine whether the applicant has met the necessary criteria. If so, the counselor will pass the information to the department coordinator.
- b. 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**

- a. 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.
- b. Obtaining credit for experience having no correlation with a course in the Registration Guide; e.g., credit for figure skating.
- c. Obtaining credit in Independent Study, since there are no standard-learner outcomes.
- d. Obtaining credit in a course provided exclusively to students with an Individual Education Plan.

### **REPETITION**

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

### **SCHEDULE CHANGE**

A schedule change must be made through a counselor. Reasons for making a change are as follows:

1. Failing a prerequisite
2. Not taking a prerequisite
3. Previously completing the course
4. Inappropriately placed in a course

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

### **TIPS FOR PARENTS**

1. Review progress, credits, and state GRAD test results.
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.

# **HONORS/ENRICHED COURSES**

## **Academic Letter**

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 ten credits per year. Students may earn one academic letter during their time at BHS.

## **Advanced Placement**

Nationwide, over 90 percent of the colleges that most Advanced Placement candidates have attended give credit and/or advanced placement to students whose Advanced Placement Examination grades are considered acceptable. Social Studies and Mathematics offer courses that prepare students to take Advanced Placement Examinations in these areas. Examinations are also offered in numerous other curricular areas. Examinations are ordered in April and are administered in May. A student who is interested should see a counselor. Students may take advanced placement courses without sitting for the examinations.

## **College-in-the-Schools**

In cooperation with the University of Minnesota, students may gain college credit for satisfactory completion of:

<b>CIS COURSE</b>	<b>POTENTIAL U OF M CREDIT</b>
CIS Advanced Placement American History	6 Credits
CIS Advanced Placement Government	4 Credits
CIS Advanced Placement Economics (Microeconomics)	3 Credits
CIS Sociology	4 Credits
CIS American Literature	4 Credits
CIS University Writing and Critical Reading	4 Credits
CIS Advanced Placement Calculus AB	4 Credits
CIS Public Speaking	4 Credits
CIS Spanish 5	10 Credits

## **Commencement Participation**

Participation in the graduation ceremony is a privilege reserved for students who have earned a minimum of 30 of the 32 credits required for graduation on or before **June 10, 2016**. An assessment of all students and their progress toward meeting all graduation requirements as defined above will be done on or before **May 13, 2016**. Seniors who are not meeting the requirements as defined above will be informed they will not be allowed to participate in the ceremony. All credit recovery courses and credits earned through online learning sites must be completed and the credit information received by the BHS Guidance Office by **May 13, 2016**. 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,

1. A violation of school policy
2. A violation of school district policy
3. An outstanding detention
4. Delinquent parking fines
5. Delinquent activity or athletic fees, failure to return school property such as, but not limited to, books, tools, supplies, instruments, and/or athletic equipment
6. 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**

1. 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.
2. A senior opting to remain in school all year must register for five or more courses each semester. A student ceases attending high school once he/she receives a diploma.

### **Dual-Ranking System**

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

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

	<b>End of SEMESTER ONE</b>	<b>End of SEMESTER TWO</b>
<b>Sophomore Year</b>	2 honors courses	4 honors courses
<b>Junior Year</b>	7 honors courses	10 honors courses
<b>Senior Year</b>	12 honors courses	14 honors courses

Eligible Courses:

LANGUAGE ARTS	SOCIAL STUDIES	MATH	SCIENCE	WORLD LANGUAGE	CTE
Hon. Lang. Arts 10	AP World History	Hon. Algebra II	Hon. Biology	CIS Spanish 5	AP Computer Science
AP Literature and Composition	CIS /AP Am. History	Hon. Pre-Calculus	Hon. Chemistry	CIS French 5	
Hon. Media Literacy and Research	CIS/AP Am. Government	CIS/AP Calculus AB	Hon. Physics		
Honors Am. Literature	CIS/AP Microeconomics	AP Calculus BC	Hon. Chemical Analysis		
CIS Writing and Critical Reading	AP Psychology	AP Statistics	AP Environmental Science		
CIS Public Speaking	CIS Sociology		AP Chemistry		
CIS Am. Literature					

**Early Graduation**

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

**Graduating with Distinction or High Distinction**

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

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

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

**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.**

Grade equivalents are:

A	4.000	B-	2.700	D+	1.300
A-	3.700	C+	2.300	D	1.000
B+	3.300	C	2.000	D-	.700
B	3.000	C-	1.700	F	.000

### **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.

### **NCAA Eligibility**

#### **Core courses**

- NCAA Division I currently requires 16 core courses. NCAA Division II will require 16 core courses for students enrolling on or after **August 1, 2013**.
- Beginning **August 1, 2016**, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (seven of the 10 core courses must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the seventh semester and cannot be retaken for grade improvement.
  - Beginning **August 1, 2016**, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement. However, the student-athlete would not be able to compete.

#### **Grade-Point Average**

- Only courses that appear on your high school’s List of NCAA Courses will be used in the calculation of your core GPA.
- Currently, Division I uses a Sliding Scale to match test scores and core GPAs. The Sliding Scale can be found on page 10 of the Guide for the College-Bound Student-Athlete found at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).
- Division I GPA required to be eligible for competition on or after August 1, 2016, is 2.300.
- Division I GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000.
- Division II core GPA requirement is a minimum of 2.000.
- Division II GPA required to be eligible for competition on or after August 1, 2018 is 2.200.
- Division II GPA required to receive athletics aid and practice on or after August 1, 2018 is 2.000.

#### **Test Scores**

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA).
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections.

The writing section of the SAT is not used.

- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.

To view the Division I Sliding Scale, visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and enter as an NCAA College-Bound Student-Athlete. Then, click the “Resources” tab, then “U.S. Students” and finally, “Eligibility Quick Reference Sheet.”

### For a Complete List of NCAA Courses

Visit [www.eligibilitycenter.org](http://www.eligibilitycenter.org) and enter the site as an NCAA College-Bound Student-Athlete. Navigate to the “Resources” tab, click “U.S. Students” and then “List of NCAA Courses.” Follow the prompts to search for your high school’s list by name.

<b>DIVISION I</b> <b>16 Core-Course Rule</b> <b><u>16 Core Courses:</u></b>	<b>DIVISION II</b> <b>*16 Core-Course Rule</b> <b><u>16 Core Courses:</u></b>
4 years of English. 3 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 1 year of additional English, mathematics of natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)	3 years of English. 2 years of mathematics (Algebra I or higher). 2 years of natural/physical science (1 year of lab if offered by high school). 3 years of additional English, mathematics or natural/physical science. 2 years of social science. 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

\*For students enrolling on or after August 1, 2013.

### **Valedictorian and Salutatorian**

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

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

# **POST-SECONDARY EDUCATION**

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## **Post-Secondary Enrollment Options Act**

The Post-Secondary Enrollment Options Act (PSEO) enables qualified high school pupils to enroll in nonsectarian courses or programs in eligible post-secondary institutions at no cost to the pupil. The specific purposes of this Act are to:

1. Promote rigorous educational pursuits; and
2. Provide a wider variety of options for students.

Students may participate in a post-secondary program under this Act on either a full-time or part-time basis. Any student planning on participating in this program must first consult with a counselor to receive approval prior to enrolling in the college course. Students and their parents/guardian should consider the following before participating in the program:

1. Burnsville Senior High School will accept credit for college courses from participating PSEO colleges. Administration will determine how credit will apply toward graduation requirements.
2. PSEO students are responsible to complete all BHS course requirements and any state graduation tests for graduation.
3. PSEO grades given by the college will apply to the student's GPA and class rank.
4. PSEO courses are not included in the Dual-Ranking System for Honors/AP/CIS courses.
5. Students may still be eligible to graduate with Distinction, as Valedictorian, or with other honors.
6. Students interested in PSEO are required to attend a mandatory information night held in February (for the following fall) before participating.

It is important to note that each college sets their own standards and admission requirements necessary for students to succeed at their school. BHS does NOT determine whether a student is admitted to a school—that is determined by the college. In addition to academic preparation and background, there may be other factors considered in an admissions decision, such as activities, leadership potential, and work experience. This is particularly true at more selective schools. All students are strongly advised to visit the Career Center to research specific requirements for admission to their school(s) of choice. Remember that not all PSEO credits will transfer to colleges outside the state of Minnesota or private colleges. Students who participate in PSEO are held to a higher level of commitment in coursework and behavior.

# GRADES

## DISPUTING A SEMESTER GRADE

Teachers will inform students of the criteria for earning specific grades at the beginning of each semester. A student who feels that he/she has met those requirements has a right to dispute a semester grade in the following manner and should meet with her/his teacher to review the criteria and the rationale for the grade in question. The student and parent may also request a conference with the teacher and an administrator to review the criteria used to determine the semester grade; however, it should be understood that the teacher determines the semester grade for each student.

## FINAL EXAMINATION

A final examination or activity is conducted at the end of each semester in each course so that a student can demonstrate achievement. Students cannot receive credit for a course without completing the final examination or activity. Final exams are not given early unless approved by administration due to extenuating circumstances. Students with excused absences during final exams must make arrangements with the teacher(s) to make up the final exam(s). A grade of "F" is automatically recorded for students who have not completed the final examination. Graduating seniors with a grade of "A-" or above are exempt from semester two (2) finals.

## GRADE REPORTING

### Final Grades

A student is issued a grade at the end of each semester for each course. Grade reports are mailed to parents.

### Mid-Semester Progress Grades

A student is given a mid-semester progress report after the completion of the first quarter of each semester. Parents and students are encouraged to have an active SchoolView account to monitor course grades and check with teachers at any time during a semester to assess progress.

### Grade Alerts

Any student who is receiving a D+ or lower in a course at the six week and twelve week mark of a semester will receive a grade alert. A copy of the grade alert is also mailed home.

## PASS/FAIL OPTION

Students who elect to take the pass/fail option for a credit must complete the "Pass/Fail Option Approval form" available in the Guidance Office. Students who elect to take the pass/fail option for a credit course will not be eligible to graduate with distinction or to receive other academic achievement honors, including membership in the National Honor Society. Students cannot elect to take the pass/fail option for Advanced Placement (AP) and/or College-in-the-Schools (CIS) courses. A pass grade will not affect your GPA; a fail grade will affect your GPA. Students must have parent, teacher, and administrative approval to apply for the pass/fail status. Students must apply for this option within the first ten days of the semester.

## **TRANSCRIPT REQUEST SERVICE**

All transcript requests for currently enrolled students are handled through Naviance. There is a \$5 fee for each transcript request and the transcripts can either be sent electronically or mailed as a paper copy. There is a link on the BHS website to log into your Naviance account for more information. Emily Wood, Registrar, or any of our school counselors are available during the school year for assistance with this process.

## **TRANSFERRING OF NON-PUBLIC SCHOOL CREDITS**

To ensure the accurate, appropriate transfer of credits from non-public schools to any one of the senior high school programs in the Burnsville-Eagan-Savage School District, the following information is required:

1. A detailed transcript of the senior high school courses completed, the grade received, the grade level of the student when they enrolled in the course and the length of the course term,
2. To provide further clarification, the district may also require a course description, course outline and/or a course syllabus,
3. The results of a Nationally Norm-Referenced Achievement Test administered during the past three years.

The district reserves the right to administer criterion assessment(s) for a student when the district questions the difficulty level of a specific course, the amount of time required to complete the course, or in cases where there are no test results available as stated in #3.

## **TRANSFERRING TO ANOTHER SCHOOL OR WITHDRAWAL FROM SCHOOL**

A student transferring to another school or withdrawing must check out through the Guidance Office. The student will be asked to complete a withdrawal form and return all school materials or pay replacement costs. The student's educational records will be sent to the new school upon request from that school, the student, and/or parent. Call the Registrar for assistance at (952) 707-2138.

## **WITHDRAWAL GRADES**

1. A student who withdraws from school prior to the end of a semester receives grades and credits as follows:
  - a. A student who withdraws with ten school days or less remaining in the semester is given grades and credits earned for the entire semester, providing all work and the final exam have been completed. These grades become part of the student's permanent record. This withdrawal must have the approval of administration before credit will be awarded.
  - b. A student who withdraws with eleven or more school days remaining in the semester will be given withdrawal grades on the appropriate date. Those grades will become part of the student's permanent record. No credits will be earned without administrative approval.
  - c. A student who withdraws before attending fifteen days receives neither grades nor credits. The permanent record will indicate date of withdrawal.
2. A student may be removed from a course by an administrator if it is determined significant and repeated violations of district behavior guidelines have occurred. The student is placed in a supervised study hall. Students removed from a course receive a failing grade and may not add another course.

# SENIOR STUDIES COURSES

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ISD 191 is committed to ensuring each student partnership in a community service that involves connection with the community. Therefore, all seniors are required to complete one of the following senior studies courses:

## CTE

7131/SC7131	Money Management
7161/7162	Advanced Marketing/DECA A and B
7163/7164	DECA Seminar A and B
SC7180	Starting Your Own Business
7240	Computer Applications with Senior Studies Option
8100/SC8100	Social and Family Living - Personal Discovery
8112/SC8112	Social and Family Living – Relationships
8120/SC8120	Career Investigations
7758	Advanced Auto/Vehicle Services

## Fine Arts

5110	Senior Artist
5150	Senior Artist: Ceramics
5521/5522	Symphonic Band (must take both semesters)
5531/5532	Concert Band (must take both semesters)
5561/5562	Jazz Ensemble (must take both semesters)
5631/5632	Freestyle (must take both semesters)

## Language Arts

SC0800	Creative Writing
SC0830	Visual Literacy
SC0840	CIS/University Writing and Critical Reading

## Physical Education/Health

4710	First Aid and CPR
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## Science

3871/3882	AP Environmental Science with Senior Studies Option
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## Social Studies

SC1581	CIS/AP Government
SC1592	CIS Microeconomics
SC1594	CIS/AP Macroeconomics
1610	Public Affairs
1620/SC1620	Psychology
1640	CIS Sociology

## World Languages

6161	CIS French 5A
6561	CIS Spanish 5A

## Academic Enrichment Opportunities

District 917	Dakota County Secondary Technical College --- All courses
PSEO program	Post-Secondary Enrollment Options --- Select college courses may qualify. Prior approval required.



# CAREER AND TECHNICAL EDUCATION (CTE)

**Requirements:** Courses in this department are not required for graduation, but may be used to meet the elective requirements. These courses are offered to provide the students the opportunity to investigate areas of interest and obtain skills to assist them in future career or life choices.

Courses in CTE are a helpful way for students to learn to conduct their personal affairs as consumers, to explore career possibilities, and to obtain a solid background for a business major in college.

Students who enter the job market immediately after high school may acquire entry-level skills by taking a concentration of CTE courses. Other students may rely on skill and knowledge obtained in CTE classes to get jobs while pursuing further education, or upon completion of that education.

Special note: Multimedia Animation may be used for an Art credit.

## BUSINESS (CTE)

MARKETING	BUSINESS
Introduction to Business & Marketing Sports & Entertainment Marketing Advanced Marketing A & B – Senior Studies DECA Seminar A & B – Senior Studies	Keyboarding Accounting College Accounting Money Management Money Management – Senior Studies Starting Your Own Business Starting Your Own Business – Senior Studies Independent Study – Business

### **7010 KEYBOARDING**

Open to 10, 11, 12

Keyboarding is designed to enable students to develop the proper touch-typing techniques on a computer and to improve skills in keyboarding simple problems and personal work. This course is strongly recommended for students because of the frequent use of computers in daily life. Efficient keyboarding will save you time on high school and college projects. You will be using Word, PowerPoint, Publisher and other technology throughout the course. *Microsoft Office Certification will be available for all students who wish to take the certification test. Articulated college credit available for those students who complete this course with a B or better, and transcript from participating college.*

### 7130 MONEY MANAGEMENT

Open to 10, 11, 12

**Prerequisite:** None

Money Management is designed to help students with budgeting, understanding banking systems, aspects of buying/renting property, preparing personal income-tax forms, various types of investments, and more. Life-long skills will be embedded into the course work. Computer software is used throughout the course.

### 7131 MONEY MANAGEMENT—SENIOR STUDIES OPTION



SC7131 Open to 12

**Note:** Fulfills Senior Studies requirement

Money Management is designed to help students with budgeting, understanding banking systems, aspects of buying/renting property, preparing personal income-tax forms, various types of investments, and more. Life-long skills will be embedded into the course work. Computer software is used throughout the course. *There will be a senior study required project as part of the course.*

### 7151 INTRODUCTION TO BUSINESS AND MARKETING

Open to 10, 11, 12

**Prerequisite:** None

This course is designed to provide students with an introduction to business and marketing concepts. Students will examine the foundations and functions of business including marketing, finance, and management. Through this course students will learn how to successfully market both themselves and the companies they will one day own or work for. This course will serve as a background for other business courses the students may take in high school and college. *Students are encouraged to participate in DECA, an internationally recognized organization, to enhance course content. Articulated college credit available for those students who complete this course with a B or better, and transcript from participating college.*

### 7160 SPORTS AND ENTERTAINMENT MARKETING

Open to 10, 11, 12

**Prerequisite:** None

This is a one-semester course designed for juniors and seniors. The objective of the course is to introduce students to the fundamentals of marketing through the sports and entertainment industries. The course will allow students to hear knowledgeable speakers, produce individual and group projects, discuss current marketing strategies, create advertising, and produce a marketing plan. *Articulated college credit available for those students who complete this course with a B or better, and transcript from participating college.*

### 7161 ADVANCED MARKETING/DECA A and B



7162 Open to 11, 12

**Prerequisite:** Must have taken either Introduction to Business and Marketing, Starting Your Own Business, Sports and Entertainment Marketing, Personal and Business Law or Accounting

**Note:** Fulfills Senior Studies requirement

This course is designed for those interested in developing skills and competencies needed for careers in marketing, merchandising, and management. Over the course of two semesters, students will work "hands on" with advertising, sales promotion and leadership projects. This class is geared to meet the needs of students who plan on continuing their education in business at the college level, as well as those who wish to enter the job market upon completion of high school. Registering for both semester courses is recommended. *Students are encouraged to participate in DECA, an internationally recognized organization, to enhance course content. Articulated college credit available for those students who complete this course with a B or better, and transcript from participating college.*

**7163 DECA SEMINAR A and B**



**7164** Open to 11, 12

**Prerequisite:** Must have participated in DECA Club for a minimum of one year.

**Note:** Fulfills Senior Studies requirement

This course is designed for DECA Chapter members to develop a better understanding of community involvement. Students will implement a community service project to: demonstrate their understanding of the role of community service within their community, plan and conduct a project to benefit a community service or charity, evaluate the project's effectiveness in meeting the stated goals. The student will design and organize the project with the DECA chapter assisting with implementation. *Students are encouraged to participate in DECA, an internationally recognized organization, to enhance course content.*

**7180 STARTING YOUR OWN BUSINESS**

Open to 10, 11, 12

This course is designed for students to be introduced to important elements and steps involved in starting a small business. Students will evaluate and quantify modified risk versus reward analysis, as well as appropriately test and protect business ideas. Students will practice how to formulate a cash flow projection and determine cash needs as well as develop a business plan. Students will be involved in aspects of starting, running, and closing a small business. Students will be introduced to speakers who have started their own business and will utilize simulation software for a retail business. *Articulated college credit available for those students who complete this course with a B or better, and transcript from participating college.*

**SC7180 STARTING YOUR OWN BUSINESS – SENIOR STUDIES OPTION** 

Open to 12

**Note:** Fulfills Senior Studies requirement

This course is designed for students to be introduced to important elements and steps involved in starting a small business. Students will evaluate and quantify modified risk versus reward analysis, as well as appropriately test and protect business ideas. Students will practice how to formulate a cash flow projection and determine cash needs as well as develop a modified business plan. Students will be involved in aspects of starting, running, and closing a small business. Students will be introduced to speakers who have started their own business and will utilize simulation software for a retail business. (There will be a senior study required project as part of the course.) *Articulated college credit available for those students who complete this course with a B or better, and transcript from participating college.*

## **7200 ACCOUNTING**

**Open to 10, 11, 12**

**Prerequisite:** None

Accounting covers 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. Computerized accounting is introduced. *Tech Prep college credit agreements with several colleges for students who take both Accounting and College Accounting and achieve a B grade or higher, and transcript from participating college.*

## **7210 COLLEGE ACCOUNTING**

Open to 11, 12

**Note:** Previous accounting experience preferred

College Accounting covers special journals, payroll records, uncollectible accounts, depreciation, promissory notes, and computerized accounting activities. The course ends with a business simulation incorporating principles from both Accounting and College Accounting. *Tech Prep college credit agreements with several colleges for students who achieve a B grade or higher, and transcript from participating college.*

## **7490 INDEPENDENT STUDY - BUSINESS EDUCATION**

Open to 10, 11, 12

**Prerequisite:** Approval

**Note:** *Independent Study may only be taken with a supervising teacher's approval. It must be an avenue of study not presently available in the curriculum.*

## **COMPUTER SCIENCE (CTE)**

**Requirements:** Courses in this department are not required for graduation, but may be used to meet the elective requirements. These courses are offered to provide the students the opportunity to investigate areas of interest and obtain skills to assist them in future career or life choices.

There are a number of courses at BHS that use computers and computer software on a daily basis to solve problems. These courses stress either APPLICATIONS or PROGRAMMING.

Applications courses use software that gives students problem-solving experiences at doing tasks that are similar to those encountered in business and industry. Some of these topics are Electronic Spreadsheets, Database Management, Computer Aided Drafting, Telecommunications, etc.

Programming courses use languages such as BASIC, C++, and Assembly to give students opportunities to use various languages to develop and learn programming strategies and techniques, as well as the syntax associated with each of these languages.

The following chart shows the courses offered at BHS in each of these categories:

APPLICATIONS	PROGRAMMING
Computer Applications Computer Applications – Senior Studies Multimedia Animation Interactive Design and Application Development Independent Study - Computers	Introduction to Computer Programming Advanced Computer Programming Mobile Computer Science Principles Advanced Placement Computer Science A Advanced Placement Computer Science B Independent Study - Computers

**THE COURSE DESCRIPTIONS FOR THE PROGRAMMING COURSES ARE AS FOLLOWS:**

**2500 INTRODUCTION TO COMPUTER PROGRAMMING USING VISUAL BASIC.NET**

Open to 10, 11, 12

This course is an overview of some basic computer programming. We begin with an overview of the history of computers, which includes the evolution of both hardware and software until present day. We then briefly cover the hardware and operating systems of modern computers, including DOS and Windows. After this foundation, we begin exploring the capabilities of Visual Basic.Net. Topics include: the Visual Studio design environment; working with objects in the event-driven interface; and basic program structures that lie underneath these objects in Visual Basic such as variables, decision statements (IF.Then), and loops (For.Next). Expect at least one self-directed project.

**2510 ADVANCED COMPUTER PROGRAMMING USING VISUAL BASIC.NET**

Open to 10, 11, 12

This course will revisit many of the topics introduced in Math 2500, with the goal being a more in-depth understanding of the concepts covered. This course begins with the Visual Studio.Net design environment, and cover 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). It also explores VBA, and looks into uses for VB macros in Word and Excel. Expect at least one self-directed project.

**2570 MOBILE CS PRINCIPLES**

Open to 10, 11, 12

**Prerequisite:** Highly recommended: Completion of Algebra I and II

Students will learn computer science by building socially useful mobile apps. App Inventor for Android is a new open source programming language for Android smart phones. App Inventor is a visual language that enables novice programmers to create powerful mobile applications that interact with the web and with other phones. In this course, students will learn how to access the

world of mobile services and applications as creators, not just consumers. They will learn to create entertaining and socially useful apps that can be shared with friends and family. In addition to learning to program and how to become better problem solvers, students will also explore the exciting world of computer science from the perspective of mobile computing and its increasingly important effect on society.

**2551 ADVANCED PLACEMENT COMPUTER SCIENCE AB: A & B**

**2562** Open to 11, 12

Advanced Placement (AP) Computer Science is intended for students planning on taking the AP Computer Science Exam. The AP Computer Science Course is intended to serve both as an introductory course for future computer science majors at the university level, and as a course for people who will major in other disciplines that require significant involvement with computing. Topics include program design, programming techniques and implementation, program analysis and error handling, data structures, algorithms, and the study of modern computer hardware and operating systems. A major portion of the second semester will be devoted to the AP Computer Science Case Study in preparation for the exam. Successful completion of AP Computer Science A and the AP Computer Science A examination may lead to college credit and/or advanced placement at the college level.

**2980 INDEPENDENT STUDY - COMPUTERS**

Open to 11, 12

**Note:** *Independent Study may only be taken with a supervising teacher's approval. It must be an avenue of study not presently available in the curriculum.*

**THE COURSE DESCRIPTIONS FOR THE APPLICATIONS COURSES ARE AS FOLLOWS:**

**7070 MULTIMEDIA ANIMATION**

Open to 10, 11, 12

**Note:** Credit may be used to satisfy the fine arts requirement.

This course is an introduction to the study and creation of multimedia, using various software programs. Students will learn both the aesthetic and technical aspects of multimedia design and production. Students will be introduced to web and video production using such software as 3D Studio Max, Premiere, Dreamweaver, Flash, Photoshop and more. *Articulated college credit available for those students who complete this course with a B or better.*

**7230 COMPUTER APPLICATIONS**

Open to 10, 11, 12

Are you prepared for the computer application skills you need for college and the world beyond BHS? Students will learn practical and useful applications using the Microsoft Office Professional software package. "Hands-on" activities will include: Word Processing, Database, Spreadsheet, Internet and creation of a basic web page. *Microsoft Office Certification will be available for all students who wish to take the certification test. Articulated college credit available for those students who complete this course with a B or better, and transcript from participating college.*

## 7240 COMPUTER APPLICATIONS– SENIOR STUDIES OPTION



Open to 12

**Note:** Fulfills Senior Studies requirement

Are you prepared for the computer application skills you will need for college and the world beyond BHS? Students will learn practical and useful applications using the Microsoft Office Professional software package. “Hands-on” activities will include: Word Processing, Database, Spreadsheet, Internet and creation of a basic web page. This course will include a community connection project that will show students how businesses use computer applications for everyday business operations. (Same course as 7230, but adds a community connection for our Senior Studies.) *Microsoft Office Certification will be available for all students who wish to take the certification test. Articulated college credit available for those students who complete this course with a B or better, and transcript from participating college.*

## 7541 INTERACTIVE DESIGN AND APPLICATION DEVELOPMENT

Open to 10, 11, 12

The course is designed for students to work with industry's digital design software to build user-friendly and engaging websites, render motion graphics, and create interactive media application projects.

## FAMILY AND CONSUMER SCIENCES (CTE)

Requirements: Courses in this department may be used to meet elective requirements. Fashion Design and Housing and Interior Design fulfill a fine arts credit. Family and Consumer Sciences (FACS) courses provide students the opportunity to investigate future careers and life choices.

FACS strives to empower individuals to develop the knowledge, attitudes and skills needed to be contributing and self-managing members of society. Our unique focus is to deal critically and creatively with family-related concerns now and in the future.

### **Areas of Interest:**

Career Planning  
Clothing  
Food & Nutrition  
  
Housing  
Living on Your Own/Consumerism  
Parenting  
Relationships

### **Course Recommendations:**

Career Investigation  
Fashion Design, Sewing/Creative Stitchery  
Foods, Cooking in the Fast Lane,  
International Cuisines  
Housing and Interior Design  
Life Management  
Child Development, Preschool Lab  
Social and Family Living - Personal  
Discovery, Social and Family Living -  
Relationships

## **8000 LIFE MANAGEMENT**

Open to 10, 11, 12

**Prerequisite:** None

Life Management will help students develop personal qualities needed to succeed in life both now and in the future. Students will be provided with opportunities to develop practical skills needed to meet the challenges of their daily lives with confidence. The course topics will include personal growth, time and money management skills, wellness and food selection, clothing selection and care, housing choices, and transportation options. *Students will be preparing food in class.*

## **8010 SEWING/CREATIVE STITCHERY**

Open to 10, 11, 12

**Prerequisite:** None

**Note:** May be taken twice for credit.

Sewing/Creative Stitchery includes the study of textiles, fabrics, clothing care, sewing equipment, pattern selection, and clothing construction. Experienced students learn more advanced sewing including pattern alterations, fashion design, and sewing shortcuts. All students apply design elements to special interest needle and textile projects. Students who wish to take projects home will be asked to contribute to cost.

## **8020 FASHION DESIGN**

Open to 10, 11, 12

**Prerequisite:** None

**Note:** Credit may be used to satisfy a fine arts requirement.

Fashion Design focuses on the individual and how clothes and fashion are an important part of your life in that they can help you look your best and help you feel good about yourself. This class will explore the history of fashion, elements and principles of design as they apply to fashion, current trends in fashion, and the application of class units to express a personal artistic statement that reflects creative choices. Application of the elements and principles of design will be used to create portfolios of fashion designs. Class projects will include wardrobe planning, fashion sketching and design, basic sewing applications with the creation of fashion accessories, clothing refurbishing and repair, and the presentation of learned skills and projects in the production of a fashion show. Students who wish to take projects home will be asked to contribute to the cost.

## **8030 CULINARY ARTS**

Open to 10, 11, 12

**Prerequisite:** None

This class will focus on the culinary art of cooking, baking, and food preparation. Areas of study include: baking and pastry, garde manger, meat, poultry, dairy, fruit, vegetables, and cuisines of the world. Learning opportunities are related to career opportunities, healthful food choices, and meal planning. Students design their own restaurants as a capstone project. Food is prepared in class; tasting and sampling food is an important aspect of this class.

### **8040 COOKING IN THE FAST LANE**

Open to 10, 11, 12

**Prerequisite:** None

Cooking in the Fast Lane is designed to introduce students to survival cooking skills that will be beneficial both now and when they are living on their own. The class will focus on short-cut, convenience cooking methods. Areas of study include: simple and delicious meals, desserts and snacks, meal planning for real life, smart shopping, and easy celebration ideas. Labs may include such favorites as: picnics, cupcakes, cookies, milk shakes, stir-fry, pizza, salads, muffins, regional USA foods, and a chili contest. Students will be preparing food in class. Tasting and sampling of food is an important aspect of this class.

### **8080 INTERNATIONAL CUISINES**

Open to 10, 11, 12

**Prerequisite:** Instructor Approval

Discover the world through food. International Cuisines will focus on how foods are used in particular nations. Students will learn how recipes and their ingredients link cultures. The class will concentrate on food customs, habits and methods of preparation. Students will be preparing food in class. Tasting and sampling of food is an important aspect of this class.

### **8050 CHILD DEVELOPMENT**

Open to 10, 11, 12

**Prerequisite:** None

Child Development will provide students with a comprehensive overview from birth to pre-school age children. Focus for the course will include building strong families, pregnancy and childbirth, the developing brain, discipline, communication and self-esteem through ages and stages. Each area of study will have an emphasis on understanding self and children. This course includes caring for a flour baby and the weekend care of a computerized Baby Care simulation. *Articulated college credit may be available for those 11th and 12th grade students who complete both this course with a grade of "B" or higher.*

### **8068 PRESCHOOL LAB**

Open to 10, 11, 12

**Prerequisite:** Child Development

**Note:** This is a two-credit course that meets two periods daily.

Preschool Lab applies child development principles in a simulated nursery school setting. Students work in teams and are responsible for teaching preschool age children. During the semester students will develop skills in lesson planning, teaching, jobbing, observing and contracting on a rotating basis. Through teaching, students will acquire an appreciation and understanding of the developmental stages that young children go through. During the teaching rotations students will gain experiences in laboratory set-up of learning centers and develop age appropriate, concept specific, curriculum in art, music, stories, math, and science.

## **8070 HOUSING AND INTERIOR DESIGN**

Open to 10, 11, 12

**Prerequisite:** None

**Note:** Credit may be used to satisfy the fine arts requirement.

Housing and Interior Design focuses on individual and family needs in residential housing. This class will explore housing alternatives, architectural styles, elements and principles of design, furniture styles, home construction and creating interior backgrounds using wall, floor and window treatments. 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.

## **8100 SOCIAL AND FAMILY LIVING - PERSONAL DISCOVERY**

**SC8100** Open to 12

**Prerequisite:** None

**Note:** Fulfills Senior Studies requirement.



The Social and Family Living - Personal Discovery course is designed to empower seniors to make wise decisions. This course promotes skills in discovering, maintaining and strengthening self and interpersonal relationships. Class discussions and group activities focus on decision-making in real-life issues, managing emotions, communication, conflict resolution, healthy risk-taking and future life plans. Other topics include forming personal choices in friendships, dating and community involvement.

## **8112 SOCIAL AND FAMILY LIVING - RELATIONSHIPS**

**SC8112** Open to 12

**Prerequisite:** None

**Note:** Fulfills Senior Studies requirement.



This senior level course includes advanced studies in family and social relationships with an emphasis on choices made by individuals, families, communities, and society. This course promotes critical thinking through discussion and group activities. Topics include: marriage, divorce and families throughout the life cycle. Students will complete projects such as those involving: planning a wedding, a marriage experience, and a family crisis.

## **8120 CAREER INVESTIGATION—SENIOR STUDIES OPTION**

**SC8120** Open to 12

**Prerequisite:** None

**Note:** Fulfills Senior Studies requirement.



Career investigation will provide students an opportunity to develop a personal portfolio of career investigation, which will include interest inventories, abilities, values, goals, and experiences. Areas of study will encompass the 16 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. An off-site job shadow experience includes interviewing and a worksite visit. These class experiences will help students understand the importance of making good post-secondary career choices based on the research they conduct. *Articulated college credit is available for those students who complete this course with a grade of “B” or higher.*

### **8130 CAREER INVESTIGATION**

Open to 10, 11, 12

**Prerequisite:** None

**Note:** Seniors needing a Senior Studies class should take course SC8120/8120.

**Note:** Students may not take both course 8120 and 8130 for credit.

Career investigation will provide students an opportunity to develop a personal portfolio of career investigation, which will include interest inventories, abilities, values, goals, and experiences. Areas of study will encompass the 16 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. An off-site job shadow experience includes interviewing and a worksite visit. These class experiences will help students understand the importance of making good post-secondary career choices based on the research they conduct. *Articulated college credit is available for those students who complete this course with a grade of "B" or higher.*

### **8490 INDEPENDENT STUDY - FAMILY AND CONSUMER SCIENCES**

Open to 10, 11, 12

**Prerequisite:** Instructor Approval

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

It must be an avenue of study not presently available in the curriculum.

## **TECHNOLOGY EDUCATION (CTE)**

**Requirements:** Courses in this department are not required for graduation. However, the courses in this department are offered to provide the students the opportunity to investigate areas of interest and obtain skills to assist them in future career or life choices.

Technology Education provides knowledge and experience in the fields of communications, power and energy, production and servicing, including such principles as application of mechanisms and high technology. It includes opportunity for students interested in vocational, a vocation, hobby, cultural and consumer aspects of American industry.

### **Recommendations:**

Communications	Digital Photography
Power & Energy	Construction, Engine Technology
Manufacturing	Engine Technology, Woodworking, Construction
Transportation	Engine Technology, Welding/Automotive Bodywork and Refinishing, Consumer Auto, Advanced Auto/Vehicle Services
Engineering	Introduction to Engineering Design Principles of Engineering Civil Engineering and Architecture

**7501 PLTW INTRODUCTION TO ENGINEERING DESIGN™ A & B****7512 Open to 10, 11, 12**

**Note:** Students will receive a supplies list the first day of class.

**Note:** If enrollment permits, classes may be set up gender specific.

**Note:** This is a full year course.

Introduction to Engineering Design™ (IED) is a high school level course that is appropriate for 10th grade students who are interested in design and engineering. The major focus of the IED course is to expose students to design process, research and analysis, teamwork, communication methods, global and human impacts, engineering standards, and technical documentation. IED gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem based (APPB) learning. Used in combination with a teaming approach, APPB-learning challenges students to continually hone their interpersonal skills, creative abilities and understanding of the design process. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

The course assumes no previous knowledge, but students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. In addition, students use a state of the 3D solid modeling design software package to help them design solutions to solve proposed problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges that increase in difficulty throughout the course. Students will also learn how to document their work, and communicate their solutions to their peers and members of the professional community.

Introduction to Engineering Design™ is one of four courses in the Project Lead the Way high school pre-engineering program at BHS. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology. Students who meet specific requirements may earn up to three credits through Hennepin Technical College, various state colleges and universities such as the University of Minnesota.

The course of study includes: Design Processes – Modeling – Sketching – Measurement, Statistics, and Applied Geometry – Presentation Design and Delivery – Engineering Drawing Standards – CAD Solid Modeling – Reverse Engineering – Consumer Product Design Innovation – Marketing – Graphic Design – Engineering Ethics – Virtual Design Teams.

**7510 PLTW PRINCIPLES OF ENGINEERING A & B****7520 Open to 10, 11, 12**

**Note:** This is a full year course.

This course is part of the Project Lead the Way curriculum. Students are immersed in rigorous engineering problems through project-based, hands-on experiences to teach them the key elements and skills of engineering processes and technology systems. Students will cover physics concepts such as simple machines, thermodynamics, fluid systems, electrical systems, force, properties of metals and motion. They will also explore ways science, math, and technology help people. Students who meet specific requirements may earn up to four credits through Hennepin Technical College, various state colleges and universities such as the University of Minnesota.

## **7530 PLTW CIVIL ENGINEERING AND ARCHITECTURE™ A & B**

**7531** Open to 10, 11, 12

**Note:** This is a full year course.

Ever think about building a house, a store, a restaurant, and wondered how to go about it? Then Civil Engineering and Architecture™ is the course for you. The major focus of the course is a long-term project that involves the development of a local property site. As you learn about various aspects of civil engineering and architecture, you will apply what you learn to the design and development of this property. There is flexibility for you and your teacher in developing the property as a simulation or as a real-world experience that civil engineers and architects experience when developing property. The course covers the following:

- The Roles of Civil Engineers and Architects
- Project Planning
- Site Planning
- Building Design
- Project Documentation and Presentation

In addition, you will use Rivet, which is a state of the art 3D design software package from AutoDesk, to help you design solutions to solve your major course project. Working in teams, you will learn about documenting your project, solving problems, and communication your solutions to other students and members of the professional community of civil engineering and architecture.

CEA is intended to serve as a specialization course within the Project Lead the Way sequence. Students who meet specific requirements may earn up to three credits through various colleges and universities such as the University of Minnesota.

## **7560 WOODWORKING A**

Open to 10, 11, 12

**Note:** Students will receive a supplies list the first day of class.

Woodworking A activities will include technical reading and writing, use of specific equipment, and the planning and procedures for completion of assignments. There are several assignments that will require the use of a variety of wood materials and assembly techniques. The students will demonstrate the concepts learned through the research and development involved in the completion of these assignments. *Students are responsible for materials needed for take-home projects. Articulated college credit available from Hennepin Technical College-South.*

## **7630 DIGITAL PHOTOGRAPHY AND MANIPULATION**

Open to 10, 11, 12

**Note:** Credit may be used to satisfy the Fine Arts requirement.

Digital Photography and Manipulation includes the study of cameras (types, accessories and handling), Photographic Composition as well as Digital Manipulation (image enhancements and repairs through special techniques) with Adobe Cs5 or higher, Picasa and Piknik. Students will

also study printing and presentation techniques (contact printing, enlarging and displaying) while using PowerPoint and Windows Movie Maker. To complete the required projects, students are encouraged to provide their own cameras. *Students may be responsible for materials needed for take-home projects.*

#### **7640 ADVANCED DIGITAL PHOTOGRAPHY AND MANIPULATION**

Open to 10, 11, 12

**Prerequisite:** Digital Photography and Manipulation

**Note:** Credit may be used to satisfy the Fine Arts requirement.

Advanced Digital Photography and Manipulation continues where digital Photography and Manipulation leaves off with a more in-depth study of Photographic Composition of Portrait/People and Nature photography with an emphasis on Controlled Lighting and Flash Photography. Students will also study Advanced Digital Manipulation and Facial Repair (image enhancements) with Adobe Cs5 or higher. Students will perform verbal presentations, printing, enlarging and displaying as well as creating presentation with PowerPoint and Windows Movie Maker. To complete the required projects, students are encouraged to provide their own cameras. *Students may be responsible for materials needed for take-home projects.*

#### **7700 ENGINE TECHNOLOGY**

Open to 10, 11, 12

**Prerequisite:** None

Engine Technology covers the operating theory of basic 2-and 4-cycle engines, including carburetion, ignition, and compression systems. This course is divided between the classroom and lab. In the lab students will actually disassemble, inspect, recondition and reassemble a 4-stroke engine and make it run.

#### **7748 WELDING/AUTO-BODYWORK AND REFINISHING**

**S**

Open to 10, 11, 12

**Note:** This is a two-credit course that meets two periods daily.

**Note:** May be taken twice for credit.

Welding/Auto-body provides experience with oxyacetylene, arc, MIG and TIG welding equipment, along with brazing sheet metal for auto-body repair. Students may design and fabricate projects of their own choosing. Auto-Bodywork and Refinishing provides experience in proper technique to correct damage due to collision and rust. Paint finishing and inspection is on car bodies and panels. Students may work on personal projects with instructor approval. *Students are responsible for materials needed for take-home projects. Articulated college credit available from Dakota County Technical College for those students who complete this course with a B or better.*

#### **7750 INTRODUCTION TO CONSUMER AUTO**

Open to 10, 11, 12

**Prerequisite:** None

Consumer Auto class begins with a unit on consumer knowledge: to include buying, leasing, insuring, and maintaining a vehicle. Students will then disassemble an automobile and study the components and systems. While students will learn basic maintenance and repairs, emphasis is

placed on how the car and its systems function. Students may choose to continue in the Automotive Vehicle Services class in which they build on this knowledge and learn how to complete more complex repairs.

### **7758 ADVANCED AUTO/VEHICLE SERVICES**

F 

Open to 11, 12

**Prerequisite:** Introduction to Consumer Auto

**Note:** Enrollment is limited. Priority for entrance to class will be given to students earning a “C” or above in Introduction to Consumer Auto.

**Note:** This is a two-credit course that meets two periods daily.

**Note:** Fulfills Senior Studies requirement with an additional project.

**Note:** Dual enrollment with Hennepin Technical College (2 college credits)

Advanced Auto/Vehicle Services continues where the Basic Consumer Auto class left off. In the basic course focus was on how the car works. In the Advanced Auto/Vehicle Services class the focus is on how to work on the car. In this class we will learn vehicle inspection, maintenance and repairs. We will cover everything from basic services to advanced diagnosis and repair.

### **7808 CONSTRUCTION TRADES PROGRAM**

Open to 10, 11, 12

**Note:** This is a two-credit course that meets two periods daily.

**Note:** Dual enrollment with Hennepin Technical College (5 college credits)

The Construction Trades Program (CTP) is a hands-on project-based course where you will be working in the classroom and in the lab. You will learn construction techniques in a “hands-on” environment. Students will learn framing, sheeting, siding, roofing, window and door installation, plumbing and electrical. The class projects will include building a garden shed.

### **7990 INDEPENDENT STUDY - TECHNICAL EDUCATION**

Open to 10, 11, 12

**Prerequisite:** Approval

**Note:** *Independent Study may only be taken with a supervising teacher’s approval. It must be an avenue of study not presently available in the curriculum.*



# ENGLISH LANGUAGE LEARNERS (ELL)

## ELL Placement and Course Offerings

The ELL (English Language Learners) Program provides sequential instruction in English to meet the varied needs of students whose first language is not English. Classes in reading and writing are offered at various levels. The goal of the program is to develop the student's cognitive academic language proficiency so that the student may successfully participate in mainstream content-area classes. Progress in reading and writing is continually monitored, documented, and used as a guide for placement in mainstream classes.

Entering 1	Beginning 2	Developing 3	Expanding 4	Bridging 5
Students enrolled in Level 1.	Students enrolled in Level 2.	Students enrolled as Level 3.	Students enrolled as Level 4.	Students are not enrolled in an ESL course.
No skills or very minimal skills in English. Student requires social and emotional support in adjusting to the high school. Reading with comprehension is at a basic level.	General use of language related to content areas. Use of short phrases and short sentences. Oral and written language with phonological, syntactic, and/or semantic errors impedes communication.	General and specific use of content language. Expanded sentence use in oral and written communication. Oral and written language errors may impede with communication, but meaning is often retained.	Specific and technical use of language in content areas. A variety of sentence lengths of varying complexity in oral and written language. Oral and written language contains minimal errors that do not impede meaning.	Oral and written language is approaching comparability to that of English-proficient peers. Students are monitored and required to take the ACCESS test at year end.

### ENTRY

- Language Evaluation**

  1. Educational History
  2. Basic Interpersonal Communication Skill (BICS)
  3. Cognitive Academic Language Proficiency (CALP)
  4. Score on the ACCESS or W-APT

Placement in ELL classes is based on language evaluation and students' progress toward completing state and district requirements for graduation.

**0201 ELL ENTERING READING, LEVEL 1: A & B**

**0212** Open 10, 11, 12

**Prerequisite:** Approval

**Note:** This course is restricted to students whose first language is not English.

Level 1 covers basic vocabulary development necessary for speaking, following directions, and reading. Beginning phonics is introduced. Activities and assignments emphasize active student involvement and include introductory reading activities. Language skills of listening and speaking are emphasized. Development of vocabulary is emphasized through use of context and theme-based units.

**0221 ELL BEGINNING READING, LEVEL 2: A & B**

**0232** Open to 10, 11, 12

**Prerequisite:** Approval

**Note:** This course is restricted to students whose first language is not English.

Level 2 continues development of basic vocabulary. A beginning dictionary and the parts of speech are introduced. Basic summarizing and questioning are introduced and applied to appropriate grade-level books. Emphasis is on basic oral and written comprehension. Development of vocabulary is emphasized through use of context. General themes include: identity, cooperation, relationship, community, and traditions.

**0241 ELL DEVELOPING READING, LEVEL 3: A & B**

**0252** Open to 10, 11, 12

**Prerequisite:** Approval

**Note:** This course is restricted to students whose first language is not English.

Level 3 extends vocabulary development with the introduction of multiple meanings and parts of speech. Use of the dictionary is continued. Emphasis is on comprehension beyond the literal level. Development of vocabulary is emphasized through use of context. Literary terms are introduced through grade-level appropriate readings. General themes include: communication, belonging, dreams and decisions, continuity and change, and challenges.

**0301 ELL ENTERING WRITING, LEVEL 1: A & B**

**0312** Open to 10, 11, 12

**Prerequisite:** Approval

**Note:** This course is restricted to students whose first language is not English.

Level 1 Writing is for students who are new to the country and have studied little English. The emphasis of this class is communicative skills. Basic grammar and the present and past tense are taught along with the oral and listening skills needed in academic and real-life situations. Vocabulary development and study is an integral part of this class. Handwriting practice in manuscript is included in this course.

**0321 ELL BEGINNING WRITING, LEVEL 2: A & B**

**0332** Open to 10, 11, 12

**Prerequisite:** Approval

**Note:** This course is restricted to students whose first language is not English.

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

**0341 ELL DEVELOPING WRITING, LEVEL 3: A & B**

**0352** Open to 10, 11, 12

**Prerequisite:** Approval

**Note:** This course is restricted to students whose first language is not English.

Level 3 Writing introduces students to academic writing and vocabulary that they will encounter in their mainstream English classes. Sentence strategies are taught so students can identify and correctly produce simple, compound, and complex sentences. Paragraph organization and purpose, grammar, usage, and spelling are also taught.

**0381 ELL EXPANDING READING/WRITING, LEVEL 4: A & B**

**0392** Open to 10, 11, 12

**Prerequisite:** Approval

**Note:** This course is restricted to students whose first language is not English.

Expanding Reading and Writing is designed for ELL's 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. Students write multi-paragraph essays for a variety of purposes and audiences. Students will be engaged in writing as a process, which includes prewriting, organizing, drafting, and revising. Special attention is paid to writing for American audiences.

**MATHEMATICS/ELL**

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**2151 ELL PRE-ALGEBRA: A & B**

**2162** Open to 10, 11, 12

**Prerequisite:** None

**Calculator Required:** Scientific Calculator (TI-84 Plus or its equivalent strongly recommended)

**Note:** This course is restricted to students whose first language is not English and have experienced limited and/or interrupted formal education.

**Note:** A student entering high school at this level will not be able to complete all requirements for graduation in 3 years.

**Note:** This is a sequential course.

Pre-Algebra includes the study of decimals, fractions, exponents, measurement, integers, basic graphing, solving one and two-step equations and problem solving.

**2351 ALGEBRA I PLUS: A & B**

**2362** Open to 10, 11, 12

**Prerequisite:** None

**Calculator Required:** Scientific Calculator (TI-84 Plus or its equivalent strongly recommended)

**Note:** This course is restricted to students whose first language is not English

**Note:** This is a sequential course.

Algebra I includes introductions 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.

**2371 GEOMETRY PLUS A & B**

**2382** Open to 10, 11, 12

**Prerequisite:** Algebra IB, Algebra I Concepts B, or ELL Algebra IB

**Calculator Required:** Scientific Calculator (TI-84 Plus strongly recommended)

**Note:** This is a Sequential Course that is restricted to students whose first language is not English.

A student in Geometry A and B 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. Proof, which requires geometry knowledge and experience, is built up slowly. Geometry B includes the study of areas and volumes in three dimensions, the Pythagorean Theorem, coordinate geometry, similarity, logic, indirect reasoning, and right triangle trigonometry.



# FINE ARTS

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## Requirements:

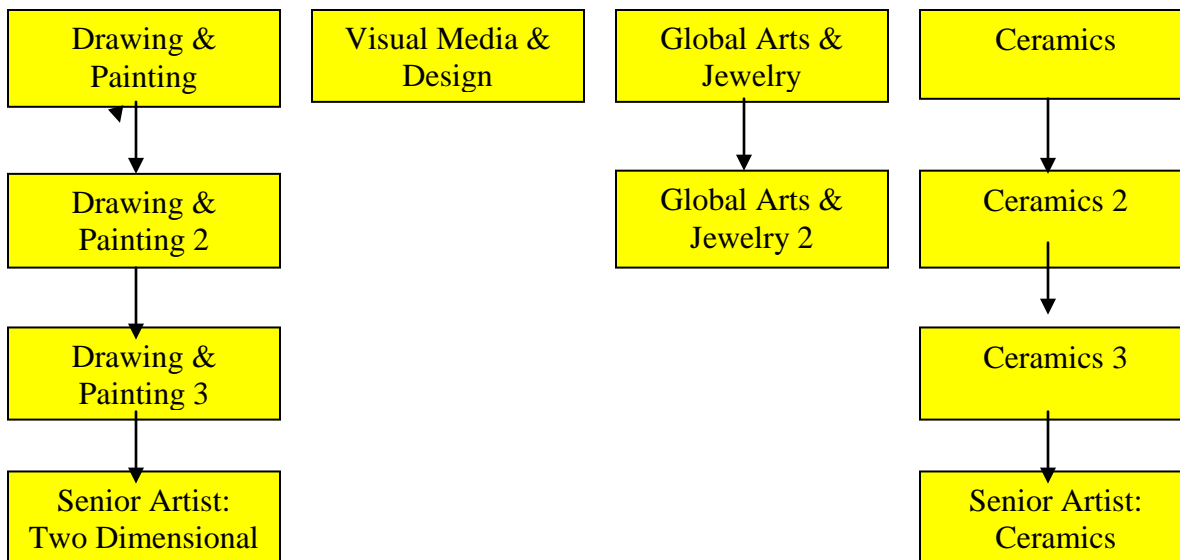
2 credits which must be selected from courses including the 191 Academic Standard in Fine Arts. Students may take 2 credits at grade 9, 2 credits at BHS, or a combination thereof.

In developing an artwork, musical performance, or dramatic production, students acquire skills to express adequately their ideas and feelings. Artists, performers, and fellow students participate in recognizing the skill and thinking of others.

## VISUAL ART

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All of the following semester courses that would satisfy the Burnsville Senior High School fine arts requirements include the 191 Academic Standard in Visual Art.



### 5021 DRAWING & PAINTING

Open to 10, 11, 12

**Prerequisite:** None

For students who wish to learn and engage in understanding how to communicate thoughts, ideas and concepts **visually**. Students create with multiple materials/mediums as they engage in a variety of drawing & painting activities. Students explore and develop ways to clearly communicate their artistic intent and **personal voice**. Students complete a series of projects, processes and experiences while improving their art making skills, with an eye toward building their art portfolio (for those pursuing a post-secondary art school or art career).

### **5031 DRAWING & PAINTING 2**

Open to 10, 11, 12

**Prerequisite:** Art 1 or 2-D Foundation or Drawing & Painting

Students build upon the learning/knowledge gained in Drawing & Painting as they further develop their artistic intent and *personal voice*. Students will focus on building skills as they create original works of art with multiple materials/mediums based upon their project choices. Students have the opportunity to participate in exhibiting their work and continue to create work which may be included in their art portfolio (for those pursuing a post-secondary art school or art career).

### **5041 DRAWING & PAINTING 3**

Open to 10, 11, 12

**Prerequisite:** Drawing & Painting 2

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

### **5051 GLOBAL ARTS & JEWELRY**

Open to 10, 11, 12

**Prerequisite:** None

This course is for “crafty crafters” (those who enjoy hand-making things) and for “non-artists” (those who do not feel confident in their art abilities), to fulfill their Fine Arts requirement. In this hands-on course students engage in creative processes based upon cultural traditions from around the globe. Students learn a variety of design approaches as they create art/craft and jewelry projects that reflect their *personal voice* and *personal choices*, and they take all completed projects home.

### **5061 GLOBAL ARTS & JEWELRY 2**

Open to 10, 11, 12

**Prerequisite:** Global Arts & Jewelry or Arts & Crafts

Students build on the knowledge and skills learned in Global Arts and Jewelry as they expand their knowledge of global arts and crafts traditions. Students will continue to learn and refine their *creative choices* and making skills through a variety of projects and processes. Students take all completed projects home.

### **5091 VISUAL MEDIA & DESIGN**

Open to 10, 11, 12

**Prerequisite:** None

From apps and logos to posters and t-shirts, this class is all about creative design! Students produce their own design portfolio to creatively solve a wide range of design challenges. We'll explore the process of creativity from brainstorming ideas to production and presentation. Students learn to recognize how the elements and principles of art are used to create fresh, exciting, and memorable design for the 21<sup>st</sup> century.

### 5110 SENIOR ARTIST



Open to 12 only

**Prerequisite:** Two Drawing & Painting courses

**Note:** Fulfills Senior Studies requirement

This course is for students who are considering an art career and want to further develop their portfolio of art work. Students will also have the opportunity to investigate post secondary and career options in the visual arts. Students will complete art works AND will work with their classmates to organize and present to the public a group exhibition of their artworks in the community. Student participation in organizing and presenting their artwork in the group exhibit fulfills the Senior Studies portion of the class.

### 5120 CERAMICS

Open to 10, 11, 12

**Prerequisite:** None

Clay Play! Students learn and engage in the process of working with clay to create a variety of hand-built projects; they also experience working on the potter's wheel. Students design and create each project using multiple creative approaches as they creatively express their *personal voice*. Students engage in multiple processes as they 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. Students also have the opportunity to connect with the Service Learning project Bowls for BrainPower.

### 5130 CERAMICS 2

Open to 10, 11, 12

**Prerequisite:** Ceramics

Students focus on learning how to create functional pottery on the potter's wheel or will improve on the hand building skills they developed in Ceramics. Students choose from a menu of projects, choices, engaging in deeper learning and understanding of the processes of working with clay. Students creatively express their *personal voice* for each project as they 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. Students also have the opportunity to connect with the Service Learning project Bowls for BrainPower.

### 5140 CERAMICS 3

Open to 10, 11, 12

**Prerequisite:** Ceramics and Ceramics 2

Students build upon the learning and understanding of the processes of working with clay developed in earlier ceramics classes, improving their skills and abilities in using hand building or wheel throwing techniques as they express their *personal voice* in their clay projects. Students develop their *personal style* as they 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. Students also have the opportunity to connect with the Service Learning project Bowls for BrainPower. Often meets concurrent with Ceramics 2.

### **5150 SENIOR ARTIST: CERAMICS**



Open to 12

**Prerequisite:** Ceramics and Ceramics 2

**Note:** Fulfills Senior Studies requirement

This course is for students who are passionate about working with clay and considering pursuing it for further study or a career. Students create a personal learning plan in which they communicate their artistic intent as expressed through the projects and processes they choose as they engage in creative work that further develops their personal voice and style. Students complete art works AND work with other Senior artists to organize and present a group exhibition of their artwork in the community. Students' participation in organizing and presenting their artwork to the community fulfills the Senior Studies portion of the class. Often meets concurrent with Ceramics 2 & 3. All projects will be *bisque* and *glaze fired* and taken home.

## **MUSIC**

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### **Note:**

- All music courses satisfy the Burnsville High School Fine Arts requirements and include the 191 Academic Standard in Music.
  - No more than two music courses may be taken in any one semester without approval from department.
  - Any student wishing to use a school-owned band or orchestra instrument will be asked to pay a rental fee of \$60.
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### **5500 MUSIC THEORY**

Open to 10, 11, 12

**Prerequisite:** Instructor Approval Required

This academic class is offered to those students who would like a more in-depth study of music fundamentals, writing, analysis, and listening skills. By the end of this class 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 other instrument, but not necessarily required.

### **5701 BEGINNING PIANO**

Open to: 10, 11, 12

This course is designed for piano beginners. Basic notes, rhythms and theory will be taught to give students the ability to play beginning piano music. Students 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, students will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.

### **5702 INTERMEDIATE PIANO**

Open to: 10, 11, 12

**Prerequisite:** Beginning Piano or Instructor Approval

This course is designed to continue coursework taught in beginning piano. Intermediate notes, rhythms, and theory will be taught to give students the ability to play more difficult piano music. Students 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, students will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.

### **5703 ADVANCED PIANO**

Open to: 10, 11, 12

**Prerequisite:** Intermediate Piano or Instructor Approval

This course 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. Students 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, students will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.

### **5711 BEGINNING GUITAR**

Open to: 10, 11, 12

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

### **5712 INTERMEDIATE GUITAR**

Open to 10, 11, 12

**Prerequisite:** Beginning Guitar or Instructor Approval

This course is designed to continue coursework taught in beginning guitar. Intermediate notes, rhythms, and theory will be taught to give students the ability to play more difficult guitar music. Students 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, students will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.

**5713 GUITAR ENSEMBLE**

Open to 10, 11, 12

**Prerequisite:** Intermediate Guitar or Instructor Approval**Note:** This course may be taken more than once for credit.

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 students the ability to play challenging guitar music. Students will play mostly in groups. Repertoire will include classical, folk, jazz and pop music. Attendance at one or two performances outside of the school day is required of all members. From the knowledge acquired in this course, students will be able to further study any musical instrument and gain the knowledge necessary to form a lifelong enjoyment of music.

**5720 HISTORY OF ROCK & ROLL**

Open to: 10, 11, 12

Previous enrollment in this course at a junior high makes you ineligible to register for this course.

Whether you are a musician or not, if you like music, this is the elective for you! This is a class that focuses on the history of popular music and its impact on society and culture. Students 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. Students will study the progression of rock music styles, including R&B, punk rock and rap, through projects, exploration, and film.

**5511 VARSITY BAND: A & B****5512** Open to 10**Prerequisite:** Participation in band in 9th grade

Varsity Band emphasizes good playing techniques and habits while performing a wide variety of challenging repertoires and presentations. The Varsity Band studies mature musical concepts and techniques, with the primary focus on fostering musicianship, characteristic tone and ensemble techniques. 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. Varsity Band is a year long course.

**5521 SYMPHONIC BAND: A & B****5522** Open to 11, 12, or instructor approval**Prerequisite:** Varsity band or instructor approval through audition**Note:** Fulfills Senior Studies requirement

Symphonic Band continues the concepts studied in Varsity Band while performing a variety of band repertoire exploring many different music styles, historical periods, presentations and ability levels. In addition to furthering technical facility as individual musicians, great emphasis is placed on the development of musical interpretation and advanced playing skills. Attendance at a limited number of rehearsals and a variety of performances outside of the school day is required of all members. Members will be responsible for obtaining proper performance attire and miscellaneous supplies. Symphonic Band is a year long course.

**5531 CONCERT BAND: A & B**



**5532** Open to 10, 11, 12

**Prerequisite:** Instructor approval; audition required

**Note:** Enrollment is limited. Placement within ensemble will be determined by instructors and may result in a two-tiered ensemble.

**Note:** Fulfills Senior Studies requirement

Concert Band 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 ability, musicianship, and high degree of self-motivation. Attendance at a limited number of rehearsals and a variety of performances outside of the school day is required of all members. Members are responsible for obtaining proper performance attire and miscellaneous supplies. Concert Band is a year-long course.

**5541 STRING CHAMBER ORCHESTRA: A & B**

**5542** Open to: 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.

**Note:** Students who have not played in the Eagle Ridge Jr. High Orchestra are required to audition for the teacher to determine class placement. Contact the teacher for more details.

In String Chamber Orchestra, students will study and perform a variety of musical styles/genres in a small group setting. String Chamber Orchestra is a comprehensive music class. This means that in addition to further developing advanced string technique, students will learn the historical and theoretical background of the music they are performing. They will be expected to think critically and apply this historical/theoretical knowledge to their performances. Students will also develop critical listening skills in order to write performance critiques and develop personal playing goals. 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. String Chamber Orchestra is a year-long course.

**5561 JAZZ ENSEMBLE: A & B**



**5562** Open to 10, 11, 12

**Prerequisite:** Department approval. Audition required. The student must participate in Varsity Band, Symphonic Band, or Concert Band.

**Note:** Fulfills Senior Studies requirement

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

**Choirs that require NO AUDITION**  
**(Anyone can register for these two classes)**

**5651 WOMEN'S CHORUS: A & B**

**5652** Open to 10, 11, 12 grade females

**Prerequisite:** None

This choir performs treble choir literature from many music periods and styles. Participation in Women's Chorus provides an opportunity for the development of individual singing skills, musicianship and teamwork, through sight singing, ear training, music theory application, and performance. Women's Chorus will perform at all scheduled performances with the possibility of combining with the Men's Chorus for mixed ensemble experience. Attendance at all performances and extra rehearsals is mandatory.

**5681 MEN'S CHORUS: A & B**

**5682** Open to 10, 11, 12 grade males

**Prerequisite:** None

This choir performs male chorus literature from many musical periods and styles. Participation in Men's Chorus provides opportunity for the development of individual singing skills, musicianship and teamwork through sight-reading, ear training, music theory application, and performance. Men's Chorus will perform at all scheduled performances with the opportunity to combine with the Treble Choir for a mixed-ensemble experience. Attendance at all performances and extra rehearsals is mandatory.

**AUDITIONED Choirs**  
**(Audition required for these groups)**

**Previous singing experience is preferred. Auditions are intended to place singers appropriately within the BHS choirs. Only one audition is required.**

**5631 FREE STYLE: A & B**

**5632** Open to 10, 11, 12

**Prerequisite:** Instructor approval. Audition required. The student must also participate in Blaze Choir, Concert Choir, or Bel Canto.

**Note:** Fulfills Senior Studies requirement.



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

**5641 BEL CANTO: A & B**

**5642** Open to 10, 11, 12 grade females

**Prerequisite:** Instructor approval; audition required

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

**5661 BLAZE CHOIR: A & B**

**5662** Open to 10, 11, 12

**Prerequisite:** Instructor approval; audition required

Blaze Choir is an auditioned group which gives students the experience of preparing and performing choral music, both sacred and secular from a variety of styles. There is an emphasis on comprehensive music education on vocal and musical development for the student along with establishing a sense of enjoyment and accomplishment of singing and performing. Blaze choir will perform at all scheduled performances. Attendance at all performances and extra rehearsals is mandatory.

**5671 CONCERT CHOIR: A & B**

**5672** Open to 10, 11, 12

**Prerequisite:** Instructor approval; audition required

Concert Choir is for 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 primarily a cappella sacred and secular literature from many cultures and periods of music history. Attendance at all performances and extra rehearsals is mandatory. This choir may participate in Lake Conference events, as well as a choir tour every other year.

**5690 INDEPENDENT STUDY - MUSIC**

Open to 10, 11, 12

**Prerequisite:** Approval

**Note:** *Independent Study may only be taken with a supervising teacher's approval. It must be an avenue of study not presently available in the curriculum.*

# THEATER

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## **5800 ACTING I**

Open to 10, 11, 12

**Prerequisite:** None

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

## **5810 ACTING II**

Open to 11, 12

**Prerequisite:** Acting I or instructor approval

The student will receive training in acting theory, method, and technique. These will be used in working with scripts representing styles from French fop to James Dean rebel. Students will be given opportunities to direct scenes in these various styles. Actors may use scripts in student-directed scenes.

## **5890 INDEPENDENT STUDY - FINE ARTS**

Open to 11, 12

**Prerequisite:** Approval

**Note:** *Independent Study may only be taken with a supervising teacher's approval. It must be an avenue of study not presently available in the curriculum.*



# LANGUAGE ARTS

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<b>REQUIREMENTS</b>
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- 2 credits in L.A. 10 (Writing, Speaking and Literature)
- 2 credits in L.A. 11 (British/World Literature and Composition)
- 2 credits in L.A. 12 (American Literature, Media Literacy and Research)

## GRADE 9 REQUIRED COURSES

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**0911 ENGLISH 9: A & B**

**0912** Open to 9

Regular English 9 is designed for most ninth grade students. This is a year-long course designed to focus on the reading, writing, critical thinking, and communication skills needed for student success both in high school and life after graduation. Students will study a variety of literature that provides strong models of the literary elements contained in the state standards. Writing will also be a strong area of focus in this course in preparation for the Minnesota GRAD Writing Test. Grammar and vocabulary lessons and assignments will accompany the teaching of writing.

**0921 HONORS ENGLISH 9: A & B**

**0922** Open to 9

**Prerequisite:** Teacher recommendation

**Note:** Appropriate for students with above-average language arts ability

This year-long course is designed to focus on reading, writing, critical thinking, and communication skills needed for student success both in high school and college. Students must be able to handle an accelerated pace of instruction and analyze a wide variety of challenging literature through insightful writing and discussion. Students will also focus on writing in a variety of genres in preparation for the Minnesota GRAD Writing Test. Grammar and vocabulary lessons and assignments will accompany the teaching of writing.

**0915 STEM LANGUAGE ARTS 9: A & B**

**0916** Open to 9

**Prerequisite:** Completion of STEM Language Arts 8 or selection for the STEM magnet program. (Metcalf only)

This year-long course continues STEM's focus on reading, writing, critical thinking, and communication skills as well as collaboration skills and project-based learning. Special emphasis in this course is paid to effective incorporation and application of diverse technologies. Students must be able to handle a rigorous pace of instruction and analyze a wide variety of challenging literature through insightful writing and discussion. Students will also focus on writing in a variety of forms. Leveled/differentiated grammar and vocabulary lessons and assignments will accompany the teaching of writing.

## **GRADE 10 REQUIRED COURSES**

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### **LANGUAGE ARTS SKILLS INTERVENTION: ENGLISH 10A**

**Prerequisite:** Enrollment is limited and subject to approval based on need.

Language Arts Skills Intervention is designed for students with significantly lower reading and writing skills. This is a year-long course designed to work intensively on improving students' reading and writing skills. Students will have increased focus on non-fiction reading and expository writing skills while meeting the state standards covered in English 10A.

### **LANGUAGE ARTS SKILLS INTERVENTION: ENGLISH 10B**

**Prerequisite:** Enrollment is limited and subject to approval based on need.

Language Arts Skills Intervention is designed for students with significantly lower reading and writing skills. This is a year-long course designed to work intensively on improving students' reading and writing skills. Students will have increased focus on non-fiction reading and expository writing skills while meeting the state standards covered in English 10B.

### **0421 ENGLISH 10: A & B**

**0432** Open to 10

**Prerequisite:** None

**Note:** Appropriate for all students of varying ability levels

Regular English 10 is designed for most tenth grade students attending BHS. This is a year-long course designed to focus on the reading, writing, critical thinking, and communication skills needed for student success both in high school and life after graduation. Students will study a variety of literature that provides strong models of the literary elements contained in the state standards. Grammar and vocabulary lessons and assignments will accompany the teaching of writing. Students will be required to complete a major writing and speech assignment each semester.

### **0441 HONORS ENGLISH 10: A & B**

**0452** Open to 10

**Prerequisite:** Teacher recommendation

**Note:** Appropriate for students with above-average language arts ability

**Note:** **This course has a summer reading and writing requirement**

This year-long course is designed to focus on reading, writing, critical thinking, and communication skills needed for student success both in high school and college. Students must be able to handle an accelerated pace of instruction and analyze a wide variety of challenging literature through insightful writing and discussion. Grammar and vocabulary lessons and assignments will accompany the teaching of writing. Students will be required to complete a major writing and speech assignment each semester. Students must be able to meet multiple demands at the same time and be engaged in reading assignments constantly throughout the semester. Students who are most successful in this course have met or exceeded proficiency on the eighth grade reading MCA and the ninth grade writing and MAP assessment. *Students must have teacher recommendation to register for this course.*

**IH0411 INVER HILLS COMMUNITY COLLEGE:  
READ 93 READING COLLEGE TEXTS (ENGLISH 10A)**

Open to 10

**Prerequisite:** Placement in this course is dependent on students' Accuplacer assessment score.

Read 93 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 10 requirement and meets the Minnesota state standards as well as ramping up skills in preparation for coursework at the college level. This course is part of the transfer curriculum in the MNSCU college system and will be accepted at all MNSCU colleges and may be accepted at other colleges and universities. Read 93 focuses on developing the reading and study strategies necessary for success in a typical college course. Emphasizes strategies for improving understanding of what is read as well as strategies for selecting, organizing, and remembering. Also encourages development of skills and habits for lifelong learning. Intended for students who need to improve college-level reading and textbook study.

**IH0422 INVER HILLS COMMUNITY COLLEGE:  
ENGLISH 0099 INTRODUCTION TO ACADEMIC WRITING  
(ENGLISH 10B)**

Open to 10

English 99 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 10 requirement and meets the Minnesota state standards as well as ramping up skills in preparation for coursework at the college level. This course is part of the transfer curriculum in the MNSCU college system and will be accepted at all MNSCU colleges and may be accepted at other colleges and universities. English 99 prepares students for college-level academic writing through extensive practice with essay-length assignments. Students write informed, theses-driven essays in response to academic texts and develop their understanding of grammatical rules. Placement in this course is dependent on scores on the ACCUPLACER assessment.

## **GRADE 11 REQUIRED COURSES**

**0561 LANGUAGE ARTS SKILLS INTERVENTION: ENGLISH 11A**

**Prerequisite:** Enrollment is limited and subject to approval based on need.

Language Arts Skills Intervention is designed for students with significantly lower reading and writing skills. This is a year-long course designed to work intensively on improving students' reading and writing skills. Students will have increased focus on non-fiction reading and expository writing skills while meeting the state standards covered in English 11A.

**0572 LANGUAGE ARTS SKILLS INTERVENTION: ENGLISH 11B**

**Prerequisite:** Enrollment is limited and subject to approval based on need.

Language Arts Skills Intervention is designed for students with significantly lower reading and writing skills. This is a year-long course designed to work intensively on improving students' reading and writing skills. Students will have increased focus on non-fiction reading and expository writing skills while meeting the state standards covered in English 11B.

**0521 ENGLISH 11: A & B**

**0532** Open to 11

**Prerequisite:** None

**Note:** Appropriate for all students of varying ability levels

This course will explore world and British literature through a study of reading, writing, listening, and speaking. The course will examine world cultures through representative literary works. Major narrative patterns will include 1) romance/adventure/heroic quest, 2) tragedy, 3) satire and irony, and 4) comedy. Reading selections include drama, poetry, novels, short stories, and nonfiction. Students will be required to read and write outside of class. Writing assignments related to literature are included in the course. Students are required to satisfactorily complete two multi-paragraph papers to receive credit in this course.

**0581 ADVANCED PLACEMENT LITERATURE AND COMPOSITION: A & B**

**0592** Open to 11

**Prerequisite:** None

**Note:** This course has a summer reading and writing requirement

This course is designed to challenge those students who have above-average language art skills as well as the ability and inclination to study and discuss literature in-depth. This course explores world and British literature through an integrated study of reading, writing, speaking, and listening. This course will examine world cultures through representative literary works. Major narrative patterns will include 1) romance/adventure/heroic quest, 2) tragedy, 3) satire and irony, and 4) comedy. Reading selections include drama, poetry, novels, short stories, and nonfiction. Students will be required to read and write outside of class. Writing assignments related to literature and suitable to skill level are included in the course. Students are required to satisfactorily complete a minimum of two multi-paragraph papers to receive credit in this course. Students must be able to meet multiple demands at the same time and be engaged in reading assignments constantly throughout the semester. Students who are most successful in this course have met or exceeded proficiency on the eighth grade reading MCA and the ninth grade writing assessment. Students will be prepared to take the AP exam, although it is optional.

**IH0511 INVER HILLS COMMUNITY COLLEGE:  
ENGLISH 1108 WRITING AND RESEARCH SKILLS (ENGLISH 11A)**

Open to 11

**Prerequisite:** Students must earn at least 70% in English 99

English 1108 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 11 requirement and the Minnesota state standards as well as ramping up skills in preparation for coursework at the college level. Successful completion of this course earns college credit, is part of the transfer curriculum in the MNSCU college system, and will be accepted at all MNSCU colleges and may be accepted at other colleges and universities. English 1108 emphasizes critical writing, reading, and thinking with attention to rhetorical elements such as argumentative structure, audience, and conclusions from their readings; documenting the use of sources; and practicing the writing process. Placement in this course is dependent on scores on the ACCUPLACER assessment and teacher recommendation.

**IH0522 INVER HILLS COMMUNITY COLLEGE:  
ENGLISH 1140 INTRODUCTION TO LITERATURE (ENGLISH 11B)**  
Open to 11  
**Prerequisite:** Students must earn at least 70% in English 1108

English 1140 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 11 requirement and the Minnesota state standards as well as ramping up skills in preparation for coursework at the college level. Successful completion of this course earns college credit, is part of the transfer curriculum in the MNSCU college system, and will be accepted at all MNSCU colleges and may be accepted at other colleges and universities. English 1140 introduces students to the methods of comprehending and analyzing college level poetry, drama, novels, short stories, and creative nonfiction. Placement in this course is dependent on scores on the ACCUPLACER assessment and teacher recommendation.

***GRADE TWELVE LANGUAGE ARTS REQUIREMENTS:***

<b>PART 1: <i>Choose One</i></b>		<b>PART 2: <i>Choose One</i></b>
<b>SC0750 Media Literacy and Research*</b> <b>SC0850 Honors Media Literacy and Research*</b> <b>SC0840 CIS/University Writing and Critical Reading</b>	<b><u>AND</u></b>	<b>SC0770 American Literature</b> <b>SC0870 Honors American Literature</b> <b>SC0880 CIS/Intro to Literature</b>
<b>AVAILABLE ELECTIVE OPTIONS:</b>		
<b>SC0800 Creative Writing</b> <b>SC0830 Visual Literacy*</b> <b>0710 CIS Public Speaking</b> <b>0630 Introduction to Media Production*</b> <b>0640 Intermediate Media Production*</b> <b>0740 Topics in Literature*</b>		

**\* Does not fulfill NCAA athletic eligibility requirements. Students needing to meet NCAA eligibility criteria must take an additional approved Language Arts course as an elective.**

**GRADE 12 REQUIRED COURSES**

Part A:

**SC0750 ENGLISH 12: MEDIA LITERACY AND RESEARCH**

Open to 12

**Note:** Appropriate for all students of varying ability levels

**Note:** Does not fulfill NCAA athletic eligibility requirements. Students needing to meet NCAA eligibility criteria must take an additional approved Language Arts course as an elective.

Media literacy and research is a study of how messages of news, information, persuasion, and entertainment are produced, packaged, and delivered to a mass audience through the mass media. In addition, the effects of mass communications on the audience will be analyzed: specifically, the degree to which societal values and norms reflect the values and norms portrayed in the media, as well as the degree to which the media defines gender and culture. Legal and social issues will be explored. A short history of the major media serves as an introduction to the class, while the remaining semester is spent becoming media literate – not merely passively consuming media, but rather understanding how and why they are directed at us, analyzing their impact, and using media to create personal communication systems. The required common assessment of the class will be a research-writing project.

**SC0840 CIS/UNIVERSITY WRITING AND CRITICAL READING**



Open to 12

*College-in-the-Schools*

**Prerequisite:** Student must be a senior in high school and in the top 20% of their class, or have instructor approval, to participate.

**Note:** Fulfills Senior Studies requirement

**Note:** Students taking this course will receive credit for the required Media Literacy and Research course.

**Note:** Student eligibility will be checked upon entering the course. Those students no longer meeting requirements will be removed.

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 the student a variety of approaches that can be extended and adapted to other academic situations that require writing/reading/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. Students accepted into and successfully completing this course will earn four semester credits at the University of Minnesota. (WRIT 1301)*

**SC0850 ENGLISH 12: HONORS MEDIA LITERACY AND RESEARCH**

Open to 12

**Note:** Appropriate for students with above-average language arts ability

**Note:** Does not fulfill NCAA athletic eligibility requirements. Students needing to meet NCAA eligibility criteria must take an additional approved Language Arts course as an elective.

This course is designed to challenge those students who have above-average language arts skills. Honors media literacy and research is a study of how messages of news, information, persuasion, and entertainment are produced, packaged, and delivered to a mass audience through the mass media. In addition, the effects of mass communications on the audience will be analyzed: specifically, the degree to which societal values and norms reflect the values and norms portrayed in the media, as well as the degree to which the media defines gender and culture. Legal and social issues will be explored. A short history of the major media serves as an introduction to the class, while the remaining semester is spent becoming media literate – not merely passively consuming media, but rather understanding how and why they are directed at us, analyzing their impact, and using media to create personal communication systems. The required common assessment of the class will be a research-writing project. Students must be able to meet multiple demands at the same time and be engaged in reading assignments constantly throughout the semester. Students who are most successful in this course have met or exceeded proficiency on the tenth grade reading MCA and the ninth grade writing assessment.

Part B:
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**SC0770 AMERICAN LITERATURE**

Open to 12

**Prerequisite:** None

**Note:** Appropriate for all students of varying ability levels

Through an integrated study of reading, writing, speaking and listening, this course will explore literature of America. Reading selections include drama, poetry, novels, short stories, and nonfiction. Students will be required to read outside of class. Writing assignments related to literature and suitable to skill level are included in the course, including a required common assessment focusing on literary analysis.

**SC0870 HONORS AMERICAN LITERATURE**

Open to 12

**Prerequisite:** Teacher Recommendation

**Note:** Appropriate for students with above-average language arts ability

**Note:** **This course has a summer reading and writing requirement**

This course is designed to challenge those students who have above-average language arts skills as well as the ability and inclination to study and discuss literature in depth. Through an integrated study of reading, writing, speaking, and listening, this course will explore literature of America. Reading selections include drama, poetry, novels, short stories, and nonfiction. Students will be required to read outside of class. Writing assignments related to literature and suitable to skill level are included in the course including a required common assessment focused on literary analysis. Students must be able to meet multiple demands at the same time and be

engaged in reading assignments constantly throughout the semester. Students who are most successful in this course have met or exceeded proficiency on the tenth grade reading MCA and the ninth grade writing assessment.

**SC0880**      **CIS/AMERICAN LITERATURE**      *College-in-the-Schools*  
**INTRODUCTION TO LITERATURE: POETRY, DRAMA, NARRATIVE**

Open to 12

**Prerequisite:** Student must be a junior or senior and in the top 30% of their class, or have instructor approval, to participate.

**Note:** Students taking this course will receive credit for the required American Literature course.

**Note:** Student eligibility will be checked upon entering the course. Those students no longer meeting requirements will be removed.

**Note: This course has a summer reading and writing requirement**

English 1001 W is a University of Minnesota course and is offered for high school students who have demonstrated exceptional abilities in reading and writing. Students read eight to ten stimulating books of World Fiction, ranging from the traditional to the unconventional by authors such as Toni Morrison, Ernest Hemingway, and Tim O'Brien. 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: a mid-term and final. *The grading for this course is in accordance with the University of Minnesota for college-level coursework. Students accepted into and successfully completing this course will earn four semester credits at the University of Minnesota. (ENGL 1001W)*

## **ELECTIVE COURSES**

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### **ACADEMIC READING 10: A & B**

Placement in this course is determined by the school.

This class is open to any 10th grader identified as reading below grade level and has not met proficiency on the Minnesota Reading Comprehensive Assessments. This class will improve reading skills while preparing students for college and career level reading. Skills learned and practiced will allow for greater success and achievement in the students' academic courses. This course is graded and taken in addition to their required English 10 course.

### **ACADEMIC READING 11/12: A & B**

Placement in this course is determined by the school.

This class is open to any 11th and 12<sup>th</sup> graders identified as reading below grade level and has not met proficiency on the Minnesota Reading Comprehensive Assessments. This class will improve reading skills while preparing students for college and career level reading. Skills learned and practiced will allow for greater success and achievement in the students' academic courses. This course is graded and taken in addition to their required English course.

**IH0513 INVER HILLS COMMUNITY COLLEGE:  
COMM 1101 PUBLIC SPEAKING**

Open to 12

**Prerequisite:** Students must earn at least 70% in English 1140

This course is offered in cooperation with Inver Hills Community College. Public speaking is an introductory study of public speaking. Focus is on the different types of public speeches and the research, organizational, and delivery skills needed to present them effectively. This course requires frequent participation. Students are required to give speeches either in the classroom setting with classmates or in an instructor-approved professional setting and manner. Participation in this course is dependent on scores on the ACCUPLACER college placement test. Successful completion of this course will earn college credit at Inver Hills Community College and other schools in the MNSCU system; this credit may be transferable to other colleges and universities.

**0620 JOURNALISM AND YEARBOOK PRODUCTION**

Open to 10, 11, 12

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

**0630 INTRODUCTION TO MEDIA PRODUCTION**

Open to 10, 11, 12

Basic Media Production is designed to give students the basic understanding and operation of media production and journalism (broadcast and print). This course is strongly recommended for students who are interested in video production, journalism, broadcast journalism, or film as a career choice. Students will be using Adobe products (Photoshop, Premiere, etc.) as well as learning journalistic writing skills for print and television. We will also cover the basics of television and web production, including history of media and the future of media. Students 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).

**0640 INTERMEDIATE MEDIA PRODUCTION: A & B**

**0651** Open to 11, 12

**Prerequisite:** Introduction to Media Production and Journalism

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

**0650 ADVANCED MEDIA PRODUCTION: A & B**

**0661** Open to 12

**Prerequisite:** Introduction to and Intermediate Media Production

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

**0710 CIS PUBLIC SPEAKING**

*College-in-the-Schools*

Open to 11, 12

**Prerequisite:** Students must be juniors or seniors and in the top 50% of their class, or have instructor approval, to participate.

**Note:** Student eligibility will be checked upon entering the course. Those students no longer meeting the requirements will be removed.

Public Speaking is a challenging combination of writing, speaking, and listening for students who have average or advanced language skills. This class helps to gain skills, poise, and confidence various speaking situations. The emphasis in this approach to public speaking is on preparation (research, organization, and writing) and practice (rehearsal). Students must combine research skills, writing skills, and delivery skills. Students select speech topics, organize ideas through outlines or manuscripts, use various types of introductions and conclusions, and use effective delivery techniques. *The grading for this course is in accordance with the University of Minnesota for college-level coursework. Students accepted into and successfully completing this course will earn three semester credits at the University of Minnesota. (COMM 1101)*

**0800 CREATIVE WRITING**

Open to 10, 11, 12

**Prerequisite:** None

**Note:** Seniors needing a Senior Studies class should take course SC0800.

**Note:** Students may not take both courses 0800 and courses SC0800 for credit.

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

**SC0800 CREATIVE WRITING-- SENIOR STUDIES OPTION**



Open to 12

**Prerequisite:** None

**Note:** Fulfills Senior Studies requirement

**Note:** Students may not take both courses 0800 and courses SC0800 for credit.

**Note:** Juniors and Sophomores register for 0800

Emphasis in this Senior Studies course will be on writing to develop a clearer and more expressive voice. Experimenting with a variety of written exercises and practice, they will explore the creative process and learn strategies for improving both the content and mechanics of their written expression. Reading works of published writers to examine the craft of writing will be part of our course work, as well as ongoing peer and teacher feedback. Students will establish a body of polished work--stories, poems, dialogues, personal narratives and children's literature. Those registered for the SC0800 course will showcase their creations through a Senior Studies project.

**SC0830 VISUAL LITERACY**



Open to 12

**Note:** Fulfills Senior Studies requirement

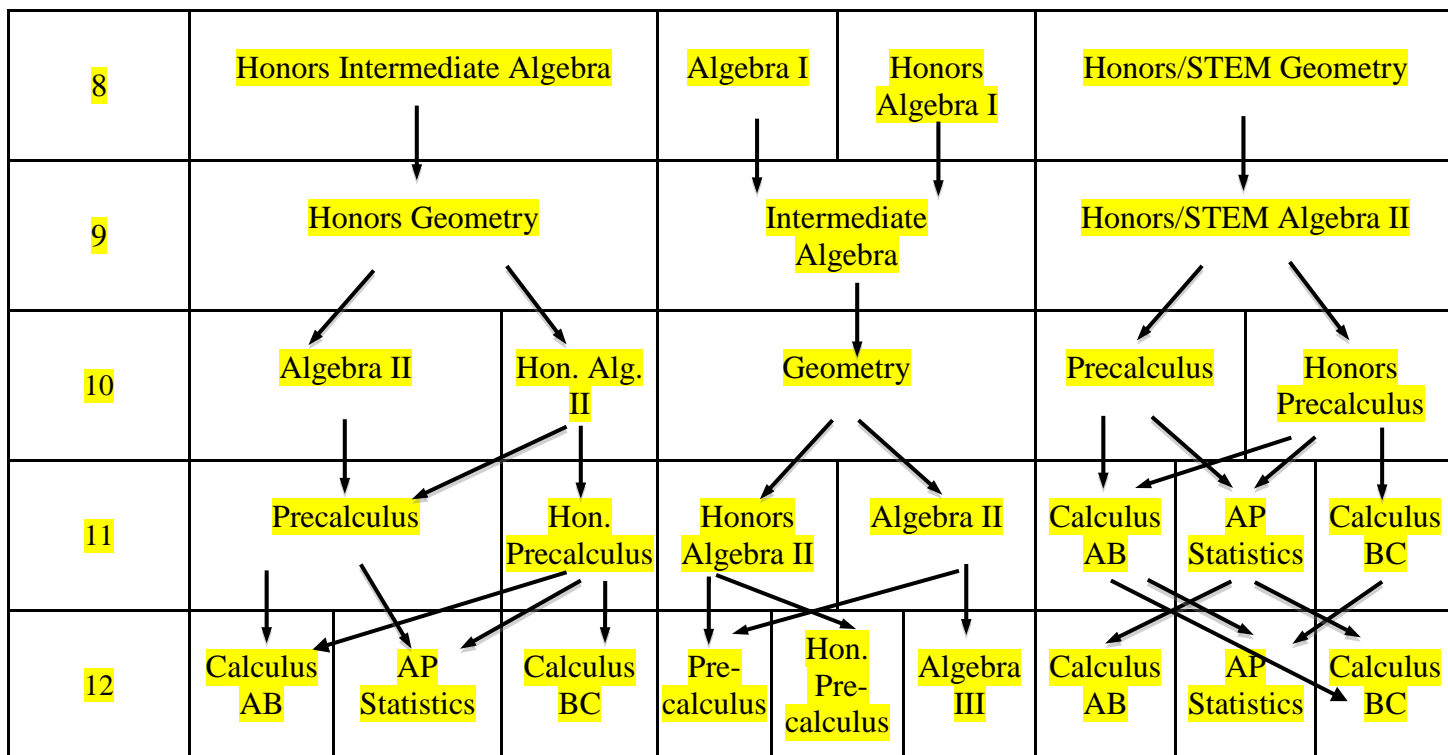
**Note:** Does not fulfill NCAA athletic eligibility requirements

Using the theories of visual communication and the interactivity of culture and values, students will learn the benefits and problems created in a society increasingly dependent on images and icons for communication. Understanding the underlying theories of how meaning is made and mastering the tools of mass communication are necessary in the process of becoming conscientious consumers of mass images. Students will learn to use the languages of cinematography and digital photography to communicate in image information, ideas, and sensations for which they formerly used words. Mentoring with electronic artists, writers, videographers, journalists, and technicians from the community, students will demonstrate their understanding of the power of visual communication through a final project requiring the interpretation, evaluation, and production of an electronically-based visual work.



# MATHEMATICS

## MATH COURSE PATHWAY



## MATH ELECTIVE COURSES:

Precalculus (Honors and Regular)  
 CIS/AP Calculus AB  
 AP Calculus BC

Algebra III  
 Intro. To Computer Prog.\*  
 Adv. Comp. Programming\*

AP Statistics  
 Financial Planning  
 AP Computer Science \*

\*Computer Science Courses

- Note:**
1. Since students will complete their homework outside of the math classroom, it is essential that students have access to their own scientific or graphing calculator.
  2. Course offerings are dependent on sufficient enrollment.
  3. Vocational schools, colleges, and employers strongly encourage students to take as much math in high school as possible.

**Recommendations:** Students who are considering any type of post-high school training or education should earn a minimum of four math credits.

## REQUIRED MATH COURSEWORK

### GRADE 9 COURSES

#### **2921 HONORS GEOMETRY: A & B**

**2922** Open to 9

**Prerequisite:** Honors Intermediate Algebra B

**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**Note:** This is a Sequential Course.

A student in Honors Geometry A and B will learn to read, interpret, represent and use geometry to solve real-world problems. In Honors Geometry A, coordinates, transformation, measurement and area, topics of importance to all students, are studied in depth. Proof, which requires geometry knowledge and experience, is an important component of the entire course. Honors Geometry B includes the study of areas and volumes in three dimensions, the Pythagorean Theorem, coordinate geometry, similarity, logic, indirect reasoning and right triangle trigonometry. 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.

#### **2971 INTERMEDIATE ALGEBRA: A & B**

**2972** Open to 9

**Prerequisite:** Algebra 1 B or Honors Algebra I B

**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**Note:** This is a Sequential Course.

Intermediate Algebra is the bridge between Algebra I and Algebra II. In this course students will cover topics such as quadratic, polynomial and rational functions. The goal of this course is for students to be able to translate between the real world, graphs, equations and tables given any type of function. (Graphing calculators are used throughout.) This course uses previously studied mathematical skills, rigorously builds upon those skills, and leads students into studying more abstract topics such as exponents, imaginary numbers, the properties of polynomials, and the properties of rational functions.

#### **2935 HONORS ALGEBRA II: A & B**

**2936** Open to 9

**Prerequisite:** Honors Geometry B

**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**Note:** This is a Sequential Course

The use of algebra is of little value to an individual unless he or she can apply that content. Topics such as variation, linear models, matrices, systems, parabolas, and functions are studied in detail for their application to real-world problems. (Graphing calculators are used throughout.) Substantial amounts of geometry are integrated with algebra to take advantage of all mathematics students have had when studying such topics as powers and roots, exponents and logarithms, trigonometry, quadratic relations, sequences, series, combinations, and statistics.

## HIGH SCHOOL COURSES

### GEOMETRY COURSES

#### **2611 GEOMETRY: A & B**

**2622** Open to 10, 11, 12

**Prerequisite:** Intermediate Algebra B

**Calculator required:** Scientific Calculator (TI-84/TI-84 Plus or TI-83 strongly recommended)

**Note:** This is a Sequential Course.

A student in Geometry A and B 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. Measurement and area, topics of importance to all students, are also studied early. Proof, which requires geometry knowledge and experience, is built up slowly. Geometry B includes the study of areas and volumes in three dimensions, Pythagorean Theorem, coordinate geometry, similarity, logic, indirect reasoning, and right triangle trigonometry.

### ALGEBRA COURSES

#### **2401 ALGEBRA FUSION: A & B**

**2412** Open to 10

**Calculator required:** Scientific Calculator (TI-84/TI-84 Plus or TI-83 strongly recommended)

**Note:** This course will be taken concurrently with Geometry A & B.

**Note:** This course will count as an elective credit.

**Note:** This is a placement based course.

Algebra Fusion is a placement based course for those students who were not successful in Algebra 1 and/or Intermediate Algebra. Placement will be determined based on students' scores on the MAP test that will be given during the spring of the ninth grade year. The course will focus on re-teaching the essential learning outcomes that are taught in Algebra 1 and Intermediate Algebra; with emphasis placed on, the connections between equations/graphs/tables/real-world for both linear equations and quadratic equations. Other topics covered may include but are not limited to the study of proportions, radicals, and polynomials.

#### **2651 ALGEBRA II: A & B**

**2662** Open to 10, 11, 12

**Prerequisite:** Algebra I B or Honors Algebra I B

**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**Note:** This is a Sequential Course.

The use of algebra is of little value to an individual unless he or she can apply that content. Topics such as, linear programming, arithmetic and geometric sequences and series, exponential and logarithmic functions, trigonometry, radical functions, statistics and probability are studied in detail for their application to real-world problems. (Graphing calculators are used

throughout.) Geometry is integrated with algebra to take advantage of all mathematics students have had when studying such topics as matrices, exponents, logarithms, trigonometry, sequences, series, statistics and combinations.

**2681 HONORS ALGEBRA II: A & B**

**2692** Open to 10, 11, 12

**Prerequisite:** Algebra I B or Honors Algebra I B

**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**Note:** This is a Sequential Course.

The use of algebra is of little value to an individual unless he or she can apply that content. Topics such as, linear programming, arithmetic and geometric sequences and series, exponential and logarithmic functions, trigonometry, radical functions, statistics and probability are studied in detail for their application to real-world problems. (Graphing calculators are used throughout.) Geometry is integrated with algebra to take advantage of all mathematics students have had when studying such statistics and combinations. This course follows generally the description of the traditional Algebra II A/B course but provides a more extensive experience especially with regards to topics such as sequences/series, conic sections, and trigonometry.

<b>ELECTIVE MATH COURSEWORK</b>
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**2701/2712 ALGEBRA III: A & B**

**SC2701/** Open to 10, 11, 12

**SC2712 Prerequisite:** Algebra II B

**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**Note:** This is a Sequential Course.

This course is designed to prepare seniors for first year college level mathematics courses. The target audience is students who are not prepared for Precalculus but wish to take math their senior year. It provides a general survey of mathematical topics that are useful in our contemporary world. There will be 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.

**2751/2762 PRECALCULUS: A & B**

**SC2751/** Open to 10, 11, 12

**SC2762 Prerequisite:** Algebra II B or Honors Algebra II B

**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**Note:** This is a Sequential Course.

Precalculus will build on the ideas of functions and logic to establish a foundation to prepare students for courses they will encounter in college. Topics include polar coordinates, equations, and graphs. Seniors completing Precalculus will be prepared to enter a full year of college calculus. Juniors completing Precalculus will have completed the prerequisite for Advanced Placement Calculus AB. The content of AP Calculus AB is designed to qualify the student for placement and credit in a course that is equivalent to one semester of college calculus.

**2771 HONORS PRECALCULUS A & B****2782** Open to 10, 11, 12**Prerequisite:** Honors Algebra II B**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)**Note:** This is a Sequential Course.

Honors Precalculus will build on the ideas of functions and logic to establish a foundation to prepare students for courses they will encounter in college. Topics include an in depth study of polynomials, polar coordinates, equations, and graphs, trigonometry and vectors. Juniors completing Honors Precalculus will have completed the prerequisite for Advanced Placement Calculus BC. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is equivalent to one semester of college calculus.

**2811/2822 CIS/ADVANCED PLACEMENT CALCULUS AB: A & B****SC2811/** Open to 10, 11, 12**SC2822** **Prerequisite:** Precalculus B, 80% score on placement test**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)**Note:** Students successfully completing AP Calculus AB may request waiver of all lower-level math graduation standards.**Note:** This is a Sequential Course.

Advanced Placement (AP) Calculus AB is intended for students planning to take the Advanced Placement Exam. First semester is the study of the derivative and its many applications. Second semester is the study of the integral and its many applications. An intense review prepares students for the Advanced Placement Examination. *Successful completion of AP Calculus AB and the AP Examination may lead to college credit and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Students accepted into and successfully completing this College in the Schools course will earn four semester credits at the University of Minnesota. (MATH 1371)*

**2851/2862 ADVANCED PLACEMENT CALCULUS BC: A & B****SC2851/** Open to 12**SC2862** **Prerequisite:** Honors Precalculus B, 80% score on placement test and instructor recommendation**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)**Note:** Students successfully completing AP Calculus BC may request a waiver of all lower-level math graduation standards.**Note:** This is a Sequential Course.

Advanced Placement (AP) Calculus BC is intended for students planning to take the Advanced Placement Exam. It is a full-year course in the calculus of functions of a single variable. It includes all topics covered in AP Calculus AB plus additional topics. The content of AP Calculus BC is designed to qualify the student for placement and credit in a course that is one course beyond that granted for AP Calculus AB. Students taking the AP Calculus BC exam will also receive a sub-score for AP Calculus AB. *Successful completion of AP Calculus BC and the AP Examination may lead to college credit and/or advanced placement at the college level.*

## 2900 HIGH SCHOOL FINANCIAL PLANNING WITH SPREADSHEETS ANALYSIS



Open to 12

**Prerequisite:** Algebra 1B

**Note:** Fulfills Senior Studies requirement

This course answers the frequently asked questions about mathematics, “Why do we need to learn this stuff?” Students study topics such as time value of money, earning an income, protecting assets, establishing and prioritizing financial goals, understanding the wise use of credit, developing a spending plan, and saving money. Additionally, they learn about credit, taxes, and investments, all in the context of the topics. Students will use the spreadsheet to assist in analysis and presentation of their project.

## 2951 ADVANCED PLACEMENT STATISTICS: A & B

2962 Open to 10, 11, 12

**Prerequisite:** Algebra II B or Honors Algebra II B

**Calculator required:** TI-84 Plus or TI-84 Plus Silver (TI-83 is compatible)

**Note:** This is a Sequential Course.

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The broad conceptual themes include:

**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.

**Planning a Study:** Data must be collected according to a well-developed plan if valid information on a conjecture is to be obtained. This plan includes clarifying the question and deciding upon a method of data collection and analysis.

**Anticipating Patterns:** Probability is the tool used for anticipating what the distribution of data should look like under a given model.

**Statistical Inference:** Inference from data can be thought of as the process of selecting a reasonable model, 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. *Successful completion of AP Statistics A and B or the AP Examination may lead to college credit and/or advanced placement.*

## 2990 INDEPENDENT STUDY - MATHEMATICS

Open to 11, 12

**Prerequisite:** Approval

**Note:** *Independent Study may only be taken with a supervising teacher's approval. It must be an avenue of study not presently available in the curriculum.*



# PHYSICAL EDUCATION AND HEALTH

**Requirements:** 1 credit *Individual, Team, and Fitness Activities*  
(Students may have taken this course in grade 9. If student successfully completed this course in grade 9, they must substitute another elective credit)

1 credit *Health*

## REQUIRED PHY-ED COURSES:

### 4000 HEALTH

Open to 10, 11, 12

**Prerequisite:** None

**Note:** This is the only course that meets the health requirement

The focus of school health education will be on the six priority areas of the CDC (Center for Disease Control): Intentional/Unintentional Injuries, Physical Fitness, Dietary Practices, Drugs and Alcohol, Tobacco, and Sexual Health.

### 4010 INDIVIDUAL, TEAM, AND FITNESS ACTIVITIES

Open to 9, 10, 11, 12

**Prerequisite:** None

**Note:** This is the only course that meets the physical education requirement

This course meets the high school physical education requirement. The design of this course allows students to participate in team and individual lifetime physical activities. The course provides opportunities to improve skill fundamentals and cardiovascular conditioning. Units of instruction include swimming, softball, soccer, volleyball, badminton, weight training and cardiovascular fitness. Student requirements include testing current fitness level and implementing a physical fitness plan that will help the student improve his/her fitness level for the remainder of the course.

## ELECTIVE PHY-ED COURSES

### 4901 RECREATIONAL TEAM, DUAL AND INDIVIDUAL SPORTS AND FITNESS

Open to 9

Choose this Physical Education elective course if you want to learn more about recreational sport and fitness while having fun. This course covers skills, rules and some strategies of the game. This course includes participation in such activities as: lacrosse, speed-away/speedball, baseball/softball, volleyball, basketball, floor hockey, badminton, ultimate frisbee, climbing (Eagle Ridge only) and more. Students will play games in which body contact and competition are involved. Nicollet offers this class as an all boys and all girls class.

#### **4911 ADVANCED TEAM, DUAL AND INDIVIDUAL SPORTS AND FITNESS**

Open to 9

This Physical Education elective course covers advanced skills, playing techniques, rules and advanced strategies in a wide variety of activities such as scuba diving (Metcalf only), inline skating (Metcalf & Nicollet only), tennis, badminton, team handball, strength training, floor hockey, climbing (Eagle Ridge only), basketball and more. Students will play games in which body contact and competition are involved. For some activities a mouth guard is highly recommended due to limited body contact. Nicollet offers this class as an all boys and all girls class.

#### **4030 TEAM SPORTS**                      *Soccer/Speedball/SlowPitch Softball/Volleyball/Basketball*

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities)

This course covers fundamental skills, playing techniques, rules, and basic strategies for each game. Tournament play involved with some activities.

#### **4040 CONTACT TEAM SPORTS**        *Touch Football/Lacrosse/Basketball/Team Handball*

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities)

This course covers fundamental skills, playing techniques, rules, and basic strategies for each game. Students will play games where body contact is involved.

#### **4050 RACKET SPORTS I**    *Tennis/Pickleball/Badminton*

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities)

This course covers the fundamental skills, rules, and strategies of each game. Students will participate in singles, doubles, and team tournament play.

#### **4060 CREATIVE & MODERN DANCE**

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities)

**Note:** Credit will be granted for fine arts requirement or physical education elective, but not both.

Individual and group activities are used to demonstrate how the body is used as an instrument of self-expression and communication. Students choreograph a variety of dances for class presentation and/or performances.

#### **4070 RECREATIONAL SPORTS**

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities)

This course will cover the fundamental skills, rules, playing techniques and basic strategies for Ultimate Disc, Volleyball, Kittenball, Badminton, Dodgeball, and Floor Hockey.

#### **4340 YOGA, PILATES, AND FITNESS**

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities)

This course is designed to enhance your level of fitness through participating in a variety of workouts selected from Yoga, Pilates, and other fitness activities. The course strives to improve your core and overall body strength as well as your cardiovascular fitness level. This is a high level activity class.

#### **4352 YOGA, PILATES, AND FITNESS II**

Open to 11, 12 (10 with written permission)

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities) and 4340 Yoga, Pilates, and Fitness

This advanced course of Yoga, Pilates, and Fitness is designed to continue to build upon your fitness level that was built during the first course and raise it to an even higher level. This advanced course will be used to further develop and enhance your core and overall body strength as well as your cardiovascular fitness. This is a high level activity class.

#### **4500 STRENGTH AND CONDITIONING**

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities)

Strength and Conditioning includes the designing and implementing of a health-enhancing fitness plan, considering cardiovascular fitness, muscular strength, and flexibility.

#### **4510 STRENGTH AND CONDITIONING II**

Open to 10, 11, 12

**Prerequisite:** 4500 or Instructor approval

This course will have special emphasis on individual strength training specifically designed to meet the needs of every student.

#### **4552 FLOOR HOCKEY, SOCCER, LACROSSE AND SPEEDBALL**

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities)

Floor Hockey, Soccer, Lacrosse and Speedball covers fundamental skills, playing techniques, rules, and basic strategies for each game.

**4620 RACKET SPORTS II***Tennis/Pickleball/Badminton*

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities) and 4050 Racket Sports I

This course emphasizes advanced skills and strategies in singles and doubles play each game.

**4720 ATHLETIC TRAINING I**

Open to 10, 11, 12

**Prerequisite:** 4010 ITF (Individual, Team and Fitness Activities)

Athletic Training I is a course that will help students learn how to prevent, assess, treat and rehabilitate a variety of athletic injuries. Students will learn anatomy, kinesiology, and medical terminology. Students will also learn how to use a variety of modalities to aid in the treatment of injuries. Students will be expected to observe athletic trainers or physical therapists outside of the school day which may include the clinical setting, team practices and/or games. This is a great course for students who are interested in athletic training or other rehabilitation fields. A materials fee will be requested.

**4710 FIRST AID AND CPR/AED**

Open to 11, 12

**Prerequisite:** Health**Note:** Fulfills Senior Studies requirement.

This course will provide students with practical training in all aspects of first aid and CPR, leading to American Red Cross certification in both areas. Students have the ability to receive certification in First Aid, CPR, and AED for adults, children and infants.

**4990 INDEPENDENT STUDY – PHYSICAL EDUCATION**

Open to 11, 12

**Prerequisite:** Approval**Note:** *Independent Study may only be taken with a supervising teacher's approval. It must be an avenue of study not presently available in the curriculum.*



# SCIENCE

**Recommendations:** Science-related career                      6+ credits  
 College    6 credits  
 Vocational school    4 credits

## REQUIRED COURSEWORK (Shown in unshaded areas)

Requirements	Grade	Honors	Regular	Basic
Students must complete: Biology AND Chemistry	9	Earth/Physical Science 9	Earth/Physical Science 9	Earth/Physical Science 9
	10	Hon. Biology A & B	Biology A & B	Biology A & B
	11	Hon. Chem. A & B	Chem. A & B	Basic Chemistry A & B
	12	Honors Physics A & B	Physics A & B	Elective

## SCIENCE ELECTIVE COURSES:

AP Chemistry  
 AP Environmental Science  
 AP Environmental Science-Sr. Study

Astronomy  
 Human Anatomy and Physiology

**NOTE:** Initial placement may be made based on recommendation of the ninth grade science teacher. However, a student may move between the tracks from year-to-year. The Science Department strongly recommends that students interested in **going on to college** take one year in each of the three major areas (Biology, Chemistry, Physics) and then consider additional supplemental science classes.

**NOTE:** Any course description indicating it is a sequential course is also listed with two course numbers, followed by “A and B.” Any student registered for a sequential course must take “A” in order to take “B.”

### 3911 SCIENCE 9: A & B

3912 Open to 9

This course meets the Minnesota 9-12 Science Standards in Earth and Space Sciences. Students will expand their knowledge and understanding of the big ideas in earth and space sciences by looking at the processes and factors that shape our surroundings on a local and universal scale. An emphasis is placed on the content and science process skills required by the standards, as well as scientific writing, scientific research, learning through inquiry, direct instruction, and hands-on learning.

**3915 STEM SCIENCE 9: A & B**

**3916** Open to 9 (Only offered at MJH)

**Prerequisite:** Accepted into the STEM Magnet

This course covers the same topics as the regular Science 9 course but is a good fit for students who have a strong interest in science and engineering. Students will complete a number of interdisciplinary capstone projects using knowledge and skills that are transferrable among the different core courses. An emphasis is placed on hands-on, real-world projects and problems. Enrollment in this course is based on student application and a desire to be in the course.

**3921 HONORS SCIENCE 9: A & B**

**3922** Open to 9 (Only offered at ERJH)

**Prerequisite:** Accepted into the Gifted/Talented Magnet

This course covers the same topics as the regular Science 9 course, but at a greater depth and in a way that allows students to challenge themselves. Due to less time needed to master concepts, students may be given opportunities to enrich their learning by having greater choice in the process, product, or type of assessment. Enrollment in this course is based on student application and a desire to be in the course.

**3301 BIOLOGY: A & B**

**3312** Open to 10, 11, 12

**Prerequisite:** None

Biology A and B develop skills that center on the scientific method. Biology B is a continuation of Biology A. Topics include the scientific method, cells, DNA structure, taxonomy, genetics, evolution, ecology, and human body.

**3401 HONORS BIOLOGY: A & B**

**3412** Open to 10, 11, 12

**Prerequisite:** Completion of or concurrent enrollment in Algebra II, Honors Algebra II, or by approval based on student MCA or MAP test score profile of 75<sup>th</sup> percentile or higher, and teacher recommendation.

**Note:** This is a Sequential Course.

**Note:** It is not permissible to earn credit from Honors Biology A, then move to regular Biology B.

Honors Biology A topics include the scientific method, classification, theories of evolution, genetics, cell structure and function, and material and energy flow within ecosystems. An independent research project is required. Honors Biology B topics include animal behavior, plant growth and development, material and energy flow within ecosystems, and anatomy and physiology of plants and animals.

### **3510 HUMAN ANATOMY AND PHYSIOLOGY**

Open to 11, 12

**Prerequisite:** Biology A and Biology B, or Honors Biology A and Honors Biology B.

Human Anatomy and Physiology is the study of the organization, structure, function, and interrelationships of the major systems of the body and their responses to the environment. This course is recommended for students interested in a health or science career. Participation in hands-on dissection is required.

### **3540 ASTRONOMY**

Open to 11, 12

**Prerequisite:** None (Recommended: Algebra and Chemistry)

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.

### **3601 BASIC CHEMICAL SCIENCE: A & B**

**3612** Open to 11 and 12

**Prerequisite:** Science Department approval, enrollment is limited based on need.

Students may not take Basic Chemical Science if they earn a grade of “C-” or higher in Geometry.

**Note:** This is a Sequential Course.

**Note:** Does not fulfill NCAA athletic eligibility requirements.

This course covers the state chemistry standards for students who do not have a strong mathematical background. 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.

### **3631 CHEMISTRY: A & B**

**3642** Open to 11 and 12

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

**Note:** This is a Sequential Course.

Chemistry is 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.

**3651 HONORS CHEMISTRY: A & B****3662** Open to 11 and 12**Prerequisite:** Completion of Algebra II or Honors Algebra II or approval based on student MCA or MAP test score profile of 75<sup>th</sup> percentile or higher and teacher recommendation.**Note:** This is a Sequential Course.**Note:** It is not permissible to earn credit from Honors Chemistry A, then move to regular Chemistry B.

Honors Chemistry A is 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. This course will take a more mathematical approach than Chemistry A & B. It is designed for those students who intend to pursue a science program in college.

**3671 ADVANCED PLACEMENT CHEMISTRY****3682** Open to 12**Prerequisite:** Completion of Honors Chemistry with a grade of C or better and teacher recommendation; or completion of Chemistry with a grade of B or better and teacher recommendation. Completion of Algebra II.

This is a second-year high school chemistry course that provides students with a more in-depth study of chemistry. It is designed to be equivalent to a general, first-year college chemistry course. Topics covered are atomic theory and atomic structure, chemical bonding, nuclear chemistry, states of matter, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics and descriptive chemistry. There is an emphasis on chemical calculations, the mathematical formulation of principles and high quality laboratory experiences. The AP College Board recommends that students also take a high school physics course and a four-year college preparatory program in mathematics in addition to AP Chemistry. Successful completion of the AP Chemistry examination may result in credit and/or advanced placement in college courses.

**3721/3732 PHYSICS: A & B****SC3721/** Open to 11, 12**SC3732** **Prerequisite:** Completion of or concurrent enrollment in Algebra II or Honors Algebra II. It is strongly recommended that students take this course concurrently with a math course.**Note:** This is a Sequential Course.

Physics is the study of matter and energy and their interaction. Topics include rectilinear motion, motion in two dimensions, Newton's Laws, momentum, energy, current electricity, modern physics, waves, refraction and reflection of light, sound and musical instruments, and static electricity.

**3821/3832 HONORS PHYSICS: A & B****SC3821/** Open to 11, 12**SC3832** **Prerequisite:** Completion of Algebra II.**Note:** This is a Sequential Course.

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. This class is recommended for all those who plan to pursue a science field in college.

**3851 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE: A & B**

**3862** Open to 11, 12

**Prerequisite:** Biology or Honors Biology and concurrent enrollment in Chemistry or Honors Chemistry.

**Note:** Students may not take both courses 3851/3862 and courses 3871/3882 for credit.

AP Environmental Science will examine how the biosphere works and how humans are affecting it. The goal is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for solving or preventing them. 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.*

**3871 ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE: A & B**



**3882 SENIOR STUDIES OPTION**

Open to 12

**Prerequisite:** Biology or Honors Biology and concurrent enrollment in Chemistry or Honors Chemistry.

**Note:** Students may not take both courses 3851/3862 and courses 3871/3882 for credit.

AP Environmental Science will examine how the biosphere works and how humans are affecting it. The goal is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems and to examine alternative solutions for solving or preventing them. 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. Students will meet with officials from the City of Burnsville to coordinate and compare results of water quality studies from local bodies of water. Students will plan a continuing longitudinal study which will gather data for years to determine the health of our local bodies of water. Results will be shared with the community. *Successful completion of the Advanced Placement Environmental Science examination may result in college credit and/or advanced placement in college courses.*

**3990 INDEPENDENT STUDY - SCIENCE**

Open to 11, 12

**Prerequisite:** Approval

**Note:** *Independent Study may only be taken with a supervising teacher's approval. It must be an avenue of study not presently available in the curriculum.*



# SOCIAL STUDIES

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## Requirements:

- ◆ Completion of Social Studies 9/Geography
- ◆ 2 credits World History
- ◆ 2 credits American History
- ◆ 1 credit in Government
- ◆ 1 credit in Economics

**Electives:** Students who are considering post-high school training or education may wish to choose one of the following social science elective courses:

- ◆ Public Affairs (Senior Studies offering)
- ◆ Psychology (Senior Studies offering)
- ◆ Sociology
- ◆ AP Psychology
- ◆ Survey of 20<sup>th</sup> Century America
- ◆ CIS/AP Macroeconomics
- ◆ CIS Sociology

## **1911 HUMAN GEOGRAPHY: A & B**

**1912** Open to 9

This full year course presents students with an overview of basic geographical knowledge, and 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. This course is based on the Minnesota State Geography Standards and is a requirement for high school graduation.

## **1921 AP HUMAN GEOGRAPHY: A & B**

**1922** Open to 9

This college level course focuses on the goal of understanding patterns and processes that have shaped, and continue to shape human relationships on earth. This course is sanctioned by the College Board, and the course's content is based not only on the Minnesota State Geography Standards, but by the standards set by the College Board. Units of study include: population geography, cultural geography, political geography, economic geography, agricultural geography and urban geography. Students 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 apply those 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. Students have the opportunity to take the AP Human Geography Exam in the spring that could lead to college credit.

**1931 HONORS HUMAN GEOGRAPHY: A & B****1932** Open to 9

(Honors/Pre-AP only at Nicollet)

This class is an accelerated Human Geography class that will stress the pre-AP skills. The pre-AP skills that you will learn in this class will help prepare you to take AP classes at the high school. This full year course presents students with an overview of basic geographical knowledge, and introduction to geospatial technologies and an examination of geographical patterns around the globe utilizing the themes of population, culture, politics, economics, urbanization and environmental issue in order to achieve the basic goal of understanding patterns and process that have shaped and continue to shape human relationships on earth. This course is based on the Minnesota State Geography Standards and is a requirement for high school graduation. There will be emphasis placed on essay writing - writing strong paragraphs with strong topic and support sentences, as well as developing a thesis. During this course you will write several 5-paragraph essays.

The purpose of an Honors Human Geography course is to start developing the skills and organization that will prepare you for high school AP classes and college courses.

**1971 TRANSITIONAL HUMAN GEOGRAPHY: A & B****1972** Open to 9

(Nicollet only)

This full year course moves at a slower pace than the Human Geography course, and has most work done in class. It presents students with an overview of basic geographical knowledge, and introduction to geospatial technologies and an examination of geographical patterns around the globe utilizing the themes of population, culture, politics, economics, urbanization and environmental issue in order to achieve the basic goal of understanding patterns and process that have shaped and continue to shape human relationships on earth. This course is based on the Minnesota State Geography Standards and is a requirement for high school graduation.

**WORLD HISTORY**

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**1511I INTERVENTIONIST WORLD HISTORY: A & B****1522I** Open to 10**Prerequisite:** This is a placement based course.

This course is a skill-based class designed to accommodate the needs of students who have lower than average academic ability and/or are acquiring English language skills. This course will emphasize reading comprehension, writing, and word recognition while exploring World History from the earliest civilizations through present day. Topics include physical and cultural evolution, the beginnings of civilization, development of classical empires, development of universal religions, and the Middle Ages. World History B includes the Renaissance, scientific revolution, industrialism, nationalism, revolution, colonialism and imperialism, the world wars, the post-World War II world and new regional conflicts. **Enrollment in this course will be based on teacher/counselor recommendation ONLY.**

**1501 WORLD HISTORY: A & B****1512** Open to 10, 11, 12**Prerequisite:** None

World History A is a cross-cultural, chronological study of the history of the world. Topics include 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. Topics include the Renaissance, scientific revolution, industrialism, nationalism, revolution, colonialism and imperialism, the world wars, the post-World War II world, and new regional conflicts.

**1521 ADVANCED PLACEMENT WORLD HISTORY: A & B****1532** Open to 10, 11, 12**Prerequisite:** Approval by ninth grade teacher.**Note:** This course has a summer reading and writing requirement

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. Students will be expected to critically assess historical sources, write clear, well-evidenced essays, and compare and contrast civilizations cross-culturally during set time periods. *Successful completion of Advanced Placement World History A & B and the Advanced Placement World History examination may result in college credit and/or advanced placement in college courses.*

**AMERICAN HISTORY**

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**1551I INTERVENTIONIST AMERICAN HISTORY: A & B****1562I** Open to 11, 12**Prerequisite:** This is a placement based course.**Note:** Does not fulfill NCAA athletic eligibility requirements.

This course is a skill-based class designed to accommodate the needs of students who need additional academic support in the areas of reading and writing and/or are acquiring English language skills. This course will emphasize reading comprehension, writing, and word recognition while exploring American History from the earliest migrations through present day. Topics in American History A will include early American civilizations, exploration, colonization, colonial revolution, constitutional period, development of the early republic, westward expansion, Age of Jackson, Civil War and Reconstruction. American History B topics will include Populism and Progressivism, imperialism and WWI, the prosperity of the 1920's and the Depression of the 30's, WWII, the Cold War, Civil Rights, and the cultural, social, political, and economic history of the modern era.

**1541 AMERICAN HISTORY: A & B**

**1552** Open to 11, 12

**Prerequisite:** None

American History A studies the period from the early migrations through the period of reconstruction. Topics include 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. Topics include 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.

**1561 CIS/ADV. PLACEMENT AMERICAN HISTORY: A & B** *College-in-the-Schools*

**1572** Open to 11, 12

**Prerequisite:** Approval by tenth grade teacher.

**Note:** This course has a summer reading and writing requirement

CIS/Advanced Placement American History A is a survey of American History from the early migrations to the end of reconstruction. Advanced Placement American History B is a survey of American History from the rise of industrialism to the present day. Students acquire factual knowledge, consider historical evidence, and interpret data in an analytical and critical fashion. Students 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. *Successful completion of CIS/Advanced Placement American History A and B or the Advanced Placement Examination may lead to college credit and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college level coursework. Students accepted into and successfully completing this College in the Schools course will earn six semester credits at the University of Minnesota. (HIST 1307/1308)*

## **SOCIAL SCIENCE**

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**SC1580 AMERICAN GOVERNMENT AND POLITICS**

Open to 12

**Prerequisite:** None

This course is an integrated study of United States government and other principles of social science. In addition to examining the theory and structure of United States government, current events will be used to analyze the policy making process.

**SC1581 CIS/ADV. PLACEMENT AMERICAN GOVERNMENT  
AMERICAN DEMOCRACY IN A CHANGING WORLD**

Open to 12

**Prerequisite:** Approval by eleventh grade teacher

**Note:** Fulfills Senior Studies requirement



*College-in-the-Schools*

CIS/Advanced Placement American Government involves both the study of American political philosophy and general concepts used to interpret American politics. Some of the course concentrates on specific case studies, requiring familiarity with the various institutions, groups, beliefs, and ideas that comprise American political reality. Students 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. *Successful completion of CIS/Advanced Placement American Government or the Advanced Placement Examination may lead to college and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Students accepted into and successfully completing this College in the Schools course will earn four semester credits at the University of Minnesota. (POL 1001)*

**SC1583 INVER HILLS COMMUNITY COLLEGE: POLITICAL SCIENCE 1111 AMERICAN GOVERNMENT**

Open to 12

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

American Government 1111 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the twelfth grade Government requirement for Social Studies and meets the Minnesota state standards as well as ramping up skills in preparation for coursework at the college level. Successful completion of this course earns three college credits and is part of the transfer curriculum in the MNSCU college system and will be accepted at all MNSCU colleges and may be accepted at other colleges and universities. In this class students 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.

**SC1590 PRINCIPLES OF ECONOMICS**

Open to 12

**Prerequisite:** None

This course is an integrated study of macroeconomics, microeconomics, and other principles of social science. Through current events students will study the options confronting Americans in the emerging world economy. In addition, students will learn about personal financial decision-making.

**SC1592 CIS/ADV. PLACEMENT PRINCIPLES OF ECONOMICS F**  
**MICROECONOMICS** *College-in-the-Schools*



Open to 12

**Prerequisite:** Approval by eleventh grade teacher

**Note:** Fulfills Senior Studies requirement

CIS/AP Microeconomics is designed to give students an understanding of the behavior of consumers, firms, and markets in domestic and world economy, demand and supply, competition, and monopoly, distribution of income, economic interdependencies in the global economy, effects of global linkages on individual decisions. The course includes the study of consumer and producer behavior under competitive and monopolistic conditions; factors

influencing production, price, and other decisions of the firm; applications of the theory. Students 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. *Successful completion of CIS/Advanced Placement Principles of Economics A & B or the Advanced Placement Examination may lead to college and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Students accepted into and successfully completing this College in the Schools course will earn four semester credits at the University of Minnesota. (APEC 1101)*

**SC1594 CIS/AP MACROECONOMICS**

**S**



Open to 12

*College-in-the-Schools*

**Prerequisite:** CIS/AP Microeconomics

**Targeted Student Population:** Honors Students

**Note:** Fulfills Senior Studies requirement

CIS/AP Macroeconomics is designed to give students an understanding of unemployment/inflation, measures of national income, macro models, fiscal policy/problems. Poverty and income distribution. International trade and exchange rates. Economic growth/development. *Successful completion of CIS/Advanced Placement Principles of Economics A & B or the Advanced Placement Examination may lead to college and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Students accepted into and successfully completing this College in the Schools course will earn three semester credits at the University of Minnesota. (APEC 1102)*

**1610 PUBLIC AFFAIRS**



Open to 12

**Prerequisite:** Grade 10 and 11 Social Studies

**Note:** Fulfills Senior Studies requirement

This course will give students the opportunity to work with their local, county, and state community on an actual public concern. Through an examination of the impact of active citizens solving community problems, students will recognize the contributions they can make to their community. Completion of the major project is a requirement for earning credit for this course.

**1630 INTRODUCTION TO SOCIOLOGY**

**SC1630** Open to 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. Topics of study include: groups and organizations; culture; conformity, deviance and crime; gender; race, ethnicity and discrimination; and social change. Assessments include essays and traditional tests but also projects and other alternative assessments.

**1640 CIS SOCIOLOGY**



**MULTICULTURAL PERSPECTIVES IN SOCIOLOGY**

Open to 11, 12

**Note:** There is a service learning component to this course.

**Note:** Fulfills Senior Studies requirement

Multicultural Perspectives in Sociology is designed as an introduction to sociological methods and approaches. The purpose of this course is to provide students with the basic tools to better understand and question our social world. By utilizing a multicultural perspective, we will study social identity(s) and develop our sociological imaginations to fully understand the causes, and solutions of, the big questions of our time. *This course is part of the U of MN Entry Point Project which targets students who are in the top 50<sup>th</sup> – 20<sup>th</sup> percentile as well as multilingual and ELL students. Students accepted into and successfully completing this College in the Schools course will earn four semester credits at the University of Minnesota. (PSTL 1211)*

**1620 PSYCHOLOGY**



**SC1620** Open to 12

**Prerequisite:** None

**Note:** Fulfills Senior Studies Requirement

Psychology is the study of factors that influence human behavior. Topics include intelligence, learning, social roles and expectation, emotions and mental illness, and major psychological theories.

**SC1661 ADVANCED PLACEMENT PSYCHOLOGY A & B**

**SC1672** Open to 12

Targeted Student Population: Honors Students

The **year-long** AP Psychology course is designed to introduce students to systematic and scientific study of human behavior and mental processes. Students 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 students with an understanding of the main concepts of psychology in order to obtain a score of 3 or higher on the AP exam, if they choose to take it. *Successful completion of the Advanced Placement examination may result in college credit and/or advanced placement in college courses.*

**SC1681 SURVEY OF 20TH CENTURY AMERICA**

Open to 12

**Prerequisite:** American History

A decade-by-decade survey of events and ideas in the 20<sup>th</sup> Century United States and their impact on and reflection of the culture of each decade. Students will learn about, examine and critically analyze each decade through its events, literature, music, film and TV.

**1990 INDEPENDENT STUDY - SOCIAL STUDIES**

Open to 10, 11, 12

**Prerequisite:** Department approval

**Note:** *Independent Study may only be taken with a supervising teacher's approval. It must be an avenue of study not presently available in the curriculum.*



## **SPECIAL EDUCATION**

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Only students with active Individual Education Program (IEP) plans are eligible for enrollment in courses in this section. The IEP team will make enrollment recommendations. Courses need to be included in the student's Course of Study in their IEP.

### **Resource Program**

#### **8531 LANGUAGE ARTS SKILLS 10: A & B**

**8532** Open to 10

**Prerequisite:** Referral and Placement

**Credit:** Elective

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 10. Students enrolled in this course are also enrolled in the general education English 10 course and have reading and/or writing IEP goals. The course is designed to focus on reading comprehension, writing, critical thinking, grammar, vocabulary development, literature exploration, and communication skills.

#### **8533 LANGUAGE ARTS SKILLS 11: A & B**

**8534** Open to 11

**Prerequisite:** Referral and Placement

**Credit:** Elective

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 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. Written language skills focused on are fluency, complex and compound sentences, paragraph writing, and essay development.

#### **8551 LANGUAGE ARTS SKILLS 12: A & B**

**8552** Open to 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

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. The course is designed to focus on reading comprehension, writing, critical thinking, grammar, vocabulary development, literature exploration, and communication skills.

**8535 LANGUAGE ARTS SKILLS: A & B**

**8536** Open to 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

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. Students enrolled in this class have reading and/or writing IEP goals. This class is specifically designed to focus on areas of reading and writing fluency, comprehension, developing reading strategies, and vocabulary. Writing will focus on simple and complex sentences, paragraph writing and vocabulary.

**8523B MATH SKILLS: A & B**

**8524B** Open to 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. This class is generally aimed at 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.

**8511 CONSUMER MATH: A & B**

**8512** Open to 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

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

**8523 GEOMETRY MATH SKILLS: A & B**

**8524** Open to 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. This class is specifically designed to support and re-teach the skills taught in Geometry by special educators. Students enrolled in this course are enrolled in a Geometry course and have math IEP goals. This class will focus on using Geometry to solve real-world problems.

**8525 ALGEBRA I MATH SKILLS: A & B**

**8526** Open to 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

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

**8521 ALGEBRA II MATH SKILLS: A & B**

**8522** Open to 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

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 educators. Students enrolled in this course are enrolled in an Algebra II course and have math IEP goals. This class will focus on the use of algebraic concepts to solve real-world problems.

**8603A ADVOCACY: SKILLS FOR ACADEMIC SUCCESS**

**8604A** Open to 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

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 direct instruction by special educators 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.

**8603B ADVOCACY: SKILLS FOR POSITIVE CHOICES**

**8604B** Open to 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

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 direct instruction by special educators 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.

**FEST (Functional Education for Successful Transition) Program**

(Program offered at MJH and BHS)

**8633 MATH SKILLS FOR LIFE: A & B**

**8634** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective or Math

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. The course is generally aimed at basic computation, real life math problems, money, budgeting, balancing a checkbook, time concepts, and measurement. Community based instruction is used to generalize classroom learning.

**8643 LANGUAGE ARTS SKILLS FOR LIFE I: A & B**

**8644** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective or Language Arts

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. The course is generally aimed at building skills in word recognition, reading fluency, vocabulary, literal and inferential comprehension, basic grammar, spelling, sentence structure, letter writing, and paragraph writing.

**8673F SKILLS FOR INDEPENDENT LIVING I: A & B**

**8674F** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective or Social Studies

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. Goals in the areas of independent living, citizenship, and interpersonal communication may be addressed in this course. The course is generally aimed at self-awareness, responsible behavior, interpersonal skills, decision making, citizenship, and awareness of one's community. Community based instruction is used to generalize classroom learning.

**8683 CAREER DEVELOPMENT SKILLS I: A & B**

**8684** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective or Science

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. Goals in the areas of career awareness, career exploration, and career investigation may be addressed in this course. The course is generally aimed at 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.

**8693 DAILY LIVING SKILLS: A & B**

**8694** Open to 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective or Science

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. The course is generally aimed at 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.

**NB (Neurobiological Program)** (Program offered at ERJH and BHS)

**8531N LANGUAGE ARTS SKILLS II: A & B**

**8532N** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective or Grade Level Language Arts

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. Written language skills will be improved by working on fluency, complex and compound sentences, paragraph writing and essay development.

**8523N MATH SKILLS II: A & B**

**8524N** Open to 9, 10, 11, and 12

**Prerequisite:** Referral and Placement

**Credit:** Elective or Grade Level Math Course

This is a comprehensive course focused on Minnesota State math Standards for students who need individualized instruction. Goals in the areas of math fluency and advanced computation may be addressed in this course. The course is generally aimed at decimals, fractions, number theories, measurement, and geometric formulas. Concepts such as algebraic thinking and data analysis are introduced.

**8573N TRANSITION SKILLS I: A & B**

**8574N** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

This is a comprehensive course for students who need individualized instruction. Goals in the areas of independent living, recreation and leisure, and community participation may be addressed in this course. The course is generally aimed at integrating classroom instruction with real life while developing skills students will need for their future.

**8603 SKILLS FOR ACADEMIC SUCCESS I & II**

**8604** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

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. The course is generally aimed at 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.

**8541N SOCIAL STUDIES: A & B**

**8542N** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Grade Level Social Studies

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

**8561N SCIENCE: A & B**

**8562N** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Grade Level Science

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

**STEP** (Program Offered at NJH and BHS)

**8818 LANGUAGE ARTS SKILLS II: A & B**

**8819** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective or Grade Level Language Arts

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. Written language skills will be improved by working on fluency, complex and compound sentences, paragraph writing and essay development.

**8838 MATH SKILLS II: A & B**

**8839** Open to 9, 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective or Grade Level Math Course

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. Goals in the areas of math fluency and advanced computation may be addressed in this course. The course is generally aimed at decimals, fractions, number theories, measurement, and geometric formulas. Concepts such as algebraic thinking and data analysis are introduced.

**8573S TRANSITION SKILLS I: A & B****8574S** Open to 9, 10, 11, 12**Prerequisite:** Referral and Placement**Credit:** Elective

This is a comprehensive course for students who need individualized instruction. Goals in the areas of independent living, recreation and leisure, and community participation may be addressed in this course. The course is generally aimed at integrating classroom instruction with real life while developing skills students will need for their future.

**8603A SKILLS FOR ACADEMIC SUCCESS I & II****8604A** Open to 9, 10, 11, 12**Prerequisite:** Referral and Placement**Credit:** Elective

This is a comprehensive course focused on the development of skills for academic success for students who need individualized instruction. This course will provide direct instruction by special educators 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.

**8603B SKILLS FOR POSITIVE CHOICES I & II****8604B** Open to 9, 10, 11, 12**Prerequisite:** Referral and Placement**Credit:** Elective

This is a comprehensive course focused on the development of skills in making positive choices for students who need individualized instruction. This course will provide direct instruction by special educators 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.

**8603C SKILLS FOR PERSONAL SUCCESS I & II****8604C** Open to 9, 10, 11, 12**Prerequisite:** Referral and Placement**Credit:** Elective

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. The course is generally aimed at 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.

- 8828 SOCIAL STUDIES: A & B**  
**8829** Open to 9, 10, 11, 12  
**Prerequisite:** Referral and Placement  
**Credit:** Grade Level Social Studies

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

- 8848 SCIENCE: A & B**  
**8849** Open to 9, 10, 11, 12  
**Prerequisite:** Referral and Placement  
**Credit:** Grade Level Science

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

### **Work Based Learning**

- 8708 WORK EXPERIENCE**  
**8718** Open to 10, 11, 12  
**Prerequisite:** Referral and Placement  
**Credit:** Elective

Students who participate in work based learning may have competitive employment or will find employment with the assistance of a work based learning coordinator. Students 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. Students will be evaluated based on multiple measures including workplace performance.

- 8733 WORK BASED LEARNING I: A & B**  
**8734** Open to 10, 11, 12  
**Prerequisite:** Referral and Placement  
**Credit:** Elective

This is a comprehensive course that is focused on the development of skills for employment for students who need individualized instruction. Goals in the area of career awareness, work behaviors, job performance, job readiness, may be addressed in this course. The course is generally aimed at preparing students for the world of work at an entry level. Students who participate in work based learning may participate in a variety of non-competitive or volunteer worksites within the school or community. Students will be evaluated based on multiple measures including worksite performance working towards skill improvement.

**8723 SEMINAR: WORK BASED LEARNING: A & B**

**8724** Open to 10, 11, 12

**Prerequisite:** Referral and Placement

**Credit:** Elective

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



# WORLD LANGUAGES

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**Requirements:** Courses in this department are not required for graduation. However, the courses in this department are offered to provide the students the opportunity to investigate areas of interest and obtain skills to assist them in future career or life choices.

More and more in today’s world, knowledge of a second language is considered essential. National reports are encouraging students to acquire skills in another language. Many colleges and universities require at least two years of high school world languages study (for entrance). College graduation requirements can demand as many as six years (or four college semesters) of world languages study. Check the actual requirements for your college in advance.

When selecting a language it is best to consider the following: **1)** your own family heritage, **2)** where you might want to travel, **3)** which language and culture really interest you, and **4)** your future plans.

If a student is interested in studying a language other than French or Spanish, he/she should contact a member of the Guidance staff about the possibility of participating in the Post-Secondary Enrollment Options (PSEO) program or the open-enrollment program with neighboring schools.

*\*University of Minnesota CLA website*

**If in junior high,  
a student took:**

**Now in senior high,  
he/she should take:**

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8th or 9th grade:  
French or Spanish 1

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French or Spanish 2A

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8th and 9th grade:  
French or Spanish 1 & 2

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French or Spanish 3A

**Note:** Any course description indicating it is a sequential course is also listed with two course numbers, followed by “A and B.” Any student registered for a sequential course must successfully pass “A” in order to continue on to “B” during the second semester as the first semester is considered a prerequisite.

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**6001 FRENCH 1: A & B**

**6012** Open to 10, 11, 12

**Prerequisite:** None

**Note:** This is a Sequential Course.

This course introduces French through a variety of learning experiences including multimedia technology, original conversations, music, games, etc. Emphasis is on listening comprehension and speaking, with less emphasis on reading and writing.

**6041 FRENCH 2: A & B**

**6052** Open to 10, 11, 12

**Prerequisite:** French 1B or equivalent

**Note:** This is a Sequential Course.

This course continues development of listening, speaking, reading and writing skills through the use of games, readings and multimedia technology. Cultural study is included as well.

**6081 FRENCH 3: A & B**

**6092** Open to 10, 11, 12

**Prerequisite:** French 2B or equivalent

**Note:** This is a Sequential Course.

This course develops more closely the language proficiency skills of listening, speaking, and writing via grammatical concepts. Grammar is taught through conversation and writing. Students are expected to speak French in class.

**6121 FRENCH 4: A & B**

**6132** Open to 10, 11, 12

**Prerequisite:** French 3B or equivalent

**Note:** This is a Sequential Course.

This course includes the study of two short stories and a novelette while also strengthening oral proficiency through discussion of topics of current interest in French. Grammatical concepts continue to be studied.

**6161 CIS/FRENCH 5: A & B**

**6172** Open to 12

**Prerequisite:** French 4B or equivalent

**Note:** Fulfills Senior Studies requirement.



*College-in-the-Schools*

This is a challenging course designed for the motivated language student. While practicing and improving communicative language skills, the student also has the opportunity to earn ten semester credits at the University of Minnesota (French 1003 and French 1004) if his/her class rank places him/her in the 70th percentile or higher. The University of Minnesota sets this

criteria, but students may petition to enroll in the class or may take the class just for BHS credit. The class is conducted entirely in French and students are expected to use as much French as possible. Students will also complete a Senior Studies project during the first semester. *The grading for this course is in accordance with the University of Minnesota for college level coursework. Students accepted into and successfully completing this College in the Schools course will earn ten semester credits at the University of Minnesota.*

**6301 SPANISH FOR HERITAGE LEARNERS I: A & B**

**6312** Open to 10, 11, 12

**Prerequisite:** Student must be a native or heritage speaker of Spanish or have permission of the instructor.

**Note:** This is a Sequential Course.

This course is designed for students for whom Spanish is their native or heritage language. It provides those students with the opportunity to expand their existing proficiency and to develop their reading and writing skills. Spelling and vocabulary development are stressed. Emphasis will be placed on usage appropriate to academic and professional settings.

**6311 SPANISH FOR HERITAGE LEARNERS II: A & B**

**6322** Open to 11, 12

**Prerequisite:** D average in Spanish for Heritage Learners I

**Note:** This is a Sequential Course.

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 students will develop fluency and accuracy in both oral and written contexts.

**6401 SPANISH 1: A & B**

**6412** Open to 10, 11, 12

**Prerequisite:** None

**Note:** This is a Sequential Course.

This class emphasizes speaking, reading, writing and listening skills facilitated by the use of multimedia technology, games, songs, conversations, etc. Students are introduced to the language and culture of several Spanish-speaking countries. Active participation is essential for individual success in the target language.

**6441 SPANISH 2: A & B**

**6452** Open to 10, 11, 12

**Prerequisite:** Spanish 1B or equivalent

**Note:** This is a Sequential Course.

This class emphasizes writing, listening, and speaking skills on a higher level through use of multimedia technology. The student increases vocabulary and understanding of basic grammar.

**6481 SPANISH 3: A & B**

**6492** Open to 10, 11, 12

**Prerequisite:** Spanish 2B or equivalent

**Note:** This is a Sequential Course.

The class emphasizes proficiency skills in reading, writing, listening and speaking. Grammar is reinforced through a variety of real-life situations. Students will continue to increase their vocabulary as well as learn several new verb tenses.

**6521 SPANISH 4: A & B**

**6532** Open to 10, 11, 12

**Prerequisite:** Spanish 3B or equivalent

**Note:** This is a Sequential Course.

This course provides a more advanced study of grammatical structures and literary selections such as short stories. The skills of listening, speaking, reading, and writing are practiced.

**6561 CIS/SPANISH 5: A & B**

**6572** Open to 12



*College-in-the-Schools*

**Prerequisite:** Students must be ranked in the top 30% of entire class at the end of their junior year **and** must have maintained a **minimum B** average in Spanish 4.

**Note:** Fulfills Senior Studies requirement

This is a challenging course designed for the motivated language student. Conversational skills are strengthened as the class is conducted in Spanish. The student has the opportunity to earn ten semester credits at the University of Minnesota (Spanish 1003 and 1004) if his/her BHS class rank places him/her in the 70th percentile or higher. The University of Minnesota sets this criteria, but students may petition to enroll in the class or may take the class just for BHS credit. Grammar will be reviewed, vocabulary increased, and culture studied. Students will complete a senior studies project during first semester. *The grading for this course is in accordance with the University of Minnesota for college level coursework. Students accepted into and successfully completing this College in the Schools course will earn ten semester credits at the University of Minnesota.*



## YOUTH SERVICE

**Requirements:** Courses in this department are not required for graduation, but may be used to meet the elective requirements. These courses are offered to provide the students the opportunity to investigate areas of interest and obtain skills to assist them in future career or life choices.

Youth Service programs are designed to give students an opportunity to perform volunteer service within the school setting and/or in the community. The Family and Consumer Science Department and Community Education sponsor these programs. Opportunities for participation are described and listed below.

**NOTE:** All of the following Youth Service courses, with the exception of T.A.S.K., will use Pass/Fail grade for grade reporting. The Pass/Fail in these courses will not prevent students from receiving honors recognition at graduation.

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**8301 SERVICE LEARNING (T.A.S.K.) A**

**8302 SERVICE LEARNING (T.A.S.K.) B**

Open to 11, 12

**Prerequisite:** Acceptable application and interview. Small Group Communication is recommended.

**Note:** Offered as a one-credit semester course. Students receive a letter grade. May be taken twice for credit.

“Teaching to Achieve Success for Kids” is a service learning program that trains students in teaching skills for presenting age-appropriate topics to elementary students and leadership skills for various high school service projects. Students are responsible for their own transportation.

**8321 YOUTH SERVICE (TEACHING) A**

**8322 YOUTH SERVICE (TEACHING) B**

Open to 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.

**8331 YOUTH SERVICE (PEER TUTORING) A**

**8332 YOUTH SERVICE (PEER TUTORING) B**

Open to 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.

**8351 YOUTH SERVICE (SOCIAL SERVICES) A**

**8352 YOUTH SERVICE (SOCIAL SERVICES) B**

Open to 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.

**8401 YOUTH SERVICE (COMMUNITY VOLUNTEER) A**

**8402 YOUTH SERVICE (COMMUNITY VOLUNTEER) B**

Open to 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.



## AVID

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**Who is an AVID Student?** AVID students are in the academic middle, capable of completing a college preparatory path with support. These students are not realizing their full potential academically. A number of criteria are considered for enrollment: state test scores, 2.0-3.5 GPA, citizenship, attendance, individual desire and determination, first in family to attend college, historically underrepresented in 4 year colleges/universities, economically disadvantaged, other special circumstances.

**Major Concepts/Content:** Advancement Via Individual Determination (AVID) is an academic elective course that prepares students for college readiness and success, and it is scheduled during the regular school day as a year-long course. Each week, students receive instruction utilizing a rigorous college preparatory curriculum provided by AVID Center, tutor-facilitated study groups, motivational activities and academic success skills. In AVID, students participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization and reading to support their academic growth.

Some students will have previous experience with AVID at the middle grades, and some students will be experiencing AVID for the first time. Either way, the tenth grade AVID elective course will serve as a review of the AVID philosophy and strategies. Students will work on academic and personal goals and communication, and adjusting to the high school setting. Students will increase awareness of their personal contributions to their learning, as well as their involvement in their school community. There is an emphasis on analytical writing, focusing on personal goals and thesis writing. Students will work on collaborative settings, learning how to participate in collegial discussions and use sources to support their ideas and opinions. Students will prepare for and participate in college entrance and placement exams, while refining study skills and test-taking, note-taking, and research techniques. They will take an active role in field trip and guest speaker preparations and presentations. Their college research will include financial topics and building their knowledge on colleges and careers of interest. Ideally, students will participate in AVID all three years that they are enrolled at Burnsville High School.

# **BRIDGES**

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The Bridges program is designed to support tenth and eleventh grade students that meet qualifications for being “at-risk” to not graduate from high school. The courses in the Bridges program offer research based instructional approaches for meeting the core academic course standards inside blocked classes where homework help is embedded in the school day. Students complete a Continual Learning Plan with an advisor that creates a pathway to academic and social success resulting in post-secondary educational and training opportunities. Students also take an additional period class specifically designed to support their academic and social success, and also have the opportunity to take elective classes.



**Agenda IV.B.  
December 18, 2014**

**To: Members, Board of Education**  
**From: Lisa K. Rider, Executive Director of Business Services**  
**Date: December 18, 2014**  
**Re: Certification of Final Property Tax Levy Payable 2015**

**RECOMMENDATION: that the Board of Education certify the final property tax levy for taxes payable in 2015 as follows:**

<b>General RMV Voter Approval</b>	<b>\$11,973,789.69</b>
<b>General RMV Other</b>	<b>5,902,963.79</b>
<b>General NTC Other</b>	<b>5,926,739.16</b>
<b>Community Service</b>	<b>1,246,573.23</b>
<b>General Debt Voter Approved</b>	<b>4,519,438.13</b>
<b>General Debt Other</b>	<b>3,683,313.57</b>
<b>OPEB/Pension Other</b>	<b><u>1,612,349.40</u></b>
<b>Total</b>	<b>\$34,865,166.97</b>

The final levy recommended for approval this evening is in the amount of \$34,865,166.97. This represents the District's maximum levy authority and reflects a 3.81% increase from the payable 2014 property tax levy.

I recommend approval of the final levy for taxes payable in 2015 of \$34,865,166.97.

Attachment: Final Levy Comparison Payable 2014 and 2015  
Levy Limitation and Certification 2014 Payable 2015, pg 27 and 28

**Independent School District 191**  
**Levy Certification Summary**  
**2014 Payable 2015**  
**For the Fiscal Year 2015/2016**

	2013 Payable 2014	2014 Payable 2015	Increase/ (Decrease)
<b>General Levies:</b>			
Referendum Levy	\$11,534,740	\$11,707,379	\$172,639
Location Equity Levy	4,251,336	4,301,024	49,688
Equity Revenue Levy	768,048	939,327	171,279
Operating Capital Levy	963,670	1,075,158	111,488
Student Achievement Levy	210,723	220,561	9,838
Safe Schools	372,341	370,807	(1,534)
Safe Schools - District 917	45,715	59,226	13,511
Career & Technical Levy	225,641	159,518	(66,123)
Health & Safety Levy	505,207	479,456	(25,751)
Alternative Facilities Levy	0	1,200,000	1,200,000
Transition Revenue Levy	337,904	340,024	2,120
Achievement & Integration Levy	515,643	548,597	32,954
Reemployment Insurance Levy	250,000	250,000	0
Lease Levy	788,611	798,157	9,546
Alternative Compensation Levy	860,877	867,482	6,605
<b>Total General Levies</b>	<b>21,630,456</b>	<b>23,316,716</b>	<b>1,686,260</b>
<b>Levy Adjustments</b>	<b>672,104</b>	<b>486,777</b>	<b>(185,327)</b>
<b>Net General Levies</b>	<b>\$22,302,560</b>	<b>\$23,803,493</b>	<b>\$1,500,933</b>

**Independent School District 191  
 Levy Certification Summary  
 2014 Payable 2015  
 For the Fiscal Year 2015/2016**

	<b>2013 Payable 2014</b>	<b>2014 Payable 2015</b>	<b>Increase/ (Decrease)</b>
	<hr/>	<hr/>	<hr/>
<b>Community Service Fund:</b>			
<i>General Community Education</i>	\$475,684	\$475,684	\$0
<i>Early Childhood Family Education</i>	244,897	251,884	6,987
<i>Disabled Adults</i>	3,062	3,062	0
<i>School Age Care</i>	350,000	450,000	100,000
<i>Home Visiting</i>	6,144	6,224	80
	<hr/>	<hr/>	<hr/>
<b>Total Levies</b>	1,079,787	1,186,854	107,067
<b>Levy Adjustments</b>	5,208	59,719	54,511
	<hr/>	<hr/>	<hr/>
<b>Community Service Levies</b>	<u>\$1,084,995</u>	<u>\$1,246,573</u>	<u>\$161,578</u>

**Independent School District 191  
 Levy Certification Summary  
 2014 Payable 2015  
 For the Fiscal Year 2015/2016**

	<b>2013 Payable 2014</b>	<b>2014 Payable 2015</b>	<b>Increase/ (Decrease)</b>
	<hr/>	<hr/>	<hr/>
<b>General Debt Service Fund:</b>			
<b>Voter Approved Levy</b>	<b>\$4,693,409</b>	<b>\$4,417,641</b>	<b>(\$275,768)</b>
<b>Alternative Facilities Levy Revenue</b>	<b>\$3,840,671</b>	<b>\$3,683,314</b>	<b>(\$157,357)</b>
	<hr/>	<hr/>	<hr/>
<b>Total Levies</b>	<b>8,534,080</b>	<b>8,100,955</b>	<b>(433,125)</b>
<b>Levy Adjustments</b>	<b>45,278</b>	<b>101,797</b>	<b>56,519</b>
	<hr/>	<hr/>	<hr/>
<b>Debt Service Levy</b>	<b>\$8,579,358</b>	<b>\$8,202,752</b>	<b>(\$376,606)</b>
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

**Independent School District 191  
 Levy Certification Summary  
 2014 Payable 2015  
 For the Fiscal Year 2015/2016**

	<b>2013 Payable 2014</b>	<b>2014 Payable 2015</b>	<b>Increase/ (Decrease)</b>
	<hr/>	<hr/>	<hr/>
<b>OPEB Levy - Non-Voter Approved</b>	<b>1,607,704</b>	<b>1,589,354</b>	<b>(18,350)</b>
<b>Levy Adjustments</b>	<b>10,238</b>	<b>22,995</b>	<b>12,757</b>
	<hr/>	<hr/>	<hr/>
<b>OPEB Levy</b>	<b>1,617,942</b>	<b>1,612,349</b>	<b>(5,593)</b>
	<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>

**Independent School District 191  
 Levy Certification Summary  
 2014 Payable 2015  
 For the Fiscal Year 2015/2016**

	<b>2013 Payable 2014</b>	<b>2014 Payable 2015</b>	<b>Increase/ (Decrease)</b>
	<hr/>	<hr/>	<hr/>
<b>Summary of All Levies:</b>			
<b>General Levy</b>	<b>\$22,302,560</b>	<b>\$23,803,493</b>	<b>\$1,500,933</b>
<b>Community Service Levy</b>	<b>1,084,995</b>	<b>1,246,573</b>	<b>161,578</b>
<b>General Debt Service Levy</b>	<b>8,579,358</b>	<b>8,202,752</b>	<b>(376,606)</b>
<b>OPEB Levy</b>	<b>1,617,942</b>	<b>1,612,349</b>	<b>(5,593)</b>
	<hr/>	<hr/>	<hr/>
<b>Total - All Levies</b>	<b>\$33,584,855</b>	<b>\$34,865,167</b>	<b>\$1,280,312</b>
	<hr/>	<hr/>	<hr/>
<b>Percentage Increase</b>			<b>3.81%</b>

I. COMPUTATION OF 2014 PAYABLE 2015 LEVY LIMITATION BY FUND (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	INITIAL LEVY LIMITATION	LIMITATION ADJUSTMENTS	ABATEMENT ADJUSTMENTS	OFFSET ADJUSTMENTS	TACONITE ADJUSTMENT	MAXIMUM LEVY LIMITATION
GEN-RMV VOTER-EXEMP	11,707,378.38	266,411.31	N/A			11,973,789.69
GEN-RMV OTHER-EXEMP	5,580,375.77	322,588.02	N/A			5,902,963.79
GEN-NTC VOTER-EXEMP			N/A			
GEN-NTC OTHER-GENED	220,560.78	N/A	N/A	N/A	N/A	220,560.78
GEN-NTC OTHER-EXEMP	5,808,401.36	408,690.67-	306,467.69			5,706,178.38
TOTAL GENERAL	23,316,716.29	180,308.66	306,467.69			23,803,492.64
COM SERV-EXEMP	1,186,854.26	47,326.15	12,392.82			1,246,573.23
DEBT-VOTER-NONEXEMP	4,603,849.85	186,209.32-	101,797.60			4,519,438.13
DEBT-OTHER-NONEXEMP	3,838,570.05	155,256.48-				3,683,313.57
TOTAL DEBT SERV	8,442,419.90	341,465.80-	101,797.60			8,202,751.70
OPEB-VOTER-NONEXEMP						
OPEB-OTHER-NONEXEMP	1,663,095.00	73,740.53-	22,994.93			1,612,349.40
TOTAL OPEB/PENSION	1,663,095.00	73,740.53-	22,994.93			1,612,349.40
TOTAL	34,609,085.45	187,571.52-	443,653.04			34,865,166.97

II. COMPARISON OF 2013 PAYABLE 2014 LEVY LIMITATION WITH 2014 PAYABLE 2015 LEVY LIMITATION (BEFORE COUNTY AUDITOR ADJUSTMENTS):

FUND	2013 PAY 2014 LIMITATION	2014 PAY 2015 LIMITATION	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	22,302,560.20	23,803,492.64	1,500,932.44	6.73
COMMUNITY SERVICE	1,084,995.23	1,246,573.23	161,578.00	14.89
GENERAL DEBT SERVICE	8,579,357.87	8,202,751.70	376,606.17-	4.39-
OPEB DEBT SERVICE	1,617,942.00	1,612,349.40	5,592.60-	.35-
TOTAL	33,584,855.30	34,865,166.97	1,280,311.67	3.81

III. COMPARISON OF 2013 PAYABLE 2014 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS WITH 2013 PAYABLE 2014 CERTIFIED LEVY PLUS COUNTY AUDITOR ADJUSTMENTS:

FUND	2013 PAY 2014 CERTIFIED LEVY + ADJUSTMENTS	2014 PAY 2015 CERTIFIED LEVY + ADJUSTMENTS	INCREASE (DECREASE)	PERCENT CHANGE
GENERAL	22,302,560.20			
COMMUNITY SERVICE	1,084,995.23			
GENERAL DEBT SERVICE	8,579,357.87			
OPEB DEBT SERVICE	1,617,942.00			
TOTAL AFTER ADJUSTMENTS	33,584,855.30			

LINE #	LIMITATION COMPONENTS	2013 PAY 2014 LIMITATION	2013 PAY 2014 CERTIFIED LEVY	2014 PAY 2015 LIMITATION	2014 PAY 2015 PROPOSED LEVY	2014 PAY 2015 CERTIFIED LEVY NOTES
SUBTOTALS BY LEVY CATEGORY						
(5001)	GENERAL-RMV VOTER-JOBZ EXEMPT	11,747,829.28	11,747,829.28	11,973,789.69	11,973,789.69	
(5002)	GENERAL-RMV OTHER-JOBZ EXEMPT	5,446,409.08	5,446,409.08	5,902,963.79	5,902,963.79	
(5003)	GENERAL-NTC VOTER-JOBZ EXEMPT					
(5004)	GENERAL-NTC OTHER-GENED-EXEMPT			220,560.78	220,560.78	
(5005)	GENERAL-NTC OTHER-JOBZ EXEMPT	5,108,321.84	5,108,321.84	5,706,178.38	5,706,178.38	
(5007)	COMMUNITY SERV-NTC OTHER-EXEMPT	1,084,995.23	1,084,995.23	1,246,573.23	1,246,573.23	
(5011)	GENL DEBT-NTC VOTER-NONEXEMPT	4,738,686.87	4,738,686.87	4,519,438.13	4,612,242.55	
(5012)	GENL DEBT-NTC OTHER-NONEXEMPT	3,840,671.00	3,840,671.00	3,683,313.57	3,687,054.07	
(5014)	OPEB DEBT-NTC VOTER-NONEXEMPT					
(5015)	OPEB DEBT-NTC OTHER-NONEXEMPT	1,617,942.00	1,617,942.00	1,612,349.40	1,612,349.40	
SUBTOTALS BY FUND						
(5006)	GENERAL FUND	22,302,560.20	22,302,560.20	23,803,492.64	23,803,492.64	
(5010)	COMMUNITY SERVICES FUND	1,084,995.23	1,084,995.23	1,246,573.23	1,246,573.23	
(5016)	GENERAL DEBT SERVICE FUND	8,579,357.87	8,579,357.87	8,202,751.70	8,299,296.62	
(5022)	OPEB/PENSION DEBT SERVICE FUND	1,617,942.00	1,617,942.00	1,612,349.40	1,612,349.40	
SUBTOTALS BY TAX BASE						
	REFERENDUM MARKET VALUE	17,194,238.36	17,194,238.36	17,876,753.48	17,876,753.48	
	NET TAX CAPACITY	16,390,616.94	16,390,616.94	16,988,413.49	17,084,958.41	
SUBTOTALS BY TRUTH IN TAXATION CATEGORY						
	VOTER APPROVED	16,486,516.15	16,486,516.15	16,493,227.82	16,586,032.24	
	OTHER	17,098,339.15	17,098,339.15	18,371,939.15	18,375,679.65	
TOTAL LEVY						
	TOTAL LEVY	33,584,855.30	33,584,855.30	34,865,166.97	34,961,711.89	

NOTE TO SCHOOL DISTRICTS: MUST CERTIFY PROPOSED AND FINAL LEVIES VIA THE WEB-BASED LEVY CERTIFICATION SYSTEM AVAILABLE ON THE MDE WEBSITE, HTTP://EDUCATION.STATE.MN.US.

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Human Resources

To: Members, Board of Education  
Joseph Gothard, Superintendent

Agenda Item IV.C

From: Stacey Sovine, Executive Director of Human Resources

Date: December 18, 2014

RE: Recommendation to Adjust Short-Term Substitute Teacher Rates

**Recommendation:**

That the Board of Education allow Kelly Services to pay their retired ISD 191 employees a daily flat rate of \$127 for teaching as a short term substitute teacher and to pay a daily flat rate of \$117 for other licensed staff working as a short term substitute teacher.



**To:** Board of Education, Members

**Agenda Item IV.D**

**From:** Superintendent Gothard

**Re:** Board Policy Updates

**Date:** December 18, 2014

**Recommendation:** That the Board of Education approves, on a first reading basis, Board Policies 516, 521, 522 and 532 and rescinds policies JLCD, AC and JFCB.

The Policy Review Committee and administration have reviewed the following board policies from MSBA and recommend approval on a first reading basis:

- 516: *Student Medication*
- 521: *Student Disability Nondiscrimination*
- 522: *Student Sex Nondiscrimination*
- 532: *Use of Peace Officers and Crisis Teams to Remove Students with IEPs from School Grounds*

Policies with revisions are attached for your review.

ATTACHMENTS

Adopted: 1/99  
Reviewed: 3/11  
Revised: 6/11  
Rescinds: JLCD

Burnsville-Eagan-Savage School District Policy 516

**516 STUDENT MEDICATION – Recommended Changes**

**I. PURPOSE**

The purpose of this policy is to set forth the provisions that must be followed when administering nonemergency prescription and nonprescription or "over the counter" medication to students during the school day.

**II. GENERAL STATEMENT OF POLICY**

The school district acknowledges that some students may require prescription and/or over the counter medications ~~prescribed drugs or medication~~ during the school day and on school-sponsored field trips. Whenever possible, medication should be given to students by a parent or guardian before and/or after school hours. The school district's licensed school nurse, ~~trained health clerk, principal, or teacher or designee~~ will administer prescribed medications in accordance with law and school district procedures.

**III. REQUIREMENTS**

- A. The administration of prescription and non-prescription medication ~~or drugs~~ at school requires authorization from a person licensed to prescribe medications and a completed signed request from the student's parent. An oral request from a parent or guardian must be reduced to writing within two school days, ~~provided that the school district may rely on an oral request until a written request is received.~~
- B. ~~An "Administering Prescription Medications"~~ A Medication Authorization form must be completed annually (once per school year) and/or when a change in the prescription or requirements for administration occurs.
- C. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- D. The school nurse may request to receive further information about the prescription, if needed, prior to administration of the substance.
- E. Prescription medications are not to be carried by the student, but will be kept in the school health office. Exceptions to this requirement are as noted below in Part I: prescription asthma medications self administered with an inhaler (See Part J.5. below), and medications administered as noted in a written agreement

between the school district and the parent or as specified in an IEP (individualized education program), Section 504 plan, or IHP (individual health plan).

- F. The school must be notified immediately by the parent or student 18 years old or older in writing of any change in the student's prescription medication administration. A new medical authorization or container label with new pharmacy instructions shall be required immediately as well.
- G. ~~For drugs or medicine used by children with a disability, administration may be as provided in the IEP, Section 504 plan or IHP.~~
- H. The school nurse, or other designated person, shall be responsible for the filing of the ~~Administering Prescription Medications Medication Authorization~~ form in the health records section of the student file. ~~The school nurse, or other designated person, shall be responsible for providing a copy of such form to the principal and to other personnel designated to administer the medication.~~
- I. Medication may be administered only by the licensed school nurse or designee. Procedures for administration ~~of drugs and~~ of medicine at school and school activities shall be developed in consultation with a school nurse, a licensed school nurse, or a public or private health organization or other appropriate party (if appropriately contracted by the school district under Minn. Stat. § 121A.21). The school district administration shall submit these procedures and any additional guidelines and procedures necessary to implement this policy to the school board for approval. Upon approval by the school board, such guidelines and procedures shall be an addendum to this policy. The licensed school nurse is responsible for educating ~~the health assistant and any other designee(s) unlicensed personnel~~ in accordance with school district procedures.
- J. Specific Exceptions:
1. Parents/guardians must make arrangements with the licensed school nurse for special health treatments and health functions such as catheterization, tracheostomy suctioning, and gastrostomy feedings. Such special health treatments do not constitute administration ~~of drugs and~~ of medicine;
  2. Emergency health procedures, including emergency administration of ~~drugs and~~ medicine, are not subject to this policy;
  3. ~~Drugs or~~ Medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy;
  4. ~~Drugs or~~ Medicines used at school in connection with services for which a minor may give effective consent are not governed by this policy;
  5. ~~Drugs or~~ Medicines that are prescription asthma or reactive airway disease medications can be self-administered by a student with an asthma inhaler

if:

- a. the school district has received a written authorization from the ~~pupils~~ student's medical provider and parent or guardian permitting the student to self-administer the medication;
- b. the inhaler is properly labeled for that student; and
- c. the parent has not requested school personnel to administer the medication to the student.

The parent must submit written authorization for the student to self-administer the medication each school year. ~~In a school that does not have a school nurse or school nursing services, the student's parent or guardian must submit written verification from the prescribing professional which documents that an assessment of the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting has been completed.~~

~~If the school district employs a school nurse or provides school nursing services under another arrangement, the~~ The school nurse ~~or other appropriate party~~ must assess the student's knowledge and skills to safely possess and use an asthma inhaler ~~in a school setting~~ and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers;

6. Medications:

- a. that are used off school grounds;
- b. that are used in connection with athletics or extracurricular activities; or
- c. that are used in connection with activities that occur before or after the regular school day

are not governed by this policy.

7. The school district will not administer medications, including herbal medicines that are not approved by the Food and Drug Administration agency.
8. ~~Nonprescription Medication.~~ A secondary-7-12 grade student may possess and use nonprescription pain relief in a manner consistent with the labeling, if the school district has received written authorization from the student's medical provider and the parent or guardian permitting the student to self-administer the medication. The parent or guardian must submit written authorization for the student to self-administer the

medication each school year. The school district may revoke a student's privilege to possess and use nonprescription pain relievers if the school district determines that the student is abusing the privilege. This provision does not apply to the possession or use of any ~~medication drug~~ or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients. ~~Except as stated in this paragraph, only prescription medications are governed by this policy.~~

9. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, school staff, including those responsible for student health care, and the prescribing medical professional must develop and implement an individualized written health plan for a student who is prescribed epinephrine auto-injectors that enables the student to:
- a. possess epinephrine auto-injectors; or
  - b. if the parent and prescribing medical professional determine the student is unable to possess the epinephrine, have immediate access to epinephrine auto-injectors in close proximity to the student at all times during the instructional day.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering epinephrine auto-injectors when required, consistent with state law. This health plan may be included in a student's § 504 plan.

K. Parent for students 18 years old or older is the student.

~~L. Districts and schools may obtain and possess epinephrine auto-injectors to be maintained and administered by school personnel to a student or other individual if, in good faith, it is determined that person is experiencing anaphylaxis regardless of whether the student or other individual has a prescription for an epinephrine auto injector. The administration of an epinephrine auto injector in accordance with this section is not the practice of medicine.~~

Field Code Changed

~~A district or school may enter into arrangements with manufacturers of epinephrine auto injectors to obtain epinephrine auto injectors at fair market, free, or reduced prices. A third party, other than a manufacturer or supplier, may pay for a school's supply of epinephrine auto injectors.~~

**Legal References:** Minn. Stat. § 13.32 (Student Health Data)  
Minn. Stat. § 121A.21 (Hiring of Health Personnel)  
Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 121A.221 (Possession and Use of Asthma Inhalers by Asthmatic Students)  
Minn. Stat. § 121A.222 (Possession and Use of Nonprescription Pain

Relievers by Secondary Students)

Minn. Stat. § 121A.2205 (Possession and Use of Epinephrine Auto-Injectors; Model Policy)

Minn. Stat. § 121A.2207 (Life-Threatening Allergies in Schools; Stock Supply of Epinephrine Auto-Injectors)

Minn. Stat. § 151.212 (Label of Prescription Drug Containers)

20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)

Field Code Changed

***Cross References:*** Burnsville-Eagan-Savage School District Policy 418 (Drug-Free Workplace/Drug-Free School)

Descriptor Term: **Student Medication**

Descriptor Code: **JLCD**

Issued Date: **1/99**

Reviewed Date: 3/11

Revised Date: **6/11**

Rescinds:

#### Purpose

The purpose of this policy is to set forth the provisions that must be followed when administering both prescription and nonprescription medication during the school day.

#### General Statement of Policy

It is generally recognized that some students may require medication for chronic or short-term illness or health conditions during school hours and on school sponsored field trips. This medication enables students to remain in school and participate in their education. Although the District believes that under normal circumstances medication should be given by a parent or guardian before or after school hours whenever possible; the district may provide administration of medication for a student in accordance with state law and District procedures.

#### Requirements

- A. Medication may be administered only by the Licensed School Nurse or whomever he/she delegates this responsibility to, including the Health Assistant or other designated school personnel. The Licensed School Nurse is responsible for educating the Health Assistant and/or designee in accordance with school district procedures.
- B. All administration of prescription and nonprescription medication at school requires a completed signed request from the student's parent or guardian and a written order signed by the licensed prescriber. The parent or guardian must put in writing an oral request within one school day. The School District may rely on an oral request from the parent or guardian for one school day until the written request is received as long as the written order has been received by the licensed prescriber.
- C. The written order must be renewed annually and whenever the medication dosage or administration parameters change.
- D. Prescription medication must come to school in the original container labeled for the student by a pharmacist in accordance with law, and must be administered in a manner consistent with the instructions on the label.
- E. The parent/guardian must immediately notify the school of any change in the student's prescription and non prescription medication administration. A new medication authorization and container label with new pharmacy instructions will be requested.
- F. Nonprescription medication must come to school in the original container, marked with the student's name, and must be administered following the orders received from the licensed prescriber.
- G. All medication administered at school will be documented in accord with District procedures.

H . Prescription and nonprescription medications are not to be carried by the student, but will be kept in the school health office. Exceptions to this requirement are: (1) prescription asthma medications self-administered with an inhaler in accord with state law and District procedures, (2) a secondary student's possession of nonprescription pain relievers in accord with state law and District procedures, (3) prescription epinephrine self-administered with a non-syringe injector in accord with state law and District procedures. Requests for self-administration of medication must be accompanied by the written order of the licensed prescriber and the written authorization of the parent/guardian following District procedures. Medication should be disposed of according to District procedures

I. The district will not administer medications, including herbal medicines that are not approved by the Food and Drug Administration agency.

J. The following exceptions apply to this policy:

1. Parents/guardians must make arrangements with the licensed school nurse for special health treatments such as catheterization, tracheostomy suctioning, and gastrostomy feedings. Such special health treatments do not constitute administration of medicine for purposes of this policy.
2. Emergency health procedures, including the emergency administration of medicine, are not subject to this policy.
3. Drugs or medicine provided or administered by a public health agency to prevent or control an illness or a disease outbreak are not governed by this policy.
4. Students with asthma or a restrictive airway disease are permitted to carry prescription inhalers to self-administer for the treatment of asthma or a restrictive airway disease when they have written parent consent to do so, a licensed prescriber's order, and the inhaler is properly labeled for the student. The parent/guardian must submit written authorization for the student to self-administer the medication each school year. The school nurse must assess the student's knowledge and skills to safely possess and use an asthma inhaler in a school setting and enter into the student's school health record a plan to implement safe possession and use of asthma inhalers.
5. At the start of each school year or at the time a student enrolls in school, whichever is first, a student's parent, licensed school nurse and the licensed medication prescriber must develop and implement an individualized written health plan for a student who is prescribed non-syringe injectors of epinephrine that enables the student to:
  - a) possess non-syringe injectors of epinephrine; or
  - b) if the parent/guardian and licensed medication prescriber determine the student is unable to possess the epinephrine, have immediate access to non-syringe injectors of epinephrine in close proximity to the student at all times during the instructional day.

For purposes of this policy, instructional day means the regular school hours on student attendance days.

The plan must designate the school staff responsible for implementing the student's health plan, including recognizing anaphylaxis and administering non-syringe injectors of epinephrine when required, consistent with state law. The parent/guardian must provide properly labeled non-syringe injectors of epinephrine to the school for the student as needed.

6. A secondary student may possess and use a nonprescription pain reliever in a manner consistent with the labeling, if the District has received a yearly written authorization from the student's parent/guardian and a written order signed by the prescribing health professional permitting the student to self-administer the medication. The District may revoke the student's privilege to possess and use nonprescription pain relievers if the District determines that the student is abusing the privilege. This provision does not apply to the possession or use of any drug or product containing ephedrine or pseudoephedrine as its sole active ingredient or as one of its active ingredients.
7. Medications that are used in connection with activities that occur before or after the regular school day, other than the procedure that is in place related to field trips outside of the regular school day, are not covered by this policy.

Legal References:

- Minn. Stat. § 121A.22 Administration of Drugs and Medicine
- Minn. Stat. § 121A.221 Possession and Use of Asthma Inhalers by Asthmatic Students
- Minn. Stat. § 121A.220 Possession and Use of Non Syringe Injectors of Epinephrine
- Minn. Stat. § 121A.222 Use of Nonprescription Pain Relievers by Secondary Students
- Minnesota Guidelines for Medication Administration in Schools
- Minn. Stat. 148.171-.285 Minnesota Nurse Practice Act

Adopted: 1996  
Reviewed: 9/12  
Revised: 9/12  
Rescinds: ACC and JBC

Burnsville-Eagan-Savage School District Policy 521

521 STUDENT DISABILITY NONDISCRIMINATION – Recommended Changes

I. PURPOSE

The purpose of this policy is to protect students with a disability from discrimination on the basis of disability and to identify and evaluate individuals learners who, within the intent of Section 504 of the Rehabilitation Act of 1973 (Section 504), need services, accommodations, or programs in order that such individuals learners may receive a free appropriate public education.

Comment [i1]: misspelling

II. GENERAL STATEMENT OF POLICY

- A. Burnsville-Eagan-Savage School District provides equal educational opportunity to all qualified individuals. Students with a disability who meet the criteria of Paragraph C. below are protected from discrimination on the basis of a disability.
- B. The Board of Education is committed to identifying and evaluating qualified individuals ~~The responsibility of the school district is to identify and evaluate learners~~—who, within the intent of Section 504, may need services, accommodations, or programs in order that such individuals learners may receive a free appropriate public education.
- C. For this policy, a student learner who is protected under Section 504 is one who:
1. has a physical or mental impairment that substantially limits one or more ~~of such persons~~ major life activities, including learning; or
  2. has a record of such an impairment; or
  3. is regarded as having such an impairment, and
  4. who is of the age for which non-disabled person are provided educational services; or
  5. who is of an age of which it is mandatory under state law to provide such services to disabled individuals; or
  6. who is required to receive a free appropriate public education under the Individuals with Disabilities Education Improvement Act.

D. Learners may be protected from disability discrimination and be eligible for services, accommodations, or programs under the provisions of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Improvement Act.

Comment [i2]: complete name of legislation

### III. COORDINATOR

Persons who have questions or comments should contact: Stephanie Corbey, Executive Director, Individualized Student Services, 100 River Ridge Court, Burnsville, MN 55337, 952-707-6261. This person is the school district's Americans with Disabilities Act/Section 504 coordinator. Persons who wish to make a complaint regarding a disability discrimination matter may use the accompanying Student Disability Discrimination Grievance Report Form. The form should be given to the ADA/Section 504 coordinator.

Comment [j3]: Remove names from policies-title only.

Field Code Changed

**Legal References:** Pub. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, § 7)  
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)  
34 C.F.R. Part 104 (Section 504 Implementing Regulations)  
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)

Comment [i4]: added reference

**Cross References:** Burnsville-Eagan-Savage School District Policy 402 (Disability Nondiscrimination)

## BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT

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### Policy 521 Student Disability Nondiscrimination

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#### I. PURPOSE

The purpose of this policy is to protect students with disabilities from discrimination on the basis of disability under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA) in order that such learners may receive a Free Appropriate Public Education (FAPE).

#### II. SCOPE

This policy applies to students within the Burnsville-Eagan-Savage School District qualified and eligible under Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act (ADA).

#### III. DEFINITIONS

*Americans with Disabilities Act (ADA)* – is a wide-ranging law that prohibits, under certain circumstances, discrimination based on disability creating civil rights protections for people with disabilities. Disability is defined as a physical or mental impairment that substantially limits a major life activity." The determination of whether any particular condition is considered a disability is made on a case by case basis.

*Free Appropriate Public Education (FAPE)* – means an education at no cost to the parents with the necessary services and accommodations for a student with a disability to access education to the same extent as their nondisabled peers.

*Qualified Individuals* – refers to all individuals eligible to attend the Burnsville-Eagan-Savage School District. Qualified individuals includes students enrolled in district schools, homeless individuals and those individuals who are attending private educational institutions within the district and are 1) individuals who are of the age for which non-disabled persons are provided educational services; 2) individuals of an age for which it is mandatory under state law to provide such services to disabled individuals; and 3) individuals for whom a state is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA or Special Education ).

*Section 504* – refers to Section 504 of the Rehabilitation Act of 1973, codified at 29 United States Code 794.

*Student with a Disability* - refers to a student who: 1) has a physical or mental impairment which substantially limits one or more major life activities, including learning; or 2) has a record of such impairment; or 3) is regarded as having such impairment.

#### IV. POLICY STATEMENT

It is the intent of the District to ensure that each student with a disability as defined above, is identified, evaluated and provided with a free appropriated public education. Students who because of a disability, need or are believed to need reasonable accommodations, services, and/or programs because of a disability are addressed under this policy.

<b>History:</b> Issued in 1996 as Policy ACC/JBC and JBC/ACC, Revised 9/12 as Policy 521		
<b>Approved by:</b> Board of Education	<b>Clerk's Signature:</b> /s/ Jim Schmid	<b>Date:</b> Sept. 2012

Under this policy, a student with a disability is one who (a) has physical or mental impairment that substantially limits one or more major life activities, including learning; (b) has a record of such an impairment; or (c) is regarded as having such an impairment.

A student may protected from disability discrimination be eligible for services, accommodations, or programs under the provision of Section 504 even though they are not eligible for special education pursuant to the Individuals with Disabilities Education Improvement Act (IDEA).

**V. RESPONSIBILITIES**

It is the responsibility of every school district employee to comply with this policy. The Executive Director of Individualized Student Services is responsible for ensuring appropriate procedures are in place to afford all qualified and eligible students with the educational program to which they are entitled.

**VI. EXCLUSIONS**

None

**VII. CONTACTS**

<u>Office/Department</u>	<u>Telephone Number</u>
Director of Individualized Student Services	(952) 707-6261

**VIII. LEGAL REFERENCES**

- 29 U.S.C. '794 et seq. ('504 of Rehabilitation Act of 1973)
- 34 C.F.R. Part 104 (Section 504 Regulations)
- P. L. 110-325, 122 Stat. 3553 (ADA Amendments Act of 2008, 7)

Adopted: 10/99  
Reviewed: 6/09  
Revised: 6/09  
Rescinds: AC / JB / JBR

Burnsville-Eagan-Savage School District Policy 522

**522 STUDENT SEX NONDISCRIMINATION – Recommended Changes**

**I. PURPOSE**

Students are protected from discrimination on the basis of sex pursuant to Title IX of the Education Amendments of 1972 and the Minnesota Human Rights Act. The purpose of this policy is to ensure equal educational opportunity for all students and to prohibit discrimination on the basis of sex.

**Comment [j1]:** According to MSBA, the language in the law is as reflected in the policy. MSBA believes that it means both sex and gender. MSBA checked federal and state law but no definition is included in the applicable laws. Since sexual harassment has been determined by case law to be a form of sex discrimination the term "on the basis of sex" includes both gender and sex.

**II. GENERAL STATEMENT OF POLICY**

A. The Burnsville-Eagan-Savage School District provides equal educational opportunity for all students, and does not unlawfully discriminate on the basis of sex. No student will be excluded from participation in, denied the benefits of, or otherwise subjected to discrimination under any educational program or activity operated by the school district on the basis of sex.

B. It is the responsibility of every school district employee to comply with this policy.

C. The school board hereby designates Stacey Sovine, Executive Director, Human Resources, 100 River Ridge Court, Burnsville, MN 55337, 952-707-2010, school district human rights officer as its Title IX coordinator. This employee coordinates the school district's efforts to comply with and carry out its responsibilities under Title IX.

**Comment [j2]:** Replacing name with title.

D. Any student, parent, or guardian having questions regarding the application of Title IX and its regulations and/or this policy should discuss them with the Title IX coordinator. Questions relating solely to Title IX and its regulations may be referred to the Assistant Secretary for Civil Rights of the United States Department of Education. In the absence of a specific designee, an inquiry or complaint should be referred to the superintendent or the school district human rights officer.

**Comment [i3]:** Not sure this fits here. We want the questions to stay local whenever possible.

**Comment [i4]:** Stacey is also this person

**III. REPORTING GRIEVANCE PROCEDURES**

A. Any student who believes he or she has been the victim of unlawful sex discrimination by a teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute unlawful sex discrimination toward a student should report the alleged acts immediately to an appropriate school district official designated by this policy or may file a grievance. The school district encourages the reporting party or complainant to

**Comment [i5]:** Stacey?

use the report form available from the principal of each building or available from the school district office, but oral reports shall be considered complaints as well. Nothing in this policy shall prevent any person from reporting unlawful sex discrimination toward a student directly to a school district human rights officer or to the superintendent.

- B. In Each School Building. The building principal is the person responsible for receiving oral or written reports or grievances of unlawful sex discrimination toward a student at the building level. Any adult school district personnel who receives a report of unlawful sex discrimination toward a student shall inform the building principal immediately.
- C. Upon receipt of a report or grievance, the principal must notify the school district human rights officer and the student's parent or guardian as soon as possible immediately, without screening or investigating the report. The principal may request, but may not insist upon a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the principal to the human rights officer. If the report was given verbally, the principal shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any report or complaint of unlawful sex discrimination toward a student as provided herein may result in disciplinary action against the principal. If the complaint involves the building principal, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. The school board hereby designates Stacey Sovine, Executive Director, Human Resources, 100 River Ridge Court, Burnsville, MN 55337; 952 707 2010 as the school district human rights officer(s) to receive reports, complaints or grievances of unlawful sex discrimination toward a student. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- E. The school district shall conspicuously post the name of the Title IX coordinator and human rights officer(s), including office mailing addresses and telephone numbers.
- F. Submission of a good faith complaint, grievance or report of unlawful sex discrimination toward a student will not affect the complainant or reporter's future employment, grades or work assignments.
- G. Use of formal reporting forms is not mandatory.
- H. The school district will respect the privacy of the complainant, the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take appropriate action, and to conform with any discovery or disclosure obligations.

**Comment [j6]:** Title only

**Comment [i7]:** Instead of repeating Stacey's name just state "its Title IX coordinator". This is the case if Stacey is both the IX and Human Rights person which I believe is the case.

#### IV. INVESTIGATION

- A. By authority of the school district, the human rights officer, upon receipt of a report, complaint or grievance alleging unlawful sex discrimination toward a student shall promptly undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.
- D. In addition, the school district may take immediate steps, at its discretion, to protect the complainant, pupils, teachers, administrators or other school personnel pending completion of an investigation of alleged unlawful sex discrimination toward a student.
- E. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

#### V. SCHOOL DISTRICT ACTION

- A. Upon conclusion of the investigation and receipt of a report, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, **expulsion**, transfer, remediation, termination or discharge. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law and school district policies.
- B. The result of the school district's investigation of each complaint filed under these procedures will be reported in writing to the complainant by the school district in accordance with state and federal law regarding data or records privacy.

#### VI. REPRISAL

**Comment [j8]:** The policy applies to both students and staff and the language included is intended to cover discipline of students and employees

The school district will discipline or take appropriate action against any pupil, teacher, administrator, or other school personnel who retaliates against any person who reports alleged unlawful sex discrimination toward a student or any person who testifies, assists, or participates in an investigation, or who testifies, assists, or participates in a proceeding or hearing relating to such unlawful sex discrimination. Retaliation includes, but is not limited to, any form of intimidation, reprisal, or harassment.

## **VII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES**

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law, or contacting the Office of Civil Rights for the United States Department of Education.

## **VIII. DISSEMINATION OF POLICY AND EVALUATION**

- A. This policy shall be made available to all students, parents/guardians of students, staff members, employee unions, and organizations.
- B. The school district shall review this policy and the school district's operation for compliance with state and federal laws prohibiting discrimination on a continuous basis.

**Legal References:** Minn. Stat. § 121A.04 (Athletic Programs; Sex Discrimination)  
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)  
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)  
34 C.F.R. Part 106 (Implementing Regulations of Title IX)

**Cross References:** Burnsville-Eagan-Savage School District Policy 102 (Equal Educational Opportunity)  
Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)  
Burnsville-Eagan-Savage School District Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Descriptor Term: **Equal Educational Opportunity**

Descriptor Code: **AC**

Issued Date: **10/99**

Reviewed Date: **6/09**

Revised Date: **6/09**

Rescinds: **AC/JB/JBR**

## PURPOSE

The purpose of this policy is to ensure that equal educational opportunity is provided for all students, parents, employees and sources of referral for employee applications of the school district.

## GENERAL STATEMENT OF POLICY

- A. The Human Rights Officer shall be responsible for dissemination of Board policy and regulations in regard to nondiscrimination to students, parents, employees and sources of referral for employee applications.
- B. It is the school district's policy to provide equal educational opportunity for all students. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, marital status, parental status, status with regard to public assistance, disability, sexual orientation or age. The school district also makes reasonable accommodations for students with disabilities.
- C. The school district prohibits the harassment of any individual for any of the categories listed above. For information about the types of conduct that constitute violation of the school district's policy on harassment and violence and the school district's procedures for addressing such complaints, refer to the school district's policy on harassment and violence.
- D. This policy applies to all areas of education including academics, coursework, co-curricular and extracurricular activities, or other rights or privileges of enrollment.
- E. It is the responsibility of every school district employee to comply with this policy conscientiously.
- F. Any student, parent or guardian having any questions regarding this policy should discuss it with the appropriate school official as provided by policy. In the absence of a specific designee, an inquiry or a complaint should be referred to the superintendent.
- G. The following information shall be included in the district calendar and in all student, parent and staff handbooks. It shall be posted in the Human Resources Office at the office at each site:

“Independent School District 191 will identify, evaluate, and provide an appropriate public education to learners who have disabilities. Section 504 rights and rights under IDEA are available upon request from the building nurse or the principal. If the parent or guardian disagrees with the determination made by the professional staff of the school district about identification, evaluation or placement, he/she has a right to a hearing with an impartial hearing officer.”
- H. The building administrators shall be responsible for an annual evaluation of the educational program in regard to student access to general, physical education and vocational courses, counseling services, treatment of students and athletic

participation opportunities to assure compliance with the Board policy. Results shall be reported to the Human Rights Officer.

- I. Applications for admission and employment, students, parents, employees, sources of referral of applicants for admission and employment shall be notified of the following:

“Independent School District 191 does not discriminate on the basis of race, color, creed, religion, national origin, sex, age, marital status, disability, status with regard to public assistance, veterans status, or sexual orientation in admission or access to, or treatment or employment in, its programs and activities.”

- J. The Executive Director of Human Resources shall serve as the Human Rights Officer and the Affirmative Action Officer for the district. The Assistant Superintendent of Instruction shall serve as the Section 504 Coordinator. Inquires regarding compliance with Title IX, Section 504 or the Americans with Disabilities Act should be directed to the building principal or to the school district human rights officer listed below:

Title: Human Rights Officer  
Location: Administrative Services Center  
Telephone: (952) 707-2008

Legal References:

Minn. Stat. § Ch. 363 (Minnesota Human Rights Act)  
Minn. Stat. § 127.46 (Sexual, Religious, and Racial Harassment and Violence Policy)  
42 U.S.C. 12101 et seq. (Americans with Disabilities Act)  
20 U.S.C. 1681 et seq. (Title IX of the Educational Amendments of 1972)

Adopted: 4/04

Burnsville-Eagan-Savage School District Policy 532

Field Code Changed

Reviewed: \_\_\_\_\_

Revised: 4/09

Rescinds: JFCB

## 532 USE OF PEACE OFFICERS AND CRISIS TEAMS TO REMOVE STUDENTS WITH IEPs FROM SCHOOL GROUNDS – Recommended Changes

### I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and crisis teams to remove, if necessary, a student with an individualized education program (IEP) from school property and school activities.

### II. GENERAL STATEMENT OF POLICY

~~The school district~~ Burnsville-Eagan-Savage School District is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

~~In general,~~ All students, including those with IEPs, are subject to the terms of the school district's discipline policy. Specific exceptions for a student with a disability may be set out in that student's Individual Education Program (IEP). Building-level School site administrators have the leadership responsibility to maintain a safe, secure, and orderly educational environment within which learning can occur. Appropriate ~~Corrective~~ action to discipline a student and/or modify a student's behavior will be taken by staff when a student's behavior violates the school district's discipline policy.

If a student with an IEP engages in conduct which, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, that student may be removed from school grounds in accordance with this policy.

### III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

- ~~A.~~ F. "Student with an IEP" or "the student" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP ~~or an individual interagency intervention plan (IIP).~~
- B. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace

Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest. The term "peace officer" includes a person who serves as a sheriff, a deputy sheriff, a police officer, or a state patrol trooper.

- C. ~~Police Liaison~~ School resource officer is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.
- D. "Crisis team" means a group of persons, which may include teachers and non-teaching school personnel, selected by the building administrator in each school building who have received crisis intervention training and are responsible for becoming actively involved with resolving crises. The building administrator or designee shall serve as the leader of the crisis team.
- E. The phrase "remove the student from school grounds" is the act of securing the person of a student with an IEP/504 plan and escorting that student from the school building or school activity at which the student with an IEP is located.
- ~~F. A.~~ "Emergency" means a situation where immediate intervention is needed to protect a child or other individual from physical injury or to prevent serious property damage.
- G. H. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

Comment [j1]: Remove 504

#### IV. REMOVAL OF STUDENTS WITH IEPs FROM SCHOOL GROUNDS

##### A. Removal By Crisis Team

If the behavior of a student with an IEP escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team may be summoned. The crisis team may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP. When such measures fail, or when the crisis team determines that the student's behavior continues to endanger or may endanger the health, safety, or property of the student, other students, staff members, or school property, the crisis team may remove the student from school grounds.

If the student's behavior cannot be safely managed, school personnel may immediately request assistance from the police liaison officer or a peace officer.

##### B. Removal By ~~Police Liaison~~ School Resource Officer or Peace Officer

Comment [i2]: We can also call the county crisis team to have the student transferred to the hospital for evaluation or a hold. Dakota/Scott County Crisis.

Comment [j3]: Stephanie Corbey is in the process of forming district crisis teams. Currently, buildings have their own teams. Her goals to have something in place this school year.

If a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, the school building's crisis team, building administrator, or the building administrator's designee, may request that the police liaison officer or a peace officer remove the student from school grounds.

If a student with an IEP is restrained or removed from a classroom, school building, or school grounds by a peace officer at the request of a school administrator or school staff person during the school day twice in a 30-day period, the student's IEP team must meet to determine if the student's IEP is adequate or if additional evaluation is needed.

Whether or not a student with an IEP engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school district personnel may report suspected criminal activity ~~a crime~~ committed by ~~a student~~s with ~~an~~ IEPs to appropriate authorities. If the school district reports suspected criminal activity ~~a crime committed~~ by a student with an IEP to a school resource officer or peace officer and a police report is issued, school personnel shall transmit copies of the special education and disciplinary records of the student for consideration by appropriate authorities to whom it reports the crime, to the extent that the transmission is permitted by the Family Education Rights and Privacy Act (FERPA), the Minnesota Government Data Practices Act, and school district's policy, Protection and Privacy of Pupil Records.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with ~~an~~ IEPs.

C. Reasonable Force Permitted

In removing a student with an IEP from school grounds, a building administrator, other crisis team members, or the police liaison officer or other agents of the school district, whether or not members of a crisis team, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.

In removing a student with an IEP from school grounds, police liaison officers and school district personnel are further prohibited from engaging in the following conduct:

1. Corporal punishment prohibited by Minn. Stat. § 121A.58;
2. Requiring a child to assume and maintain a specified physical position, activity, or posture that induces physical pain;

3. Totally or partially restricting a child's senses as punishment;
4. Denying or restricting a child's access to equipment and devices such as walkers, wheel chairs, hearing aids, and communication boards that facilitate the child's functioning except when temporarily removing the equipment or device is needed to prevent injury to the child or others or serious damage to the equipment or device, in which case the equipment or device shall be returned to the child as soon as possible;
5. Interacting with a child in a manner that constitutes sexual abuse, neglect, or physical abuse under Minn. Stat. § 626.556;
6. Physical holding (as defined in Minn. Stat. § 125A.0941) that restricts or impairs a child's ability to breathe, restricts or impairs a child's ability to communicate distress, places pressure or weight on a child's head, throat, neck, chest, lungs, sternum, diaphragm, back, or abdomen, or results in straddling a child's torso;
7. Withholding regularly scheduled meals or water; and/or
8. Denying a child access to toilet facilities.

Field Code Changed

Field Code Changed

D. Parental Notification

The ~~school site-building~~ administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's physical removal from school grounds as soon as possible following the removal.

E. Continued Removals; Review of IEP

Continued and repeated use of the removal process described herein must be reviewed in the development of the ~~individual~~ student's IEP ~~or IHP~~.

F. Effect of Policy in an Emergency; Use of Restrictive Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school grounds under this policy due to behaviors that constitute an emergency and the student's IEP; ~~IHP; or behavior intervention plan~~ authorizes the use of one or more restrictive procedures, the crisis team may employ those restrictive procedures, in addition to any reasonable force that may be necessary, to facilitate the student's removal from school grounds, as long as the crisis team members who are implementing the restrictive procedures have received the training required by

Minn. Stat § 125A.0942, Subd. 5, and otherwise comply with the requirements of § 125A.0942.

**Legal References:** Minn. Stat. § 13.01, *et seq.* (Minnesota Government Data Practices Act)  
Minn. Stat. §§ 121A.40-121A.56 (Minnesota Pupil Fair Dismissal Act)  
Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
Minn. Stat. § 121A.67, Subd. 2-~~(Aversive and Deprivation Procedures)~~  
~~(Removal by Police Officer)~~  
Minn. Stat. §§ 125A.094-125A.0942 (Restrictive Procedures for Children with Disabilities)  
Minn. Stat. § 609.06 (Authorized Use of Force)  
Minn. Stat. § 609.379 (Permitted Actions)  
20 U.S.C. § 1232g *et seq.* (Family Educational Rights and Privacy (FERPA))  
20 U.S.C. § 1415(k)(6) (Individuals with Disabilities Education Improvement Act of 2004 (IDEA))  
34 C.F.R. § 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)

**Cross References:** Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)  
Burnsville-Eagan-Savage School District Policy 507 (Corporal Punishment)  
Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)  
Burnsville-Eagan-Savage School District Policy 525 (Violence Prevention)  
Burnsville-Eagan-Savage School District Policy 806 (Crisis Management Policy)

Descriptor Term: **Use of Peace Officers and School Staff  
to Remove Students with IEPs/504 Plans  
From School Property and/or School  
Activities**

Descriptor Code: **JFCB**

Issued Date: **4/04**

Reviewed Date:

Revised Date: **4/09**

Rescinds:

## I. PURPOSE

The purpose of this policy is to describe the appropriate use of peace officers and school staff to physically remove a student with an individualized education program (IEP) or 504 plan from school property and school activities.

## II. GENERAL STATEMENT OF POLICY

The school district is committed to promoting learning environments that are safe for all members of the school community. It further believes that students are the first priority and that they should be reasonably protected from physical or emotional harm at all school locations and during all school activities.

If a student with an IEP/504 plan engages in conduct that, in the judgment of school personnel, endangers or may endanger the health, safety, or property of the student, other students, staff members, visitors/guests, or school property, that student may be removed from school property and/or during school activities in accordance with this policy.

## III. DEFINITIONS

For purposes of this policy, the following terms have the meaning given them in this section:

A. "Student with an IEP" means a student who is eligible to receive special education and related services pursuant to the terms of an IEP or an individual interagency intervention plan (IIIP).

B. "Student with 504 Plan" means a student with a disability who has in place a school-approved 504 Plan under Section 504 of the Federal Rehabilitation Act of 1973.

C. "Peace officer" means an employee or an elected or appointed official of a political subdivision or law enforcement agency who is licensed by the Board of Peace Officer Standards and Training, charged with the prevention and detection of crime and the enforcement of general criminal laws of the state and who has the full power of arrest.

D. "Police liaison officer" is a peace officer who, pursuant to an agreement between the school district and a political subdivision or law enforcement agency, is assigned to a school building for all or a portion of the school day to provide law enforcement assistance and support to the building administration and to promote school safety, security, and positive relationships with students.

E. The phrase "remove the student" is the act of securing any student, inclusive of students with an IEP or 504 plan, and escorting that student from the school property, school bus or school activity.

F. "Emergency" means a situation in which immediate intervention is necessary to protect a student or other individual from physical injury, emotional abuse due to verbal and nonverbal gestures, or to prevent severe property damage.

G. All other terms and phrases used in this policy shall be defined in accordance with applicable state and federal law or ordinary and customary usage.

#### IV. REMOVAL OF STUDENTS WITH IEPs/504 PLANS FROM SCHOOL PROPERTY AND/OR SCHOOL ACTIVITIES

##### A. Removal By School Staff

If the behavior of a student with an IEP/504 plan escalates to the point where the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, or school property, school staff may be summoned. The school staff may attempt to de-escalate the student's behavior by means including, but not limited to, those described in the student's IEP/504 plan and /or behavior support plan. When school staff determines that the student's behavior endangers or may endanger the health, safety, or property of the student, other students, staff members, visitors/guests, or school property, the school staff may remove the student from school property and/or school activities.

If the student's behavior cannot be safely managed, school staff may immediately request assistance from the police liaison or a peace officer.

##### B. Removal By A Police Liaison or Peace Officer

If any student, inclusive of a student with an IEP/504 plan, engages in conduct which endangers or may endanger the health, safety, or property of the student, other students, staff members, visitors/guests, or school property, or commits a crime, the school building administrator, or building administrator's designee, may contact the police liaison or peace officer. The officer will assess the situation and make a determination regarding the type of intervention required to assure the safety of the student, other students, staff members, visitors/guests, and school property.

The fact that a student with an IEP is covered by special education law does not prevent state law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and state law to crimes committed by a student with an IEP.

##### C. Reasonable Force Permitted

In removing a student with an IEP/504 plan from school property and/or school activities, a building administrator, the police liaison officer or other agents of the District, may use reasonable force when it is necessary under the circumstances to correct or restrain a student who, in the judgment of school staff, endangers or may endanger the health, safety, or property of the student, other students, staff members, visitors/guests or school property.

##### D. Parental Notification

The building administrator or designee shall make reasonable efforts to notify the student's parent or guardian of the student's removal from school property as soon as possible following the removal.

##### E. Continued Removals; Review of IEP/504 Plan

In the event that a student on an IEP/504 plan demonstrates behaviors that result in repeated removal from school by a police liaison or peace officer, the IEP/504 plan team will convene to

determine the need for evaluation, appropriateness of IEP/504 plan and placement. Continued and repeated use of the removal process described herein must be reviewed in the development of the individual student's IEP/504 plan.

#### F. Effect of Policy in an Emergency; Use of Conditional Procedures

A student with an IEP may be removed in accordance with this policy regardless of whether the student's conduct would create an emergency.

If the school district seeks to remove a student with an IEP from school property and/or school activities under this policy due to behaviors that constitute an emergency and the student's IEP or behavior support plan authorizes the use of one or more conditional procedures, those conditional procedures may be used in addition to any reasonable force that may be necessary, to facilitate the student's removal from school property and/or school activities. If the use of conditional procedures is initiated in an emergency, the student's IEP team shall meet as soon as possible, but no later than five (5) school days after emergency procedures has commenced.

Legal References:       20 U.S.C. 1415(k)(9) (Individuals with Disabilities Education Act (IDEA))  
                              34 C.F.R. 300.535 (IDEA Regulation Regarding Involvement of Law Enforcement)  
                              Minn. Stat. § 121A.582 (Student Discipline; Reasonable Force)  
                              Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)  
                              Minn. Stat. § 609.06 (Authorized Use of Force)  
                              Minn. Stat. § 609.379 (Permitted Actions)  
                              Minn. Rule 3525.0200, Subp. 2c (Definition of "Emergency")

Cross References:       MSBA/MASA Model Policy 506 (Student Discipline)  
                              MSBA/MASA Model Policy 507 (Corporal Punishment)  
                              MSBA/MASA Model Policy 525 (Violence Prevention)  
                              MSBA/MASA Model Policy 806 (Crisis Management Policy)  
                              MSBA/MASA Model Policy 515\_(Protection and Privacy of Pupil Records)



**To:** Board of Education, Members  
**From:** Superintendent Joe Gothard  
**Re:** Report on Vision One91  
**Date:** December 18, 2014

**Agenda Item IV.E**

Joe Gothard, superintendent will provide an update on Vision One91.



**To:** Board of Education, Members

**Agenda Item V**

**From:** Chair Schmid

**Re:** Committee Reports

**Date:** December 18, 2014

The following committees will provide updates to the School Board:

- Meet and Confer
- Negotiating
- Policy Review
- Student Performance and Achievement (Report attached)
- Ad Hoc Technology
- Legislative

ATTACHMENT

## Student Performance & Achievement Committee 2015 Schedule of Key Topics

Meeting Dates	Key Topic(s)	Primary Presenter	Full Board Workshops*
January 1/7/2015	Culture (Minnesota Student Survey Data)	Stephanie Corbey Dawn Wilson	
February 2/18/2015	Parent Involvement (Homework: Review Elementary charts)	Stacie Stanley	
March 3/4/2015	Career Readiness EPAS (Explain and plan ACT system)	Renae Busse Dave Watkins Connie Erickson	
April 4/16/2015	Secondary Data Indicators (High School)	Renae Busse Connie Erickson	Elementary Data Review Workshop (April 23, 2015)
May 5/21/2015	Secondary Data Indicators (Middle School)	Renae Busse Connie Erickson	
June 6/18/2015	2014-2015 MAP Data Review	Renae Busse Connie Erickson	Secondary Data Review Workshop (June 25, 2015)
July 2015	No Committee Meeting (Planning Only on 7/6)		
August 8/20/2015	Cultural Indicators & Participation	Renae Busse Connie Erickson	
September 9/17/2015	2014-2015 MCA Data Review	Renae Busse Connie Erickson	
October MEA TBD			
November Holiday TBD			
December Holiday TBD			

\*Proposal is to have two Public Workshops to cover Elementary and Secondary Student Performance & Achievement Information. The purpose of these two meetings is to let public know where we're at and what we're doing to improve in each of these key areas.

Data and presentation information should be sent out to the full board at least 2 weeks prior to workshop with one week to provide additional questions and feedback.

Aligns with:

- School Improvement Plan Framework
- Multiple Measures Rating/AYP
- District Operational Plan

**ELEMENTARY MEASURES:**

<b>DOMAIN</b>	<b>INDICATOR</b>	<b>MEASURE</b>
<b>CLIMATE &amp; CULTURE</b>	Student Attendance	95% attendance by student group.
	Student Discipline	Reduce “major” infractions for all student groups.
<b>GROWTH</b>	Gr. 1-6 Reading Growth NWEA/MAP	Percentage of students making their targeted fall to spring RIT growth.
	Gr. 1-6 Math Growth NWEA/MAP	Percentage of students making their targeted fall to spring RIT growth.
<b>PROFICIENCY</b>	Pre K	Percentage of incoming students across all student groups demonstrating “readiness” according to fall Kindergarten Inventory
	Gr. K-1 Reading Fluency, AIMSweb, LNF, LSF	Percentage of students across all student groups demonstrating proficiency.
	Gr. 2 Reading Fluency, AIMSweb, R-CBM	Percentage of students across all student groups demonstrating proficiency.
	Gr. 3-6 Reading Proficiency on MCA	Percentage of students across all student groups demonstrating proficiency.
	Gr. 3-6 Reading Gap MCA	Percentage of gap between highest and lowest student groups of those students proficient.
	Gr. 5-6 Math Proficiency on MCA	Percentage of students across all student groups demonstrating proficiency.
	Gr. 5-6 Math Gap MCA	Percentage of gap between highest and lowest student groups of those students proficient.

**MIDDLE LEVEL MEASURES:**

<b>DOMAIN</b>	<b>INDICATOR</b>	<b>MEASURE</b>
<b>CLIMATE &amp; CULTURE</b>	Student Attendance	95% attendance by student group.
	Student Discipline	Percent of students, by student group, suspended with one or more suspension incidents.
	Student Discipline	Number of day's students were in out-of-school suspensions.
<b>GROWTH</b>	Gr. 7-8 Reading Growth NWEA/MAP	Percentage of students making their targeted fall to spring RIT growth.
	Gr. 7-8 Math Growth NWEA/MAP	Percentage of students making their targeted fall to spring RIT growth.
<b>PROFICIENCY</b>	Gr. 7-8 Reading Proficiency on MCA	Percentage of students across all student groups demonstrating proficiency.
	Gr. 7-8 Reading Gap MCA	Percentage of gap between highest and lowest student groups of those students proficient.
	Gr. 7-8 Math Proficiency on MCA	Percentage of students across all student groups demonstrating proficiency.
	Gr. 7-8 Math Gap on MCA	Percentage of gap between highest and lowest student groups of those students proficient.
	Gr. 8 Math Proficiency	Percentage of 8 <sup>th</sup> graders passing Algebra I with C+ or better.
<b>COLLEGE &amp; CAREER READINESS</b>	Gr. 8 EPAS: Explore Test	College Ready Breakdown
<b>GRADUATION</b>	Gr. 7-9 Failure Rates	Percentage of students by student group failing one or more classes.
	Gr. 9 Credit Attainment	Percentage of students by student group meeting credit indicators.

**HIGH SCHOOL MEASURES:**

<b>DOMAIN</b>	<b>INDICATOR</b>	<b>MEASURE</b>
<b>CLIMATE &amp; CULTURE</b>	Student Attendance	95% attendance by student group.
	Student Discipline	Percent of students, by student group, suspended with one or more suspension incidents.
	Student Discipline	Number of day's students were in out-of-school suspensions.
<b>PROFICIENCY</b>	Gr. 10 Reading Proficiency on MCA	Percentage of students across all student groups demonstrating proficiency.
	Gr. 10 Reading Gap MCA	Percentage of gap between highest and lowest student groups of those students proficient.
	Gr. 11 Math Proficiency on MCA	Percentage of students across all student groups demonstrating proficiency.
	Gr. 11 Math Gap on MCA	Percentage of gap between highest and lowest student groups of those students proficient.
<b>COLLEGE &amp; CAREER READINESS</b>	Participation in AP courses	Percentage of graduating seniors who have successfully completed such a course.
	Gr. 10 EPAS: PLAN Test	College Ready Breakdown
	Gr. 11 EPAS: ACT Test	College Ready Breakdown
<b>GRADUATION</b>	Gr. 10-12 Failure Rates	Percentage of students by student group failing one or more classes.
	Gr. 10-12 Credit Attainment	Percentage of students by student group meeting credit indicators.
	Gr. 10-12 Graduation Rate	Percentage of students graduating in four years (grades 9-12)