



Future Ready. Community Strong.

Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN, 55337
January 11, 2018
6:30 PM

(6:00 PM Listening Session with Directors Bob VandenBoom and Eric Miller)	
I. Call to Order	
A. Welcome Public	
B. Pledge of Allegiance	
II. Approval of Agenda	
III. Annual Organization of the Board of Education	3
A. Election of Chair	
B. Election of Vice Chair	
C. Election of Clerk	
D. Election of Treasurer	
E. Salaries of Board Members	
F. Regular Meetings of the School Board	
G. Authorization of Electronic (telephone) Fund Transfers	8
H. Authorization for Use of Facsimile Signatures	9
I. Designation of Official Depositories	10
J. Appointment to Committees	
K. Authorization to Execute and File Application for State- and Federally-Funded Programs	
L. Designation of Legal Counsel	
M. Designation of Official Newspaper	
N. Designation of Identified Official with Authority for Minnesota Department of Education (MDE) Secure Website Access	
IV. Information	
A. Reports	
1. Student Representative	14
2. Superintendent	15
3. Board Members	16
V. Business Meeting	

A. 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. Approve Meeting Minutes 17
2. Approve Personnel Recommendations 22
3. Adopt a Resolution to Accept Donations 23
4. Receive a Report on the Listening Session 27
5. Approve, on a Second Reading Basis, Policy 418: *Drug-Free Workplace/Drug-Free School* 28
6. Approve, on a First Reading Basis, 402: *Disability Nondiscrimination Policy*; 404: *Employment Background Checks*; 424: *License Status*; and 521: *Student Disability Nondiscrimination* 33
7. Approve No Changes to Policies 401: *Equal Employment Opportunity*; 407: *Employee Right to Know-Exposure to Hazardous Substances*; 422: *Policies Incorporated by Reference*; 497: *Employee Work Day*; 498: *Political Campaigns and Activities*; 499: *Nepotism Prohibition*; 302: *Superintendent*; and 714: *Fund Balances* 44

VI. New Business

- A. Approve 2018-19 Secondary Course Catalog 64
Presenter: Dave Helke, Burnsville High School Principal
- B. Approve, on a First Reading Basis, Policies 620: *Credit for Learning* and 903: *Visitors to School District Buildings and Sites* 145
Presenter: Dave Watkins, Assistant Superintendent
- C. Approve, on a First Reading Basis, Changes to Policy 425: *Professional Development* 155
Presenter: Dr. Stacie Stanley, Director of Curriculum, Assessment, Instruction, and Student Support Services
- D. Approve, on a First Reading Basis, Policies 305: *Policy Implementation*, and 403: *Discipline, Suspension, and Dismissal of School District Employees* 162
Presenter: Stacey Sovine, Executive Director of Human Resources

VII. Adjourn to a Closed Session, as Permitted by M.S. 13D.03, for Negotiation Strategies



Future Ready. Community Strong.

**Agenda III.A-N
January 11, 2018**

To: Members, Board of Education

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

Date: January 4, 2018

RE: Annual Organization of the Board of Education

RECOMMENDATION: to approve recommendations and adopt the resolutions shown below to accomplish organization of the Board of Education for 2018.

The items listed below must be addressed by the school board at its organizational meeting on January 11, 2018.

In order of rank, the officers from 2017 are responsible for calling the organizational meeting to order. This individual, or someone elected as temporary chair, should preside until a new chair is elected.

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

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

The items that follow pertain to Board of Education organization for 2018.

A. Election of Chair

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

Recommendation: Moved by Director _____ that Director _____ be nominated and elected chair of the board for 2018.

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

B. Election of Vice-Chair

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

Recommendation: Moved by Director _____
that Director _____ be nominated and elected Vice-chair of the board for 2018.

C. Election of Clerk

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

Recommendation: Moved by Director _____
that Director _____ be nominated and elected clerk of the board for 2018.

D. Election of Treasurer

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

Recommendation: Moved by Director _____
that Director _____ be nominated and elected treasurer of the board for 2018.

E. Salaries of Board Members

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

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

F. Regular Meetings of the School Board

Annotation: Regular meetings of the school board are typically held on the second and fourth Thursday of each month. However, board meetings may be scheduled during other weeks to accommodate scheduling needs. Regular school board meetings will be held at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville.

Recommendation: That all regular meetings of the Independent

School District 191 Board of Education commence at 6:30 p.m. on the dates noted below with meetings conducted at the Diamondhead Education Center and cable cast. Board Listening Sessions will be scheduled from 5:45-6:15 p.m. before regular board meetings.

Jan. 25, 2018	Oct. 25, 2018
Feb. 8, 2018	Nov. 15, 2018*
Feb. 22, 2018	Dec. 13, 2018
March 8, 2018	Jan. 10, 2019
March 15, 2018**	Jan. 24, 2019
April 12, 2018	Feb. 21, 2019*
April 26, 2018	Feb. 28, 2019
May 10, 2018	March 14, 2019
May 24, 2018	March 21, 2019*
June 14, 2018	April 11, 2019
June 21, 2018**	April 25, 2019
Aug. 9, 2018	May 9, 2019
Aug. 23, 2018	May 23, 2019
Sept. 13, 2018	June 13, 2019
Sept. 27, 2018	June 20, 2019*
Oct. 11, 2018	Aug. 8, 2019
	Aug. 22, 2019

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

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

**Meeting date changed and not scheduled on the second or fourth Thursday of the month.

Items G-N pertain to calendar year 2018. They are of a routine nature and although board action is required, discussion is usually unnecessary. I recommend approval of all resolutions as a single consent agenda. In the event a Board member wishes to discuss any item, it should be removed from the list so that it may receive individual attention.

G. Authorization for Electronic (telephone) Fund Transfers

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

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

H. Authorization for Use of Facsimile Signatures

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

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

I. Designation of Official Depositories

Annotation: The Business Office maintains a current list of financial institutions to be used for depositing school district funds. The recommended list of depositories for 2018 is shown in the motion.

Recommendation: That the institutions shown below be designated as official depositories of the district for the 2018 calendar year per M.S. 124.05.

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

J. Appointment to Committees

Committee appointments are made by the chair. Board members are asked to review the list of committee appointments and indicate their interests to the chair. Appointments to committees will be made at a future board meeting.

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

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

Recommendation: That as of January 1, 2018, Cindy Amoroso, superintendent, or her designee be designated as the agent in filing applications for and representing the district in state- and federally-funded programs.

L. Designation of Legal Counsel

Annotation: Policy 202 states that the school board will select the school district's legal counsel at the organizational meeting. The attorney shall attend regular and special meetings of the school board when requested and be available for consultation as needed. The attorney shall be paid on a "time" or "retainer" basis as determined. The appointment of the attorney shall not be construed as a prohibition against seeking legal counsel from other sources when the superintendent or his designees deems it to be advisable. The individuals

authorized to contact legal counsel are the school board chair, the superintendent and his designees.

Recommendation: That the following law firms be appointed as legal counsel for Independent School District 191 for 2018 and that they be paid on an hourly basis for services rendered.

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

M. Designation of Official Newspaper

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

Recommendation: That Sun Thisweek be designated as the official newspaper for 2018 per M.S. 123.33; Subdivision 11, and M.S. Chapter 331.

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

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

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

Recommendation: To authorize Cindy Amoroso, superintendent, and Jami Kenney, executive administrative assistant to act as the Identified Officials with Authority (IOWA) for Burnsville-Eagan-Savage School District 191. Jami Kenney's role as IOWA will be to add pre-authorizations and review authorizations.

INDEPENDENT SCHOOL DISTRICT 191

WIRE TRANSFER AGREEMENT

AUTHORIZED REPRESENTATIVES

January 1, 2018 through December 31, 2018

1. Lisa K. Rider	_____	<u>Executive Director of Business Services</u>	<u>707-2050</u>
2. Robin Pikal	_____	<u>Dir/Accounting Services</u>	<u>707-2055</u>
3. Natalie Ditter	_____	<u>Accounting Specialist</u>	<u>707-2056</u>

Account Name

Independent School District 191

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

I _____ Clerk _____
(name of certifying official) (title or position)

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

do hereby certify that the following resolution was duly adopted by said governing body at a meeting thereof duly convened and held on January 11, 2018, and is in full force and effect:

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

public officers _____
Chair Treasurer Clerk

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

IN WITNESS WHEREOF, I have hereunto set my hand this 11th day of January, 2018.

CLERK _____
(certifying official)

INDEPENDENT SCHOOL DISTRICT 191

RESOLUTION AUTHORIZING TRANSFER OF FUNDS

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

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

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2018, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 12, 2017, and that said resolution is in full force and effect.

I have hereunto subscribed my name this
11th day of January, 2018.

Clerk _____

Chairperson _____

INDEPENDENT SCHOOL DISTRICT 191

RESOLUTION AUTHORIZING TRANSFER OF FUNDS

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

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

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2018, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 12, 2017, and that said resolution is in full force and effect.

I have hereunto subscribed my name this
11th day of January, 2018.

Clerk _____

Chairperson _____

INDEPENDENT SCHOOL DISTRICT 191

RESOLUTION AUTHORIZING TRANSFER OF FUNDS

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

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

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2018, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 12, 2017, and that said resolution is in full force and effect.

I have hereunto subscribed my name this
11th day of January, 2018.

Clerk _____

Chairperson _____

INDEPENDENT SCHOOL DISTRICT 191

RESOLUTION AUTHORIZING TRANSFER OF FUNDS

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

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

The authority conferred herein shall continue in full force and effect until written notice of its revocation shall be received by said Bank at its office, or on December 31, 2018, whichever is earlier.

I, _____, Clerk of Independent School District 191, hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Education of said District at a meeting of said Board duly and regularly called; Noticed and held, and at which time was present a quorum of said Board on January 12, 2017, and that said resolution is in full force and effect.

I have hereunto subscribed my name this
11th day of January, 2018.

Clerk _____

Chairperson _____



**Agenda IV.A.1.
January 11, 2018**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Luke Haddorff, Student Representative

Date: January 4, 2018

Re: Student Representative Report

Receive the Student Representative Report from Student Representative Luke Haddorff.



**Agenda IV.A.2.
January 11, 2018**

To: Board of Education, Members
From: Cindy Amoroso, Superintendent
Date: January 4, 2018
Re: Superintendent Report

Receive the Superintendent Report from Superintendent Cindy Amoroso.



**Agenda IV.A.3.
January 11, 2018**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Abigail Alt, Board Chair

Date: January 4, 2018

Re: Board Member Reports

Receive Board Member Reports from Board Members.

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
December 14, 2017

The meeting of the Board of Education was called to order by Chair Alt at 6:30 p.m. at the Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN. Call to Order

Members present: Directors VandenBoom, Currier, Schatz, Luth, Miller, Schmid and Chair Alt. Others in attendance were Superintendent Amoroso, Student Representative Haddorff, administrators, staff, and members of the public. Attendance

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

Moved by Schatz, seconded by Miller, to approve the agenda. Motion carried unanimously (7, 0). Agenda

The Truth in Taxation Hearing began at 6:32 p.m. Protocols for the Public Hearing were given by Alt. Truth in Taxation

Lisa Rider, executive director of business services provided an overview of the district's current budget and information on the proposed property tax.

There were no comments from the public.

The Truth in Taxation Hearing concluded at 6:53 p.m.

Firefly Credit Union was recognized during Future Ready. Community Strong. Future Ready. Community Strong.

Received a report on the Financial Audit from Lisa Rider, executive director of business services, and Dennis Hoogeveen from Clifton, Larson, Allen. Financial Audit

Received a report on Technology Spending from Doug Johnson, technology director. Technology Spending Report

Received Committee Reports from Schmid on behalf of the Policy Review Committee; VandenBoom on behalf of the Technology Committee and MSBA Delegate Assembly; Currier on behalf of the Student Performance and Achievement Committee; and Luth on Behalf of the Negotiations Committee and TIES. Reports

Received a verbal report from Superintendent Cindy Amoroso.

Received a verbal report from Student Representative Luke Haddorff.

Received verbal reports from Board Members Luth and Alt.

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

- Approve minutes from a regular board meeting on November 16, 2017, and retreat minutes on November 28, 2017, and December 11, 2017.
 - Approve personnel recommendations for J. Pettes, A. Mickelson, J. Lautiger-Beutz, J. Porter, C. White, H. Kaur, D. Gilbraith, B. Voth, R. McGuire, M. Burke, N. Ruddock, N. Rykus, A. Vega, K. Chhen, A. Kinsella, K. Sugle, M. Andren, L. Peterson, S. Thompson, J. Bellenir, and A. Palmquist.
 - Adopt a resolution to approve and accept donations as presented.
 - Approve October payroll checks numbered 718884-718909 and Direct Deposit notices numbered 660366-663489 in the net amount of \$4,083,312.26. October and November claims to date represented by checks numbered 455453-456004, 1018821-1018994, and 102114-102127 and wire transfers and adjustments totaling \$8,743,817.83. Also, that the Board accepts October receipts of \$13,323,275.47 and investments for the General Fund, 2012A Alt Facilities & 2015A School Building Bonds and OPEB of \$48,759,325.11 as of October 31, 2017
 - Approve Change Order #2 for the Eagle Ridge Middle School Tennis Court Resurfacing project in the amount of \$3,700.00.
 - Receive a report on the November 16, 2017 listening session.
 - Approve no changes to Policies 408: *Subpoena of a School District Employee*; 409: *Employee Publications, Instructional Materials, Inventions, and Creations*; 416: *Drug and Alcohol Testing*; 417: *Chemical Use and Abuse*; 419: *Tobacco- and Smoke-Free Environment*, and 421: *Gifts to Employees and School Board Members*.
 - Approve, on a first reading basis, changes to Policy 418: *Drug-Free Workplace/Drug-Free School*.
- Motion carried unanimously (7, 0).

Moved by Schatz, seconded by Luth, to approve renewal of the Memorandum of Agreement (MOA) with Inver Hills Community College Foundation on behalf of Burnsville Promise. Motion carried unanimously (7, 0).

Moved by Luth, seconded by Currier to award the bid proposal in the amount of \$142,432.02 for the 2018 Door Replacement Project at Hidden Valley Elementary School to RAK Construction Inc. Motion carried unanimously after discussion (7, 0).

Moved by VandenBoom, seconded by Schatz, to award the bid proposal in the amount of \$172,737.12 for the 2018 Bituminous Rehabilitation Project at Diamondhead Education Center to RAK Construction Inc. Motion carried unanimously after discussion (7, 0).

Consent Agenda

Minutes

Personnel

Donations
Payroll, deposits,
receipts and
investments

Change Order

Listening Session
Policies

MOA Burnsville
Promise

Award Bids

Moved by Schmid, seconded by Schatz, to award the flooring proposal in the amount of \$283,885.05 for the 2018 carpet replacement project at Harriet Bishop Elementary to Hiller Commercial Floors. Motion carried unanimously after discussion (7, 0).

Moved by Schmid, seconded by Luth, to certify the final property tax levy for taxes payable in 2018 as follows:

General – RMV, Voter Approved	\$16,674,724.60
General – RMV, Other	5,023,121.18
General – NTC, Voter Approved	2,665,552.33
General NTC, Other	6,103,318.70
Community Service	1,411,983.08
General Debt Service, Voter Approved	3,431,989.64
General Debt Service, Other	5,637,597.17
OPEB/Pension, Other	1,395,781.77
	<hr/>
Total	\$42,344,068.47

Motion carried unanimously after discussion (7, 0).

Moved by Schatz, seconded by Miller, to approve the Financial Audit Report for 2016-2017. Motion carried unanimously after discussion (7, 0).

Moved by Schmid, seconded by Luth, to adopt a resolution establishing combined polling places for certain multiple precincts and designating hours during which the polling places will remain open for voting for school district elections not held on the day of a statewide election. A roll vote call taken and the motion carried unanimously (7, 0 with Schmid, VandenBoom, Currier, Alt, Schatz, Luth and Miller in favor and none voting against).

Moved by Currier, seconded by Schatz, to approve the agreement between ISD 191 and the City of Burnsville to continue operation of a shared television studio through December 31, 2022 and authorizes the Superintendent to sign the agreement. Motion carried unanimously after discussion (7, 0).

Moved by Schatz, seconded by Schmid, to approve the agreement between ISD 191 and K12 Transportation to continue our partnership for transportation routing and oversight effective July 1, 2018. Motion carried unanimously after discussion (7, 0).

Moved by Luth, seconded by Schmid, to adopt a resolution to fully fund Special Education Services (Federal). A roll vote call taken and the motion carried unanimously after discussion (7, 0 with Schmid, VandenBoom, Currier, Alt, Schatz, Luth and Miller in favor and none voting against).

Certify Final
Property Taxes
Payable in 2018

Financial Audit

Adopt a Resolution
Combining
Precincts

Joint Agreement
with City for TV
Studio

Transportation
Routing and
Oversight

Resolution to fund
Special Education

Moved by Schmid, seconded by Carrier, to adopt a resolution to fully fund Special Education Services (Minnesota). Motion carried unanimously (7, 0).

Adjourn to a
Closed Session

Moved by Luth, seconded by Schmid, to adjourn at 9:04 p.m. to a closed session, as permitted by M.S. 13D.05, to discuss negotiation strategies. Motion carried unanimously (7, 0).

January 11, 2017

Clerk
Approved

Date

DRAFT

Closed Session Minutes
INDEPENDENT SCHOOL DISTRICT 191
December 14, 2017

The Board meeting was called to order by Chair Alt at 9:16 p.m. at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN.

Call to Order

Members present: Directors Currier, Schatz, Luth, Miller, VandenBoom, Schmid and Chair Alt.

Attendance

Others in Attendance: C. Amoroso, superintendent; L. Rider, executive director of business services; S. Sovine, executive director of human resources; and J. Kenney, executive administrative assistant.

The meeting was closed, as permitted by Minnesota Statutes 13D.03, to discuss ISD 191's labor negotiation strategies with the Burnsville Education Association.

Purpose

The meeting adjourned at 9:34 p.m.

Adjourn

Clerk

Date Approved

January 11, 2018

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

TO: Members, Board of Education
Cynthia Amoroso, Superintendent

FROM: Stacey Sovine, Executive Director of Human Resources

DATE: January 11, 2018 FINAL

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Certified	Appointment		Sarah Erbes		ECSE Center	Teacher Long Term Substitute	1/2/18-3/23/2018
Certified	Appointment		Tara Nelson		ECSE Center	Teacher Long Term Substitute	12/11/17-3/23/2018
Certified	Appointment		Kristi Oscarson		ECSE Center	Teacher Long Term Substitute	12/12/17-3/23/2018
Certified	Appointment		Jennifer Kennedy		ECSE Center	Teacher Long Term Substitute	12/11/17-3/23/2018
Certified	Appointment	Replacement	Andrea Holloway		ECSE Center	Teacher Occupational Therapist	1/16/2018
Certified	Appointment	Replacement	Carlson Catherine	*	Burnsville High School	Teacher	1/23/2018
Certified	Appointment	Replacement	John Rossakis	*	ECSE Center	Teacher LTS Occupational Therapis	1/9/2018
Certified	Appointment	New Position	Jessica Saba	*	MW Savage Elementary School	Teacher	1/10/2018
Certified	Change of Assignment		Hayley Ohama	*	Burnsville High School	Teacher	8/22/2017
Certified	Change of Assignment		Julie Lautiger-Beutz		Elementary Cluster	Teacher Psychologist	1/2/2018 Revised
Certified	Change of Assignment		Jessalynn Derusha	*	Community Education	Teacher ECFE	1/16/2018
Certified	Change of Assignment	Replacement	Robyn Tousignant	*	Burnsville High School	Teacher	1/23/2018
Certified	Leave of Absence		Rachel Cesaro-Moxley		District-wide	Teacher Occupational Therapist	2/12/2018-3/23/2018
Classified	Appointment		Emily Kaas		Sioux Trail Elementary School	EA Level IV	1/8/2018
Classified	Appointment		Beth Davis	*	MW Savage Elementary School	Food Service Associate Temporary	1/10/2018
Classified	Appointment	Replacement	Valerie Cornelius		Metcalf Middle School	Food Service Associate	1/8/2018
Classified	Appointment	Replacement	Jessica Phommajack	*	Eagle Ridge Middle School	Food Service Associate	1/8/2018
Classified	Appointment	New Position	Marcy Casler	*	Edward Neill Elementary	EA Level IV	1/8/2018
Classified	Change of Assignment		Melissa McClellan		Burnsville High School	Clerical Level III	9/25/2017 Revised
Classified	Change of Assignment		Fineran Kayla	*	MW Savage Elementary School	EA Level III	1/8/2018
Classified	Change of Assignment	Replacement	Pamela Lundberg-Schmidt		Burnsville High School	Custodian Level 2	1/3/2018
Classified	Probationary Release		Marianne Portwood		Sky Oaks Elementary School	EA Level IV	12/14/2017
Classified	Resignation		Brian Skelly		Burnsville High School	Activities Director	1/2/2018
Classified	Resignation		Kimberly Quesenberry		Burnsville High School	Food Service Manager	1/5/2017
Classified	Resignation		Roxanna Reuder		Metcalf Middle School	Food Service Assistant Manager	1/31/2018
Classified	Resignation		Sarah Ripoll		Burnsville High School	EA Level II	1/2/2018
Classified	Resignation		Nicole Scott		Metcalf Middle School	Food Service Associate	12/15/2017
Classified	Resignation		Forest Strauss		Sky Oaks Elementary School	Custodian Level 1	1/12/2018
Classified	Retirement		Mary Weingartz	*	Hidden Valley Elementary	Food Service Assistant Manager	1/31/2018
Classified	Termination		Rose David		District-wide	AVID Tutor	12/15/2017
Co-Curricular/Coach	Appointment	Replacement	Erica Counters		Vista View Elementary School	Safety Patrol Coordinator	Year Round
Co-Curricular/Coach	Appointment	Replacement	Clayton Holt		Burnsville High School	Assistant Wrestling Coach	Winter Season 2018
Co-Curricular/Coach	Appointment	Replacement	Jenna Powers		Burnsville High School	Assistant Nordic Skiing Coach	Winter Season 2018
Co-Curricular/Coach	Appointment	New Position	Madsen Amanda	*	Vista View Elementary School	Elementary Chorus	1/25/2018



**Agenda V.A.3.
January 11, 2018**

To: Members, Board of Education
Cindy Amoroso, Superintendent

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

Date: January 4, 2018

Re: Donations

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

RESOLUTION TO ACCEPT DONATIONS

WHEREAS,

1. School Board Policy 706 establishes guidelines for the acceptance of gifts to the District; and
2. Minnesota Statute 123B.02, Subd. 6 states the School Board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated; and
3. Minnesota Statute 465.03 states the School Board may accept a grant or devise of real or personal property only by the adoption of a resolution approved by two-thirds of its members; and
4. Businesses and individuals have submitted donations to the district;

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

Moved by: _____

Seconded by: _____

Members in favor of the motion:

Members opposed:

Whereupon said Resolution was declared duly passed and adopted on January 11, 2018.

Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
11/17/2017	Bennett Rozenweig	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Emma Brinkmann	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	8477 133rd Street Court	Joseph Nicollet Middle School	Donation to FACS Class	\$6.00
11/17/2017	Naia Kaufman	Joseph Nicollet Middle School	Donation to FACS Class	\$10.00
11/17/2017	Julian Englund	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Michael Siv	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Paul Martynow	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Mason White	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Becca Steinkraus	Joseph Nicollet Middle School	Donation to FACS Class	\$10.00
11/17/2017	Daniyah Abdalla	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Kolton Lansing	Joseph Nicollet Middle School	Donation to FACS Class	\$10.00
11/17/2017	Jaemyn Halverson-Brown	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Muhammad Mohamed	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Kate Hoevet	Joseph Nicollet Middle School	Donation to FACS Class	\$10.00
11/17/2017	Leah Smith	Joseph Nicollet Middle School	Donation to FACS Class	\$10.00
11/17/2017	Madeline Olsen	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Keyri Campos	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Sean Monney-Wicklender	Joseph Nicollet Middle School	Donation to FACS Class	\$20.00
11/17/2017	Brooke Basten	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00

11/17/2017	Zakaria Yalahow	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
11/17/2017	Louis Meitrodt	Joseph Nicollet Middle School	Donation to FACS Class	\$5.00
12/7/2017	Donor requested to remain anonymous	Sioux Trail Elementary	ST student meal accounts with money owed by parents	\$30.00
12/11/2017	Thomas Skahen Jr & Lori Skahen	Sioux Trail Elementary	ST student meals accounts that have money owed	\$50.00
12/1/2017	Anonymous (have been waiting on preference of the donor)	William Byrne Elementary	WB students with a negative meal account balance	\$500.00
12/12/2017	McKinstry Essention, LLC	Sioux Trail Elementary	School & student use, Kathy F. won at a tradeshow	\$500.00
12/12/2017	River Hills United Methodist Church	Sioux Trail Elementary	Student use (proceeds from Pumpkin Patch)	\$1,328.90
12/15/2017	Hy Vee Savage	Hidden Valley Elementary	To be used for PTO Carnival	Assorted Fruit Snack, and candy.
12/11/2017	Kitting and Crochet Group at Burnsville Senior Center	District 191	students	233 pairs of mittens, 324 hats, 162 scarves and an assortment of cowls, headbands and baby items
8/24/2017	Patrick Steig	BrainPower in a Backpack	Cash Donation	\$104.00
12/19/2017	Target Corporation - Burnsville	Brainpower in a Backpack	BrainPower donation	Target bags for weekly pack (est. 25,000)
11/8/2017	CRS Rice Bowl Grant	BrainPower in a Backpack	Cash donation	\$300.00
12/11/2017	William Bryne Elementary School	BrainPower in a Backpack	Food drive	Food drive for BrainPower
12/11/2017	Burnsville Noon Rotary	BrainPower in a Backpack	Cash donation	\$10,000.00
12/11/2017	Kate and Rich Hardegger	BrainPower in a Backpack	Cash donation	\$500.00
12/13/2017	ECFE Ready To Learn	BrainPower in a Backpack	Food drive	Food drive donation
12/15/2017	Sheryl and Michael Burkhardt	BrainPower in a Backpack	Cash donation	\$150.00
12/15/2017	Prior Lake / Savage Optimist Club	BrainPower in a Backpack	Cash donation	\$500.00
12/15/2017	Metcalf Middle School	BrainPower in a Backpack	Food drive	Food drive
12/18/2017	Jerald and Judith Robb	BrainPower in a Backpack	Cash donation	\$100.00
12/15/2017	Dana McKenzie	Vista View Elementary	Super Kids Super Share	Personal Care items & School Supplies
12/19/2017	Tom Marlow	Gideon Pond Elementary	Support classroom needs	\$1,000.00
12/12/2017	Daffodil Garden Club c/o Janet Seim	Gideon Pond Elementary	clothing needs	98 items of clothing including socks, hats, mittens, and gloves

Total monetary donation received: \$15,208.90



**Agenda V.A.4.
January 11, 2018**

To: Board of Education, Members
From: Cindy Amoroso, Superintendent
Date: January 4, 2018
Re: Report on Listening Session

Board Members present: DeeDee Currier and Darcy Schatz. No one came to speak to the Board on December 14, 2017.



7 **Future Ready. Community Strong.**

**Agenda V.A.5.
January 11, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Stacey Sovine, Executive Director of Human Resources

Date: January 4, 2018

Re: Policy 418: *Drug-Free Workplace/Drug Free School*

Recommendation: Approve, on a second reading basis, changes to Policy 418: Drug-Free Workplace/Drug-Free School.

Administration added "or designee" to the policy.

Adopted: 6/89

Burnsville-Eagan-Savage School District Policy 418

Reviewed: 12/14/2017

Revised: 1/11/2018

Rescinds: GBCBA, JFCH

418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment for employees and students by prohibiting the use of alcohol, toxic substances, medical cannabis, and controlled substances without a physician's prescription.

II. GENERAL STATEMENT OF POLICY

- A. Use or possession of controlled substances, toxic substances, medical cannabis, and alcohol before, during, or after school hours, at school or in any other school location, is prohibited as general policy. Paraphernalia associated with controlled substances is prohibited.
- B. A violation of this policy occurs when any student, teacher, administrator, other school district personnel, or member of the public uses or possesses alcohol, toxic substances, controlled substances, or medical cannabis in any school location.
- C. The school district will act to enforce this policy and to discipline or take appropriate action against any student, teacher, administrator, school personnel, or member of the public who violates this policy.

III. DEFINITIONS

- A. "Alcohol" includes any alcoholic beverage, malt beverage, fortified wine, or other intoxicating liquor.
- B. "Controlled substances" include narcotic drugs, hallucinogenic drugs, amphetamines, barbiturates, marijuana, anabolic steroids, or any other controlled substance as defined in Schedules I through V of the Controlled Substances Act, 21 U.S.C. § 812, including analogues and look-alike drugs.
- C. "Medical cannabis" means any species of the genus cannabis plant, or any mixture or preparation of them, including whole plant extracts and resins, and is delivered in the form of: (1) liquid, including, but not limited to, oil; (2) pill; (3) vaporized delivery method with use of liquid or oil but which does not require the use of dried leaves or plant form; or (4) any other method, excluding smoking, approved by the commissioner.

- D. “Toxic substances” includes glue, cement, aerosol paint, or other substances used or possessed with the intent of inducing intoxication or excitement of the central nervous system.
- E. “Use” includes to sell, buy, manufacture, distribute, dispense, possess, use, or be under the influence of alcohol and/or controlled substances, whether or not for the purpose of receiving remuneration or consideration.
- F. “Possess” means to have on one’s person, in one’s effects, or in an area subject to one’s control.
- G. “School location” includes any school building or on any school premises; in any school-owned vehicle or in any other school-approved vehicle used to transport students to and from school or school activities; off school property at any school-sponsored or school-approved activity, event, or function, such as a field trip or athletic event, where students are under the jurisdiction of the school district; or during any period of time such employee is supervising students on behalf of the school district or otherwise engaged in school district business.

IV. EXCEPTIONS

- A. A violation of this policy does not occur when a person brings onto a school location, for such person’s own use, a controlled substance, except medical cannabis, which has a currently accepted medical use in treatment in the United States and the person has a physician’s prescription for the substance. The person shall comply with the relevant procedures of this policy.
- B. A violation of this policy does not occur when a person possesses an alcoholic beverage in a school location when the possession is within the exceptions of Minn. Stat. § 624.701, Subd. 1a (experiments in laboratories; pursuant to a temporary license to sell liquor issued under Minnesota laws or possession after the purchase from such a temporary license holder).

V. PROCEDURES

- A. Students who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, must comply with the school district’s student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance, except medical cannabis, are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.

- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent or designee.
- F. No person is permitted to possess or use medical cannabis on a school bus or van; or on the grounds of any preschool or primary or secondary school; or on the grounds of any child care facility.
- G. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. § 624.701, Subd. 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

VI. ENFORCEMENT

A. Students

1. A student who violates the terms of this policy shall be subject to discipline in accordance with the school district's discipline policy. Such discipline may include suspension or expulsion from school.
2. The student may be referred to a drug or alcohol assistance or rehabilitation program and/or to law enforcement officials when appropriate.

B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction. Conviction means a finding of guilt (including a plea of nolo contendere) or imposition of sentence, or both, by any judicial body charged with the responsibility to determine violations of the federal or state criminal drug statutes.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse

assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.

4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

C. The Public

A member of the public who violates this policy shall be informed of the policy and asked to leave. If necessary, law enforcement officials will be notified and asked to provide an escort.

Legal References: Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)
Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)
Minn. Stat. § 624.701 (Liquor in Certain Buildings or Grounds)
20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)
21 U.S.C. § 812 (Schedules of Controlled Substances)
41 U.S.C. §§ 8101-8106 (Drug-Free Workplace Act)
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)
34 C.F.R. Part 84 (Government-wide Requirements for Drug-Free Workplace)

Cross References: Burnsville-Eagan-Savage School District Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Burnsville-Eagan-Savage School District Policy 416 (Drug and Alcohol Testing)
Burnsville-Eagan-Savage School District Policy 417 (Chemical Use and Abuse)
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 516 (Student Medication)



7 **Future Ready. Community Strong.**

**Agenda V.A.6.
January 11, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Stacey Sovine, Executive Director of Human Resources

Date: January 4, 2018

Re: Policies 402: *Disability Nondiscrimination Policy*; 404: *Employment Background Checks*; 424: *License Status*; and 521: *Student Disability Nondiscrimination*

Recommendation: Approve, on a First Reading Basis, 402: *Disability Nondiscrimination Policy*; 404: *Employment Background Checks*; 424: *License Status*; and 521: *Student Disability Nondiscrimination*.

These policies were reviewed at the Policy Review Committee meeting on December 19, 2017.

- 402: *Disability Nondiscrimination Policy* – Removed “Section 504 coordinator.”
- 404: *Employment Background Checks* – Removed “extracurricular” and “signed informed consent form.” Clarified that a BCA component must be included in the background check.
- 424: *License Status* – Changed “school board” to “school district.”
- 521: *Student Disability Nondiscrimination* – Added contact information, removed “ADA coordinator” and reference to form.

Adopted: 05/2001
Reviewed: ~~5/12/2016~~11/2018
Revised: 5/26/2016
Rescinds:

Burnsville-Eagan-Savage School District Policy 402

402 DISABILITY NONDISCRIMINATION POLICY

I. PURPOSE

The purpose of this policy is to provide a fair employment setting for all persons in Independent School District 191 and to comply with state and federal law.

II. GENERAL STATEMENT OF POLICY

- A. Independent School District 191 shall not discriminate against qualified individuals with disabilities because of the disabilities of such individuals in regard to job application procedures, hiring, advancement, discharge, compensation, job training, and other terms, conditions, and privileges of employment.
- B. Independent School District 191 shall not engage in contractual or other arrangements that have the effect of subjecting its qualified applicants or employees with disabilities to discrimination on the basis of disability. Independent School District 191 shall not exclude or otherwise deny equal jobs or job benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to have a relationship or association.
- C. Independent School District 191 shall make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or employee, unless the accommodation would impose undue hardship on the operation of the business of the school district.
- D. Any job applicant or employee wishing to discuss the need for a reasonable accommodation, or other matters related to a disability or the enforcement and application of this policy, should contact Stacey Sovine, Executive Director of Human Resources, 200 West Burnsville Parkway, Burnsville, MN, 55337, 952-707-2010, ssovine@isd191.org. This individual is the school district's appointed ADA/~~Section 504~~ coordinator.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. 794 *et seq.* (Rehabilitation Act of 1973, § 504)
42 U.S.C., Ch. 126 § 12112 (Americans with Disabilities Act)
29 C.F.R. Part 32
34 C.F.R. Part 104

Cross References: Burnsville-Eagan-Savage School District Policy 521 (Student Disability Nondiscrimination)

Adopted: 3/2007
Reviewed: ~~1/14/2016~~1/11/2018
Revised: 10/2008, 1/28/2016
Rescinds: GCDC

Burnsville-Eagan-Savage School District Policy 404

404 EMPLOYMENT BACKGROUND CHECKS

I. PURPOSE

The purpose of this policy is to maintain a safe and healthful environment in the school district in order to promote the physical, social, and psychological well-being of its students. To that end, Independent School District 191 will seek a criminal history background check for applicants who receive an offer of employment with the school district and on all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other ~~extra-curricular~~ academic coaching services to the school district, regardless of whether any compensation is paid, or such other background checks as provided by this policy. The school district will also conduct criminal history background checks on all adults who provide after and during school academic assistance to students or who volunteer as chaperones for students on school-sponsored, overnight field trips. The school district may also elect to do background checks of other volunteers, independent contractors, and student employees in the school district.

II. GENERAL STATEMENT OF POLICY

- A. The school district shall require that applicants for school district positions who receive an offer of employment and all individuals, except enrolled student volunteers, who are offered the opportunity to provide athletic coaching services or other ~~extra-curricular~~ academic coaching services to the school district, regardless of whether any compensation is paid, submit to a criminal history background check. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district.
- B. The school district specifically reserves any and all rights it may have to conduct background checks regarding current employees, applicants, or service providers without the consent of such individuals.
- C. Adherence to this policy by the school district shall in no way limit the school district's right to require additional information, or to use procedures currently in place or other procedures to gain additional background information concerning employees, applicants, volunteers, service providers, independent contractors, and student employees.

III. PROCEDURES

- A. Normally an individual will not commence employment or provide services until the school district receives the results of the criminal history background check. The school district may conditionally hire an applicant or allow an individual to provide services pending completion of the background check, but shall notify the individual that the individual's employment or opportunity to provide services may be terminated based on the result of the background check. Background checks will be performed ~~by and must include the~~ a Minnesota Bureau of Criminal Apprehension (BCA) component. ~~The BCA agency~~ shall conduct the background check by retrieving criminal history data as defined in Minn. Stat. § 13.87. The school district reserves the right to also have criminal history background checks conducted by other organizations or agencies.
- B. For an individual to be eligible for employment, to provide athletic coaching services or other ~~extra-curricular~~ academic coaching services, volunteer academic assistance, or chaperone services to the school district, except for an enrolled student volunteer, the individual must sign a criminal history consent form, which provides permission for the school district to conduct a criminal history background check, and provide a money order or check payable to either the BCA or to the school district, at the election of the school district, in an amount equal to the actual cost to the BCA and the school district of conducting the criminal history background check. The cost of the criminal history background check is the responsibility of the individual, unless the school district decides to pay the costs for a volunteer, an independent contractor, or a student employee. If the individual fails to ~~provide the school district with a signed Informed Consent Form and fee~~ complete the background check at the time the individual receives a job offer, or permission to provide services, the individual will be considered to have voluntarily withdrawn the application for employment or request to provide services.
- C. The school district, in its discretion, may elect not to request a criminal history background check on an individual who holds an initial entrance license issued by the state board of teaching or the commissioner of education within the 12 months preceding an offer of employment or permission to provide services.
- D. The school district may use the results of a criminal background check conducted at the request of another school hiring authority if:
1. the results of the criminal background check are on file with the other school hiring authority or otherwise accessible;
 2. the other school hiring authority conducted a criminal background check within the previous 12 months;
 3. the individual executes a written consent form giving the school district access to the results of the check; and
 4. there is no reason to believe that the individual has committed an act

subsequent to the check that would disqualify the individual for employment or provision of services.

- E. For all nonstate residents who are offered employment with or the opportunity to provide athletic coaching services or other ~~extracurricular~~-academic coaching services to the school district, the school district shall request a criminal history background check on such individuals from the superintendent of the BCA and from the government agency performing the same function in the resident state or, if no government entity performs the same function in the resident state, from the Federal Bureau of Investigation. The offer of employment or the opportunity to provide services shall be conditioned upon a determination by the school district that an individual's criminal history does not preclude the individual from employment with, or provision of services to, the school district. Such individuals must provide an executed criminal history consent form.
- F. When required, individuals must provide fingerprints to assist in a criminal history background check. If the fingerprints provided by the individual are unusable, the individual will be required to submit another set of prints.
- G. Copies of this policy shall be available in the school district's employment office and will be distributed to applicants for employment and individuals who are offered the opportunity to provide athletic coaching services or other ~~extracurricular~~-academic coaching services upon request. The need to submit to a criminal history background check may be included with the basic criteria for employment or provision of services in the position posting and position advertisements.
- H. The individual will be informed of the results of the criminal background check(s) to the extent required by law.
- I. If the criminal history background check precludes employment with, or provision of services to, the school district, the individual will be so advised.
- J. The school district may apply these procedures to other volunteers, independent contractors, student employees, student teachers, and administrative interns.
- K. At the beginning of each school year or when a student enrolls, the school district will notify parents and guardians about this policy and identify those positions subject to a background check and the extent of the school district's discretion in requiring a background check. The school district may include this notice in its student handbook, a school policy guide, or other similar communication. A form notice for this purpose is included with this policy.

IV. CRIMINAL HISTORY CONSENT FORM

A form to obtain consent for a criminal history background check can be obtained from the Human Resource Department.

Legal References: Minn. Stat. § 13.04, Subd. 4 (Inaccurate or Incomplete Data)
Minn. Stat. § 13.87, Subd. 1 (Criminal History Data)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. §§ 299C.60-299C.64 (Minnesota Child Protection Background
Check Act)
Minn. Stat. § 364.09(b) (Exception for School Districts)

Cross References:

Adopted: 9/10/2015
Reviewed: 8/13/2015/11/2018
Revised:
Rescinds:

Burnsville-Eagan-Savage School District Policy 424

424 LICENSE STATUS

I. PURPOSE

The purpose of this policy is to ensure that qualified teachers are employed by the school district and to fulfill its duty to ascertain the licensure status of its teachers. A school **board district** that employs a teacher who does not hold a valid teaching license or permit places itself at risk for a reduction in state aid. This policy does not negate a teacher's duty and responsibility to maintain a current and valid teaching license.

II. GENERAL STATEMENT OF POLICY

- A. A qualified teacher is one holding a valid license to perform the particular service for which the teacher is employed by the school district.
- B. No person shall be a qualified teacher until the school district verifies through the Minnesota education licensing system available on the Minnesota Department of Education website that the person is a qualified teacher consistent with state law.
- C. The school district has a duty to ascertain the licensure status of its teachers and ensure that the school district's teacher license files are up to date. The school district shall establish a procedure for annually reviewing its teacher license files to verify that every teacher's license is current and appropriate to the particular service for which the teacher is employed by the school district.

III. PROCEDURE

- A. The superintendent or the superintendent's designee shall establish a schedule for the annual review of teacher licenses.
- B. Where it is discovered that a teacher's license will expire within one year from the date of the annual review, the superintendent or the superintendent's designee will advise the teacher in writing of the approaching expiration and that the teacher must complete the renewal process and file the license with the superintendent prior to the expiration of the current license. However, failure to provide this notice does not relieve a teacher from his/her duty and responsibility of ensuring that his/her teaching license is valid, current and appropriate to his/her teaching assignment.
- C. If it is discovered that a teacher's license has expired, the superintendent or designee will immediately investigate the circumstances surrounding the lack of license and will take appropriate action. The teacher shall be advised that the

teacher's failure to have the license reinstated will constitute gross insubordination, inefficiency and willful neglect of duty which are grounds for immediate discharge from employment.

- D. The duty and responsibility of maintaining a current and valid teaching license appropriate to the teaching assignment as required by this policy shall remain with the teacher, notwithstanding the superintendent's failure to discover a lapsed license or license that does not support the teaching assignment. A teacher's failure to comply with this policy may be grounds for the teacher's immediate discharge from employment.

Legal References: Minn. Stat. § 122A.16 (Highly Qualified Teacher Defined)
Minn. Stat. § 122A.22 (District Verification of Teacher Licenses)
Minn. Stat. § 122A.40, Subd. 13 (Employment; Contracts; Termination – Immediate Discharge)
Minn. Stat. § 127A.42 (Reduction of Aid for Violation of Law)
Vettleson v. Special Sch. Dist. No. 1, 361 N.W.2d 425 (Minn. App. 1985)
Lucio v. School Bd. of Independent Sch. Dist. No. 625, 574 N.W.2d 737 (Minn. App. 1998)
In the Matter of the Proposed Discharge of John R. Statz (Christine D. VerPloeg), June 8, 1992, *affirmed*, 1993 WL 129639 (Minn. App. 1993)

Cross References:

Adopted: 1996

Burnsville-Eagan-Savage School District Policy 521

Reviewed: ~~9/21/11~~2018

Revised: 9/12, 12/14

Rescinds: ACC and JBC

521 STUDENT DISABILITY NONDISCRIMINATION

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 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 may receive a free appropriate public education.

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 who, within the intent of Section 504, may need services, accommodations, or programs in order that such individuals may receive a free appropriate public education.
- C. For this policy, a student who is protected under Section 504 is one who:
 - 1. has a physical or mental impairment that substantially limits one or more major life activity, 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 persons 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.

III. COORDINATOR

Persons who have questions or comments should contact: ~~Executive Stephanie White, Director of Individualized Student Services; 100 River Ridge Court, 200 West Burnsville Parkway, Burnsville, MN 55337; 952-707-6261, stwhite@isd191.org.~~ 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~~ contact the Director of Individualized Student Services. ~~The form should be given to the ADA/Section 504 coordinator.~~

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)

Cross References: Burnsville-Eagan-Savage School District Policy 402 (Disability Nondiscrimination)



Future Ready. Community Strong.

**Agenda V.A.7.
January 11, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Stacey Sovine, Executive Director of Human Resources, and Lisa Rider, Executive Director of Business Services

Date: January 4, 2018

Re: Policies 401: *Equal Employment Opportunity*; 407: *Employee Right to Know-Exposure to Hazardous Substances*; 422: *Policies Incorporated by Reference*; 497: *Employee Work Day*; 498: *Political Campaigns and Activities*; 499: *Nepotism Prohibition*; 302: *Superintendent*; and 714: *Fund Balances*

Recommendation: Approve no changes to Policies 401: *Equal Employment Opportunity*; 407: *Employee Right to Know-Exposure to Hazardous Substances*; 422: *Policies Incorporated by Reference*; 497: *Employee Work Day*; 498: *Political Campaigns and Activities*; 499: *Nepotism Prohibition*; 302: *Superintendent*; and 714: *Fund Balances*

The policies were reviewed by the Policy Review Committee on December 19, 2017. All policies will be reviewed every 3-5 years.

Adopted: 11/1983
Reviewed: ~~5/26/2016~~—1/11/2018
Revised: 6/9/2016
Rescinds:

Burnsville-Eagan-Savage School District Policy 401

401 EQUAL EMPLOYMENT OPPORTUNITY

I. PURPOSE

The purpose of this policy is to provide equal employment opportunity for all applicants for Independent School District 191 employment and school district employees.

II. GENERAL STATEMENT OF POLICY

- A. The school district's policy is to provide equal employment opportunity for all applicants and employees. The school district does not unlawfully discriminate on the basis of race, color, creed, religion, national origin, sex, gender identity, marital status, status with regard to public assistance, disability, sexual orientation, age, family care leave status, or veteran status. The school district also makes reasonable accommodations for disabled employees.
- B. 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 impermissible harassment and the school district's internal procedures for addressing complaints of harassment, please refer to the school district's policy on harassment and violence.
- C. This policy applies to all areas of employment including hiring, discharge, promotion, compensation, facilities, or privileges of employment.
- D. Every school district employee shall be responsible for following this policy.
- E. Any person having a question regarding this policy should discuss it with the Executive Director of Human Resources.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 2615 (Family and Medical Leave Act)
38 U.S.C. § 4211 *et seq.* (Employment and Training of Veterans)
38 U.S.C. § 4301 *et seq.* (Employment and Reemployment Rights of Members of the Uniformed Services)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Equal Opportunity for Individuals with Disabilities)

Cross References: Burnsville-Eagan-Savage School District Policy 402 (Disability Nondiscrimination)
Burnsville-Eagan-Savage School District Policy 405 (Veteran's Preference)
Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)

Adopted: 7/2001
Reviewed: [8/13/2015](#)[1/11/2018](#)
Revised: 9/10/2015
Rescinds: GBED

Burnsville-Eagan-Savage School District Policy 407

407 EMPLOYEE RIGHT TO KNOW – EXPOSURE TO HAZARDOUS SUBSTANCES

I. PURPOSE

The purpose of this policy is to provide school district employees a place of employment and conditions of employment free from recognized hazards that are likely to cause death or serious injury or harm. (Minn. Stat. § 182.653, Subd. 2)

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to provide information and training to employees who may be “routinely exposed” to a hazardous substance, harmful physical agent, infectious agent, or blood borne pathogen.

III. DEFINITIONS

- A. “Commissioner” means the Commissioner of Labor and Industry.
- B. “Routinely exposed” means that there is a reasonable potential for exposure during the normal course of assigned work or when an employee is assigned to work in an area where a hazardous substance has been spilled.
- C. “Hazardous substance” means a chemical or substance, or mixture of chemicals and substances, which:
 - 1. is regulated by the Federal Occupational Safety and Health Administration under the Code of Federal Regulations; or
 - 2. is either toxic or highly toxic; an irritant; corrosive; a strong oxidizer; a strong sensitizer; combustible; either flammable or extremely flammable; dangerously reactive; pyrophoric; pressure-generating; compressed gas; carcinogen; teratogen; mutagen; reproductive toxic agent; or that otherwise, according to generally accepted documented medical or scientific evidence, may cause substantial acute or chronic personal injury or illness during or as a direct result of any customary or reasonably foreseeable accidental or intentional exposure to the chemical or substance; or
 - 3. is determined by the commissioner as a part of the standard for the chemical or substance or mixture of chemicals and substances to present a

significant risk to worker health and safety or imminent danger of death or serious physical harm to an employee as a result of foreseeable use, handling, accidental spill, exposure, or contamination.

- D. “Harmful physical agent” means a physical agent determined by the commissioner as a part of the standard for that agent to present a significant risk to worker health or safety or imminent danger of death or serious physical harm to an employee. This definition includes, but is not limited to, radiation, whether ionizing or nonionizing.
- E. “Infectious agent” means a communicable bacterium, rickettsia, parasites, virus, or fungus determined by the commissioner by rule, with approval of the commissioner of health, which, according to documented medical or scientific evidence, causes substantial acute or chronic illness or permanent disability as a foreseeable and direct result of any routine exposure to the infectious agent. Infectious agent does not include an agent in or on the body of a patient before diagnosis.
- F. “Blood borne pathogen” means a pathogenic microorganism that is present in human blood and can cause disease in humans. This definition includes, but is not limited to, hepatitis B virus (HBV) and human immunodeficiency virus (HIV).

IV. TARGET JOB CATEGORIES

Annual training will be provided to all full- and part-time employees who are “routinely exposed” to a hazardous substance, harmful physical agent, infectious agent, or blood borne pathogen as set forth above.

V. TRAINING SCHEDULE

Training will be provided to employees before beginning a job assignment as follows:

- A. Any newly hired employee assigned to a work area where he or she is determined to be “routinely exposed” under the guidelines above.
- B. Any employee reassigned to a work area where he or she is determined to be “routinely exposed” under the above guidelines.

Legal References: Minn. Stat. Ch. 182 (Occupational Safety and Health)
Minn. Rules Ch. 5205 (Safety and Health Standards)
Minn. Rules Ch. 5206 (Employee Right to Know Standards)
29 C.F.R. § 1910.1050, App. B (Substance Technical Guidelines)

Cross References: Burnsville-Eagan-Savage School District Policy 420 (Students and Employees with Sexually Transmitted Infections and Diseases and Certain Other Communicable Diseases and Infectious Conditions)

Burnsville-Eagan-Savage School District Policy 807 (Health and Safety Policy)

Adopted: 9/10/2015
Reviewed: [8/13/2015](#)/[11/2018](#)
Revised:
Rescinds:

Burnsville-Eagan-Savage School District Policy 422

422 POLICIES INCORPORATED BY REFERENCE

PURPOSE

Certain policies as contained in this policy reference manual are applicable to employees as well as to students. In order to avoid undue duplication, the school district provides notice by this section of the application and incorporation by reference of the following policies which also apply to employees:

Policy 102	Equal Educational Opportunity
Policy 103	Complaints – Students, Employees, Parents, Other Persons
Policy 206	Public Participation in School Board Meetings/Complaints about Persons at School Board Meetings and Data Privacy Considerations
Policy 211	Criminal or Civil Action Against School District, School Board Member, Employee, or Student
Policy 305	Policy Implementation
Policy 505	Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees
Policy 507	Corporal Punishment
Policy 510	Student Activities
Policy 511	Student Fundraising
Policy 517	Student Recruiting
Policy 518	DNR-DNI Orders
Policy 519	Interviews of Students by Outside Agencies
Policy 524	Internet Acceptable Use and Safety Policy
Policy 525	Violence Prevention
Policy 610	Field Trips
Policy 710	Extracurricular Transportation
Policy 711	Video Recording on School Buses
Policy 712	Video Surveillance Other Than on Buses
Policy 802	Disposition of Obsolete Equipment and Material

Employees are charged with notice that the above cited policies are also applicable to employees; however, employees are also on notice that the provisions of the various policies speak for themselves and may be applicable although not specifically listed above.

Legal References:

Cross References:

Adopted: 3/1991
Reviewed: [9/15/2016](#)[1/11/2018](#)
Revised: 1/2005. 9/29/2016
Rescinds: DJGA

Burnsville-Eagan-Savage School District Policy 497

497 EMPLOYEE WORK DAY

I. PURPOSE

The purpose of this policy is to establish expectations for employees during their work days.

II. GENERAL STATEMENT OF POLICY

A. School District Business

Any contact by salespeople for the purpose for conducting school district business shall be related to employee's responsibilities and at the convenience of the district employee after first registering with the appropriate office. Sales contacts shall not be made during times that the employee has direct student supervisory responsibilities unless authorized in advance by the building principal.

B. Personal Business

Care shall be taken to ensure that the conduct of personal business during working hours does not interfere with job performance or responsibilities.

Any such personal business shall be limited to matters of a nominal, infrequent nature that cannot be reasonably conducted outside the workday.

C. For Profit Business

The conduct of business-for-profit by employees during working hours or on school property is prohibited. This prohibition does not apply to contractual arrangements to which the school district is a signator and the employee is paid through district payroll.

III. EMPLOYER'S RIGHTS

The school district reserves the right to regulate and monitor all activities occurring on school district premises or with employees during their workday.

Adopted: 1/28/2016
Reviewed: ~~1/14/2016~~1/11/2018
Revised:
Rescinds: GBG

Burnsville-Eagan-Savage School District Policy 498

498 POLITICAL CAMPAIGNS AND ACTIVITIES

I. PURPOSES

The purpose of this policy is to recognize the participation of students and employees in political issues. Further, the purpose of this policy is to establish guidelines for the participation of students and employees in political campaigns, partisan or non-partisan election activities, and the distribution of political or partisan materials.

II. GENERAL STATEMENT OF POLICY

- A. The school district will maintain neutrality as to all political campaigns and issues. The school district will not expend public funds or resources to advocate for particular candidates or for only one side of a controversial question. However, the school district may expend reasonable amounts to apprise voters in the school district of facts pertinent to an election, bond issue, or referendum.
- B. The school district recognizes the rights of students and employees to participate in political campaigns and political issues, elections, and public service and the right of students to pursue an education conducted in a suitable academic environment free from disruption.
- C. To protect First Amendment rights, while at the same time preserving the integrity of the education objectives and responsibilities of the school district, the school board adopts the following guidelines.

III. DEFINITIONS

- A. “Distribution” means circulation or dissemination of material by electronic means and/or by means of handing out free copies, selling or offering copies for sale, accepting donations for copies, or posting or displaying material. This includes, but is not limited to, posting on a wall, bulletin board, or other building surface, or anywhere on school district property; leaving items to be picked up by interested persons; directly giving items to persons; or placing items in rooms in a school district building.
- B. “Nonschool-sponsored material” or “unofficial material” includes all materials or objects intended for distribution, except school newspapers, employee newsletters, literary magazines, yearbooks, and other publications funded and/or sponsored or authorized by the school. Examples of nonschool-sponsored

material include, but are not limited to, leaflets, brochures, buttons, badges, fliers, petitions, posters, and underground newspapers, whether written by students or employees.

- C. “Nonschool person” means any person who is not a currently enrolled student or a current employee of the school district.
- D. “Political materials” include, but are not limited to, digital or any paper, handbill, poster, booklet, brochure, advertisement, sample ballot, display, or audio or video presentation, that pertains to a political candidate or political issue.
- E. “Political issue” is an issue that is the subject of a public referendum which is being debated by political candidates or organizations.
- F. “Political candidate” is a person who seeks nomination or election to partisan or nonpartisan public or party office or who has filed as candidate for election.
- G. A “political activity” is an act that is of a nature, done with intent, or done in a way, to influence or tend to directly or indirectly influence, voting at a primary or an election or, if it is done because a person is about to vote, has voted, or has refrained from voting at a primary or an election.
- H. “School activities” means any activity sponsored by the school including, but not limited to, classroom work, library activities, physical education classes, official assemblies and other similar gatherings, school athletic contests, band concerts, school plays, and in-school lunch periods.
- I. “Work hours” for school district employees refer to the period between the time an employee is scheduled to begin work and the end of the employee’s assigned work day (excluding the employee’s lunch and break periods), and any paid overtime hours or extra-duty hours for which the employee has volunteered or been assigned.

IV. PROCEDURES

- A. Political Activities of Employees in General
 - 1. Employees of the school district, while acting in the capacity of a school district employee, shall not engage in any political activity during the school day, during work hours, or at school activities.
 - 2. School district employees shall be free to engage in political activities outside of the school day, work hours, or school activities and to campaign and run for political office. Employees shall not allow such political activities to interfere with the proper performance of their school duties and shall not use school time, supplies, or equipment in these activities.

3. A school district employee or official shall not use his or her official authority or influence to compel a person to take part in a political activity, to pay or promise to pay a political contribution, or apply for membership in or become a member in a political organization.
4. Teachers or other school district employees may not use or recruit students during the school day, during work hours, or at school activities for either distribution of political materials or other political activities.
5. School district employees, while acting in the capacity of a school district employee, shall refrain from any conduct that is intended to be or that reasonably could be perceived as endorsing or opposing specific political issues or political candidates.
6. The implementation of and compliance with this policy shall be coordinated by the superintendent or designee. All inquiries regarding school district elections, referendum, candidates and campaigns shall be referred to the superintendent or designee.

B. Distribution of Political Materials

1. The distribution of political materials on school district property by nonschool persons is governed by Policy 904, Distribution of Materials on School District Property by Nonschool Persons.
2. The distribution of political materials on school district property by students and employees is governed by Policy 505, Distribution of Nonschool-sponsored Materials on School Premises by Students and Employees.

C. School District Property, Facilities, and Activities

1. Nonpublic forums. All school district property and facilities are nonpublic forums that are designated as reserved for their intended purpose of education and education-related activities. Political activities will not be allowed in such nonpublic forums unless it is part of approved curriculum. Further, reasonable time, place, and manner restrictions may be imposed in such a nonpublic forum.
2. Public forums by designation. The building principal, with approval of the superintendent and the school board, may designate specific property or facilities of the school district as limited public forums open for certain expressive activity such as political speech. The open character of such property or facilities will not be retained indefinitely. Further, reasonable time, place, and manner restrictions may be imposed. The building

principal and the superintendent are responsible for establishing the time, place, and manner restrictions and for ensuring equality of treatment toward all candidates and issues when such a designated public forum is created.

V. VIOLATION OF POLICY

- A. Violation of this policy by a student will be halted, and appropriate disciplinary action will be taken in accordance with the school district's student discipline policy and/or any governing statute.
- B. Violation of this policy by an employee will be halted, and appropriate disciplinary action will be taken, in accordance with any individual contract, collective bargaining agreement, school district policies and procedures, and/or governing statute.
- C. Any other party violating this policy will be requested to leave the school property immediately and, if necessary, the police will be called. In addition, other action may be taken, if appropriate.

VI. IMPLEMENTATION/NOTICE OF POLICY

- A. A copy of this policy will be available to all staff.
- B. The school district will develop a method of discussing the policy with students and employees.
- C. The school district administration may develop any additional guidelines and procedures necessary to implement this policy. Such additional guidelines shall be submitted to the school board for approval. Upon approval, such guidelines and procedures shall be an addendum to this policy.

Legal References: Minn. Stat. § 10A.01, Subd. 5
Minn. Stat. § 43A.32
Minn. Stat. § 211A.02, Subd.8
Minn. Stat. § 211B.09 (Prohibited public employee activities)
Op. Minn. Atty. Gen. 159a-3 (May 24, 1966) (concluding that a school district could not make expenditure of public funds for printing and mailing of literature urging passage of a bond issue)

Cross References: Burnsville-Eagan-Savage School District Policy 505 (Distribution of Nonschool-sponsored Materials on School Premises by Students and Employees)
Burnsville-Eagan-Savage School District Policy 904 (Distribution of Materials on School District Property by Nonschool Persons)

Adopted: 11/1983
Reviewed: ~~11/19/2015~~11/2018
Revised: 7/2001, 12/3/2015
Rescinds: GBCAA

Burnsville-Eagan-Savage School District Policy 499

499 NEPOTISM PROHIBITION

I. PURPOSE

The purpose of this policy is to establish consistent employment guidelines and to prevent situations where an individual may have or be perceived to have unfair influence over the career development, work assignments, work direction, performance reviews, or compensation of a family member who is also employed by the school district.

II. GENERAL STATEMENT OF POLICY

The school district may employ family members of current employees. However, to be hired, transferred, or promoted, close family members may *not* be assigned to the following:

- A. Positions where one can influence the employment conditions or career of the other. This includes decisions involving hiring, termination, compensation, performance evaluation, discipline, promotional opportunities, and work assignments; or
- B. Positions where one reports to, directs the work of, or otherwise has direct or indirect supervision of another close family member.

III. DEFINITIONS

A. Close Family Member

A close family member means the employee's parent, spouse, child (including adopted child), sibling, grandmother, grandfather, grandchildren, niece, nephew, aunt, uncle, first cousin, all step relatives including stepchild, stepmother, stepfather, stepsister and stepbrother, in-law relationships including father- and mother-in-law, daughter- and son-in-law, brother- and sister-in-law, ward of the employee or employee's spouse, domestic partner, or person cohabitating in the employee's household regardless of the degree of relationship.

B. Direct or Indirect Supervision

Direct or indirect supervision means the authority to make, participate in, or recommend employment- and/or compensation-related decisions involving a close family member, including, but not limited to, decisions concerning hiring,

promotion, transfer, discipline, termination, salary, evaluation, grievance resolution, or other similar personnel actions.

IV. APPLICATION TO SCHOOL BOARD MEMBERS

School board members are not considered to have direct or indirect supervision except in situations when they are called upon to act specifically on matters of employment status or compensation for an applicant or employee. In such cases, school board members shall abstain from the action when a close family member is involved.

V. EXCEPTIONS; SPECIAL CIRCUMSTANCES

In exceptional circumstances, a direct or indirect supervisory relationship may exist between employees who are close family members. Such circumstances may be necessitated by factors such as the unique qualifications or responsibilities of the individuals involved, the lack of other available appropriate supervisory personnel, or whether the position for which the close family member is being considered is temporary in nature. Any exception must be reviewed and approved in writing by the school district's superintendent. Any direct or indirect supervisory relationship approved by the superintendent shall be reported to the school board. All employment decisions affecting the subordinate employee, including, but not limited to, selection, hiring, discipline, performance review, compensation, or leave, must be assigned to other supervisory personnel or, if no other supervisory personnel exist, to the superintendent or designee. Exceptions involving the superintendent and his or her close family member shall be approved in writing by the school board.

VI. ADDRESSING EXISTING CONFLICTS AND CHANGES IN RELATONSHIP BETWEEN EMPLOYEES

Any school employee involved in a direct or indirect supervisory relationship with a close family member that existed *prior to* the original approval date of this policy or that arises *after* the adoption of this policy shall promptly notify the superintendent of such relationship. The superintendent shall make suitable arrangements for the transfer of one of the employees, assignment of a different supervisor, or a determination that an exception is necessary under Section V. of this policy. Any direct or indirect supervisory relationship approved by the chief administrator under Section V. shall be reported to the school board. The superintendent shall promptly notify the school board of any direct or indirect supervisory relationship which arises concerning his or her close family member. All such direct or indirect supervisory relationships involving the superintendent shall be resolved by the school board in accordance with this policy.

VII. COMPLIANCE WITH EQUAL OPPORTUNITY AND DISCRIMINATION LAWS

Nothing in this policy shall be construed as discouraging the employment of close family members for positions that do not involve direct or indirect supervision. Nothing in this policy shall be construed to otherwise limit the employment opportunities of any person employed by the school district.

Legal References: Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)

Cross References: Burnsville-Eagan-Savage School District Policy 210 (Conflict of Interest
–School Board Members)
Burnsville-Eagan-Savage School District Policy 401 (Equal Employment
Opportunity)

Adopted: 6/1982
Reviewed: [5/14/2015](#)/[11/2018](#)
Revised: 5/28/2015
Rescinds: CBA

302 SUPERINTENDENT

I. PURPOSE

The purpose of this policy is to recognize the importance of the role of the superintendent and the overall responsibility of that position within the school district.

II. GENERAL STATEMENT OF POLICY

The school board shall employ a superintendent who shall serve as an ex officio, nonvoting member of the school board and as chief executive officer of the school system.

III. GENERAL RESPONSIBILITIES

- A. The superintendent is responsible for the management of the schools, the administration of all school district policies, and is directly accountable to the school board.
- B. The superintendent shall annually evaluate each principal assigned responsibility for supervising a school building in the district.
- C. The superintendent may delegate responsibilities to other school district personnel, but shall continue to be accountable for actions taken under such delegation.
- D. Where responsibilities are not specifically prescribed, nor school board policy applicable, the superintendent shall use personal and professional judgment, subject to review by the school board.

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: Burnsville-Eagan-Savage School District Policy 202 (School Board Officers)
Burnsville-Eagan-Savage School District Policy 208 (Development, Adoption, and Implementation of Policies)
Burnsville-Eagan-Savage School District Policy 214 (Out-of-State Travel by School Board Members)
Burnsville-Eagan-Savage School District Policy 301 (School District Administration)
Burnsville-Eagan-Savage School District Policy 303 (Superintendent Selection)

Burnsville-Eagan-Savage School District Policy 304 (Superintendent Contract, Duties, and Evaluation)
Burnsville-Eagan-Savage School District Policy 305 (Policy Implementation)
Burnsville-Eagan-Savage School District Policy 306 (Administrator Code of Ethics)
Burnsville-Eagan-Savage School District Policy 412 (Expense Reimbursement)
Burnsville-Eagan-Savage School District Policy 510 (School Activities)
Burnsville-Eagan-Savage School District Policy 511 (Student Fundraising)
Burnsville-Eagan-Savage School District Policy 513 (Student Promotion, Retention, and Program Design)
Burnsville-Eagan-Savage School District Policy 602 (Organization of School Calendar and School Day)
Burnsville-Eagan-Savage School District Policy 605 (Alternative Programs)
Burnsville-Eagan-Savage School District Policy 701 (Establishment and Adoption of School District Budget)
Burnsville-Eagan-Savage School District Policy 704 (Development and Maintenance of an Inventory of Fixed Assets and a Fixed Asset Accounting System)
Burnsville-Eagan-Savage School District Policy 802 (Disposition of Obsolete Equipment and Material)
Burnsville-Eagan-Savage School District Policy 903 (Visitors to School District Buildings and Sites)
Burnsville-Eagan-Savage School District Policy 905 (Advertising)
Burnsville-Eagan-Savage School District Policy 906 (Community Notification of Predatory Offenders)
Burnsville-Eagan-Savage School District Policy 907 (Rewards)
MSBA Service Manual, Chapter 3, Superintendent of Schools

Adopted: 5/2001
Reviewed: ~~2/25/2016~~1/11/2018
Revised: 1/2005, 5/2011, 3/10/2016
Rescinds: DAA

Burnsville-Eagan-Savage School District Policy 714

714 FUND BALANCES

I. PURPOSE

The purpose of this policy is to create new fund balance classifications to allow for more useful fund balance reporting and for compliance with the reporting guidelines specified in Statement No. 54 of the Governmental Accounting Standards Board (GASB).

II. GENERAL STATEMENT OF POLICY

The policy of this school district is to comply with GASB Statement No. 54. To the extent a specific conflict occurs between this policy and the provisions of GASB Statement No. 54, the GASB Statement shall prevail.

III. DEFINITIONS

- A. “Assigned” fund balance amounts are comprised of unrestricted funds constrained by the school district’s intent that they be used for specific purposes, but that do not meet the criteria to be classified as restricted or committed. In funds other than the general fund, the assigned fund balance represents the remaining amount that is not restricted or committed. The assigned fund balance category will cover the portion of a fund balance that reflects the school district’s intended use of those resources. The action to assign a fund balance may be taken after the end of the fiscal year. An assigned fund balance cannot be a negative number.
- B. “Committed” fund balance amounts are comprised of unrestricted funds used for specific purposes pursuant to constraints imposed by formal action of the school board and that remain binding unless removed by the school board by subsequent formal action. The formal action to commit a fund balance must occur prior to fiscal year end; however, the specific amounts actually committed can be determined in the subsequent fiscal year. A committed fund balance cannot be a negative number.
- C. “Enabling legislation” means legislation that authorizes a school district to assess, levy, charge, or otherwise mandate payment of resources from external providers and includes a legally enforceable requirement that those resources be used only for the specific purposes listed in the legislation.

- D. “Fund balance” means the arithmetic difference between the assets and liabilities reported in a school district fund.
- E. “Nonspendable” fund balance amounts are comprised of funds that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. They include items that are inherently unspendable, such as, but not limited to, inventories, prepaid items, long-term receivables, non-financial assets held for resale, or the permanent principal of endowment funds.
- F. “Restricted” fund balance amounts are comprised of funds that have legally enforceable constraints placed on their use that either are externally imposed by resource providers or creditors (such as through debt covenants), grantors, contributors, voters, or laws or regulations of other governments, or are imposed by law through constitutional provisions or enabling legislation.
- G. “Unassigned” fund balance amounts are the residual amounts in the general fund not reported in any other classification. Unassigned amounts in the general fund are technically available for expenditure for any purpose. The general fund is the only fund that can report a positive unassigned fund balance. Other funds would report a negative unassigned fund balance should the total of nonspendable, restricted, and committed fund balances exceed the total net resources of that fund.
- H. “Unrestricted” fund balance is the amount of fund balance left after determining both nonspendable and restricted net resources. This amount can be determined by adding the committed, assigned, and unassigned fund balances.

IV. CLASSIFICATION OF FUND BALANCES

The school district shall classify its fund balances in its various funds in one or more of the following five classifications: nonspendable, restricted, committed, assigned, and unassigned.

V. MINIMUM FUND BALANCE

Unassigned balances in the District’s Operating Funds are necessary to:

- A. Maintain a positive cash position at all times.
- B. Provide for reasonable and expected budget variances.
- C. Anticipate appropriation deficiencies.
- D. Retain credit worthiness as determined by bond rating agencies.
- E. Provide for unexpected or emergency expenditures.

The school district will strive to maintain a minimum unassigned general fund balance of 8 percent of the general fund expenditures. Amounts in excess of that goal may be

committed to future years' expenditures upon determination that the accumulation of reserves are not needed for other reasons. If the school board determines that the fund balance goal cannot be met, the policy requirements may be waived upon majority vote when the budget is formally adopted or revised. When conditions permit, subsequent budgets shall reflect an effort to restore the unassigned general fund balance to the desired level.

VI. ORDER OF RESOURCE USE

If resources from more than one fund balance classification could be spent, the school district will strive to spend resources from fund balance classifications in the following order (first to last): restricted, committed, assigned, and unassigned.

VII. COMMITTING FUND BALANCE

A majority vote of the school board is required to commit a fund balance to a specific purpose and subsequently to remove or change any constraint so adopted by the board.

VIII. ASSIGNING FUND BALANCE

The school board, by majority vote, may assign fund balances to be used for specific purposes when appropriate. An appropriation of an existing fund balance to eliminate a projected budgetary deficit in the subsequent year's budget in an amount no greater than the projected excess of expected expenditures over expected revenues satisfies the criteria to be classified as an assignment of fund balance.

IX. REVIEW

The school board will review the sufficiency of the minimum unassigned general fund balance level at least annually, when the budget is formally adopted or revised.

Legal References: Statement No. 54 of the Governmental Accounting Standards Board

Cross References: MSBA Service Manual, Chapter 7, Education Funding



**Agenda VI.A.
January 11, 2018**

TO: Members, Board of Education
Cindy Amoroso, Superintendent

FROM: Dave Helke, Principal

DATE: January 4, 2018

RE: 2018-19 Secondary Course Catalog

RECOMMENDATION: That the Board of Education approves the 2018-19 Secondary Course Catalog.

The course catalog is submitted to the Board of Education for approval each year prior to the course request process. The proposed course catalog includes both the middle and high school levels and reflects the middle school program and high school program.

Each Student.



Future Ready.



Community Strong.



2018-19 Secondary Schools Course Catalog

District **one91**

Future Ready. Community Strong.

Mission
Each Student.
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Burnsville High School

600 E. Highway 13
 Burnsville, MN 55337

Main Phone Line - 952-707-2100
 Attendance Line - 952-707-2104
 Athletics/Activities - 952-707-2151
 Student Counseling - 952-707-2108
www.isd191.org/bhs

Burnsville Alternative High School

2140 Diffley Road
 Eagan, MN 55122

Main Phone Line - 952-707-4020
www.isd191.org/bahs

District 191 Leadership

Cindy Amoroso, Superintendent
 Dave Watkins, Assistant Superintendent

District 191 School Board

Abigail Alt, Chair
 DeeDee Currier, Vice Chair
 Jim Schmid, Clerk
 Bob VandenBoom, Treasurer
 Dan Luth, Direct
 Eric Miller, Director
 Darcy Schatz, Director

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



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

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

REGISTRATION GUIDELINES

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

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

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

COURSE CANCELLATIONS

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

SCHEDULE CHANGES

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

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

DROPPING A COURSE

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

CREDITS AND FULL-TIME ENROLLMENT

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

DATE OF ENROLLMENT

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

PROFICIENCY CREDIT

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

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

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

2. Timelines for Proficiency Testing Opportunities

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

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

3. Proficiency Testing Opportunities Which Are Not Available

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

REPETITION

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

TIPS FOR PARENTS

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

General Information

GRADING SYSTEM

GRADE	1 CR
A	4.00
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.00
C-	1.7
D+	1.3
D	1.0
D-	.7
F	.00
NO CREDIT	.00
INCOMPLETE	.00
PASS/FAIL	.00

CALCULATING GRADE POINT AVERAGE (GPA):

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

CUMULATIVE GPA / CLASS RANK

All final semester grades from grades 9-12 (Class of 2020 and beyond) or grades 10-12 (Class of 2019) are averaged to form a cumulative GPA. Students are ranked numerically in their graduating class according to their cumulative GPA. Cumulative GPA and class rank are computed for each student at the end of each semester.

GPA RECOGNITION

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

National Honor Society (NHS): A student must have a cumulative GPA of 3.8 or higher or a 3.6 or higher if dual-ranked to qualify for consideration (juniors and seniors only) in addition to other criteria. Students who qualify for consideration will be invited to apply for NHS.

PASS/FAIL

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

DUAL-RANKING SYSTEM

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

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

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

Eligible Courses for Dual-Ranking

Language Arts

Honors Lang. Arts 10
AP Lit & Composition
CIS Writing & Critical Reading
CIS Public Speaking
CIS American Literature
IHCC 1108: Writing & Research
IHCC 1140: Intro to Literature

Math

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

World Languages

CIS Spanish 5
CIS French 4
CIS French 5

Social Studies

AP Psychology
AP World History
CIS/AP American History
CIS/AP American Government
CIS/AP Microeconomics
CIS/AP Macroeconomics
CIS Intro to African Am. Studies
CIS Sociology: Family in Multi-cultural America
IHCC 1111: American Gov.

Science

Honors Biology
Honors Chemistry
Honors Physics
AP Chemistry
AP Environmental Science

CTE

AP Computer Science
AP Mobile CS Principles

ACADEMIC LETTERS

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

CONCURRENT ENROLLMENT

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

COMMENCEMENT PARTICIPATION

Participation in the 2019 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 7, 2019. An assessment of all students and their progress toward meeting all graduation requirements as defined above will be done on or before May 10, 2019. 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 10, 2019. However, even though a student's name may appear in the commencement program, a senior may be denied commencement participation because of a violation. These violations could be, but are not limited to:

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

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

DIPLOMA

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

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

EARLY GRADUATION

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



GRADUATING WITH DISTINCTION OR HIGH DISTINCTION

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

For the Class of 2019

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.

For the Class of 2020 and Beyond

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

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

INDEPENDENT STUDY

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

VALEDICTORIAN AND SALUTATORIAN

For the Class of 2019

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.)

For the Class of 2020 and Beyond

The honorees must be enrolled at Burnsville Senior High School and are recognized at commencement. Valedictorian and Salutatorian are determined by calculating all senior high credits through eight semesters. A student must have received 48 or more semester credits in grades 9-12. 44 of the credits must be earned while enrolled at BHS. (All final grades must be posted by the last day of school in order to be recognized at graduation.)

Credit Requirements

GRADUATION REQUIREMENTS Class of 2019

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

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

Language Arts

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

Social Studies

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

Mathematics

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

Science

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

Health/Physical Education

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

Fine Arts

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

Electives

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

GRADUATION REQUIREMENTS Class of 2020 and Beyond

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

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

Language Arts

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

Social Studies

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

Mathematics

- _____ Grade 9: Geometry (2 credits)
- _____ Grade 10: Algebra II (2 credits)
- _____ Grade 11: Functions/Trigonometry (2 credits)

Science

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

Health/Physical Education

- _____ Grade 9: ITF (1 credit)
- _____ Grade 10: Health (1 credit)

Fine Arts

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



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

Electives

- _____ Grades 9-12: (14 credits)

STUDENT CO-CURRICULAR ELIGIBILITY

District 191 encourages all members of its student body to participate in co-curricular activities because of the benefits from such participation. However, it is the philosophy of the district that student participation is a privilege rather than a right. Therefore, students who elect to participate in athletics and activities shall be expected to exemplify high standards of behavior and academic achievement. The decisions students make, both in and outside of school, should reflect the ideals, beliefs, and standards of their organization, school, and community. The eligibility requirements apply when students are participating as members or in groups during practices, games, activities, competitions, on trips, and at any other time that the students are representing District 191 schools whether at school or outside of school. It is imperative that students follow the eligibility rules as well as any guidelines established by the activity and athletic director and/or coaches in all cases. Failure to do so may result in the consequences described here.

ELIGIBILITY REQUIREMENTS

To be eligible to participate in a co-curricular program, the student must adhere to all secondary schools' policies, District 191 policies, Minnesota State High School League (MSHSL) rules and applicable law. In addition, the following specific requirements apply:

Academic Eligibility

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

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

Class of 2019

		10th Grade	11th Grade	12th Grade
Semester 1		Sophomore Status	8 credits	18 credits
Semester 2		4 credits	12 credits	25 credits

Classes of 2020 and Beyond

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

School Attendance

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

Student Code of Responsibilities/Student Conduct

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

Student Code of Responsibilities

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

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

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

Leadership Positions/Captains

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

Accommodations

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

Appeals Process

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

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

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

Post-High School Planning

COLLEGE ENTRANCE REQUIREMENTS

TYPICAL FOUR YEAR COLLEGES AND UNIVERSITIES

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

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

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

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

MORE SELECTIVE FOUR YEAR COLLEGES AND UNIVERSITIES

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

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

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

UNIVERSITY OF MINNESOTA

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

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

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

MINNESOTA STATE UNIVERSITY SYSTEM

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

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

COMMUNITY COLLEGES

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

BUSINESS AND TECHNICAL SCHOOLS AND COLLEGES

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

JOB ENTRY AFTER HIGH SCHOOL

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

MILITARY SERVICE

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

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

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

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

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

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

NAVIANCE - FAMILY CONNECTION

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

Family Connection allows your student to:

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

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

Getting Started

To access Family Connection, you must have the following:

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

Logging into Family Connection

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



College Credit Opportunities

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



College Credit Opportunity

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

	Burnsville High School College Credit Courses	College Credit may be earned the following ways:
Advanced Placement (AP)	<ul style="list-style-type: none"> • AP Computer Programming A&B • AP Literature and Composition (English 11) • AP Calculus BC • AP Statistics A&B • AP Chemistry • AP Environmental Science A&B • AP World History • AP Psychology • AP Human Geography • AP Computer Sciences • AP Mobile CS Principles 	<p>College credits are determined by scores on AP exams and individual college AP credit policies. To find out the AP policies of the colleges you're interested in, go to:</p> <p>http://collegesearch.collegeboard.com/apcreditpolicy/index.jsp</p>
Concurrent Enrollment <ul style="list-style-type: none"> • IHCC - Inver Hills Community College • NCC - Normandale Community College 	<ul style="list-style-type: none"> • College Accounting • Computer Applications • IHCC English 1108: Writing and Research Skills • IHCC English 1140: Introduction to Literature • Emergency Medical Technician • Healthcare Core Curriculum • Hospitality & Tourism Management • Nursing Assistant • IHCC Political Science 1111: American Government 	Three MNSCU college credits Three MNSCU college credits Three MNSCU college credits Three MNSCU college credits Two MNSCU college credits Four MNSCU college credits Three MNSCU college credits Four MNSCU college credits Three MNSCU college credits
College In the Schools	<ul style="list-style-type: none"> • CIS/University Writing and Critical Reading • CIS/American Literature • CIS/AP Calculus AB • CIS/AP Government • CIS/AP Microeconomics • CIS/AP Macroeconomics • CIS Sociology: Interdisciplinary Look/Multicultural America... • CIS Introduction to African American Studies • CIS/AP American History • CIS French 4 • CIS Spanish 5 	<p>Students accepted into and successfully completing this course will earn:</p> Four U of M semester credits (WRIT 1301) Four U of M semester credits (ENGL 1001W) Four U of M semester credits (Math 1371) Four U of M semester credits (POL 1001) Four U of M semester credits (APEC 1101) Three U of M semester credits (APEC 1102) Four U of M semester credits (FSOS 1211) Three U of M semester credits (AFRO 1011) Three U of M semester credits (HIST1307/1308) Five U of M semester credits (FREN1003/1004) Five U of M semester credits (SPAN 1003/1004)
Articulated Classes	<ul style="list-style-type: none"> • Advanced Programming • Advertising Campaign • Chef 2: Foundations of Culinary Arts & Hospitality • Child Development & Preschool Lab • Housing & Interior Design • Intro to Business & Marketing • Professional Sales & Marketing • Sports & Entertainment Marketing • Starting Your Own Business 	In addition to Advanced Placement, Concurrent Enrollment and PSEO, students also have the opportunity to earn college credit through an articulation agreement. Articulation credit can be earned at Dakota County Technical College (DCTC) and other regional post-secondary schools. Please refer to individual course descriptions in Family and Consumer Sciences, Business, Technology Education, and the Career and Technology Education additional program offerings areas for more specific courses that are eligible to receive articulation credit. Students will receive more information from teachers upon starting and completing eligible courses.

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



College Credit Opportunity

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

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

Special Education Programming

Special Education Programming

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

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

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

Services are delivered in the least restrictive environment based on the student's needs and determined by the IEP team. Services are individualized and provided through a combination of courses, related services, and/

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

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

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

RESOURCE PROGRAM

ADVOCACY: SKILLS FOR ACADEMIC SUCCESS: A & B

Course Number: 8603E/8604E - Grade 9

8603F/8604F - Grade 10

8603G/8604G - Grade 11

8603H/8604H - Grade 12

Prerequisite: Instructor Approval

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

ADVOCACY: SKILLS FOR POSITIVE CHOICES: A & B

Course Number: 8603B/8604B

Grade Level: 9, 10, 11, 12

Prerequisite: Instructor Approval

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

LANGUAGE ARTS SKILLS: A & B

Course Number: 8535/8536

Grade Level: 9, 10, 11, 12

Prerequisite: Instructor Approval

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

and writing fluency, comprehension, developing reading strategies, and vocabulary and your writing will focus on simple and complex sentences, paragraph writing and vocabulary.

ALGEBRA I MATH SKILLS: A & B

Course Number: 8525/8526

Grade Level: 9, 10, 11, 12

Prerequisite: Instructor Approval

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

GEOMETRY MATH SKILLS: A & B

Course Number: 8523S/8524S

Grade Level: 9, 10

Prerequisite: Algebra I Skills

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. This class is specifically designed to teach the skills taught in Geometry by special education instructors. Students enrolled in this course have math IEP goals. You will focus on using Geometry to solve real-world problems.

CONSUMER MATH: A & B

Course Number: 8511R/8512R

Grade Level: 11, 12

Prerequisite: Instructor Approval

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

MATH SKILLS: A & B

Course Number: 8523B/8524B

Grade Level: 9, 10, 11, 12

Prerequisite: Instructor Approval

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

FEST PROGRAM

CAREER DEVELOPMENT SKILLS: A & B

Course Number: 8683/8684

Prerequisite: Instructor Approval

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

DAILY LIVING SKILLS: A & B

Course Number: 8693/8694

Prerequisite: Instructor Approval

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

LANGUAGE ARTS SKILLS FOR LIFE: A & B

Course Number: 8643/8644

Prerequisite: Instructor Approval

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

MATH SKILLS FOR LIFE: A & B

Course Number: 8633/8634

Prerequisite: Instructor Approval

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

SKILLS FOR INDEPENDENT LIVING: A & B

Course Number: 8673F/8674F

Prerequisite: Instructor Approval

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

SCIENCE: A & B

Course Number: 8631/8632

Prerequisite: Instructor Approval

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

SOCIAL SKILLS: A & B

Course Number: 8691/8692

Prerequisite: Instructor Approval

This is a comprehensive course for students who need individualized instruction for independence within the home and community. Goals in the areas of interpersonal skills, social interaction and behavior within the home and community will be addressed in this course. You will focus on self-management, relationships, conversation skills, cooperation and compromise, group and public behavior, sportsmanship, self-worth and confidence. Community based instruction is used to generalize classroom learning.

SOCIAL STUDIES: A & B

Course Number: 8621/8622

Prerequisite: Instructor Approval

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

NEUROBIOLOGICAL PROGRAM

LANGUAGE ARTS SKILLS II: A & B

Course Number: 8531N/8532N

Prerequisite: Instructor Approval

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

Special Education Programming

MATH SKILLS II: A & B

Course Number: 8523N/8524N

Prerequisite: Instructor Approval

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

SCIENCE: A & B

Course Number: 8561N/8562N

Prerequisite: Instructor Approval

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

SKILLS FOR ACADEMIC SUCCESS: A & B

Course Number: 8603/8604

Prerequisite: Instructor Approval

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

SOCIAL STUDIES: A & B

Course Number: 8541N/8542N

Prerequisite: Instructor Approval

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

TRANSITION SKILLS I: A & B

Course Number: 8573N/8574N

Prerequisite: Instructor Approval

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

STEP PROGRAM

LANGUAGE ARTS SKILLS II: A & B

Course Number: 8818/8819

Prerequisite: Instructor Approval

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

MATH SKILLS II: A & B

Course Number: 8838/8839

Prerequisite: Instructor Approval

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

SCIENCE: A & B

Course Number: 8848/8849

Prerequisite: Instructor Approval

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

SKILLS FOR POSITIVE CHOICES: A & B

Course Number: 8863/8864

Grade Level: 9, 10

Prerequisite: Instructor Approval

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

SKILLS FOR PERSONAL SUCCESS: A & B

Course Number: 8603C/8604C

Grade Level: 11,12

Prerequisite: Instructor Approval

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

SOCIAL STUDIES: A & B

Course Number: 8828/8829

Prerequisite: Instructor Approval

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

WORK BASED LEARNING

SEMINAR: WORK BASED LEARNING: A & B

Course Number: 8723/8724

Prerequisite: Instructor Approval

This is a comprehensive course that is focused on the development of skills for employment for students who need individualized instruction. Goals in the area of job seeking and job retention may be addressed in this course. You will focus on job applications, interviewing, resume writing, communication with co-workers and authority figures, teamwork, as well as soft skills such as being on time. You will

English Learner Programming

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

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

- 3. Mainstream content courses:** As students increase in English language proficiency, they will be registered in mainstream content courses, with their English-speaking peers which may be taught by co-teachers, one who is licensed in EL, and one who is licensed in the content area, or by a content-licensed teacher.

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

Students who demonstrate an English language proficiency level of 4.5 overall and 3.5 or higher in each ACCESS domain (speaking, listening, reading, writing) are exited from formal English Learner services and served in the mainstream classroom setting.

EL ENTERING READING, LEVEL 1: A & B

Course Number: 0201/0212

Prerequisite: Instructor Approval

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

EL ENTERING SPEAKING, LEVEL 1

Course Number: 0181/0182

Prerequisite: Instructor Approval

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

EL ENTERING WRITING, LEVEL 1: A & B

Course Number: 0301/0312

Prerequisite: Instructor Approval

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

EL BEGINNING READING, LEVEL 2: A & B

Course Number: 0221/0232

Prerequisite: Instructor Approval

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

EL BEGINNING WRITING, LEVEL 2: A & B

Course Number: 0321/0332

Prerequisite: Instructor Approval

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

EL DEVELOPING READING, LEVEL 3: A & B

Course Number: 0241/0252

Prerequisite: Instructor Approval

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

EL DEVELOPING WRITING, LEVEL 3: A & B

Course Number: 0341/0352

Prerequisite: Instructor Approval

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

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

Course Number: 0381/0392

Prerequisite: Instructor Approval

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

Course Offerings Summary

CC - College Credit may be possible

C - Certification may be possible

FA - Fine Arts Credit

English/Language Arts Core (Page 46)

Course No.	Course Title	Grade Levels
0421/0432	ENGLISH 10: A & B	10
0441/0452	HONORS ENGLISH 10: A & B	10
0521/0532	ENGLISH 11: A & B	11
0581/0592	ENGLISH 11: AP LITERATURE & COMP: A & B	11
0750	ENGLISH 12: MEDIA LITERACY & RESEARCH	12 CC
0770	ENGLISH 12: AMERICAN LITERATURE	12
0840	CIS/UNIVERSITY WRITING & CRITICAL READING	12 CC
0880	CIS/AMERICAN LITERATURE	11, 12 CC
0911/0912	ENGLISH 9: A & B	9
0921/0922	HONORS ENGLISH 9	9
8529/8530	LANGUAGE ARTS SKILLS 9: A & B	9
8531/8532	LANGUAGE ARTS SKILLS 10: A & B	10
8533/8534	LANGUAGE ARTS SKILLS 11: A & B	11
8571/8572	LANGUAGE ARTS SKILLS 12: A & B	12
IH0511	IHCC: ENGLISH 1108 WRITING & RESEARCH SKILLS	11 CC
IH0522	ENGLISH 11B: IHCC: INTRO TO LITERATURE	11 CC

Mathematics Core (Page 48)

2152/2162	EL PRE-ALGEBRA: A & B	9, 10, 11, 12
2351/2362	EL ALGEBRA I: A & B	9, 10, 11, 12
2371/2382	EL GEOMETRY: A & B	9, 10, 11, 12
2611/2622	GEOMETRY A & B	9
2631/2642	EL ALGEBRA II: A & B	10, 11, 12
2643/2644	ALGEBRA II A & B	10
2671/2672	HONORS ALGEBRA II: A & B	10
2741/2742	FUNCTIONS & TRIGONOMETRY: A & B	11
2743/2744	HONORS FUNCTIONS & TRIGONOMETRY: A & B	11
2921/2922	HONORS GEOMETRY A & B	9
8511/8512	CONSUMER MATH: A & B	11, 12
8521/8522	ALGEBRA II MATH SKILLS: A & B	11, 12
8523/8524	GEOMETRY MATH SKILLS: A & B	9, 10

Health/Physical Education Core (Page 49)

4000	HEALTH	10
4010	INDIVIDUAL, TEAM & FITNESS	9

Science Core (Page 49)

3301/3312	BIOLOGY: A & B	10
3321/3332	EL BIOLOGY: A & B	10
3401/3412	HONORS BIOLOGY: A & B	10
3601/3612	CHEMISTRY CONCEPTS: A & B	11
3611/3622	EL CHEMISTRY: A & B	11
3631/3642	CHEMISTRY: A & B	11
3651/3662	HONORS CHEMISTRY: A & B	11
3911/3912	PHYSICAL SCIENCE A & B	9
3921/3922	HONORS PHYSICAL SCIENCE A & B	9
3971/3982	EL PHYSICAL SCIENCE: A & B	9

Social Studies Core (Page 51)

1501/1512	WORLD HISTORY: A & B	10
1521/1532	AP WORLD HISTORY: A & B	10 CC
1541/1552	AMERICAN HISTORY: A & B	11
1561/1572	CIS/AP AMERICAN HISTORY: A & B	11 CC
1580	AMERICAN GOVERNMENT & POLITICS	12
1581	CIS/AP AMERICAN GOVERNMENT	12 CC
IH1583	IHCC: POLITICAL SCIENCE 1111 AMERICAN GOVT.	12 CC
1590	PRINCIPLES OF ECONOMICS	12
1592	CIS/AP MICROECONOMICS	12 CC
1841/1852	EL AMERICAN HISTORY: A & B	11
1911	HUMAN GEOGRAPHY	9
1921/1922	AP HUMAN GEOGRAPHY: A & B	9 CC
1941	EL HUMAN GEOGRAPHY	9

Arts, Global Communication & Info Systems (Page 23)

0620	JOURNALISM & YEARBOOK PRODUCTION: A	9, 10, 11, 12
0621	JOURNALISM & YEARBOOK PRODUCTION: B	9, 10, 11, 12
0630	INTRODUCTION TO MEDIA PRODUCTION	9, 10, 11, 12
0640/0651	INTERMEDIATE MEDIA PRODUCTION: A & B	10, 11, 12
0650/0661	ADVANCED MEDIA PRODUCTION: A & B	11, 12
2500	INTRODUCTION TO PROGRAMMING	9, 10, 11, 12
2510	ADVANCED PROGRAMMING	9, 10, 11, 12
2540	IT EXPLORATION	9, 10, 11, 12
2551/2562	AP COMPUTER SCIENCE A & B	10, 11, 12 CC
2570	MOBILE CS PRINCIPLES	9, 10, 11, 12
2580/2590	AP MOBILE CS PRINCIPLES A & B	10, 11, 12 CC
5021	DRAWING & PAINTING I	9, 10, 11, 12 FA
5031	DRAWING & PAINTING II	9, 10, 11, 12 FA
5041	DRAWING & PAINTING III	10, 11, 12 FA
5051	GLOBAL ARTS & JEWELRY I	9, 10, 11, 12 FA
5061	GLOBAL ARTS & JEWELRY II	9, 10, 11, 12 FA
5091	VISUAL MEDIA & DESIGN I	9, 10, 11, 12 FA
5092	VISUAL MEDIA & DESIGN II	9, 10, 11, 12 FA
5110	SENIOR ARTIST: DRAWING & PAINTING	12 FA
5120	CERAMICS I	9, 10, 11, 12 FA
5130	CERAMICS II	9, 10, 11, 12 FA
5140	CERAMICS III	10, 11, 12 FA
5150	SENIOR ARTIST: CERAMICS	12 FA
5500	MUSIC THEORY	9, 10, 11, 12 FA
5501/5502	FRESHMAN BAND: A & B	9 FA
5511/5512	BLAZE BAND: A & B	10 FA
5521/5522	SYMPHONIC BAND: A & B	11, 12 FA
5531/5532	WIND ENSEMBLE: A & B	10, 11, 12 FA
5541/5542	SYMPHONIC ORCHESTRA: A & B	9, 10, 11, 12 FA
5561/5562	JAZZ ENSEMBLE: A & B	9, 10, 11, 12 FA
5571/5572	BLAZE ORCHESTRA: A & B	9, 10, 11, 12 FA
5601/5602	FRESHMAN CHOIR: A & B	9 FA
5631/5632	FREESTYLE: A & B	10, 11, 12 FA
5641/5642	BEL CANTO: A & B	10, 11, 12 FA
5661/5662	BLAZE CHOIR: A & B	10, 11, 12 FA
5671/5672	CONCERT CHOIR: A & B	10, 11, 12 FA
5701	BEGINNING PIANO	9, 10, 11, 12 FA
5702	INTERMEDIATE PIANO	9, 10, 11, 12 FA
5703	ADVANCED PIANO	9, 10, 11, 12 FA
5711	BEGINNING GUITAR	9, 10, 11, 12 FA
5712	INTERMEDIATE GUITAR	9, 10, 11, 12 FA
5713	ADVANCED GUITAR	10, 11, 12 FA
5800	ACTING I	9, 10, 11, 12 FA
5810	ACTING II	9, 10, 11, 12 FA
5813/5814	DANCE TECHNIQUE I A & B	9, 10, 11, 12 FA
5821/5822	DANCE TECHNIQUE II A & B	10, 11, 12 FA
5861	FILM STUDIES (BAHS ONLY)	9, 10, 11, 12 FA
7070	MULTIMEDIA ANIMATION	9, 10, 11, 12 FA
7080	3-D DESIGN	10, 11, 12 FA
7260	WEB DESIGN	9, 10, 11, 12 FA
7630	DIGITAL PHOTOGRAPHY & MANIPULATION	9, 10, 11, 12 FA
7640	ADV. DIGITAL PHOTO & MANIPULATION	9, 10, 11, 12 FA
0800	CREATIVE WRITING	10, 11, 12
8001	DESIGN STUDIO INTRODUCTION	9, 10, 11, 12 FA
8010	CREATIVE PRODUCT DEVELOPMENT	10, 11, 12
8020	FASHION PRODUCTION & MERCHANDISING	10, 11, 12 FA
8070	HOUSING & INTERIOR DESIGN	10, 11, 12 FA

Design, Engineering & Manufacturing Tech (Page 32)

3671/3682	AP CHEMISTRY	12 CC
7380	CREATE-A-SKATE (BAHS ONLY)	10, 11, 12
7421/7422	AEROSPACE: A & B	9, 10, 11, 12
7501/7512	INTRO TO ENGINEERING DESIGN A & B	9, 10, 11, 12 CC
7510/7520	PRINCIPLES OF ENGINEERING A & B	10, 11, 12 CC
7530/7531	CIVIL ENGINEERING & ARCHITECTURE A & B	10, 11, 12 CC
7551/7552	ENGINEERING DESIGN & DEVELOPMENT A & B	11, 12 CC
7560	WOODWORKING	9, 10, 11, 12
7563	CABINET MAKING	9, 10, 11, 12
7580	MANUFACTURING DESIGN & FABRICATION	9, 10, 11, 12
7700	ENGINE TECHNOLOGY	9, 10, 11, 12
7748	WELDING/AUTO-BODYWORK & REFINISHING	10, 11, 12
7750	INTRODUCTION TO CONSUMER AUTO	10, 11, 12
7758	ADVANCED AUTO/VEHICLE SERVICES	11, 12 CC
7808	CONSTRUCTION TRADES I	10, 11, 12 CC
7818	CONSTRUCTION TRADES II	10, 11, 12 CC

Business, Management & Entrepreneurship (Page 36)

1594	CIS/AP MACROECONOMICS	12 CC
7130	PERSONAL MONEY MANAGEMENT	10, 11, 12
7151	INTRODUCTION TO BUSINESS & MARKETING	9, 10, 11, 12 CC
7160	SPORTS & ENTERTAINMENT MARKETING	10, 11, 12 CC
7163/7164	INDEPENDENT STUDY: DECA SEMINAR A & B	11, 12
7171	PROFESSIONAL SALES & MARKETING	10, 11, 12 CC
7180	STARTING YOUR OWN BUSINESS	10, 11, 12 CC
7183	HOSPITALITY & TOURISM MANAGEMENT	10, 11, 12 CC
7191	ADVERTISING CAMPAIGN	10, 11, 12 CC
7200	ACCOUNTING	10, 11, 12
7210	COLLEGE ACCOUNTING	10, 11, 12 CC
8030	CHEF I	9, 10, 11, 12 C
8040	COOKING IN MOTION	9, 10, 11, 12
8041	FOUNDATIONS OF FOOD	9, 10, 11, 12
8080	GLOBAL FOODS	9, 10, 11, 12
8090	CHEF II	10, 11, 12 CC C
8093	CHEF III	11, 12 CC C
8094	HOSPITALITY INDUSTRY INTERNSHIP	12 CC C

Health Sciences & Human Services (Page 41)

1594	CIS/AP MACROECONOMICS	12 CC
1610	PUBLIC AFFAIRS	11, 12
1620	PSYCHOLOGY	11, 12
1630	INTRODUCTION TO SOCIOLOGY	11, 12
1680	FORENSIC SCI & CRIMINAL JUSTICE (BAHS ONLY)	10, 11, 12
3510	HUMAN ANATOMY & PHYSIOLOGY	11, 12
4001	CURRENT HEALTH ISSUES & CAREERS (BAHS ONLY)	12
4340	YOGA, PILATES & FITNESS I	10, 11, 12
4352	YOGA, PILATES & FITNESS II	10, 11, 12
4500	STRENGTH & CONDITIONING I	10, 11, 12
4510	STRENGTH & CONDITIONING II	10, 11, 12
4710	FIRST AID & CPR/AED	11, 12 C
4720	ATHLETIC TRAINING & PHYSICAL THERAPY	11, 12
8051	CHILD PSYCHOLOGY & DEVELOPMENT I	9, 10, 11, 12 CC
8052	CHILD PSYCHOLOGY & DEVELOPMENT II	10, 11, 12 CC
8068	PRESCHOOL LAB EXPERIENCE	10, 11, 12
8100	SOCIAL & FAMILY RELATIONS	11, 12
8140	HEALTHCARE CORE CURRICULUM	11, 12 CC
8150	NURSING ASSISTANT	11, 12 CC C
8168	EMERGENCY MEDICAL TECHNICIAN	12 CC C
8301/8302	T.A.S.K. TEACHING TO ACHIEVE SUCCESS A & B	11, 12

Global Electives - CTE (Page 54)

2980	INDEPENDENT STUDY - COMPUTERS	10, 11, 12 CC
7230	COMPUTER APPLICATIONS	10, 11, 12 CC
7231	INTRODUCTION TO COMPUTERS	9, 10, 11, 12
7490	INDEPENDENT STUDY - BUSINESS EDUCATION	10, 11, 12
7990	INDEPENDENT STUDY - TECHNICAL EDUCATION	11, 12
7991	INDEPENDENT STUDY - AUTOMOTIVE	11, 12

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

Global Electives - Fine Arts (Page 54)

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

Global Electives - English/Language Arts (Page 54)

0710	CIS PUBLIC SPEAKING	11, 12 CC
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Global Electives - Math (Page 55)

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

Global Electives - Physical Education (Page 56)

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

Global Electives - Science (Page 56)

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

Global Electives - Social Studies (Page 57)

1650	CIS SOCIOLOGY: FAMILY IN MULTICULTURAL AM.	11, 12 CC
1661/1672	AP PSYCHOLOGY: A & B	12 CC
1681	SURVEY OF 20TH CENTURY AMERICA	12
1690	CIS - INTRO TO AFRICAN AMERICAN STUDIES	11, 12 CC

Global Electives - World Languages (Page 58)

6001/6012	FRENCH I: A & B	9, 10, 11, 12
6041/6052	FRENCH II: A & B	9, 10, 11, 12
6081/6092	FRENCH III: A & B	10, 11, 12
6121/6132	CIS FRENCH IV: A & B	11, 12 CC
6161/6172	CIS FRENCH V: A & B	11, 12 CC
6301/6312	SPANISH FOR HERITAGE LEARNERS I: A & B	9, 10, 11, 12
6311/6322	SPANISH FOR HERITAGE LEARNERS II: A & B	10, 11, 12
6401/6412	SPANISH I: A & B	9, 10, 11, 12
6441/6452	SPANISH II: A & B	9, 10, 11, 12
6481/6492	SPANISH III: A & B	10, 11, 12
6521/6532	SPANISH IV: A & B	11, 12
6561/6572	CIS SPANISH V: A & B	11, 12 CC

Global Electives - Youth Service (Page 59)

8321/8322	YOUTH SERVICE TEACHING: A & B	11, 12
8331/8332	YOUTH SERVICE PEER TUTOR: A & B	11, 12
8351/8352	YOUTH SERVICE SOCIAL SERVICES: A & B	11, 12
8401/8402	YOUTH SERVICE COMMUNITY VOLUNTEER: A & B	10, 11, 12

Burnsville Alternative High School

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

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

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

Vision – Success for all, regardless of circumstances.

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

Programming

AVID

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

PATHS (Preparing Academics Through Holistic Support)

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

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

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

Dakota County Technical College (DCTC) Opportunities

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

General Information

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

Contact Us

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

www.isd191.org/bahs

- The Burnsville Alternative High School day is organized using a 4 block structure that meet for a full quarter. A block equates to two periods.
- Students must be making reasonable progress toward graduation to continue participation in the program. If a student is failing to make satisfactory progress, a meeting will be held to determine what educational option is appropriate.
- Students graduating from BES ALC may participate in the ALC graduation ceremony, their local school ceremony or both.
- BAHS is dedicated to creating a positive culture and climate to help every student succeed. We utilize Positive Behavioral Interventions & Supports (PBIS) strategies to aid students in striving for academic excellence, personal growth and real world readiness by following core values of Pride, Respect and Responsibility.

Courses

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

Credit

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

Evaluation

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

Attendance

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

Credit Recovery

For students in grades 10-12 in need of credit recovery, the BES Area Learning Center Extended Day program is offered in an online format. There are usually two sessions during the school year. Students can sign up for a maximum of one (1) course per session. The online class must be completed during the enrolled session. All students are required to take a pre-assessment on the first day of the session. Teachers are available for assistance during the week on specifically assigned days which are published during the registration periods. Students are required to meet with their teachers a minimum of 10 times during the session.

Career Fields

What is a Career Field?

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

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

How do I use the Career Fields Page?

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

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

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

What is Success 191?

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

College & Career Core

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

Global Electives

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

How to Read the Career Fields Page

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

QUICK GUIDE

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

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

Career Examples
Real-world jobs



Career Fields

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



Pathways

What is a Pathway at Burnsville High School?

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

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

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

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

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

Can I only choose one Pathway?

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

How do I use the Pathway table?

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

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

Design, Engineering & Manufacturing Technologies Pathways

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

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

Career Field

Designated by color throughout the catalog

Pathways

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

Courses

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

More information at www.isd191.org/pathways.



SUCCESS 191

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



ARTS, GLOBAL COMMUNICATIONS & INFORMATION SYSTEMS

Visual & Performing Arts
Information Technology
Journalism & Broadcasting

Icon Key



College Credit Opportunity



Certification Opportunity



Fine Arts Credit

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

Arts, Global Communications, Information Systems Pathways

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

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

3-D DESIGN

Course Number: 7080

Grade Level: 10, 11, 12

Prerequisite: Multimedia Animation

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



ADVANCED PROGRAMMING

Course Number: 2510

Grade Level: 9, 10, 11, 12

Prerequisite: Introduction to Programming

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



ACTING I

Course Number: 5800

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



ADVANCED PLACEMENT COMPUTER SCIENCE A & B

Course Number: 2551/2562

Grade Level: 10, 11, 12

Prerequisite: None

If you are planning on taking the AP Computer Science Exam, you will want to take Advanced Placement (AP) Computer Science. The AP Computer Science Course will provide you with experiences suitable for continued study of computer science at the university level or study in other disciplines that require significant involvement with computing. You will learn to write logically, structured computer programs based on an object oriented design.



ACTING II

Course Number: 5810

Grade Level: 9, 10, 11, 12

Prerequisite: Acting 1 or instructor approval

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



ADVANCED PLACEMENT MOBILE CS PRINCIPLES A & B

Course Number: 2580/2590

Grade Level: 10, 11, 12

Prerequisite: None

Advanced Placement (AP) Mobile Computer Science Principles provides you an opportunity for advanced study of the foundation computing skills and an understanding of the real world impact of computer programming and innovations. It uses personalized learning to reach all students, in that students are encouraged to apply creative processes when developing their thoughts and ideas and to explore questions that interest them. This course will focus on the fundamentals of computing, including problem solving, large scale data, the Internet, and cybersecurity. You will be assessed through a digital portfolio as well as through written assessments. You will become creators of content as you design, build, and create apps for Android devices using MIT's App Inventor.

ADV. DIGITAL PHOTOGRAPHY & MANIPULATION

Course Number: 7640

Grade Level: 9, 10, 11, 12

Prerequisite: Digital Photography and Manipulation

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



BANDS

FRESHMAN BAND: A & B

Course Number: 5501/5502

Grade Level: 9

Prerequisite: 8th grade band, or instructor approval

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



ADVANCED MEDIA PRODUCTION: A & B

Course Number: 0650/0661

Grade Level: 11, 12

Prerequisite: Intermediate Media Production

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

Arts, Global Communications, Information Systems Pathways

BLAZE BAND: A & B

Course Number: 5511/5512

Grade Level: 10

Prerequisite: Freshman Band, or instructor approval

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



JAZZ ENSEMBLE: A & B

Course Number: 5561/5562

Grade Level: 9, 10, 11, 12

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

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



SYMPHONIC BAND: A & B

Course Number: 5521/5522

Grade Level: 11, 12

Prerequisite: Participation in Blaze Band or Instructor Approval Symphonic Band continues the concepts studied in Freshman and Blaze Bands while performing a variety of band repertoire exploring many different music styles, historical periods, presentations and ability levels. In addition to furthering technical ability as individual musicians, great emphasis is placed on the development of musical interpretation and advanced playing skills. Attendance at performances outside of the school day is required. Members will be responsible for obtaining proper performance attire and miscellaneous supplies.



WIND ENSEMBLE: A & B

Course Number: 5531/5532

Grade Level: 10, 11, 12

Prerequisite: Audition required

Wind Ensemble is a highly select ensemble whose goal is the study and performance of the finest repertoire available to the band world, performed at the highest level attainable. This ensemble is tailored toward band students with advanced technical ability, musicianship, and a high degree of self-motivation. Attendance at several performances outside of the school day is required of all members. Members are responsible for obtaining proper performance attire and miscellaneous supplies.



CERAMICS I

Course Number: 5120

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



CERAMICS II

Course Number: 5130

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of Ceramics I

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



CERAMICS III

Course Number: 5140

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Ceramics II

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



CHOIRS

FRESHMAN CHOIR: A & B

Course Number: 5601/5602

Grade Level: 9

Prerequisite: None

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



BLAZE CHOIR: A & B

Course Number: 5661/5662

Grade Level: 10, 11, 12

Prerequisite: None

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



BEL CANTO: A & B

Course Number: 5641/5642

Grade Level: 10, 11, 12

Prerequisite: Audition required

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



CONCERT CHOIR: A & B

Course Number: 5671/5672

Grade Level: 10, 11, 12

Prerequisite: 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 South Suburban Conference events, as well as a choir tour every other year.



FREESTYLE CHOIR: A & B

Course Number: 5631/5632

Grade Level: 10, 11, 12

Prerequisite: Audition required. Student must also participate in one of the following: Concert Choir, Bel Canto or Blaze Choir.

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



CREATIVE PRODUCT DEVELOPMENT

Course Number: 8010

Grade Level: 10, 11, 12

Prerequisite: Design Studio Introduction

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

CREATIVE WRITING

Course Number: 0800

Grade Level: 10, 11, 12

Prerequisite: None

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

DANCE TECHNIQUE I A & B

Course Number: 5813/5814

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



DANCE TECHNIQUE II A & B

Course Number: 5821/5822

Grade Level: 10, 11, 12

Prerequisite: Dance Technique I, or instructor approval

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



Arts, Global Communications, Information Systems Pathways

DESIGN STUDIO INTRODUCTION

Course Number: 8001

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



DIGITAL PHOTOGRAPHY & MANIPULATION

Course Number: 7630

Grade Level: 9, 10, 11, 12

Prerequisite: None

Digital Photography and Manipulation includes the study of cameras (types, accessories and handling), photographic composition, as well as, digital manipulation (image enhancements and repairs through special techniques) with Adobe CS5 or higher, Picasa and Piknik. You will also study printing and presentation techniques (contact printing, enlarging and displaying) while using PowerPoint and Windows Movie Maker. To complete the required projects, you are encouraged to provide your own cameras. You may be responsible for materials needed for take-home projects above the requirements of the course.



DRAWING & PAINTING I

Course Number: 5021

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



DRAWING & PAINTING II

Course Number: 5031

Grade Level: 9, 10, 11, 12

Prerequisite: Drawing & Painting I

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



DRAWING & PAINTING III

Course Number: 5041

Grade Level: 10, 11, 12

Prerequisite: Drawing & Painting II

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



FASHION PRODUCTION & MERCHANDISING

Course Number: 8020

Grade Level: 10, 11, 12

Prerequisite: Design Studio Introduction

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



FILM STUDIES

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 5861

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

Prerequisite: None

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

GLOBAL ARTS & JEWELRY I

Course Number: 5051

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



GLOBAL ARTS & JEWELRY II

Course Number: 5061

Grade Level: 9, 10, 11, 12

Prerequisite: Global Arts & Jewelry I

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



GUITAR - BEGINNING

Course Number: 5711

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



GUITAR - INTERMEDIATE

Course Number: 5712

Grade Level: 9, 10, 11, 12

Prerequisite: Beginning Guitar or Instructor Approval

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



GUITAR - ADVANCED

Course Number: 5713

Grade Level: 10, 11, 12

Prerequisite: Intermediate Guitar, or Instructor Approval

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



HOUSING & INTERIOR DESIGN

Course Number: 8070

Grade Level: 10, 11, 12

Prerequisite: Design Studio Introduction

Housing and Interior Design focuses on individual and family needs in residential housing. Elements and principles of design learned in the Design Studio Introduction course will be used as a basis for class work. The class will explore housing alternatives, architectural and furniture styles, and creating interior backgrounds using wall, floor and window treatments. Students will draw floor plans, create room elevations and learn how to implement a design plan. The final project will be to design a future "client's" home using the artistic foundations learned in class in a variety of contexts that fits the unique lifestyle of the homeowner. Articulated college credit may be available through Dakota County Technical College for 11th and 12th grade students who complete this course with a grade of "B" or higher.



INTERMEDIATE MEDIA PRODUCTION: A & B

Course Number: 0640/0651

Grade Level: 10, 11, 12

Prerequisite: Introduction to Media Production

Intermediate Media Production is designed to give you an advanced knowledge of media production taking your production skills to the next level. This course is strongly recommended if you are interested in media and media production as a career. You will be involved in producing the weekly news magazine show called "Blaze Weekly" including writing, shooting, editing, reporting, directing, and anchoring. You will also help produce remote broadcasts of community events for BCTV and segments for Burnsville Education Channel 18. Students will also have the opportunity to challenge their producer skills in film production working on various short projects like music videos, experimental and documentary films.

INTRODUCTION TO MEDIA PRODUCTION

Course Number: 0630

Grade Level: 9, 10, 11, 12

Prerequisite: None

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

INTRODUCTION TO PROGRAMMING

Course Number: 2500

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



Arts, Global Communications, Information Systems Pathways

IT EXPLORATION

Course Number: 2540

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course will provide you with opportunities to learn more about technology education and career opportunities. You will be inspired, guided, and supported to become the next, best Minnesota-grown technologists! You will experience several units of study in this course, including reverse engineering, learning more about hardware, building mobile apps, and being part of the BHS tech team and running the Help Desk.

JOURNALISM & YEARBOOK PRODUCTION: A

Course Number: 0620

Grade Level: 9, 10, 11, 12

Prerequisite: None

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

JOURNALISM & YEARBOOK PRODUCTION: B

Course Number: 0621

Grade Level: 9, 10, 11, 12

Prerequisite: Journalism & Yearbook Production A

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

MOBILE CS PRINCIPLES

Course Number: 2570

Grade Level: 9, 10, 11, 12

Prerequisite: None

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

MULTIMEDIA ANIMATION

Course Number: 7070

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course is an introduction to the study and creation of multimedia using various software programs. You will learn and apply both the aesthetic and technical aspects of multimedia design and production and be introduced to web and video production using Adobe Creative Suite and/or other industry standard software and technology. You will be introduced to both 2D & 3D image creation, modeling, manipulation and animation as well as basic video and audio editing production techniques.



MUSIC THEORY

Course Number: 5500

Grade Level: 9, 10, 11, 12

Prerequisite: Instructor Approval

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



ORCHESTRAS

BLAZE ORCHESTRA: A & B

Course Number: 5571/5572

Grade Level: 9, 10, 11, 12

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

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



SYMPHONIC ORCHESTRA: A & B

Course Number: 5541/5542

Grade Level: 9, 10, 11, 12

Prerequisite: Audition required

In Symphonic Orchestra, you will study and perform a variety of musical styles/genres in a small group setting. Symphonic Orchestra is a comprehensive music class that combines advanced playing techniques with critical thinking to improve performance. Attendance at several performances outside of the school day is required. Members will be responsible for obtaining proper performance attire and miscellaneous supplies.



PIANO - BEGINNING

Course Number: 5701

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



SENIOR ARTIST: DRAWING & PAINTING

Course Number: 5110

Grade Level: 12

Prerequisite: Drawing & Painting II

If you are an artist considering an art career and want to further develop your portfolio, then this is a course you need to take. You will have the opportunity to investigate post-secondary and career options in the visual arts. You will complete art works and will work with your classmates to organize and present to the public a group exhibition of your artwork. You create a personal learning plan communicating your artistic intent as expressed through projects and processes.



PIANO - INTERMEDIATE

Course Number: 5702

Grade Level: 9, 10, 11, 12

Prerequisite: Beginning Piano or Instructor Approval

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



VISUAL MEDIA & DESIGN I

Course Number: 5091

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



PIANO - ADVANCED

Course Number: 5703

Grade Level: 9, 10, 11, 12

Prerequisite: Intermediate Piano, or Instructor Approval

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



VISUAL MEDIA & DESIGN II

Course Number: 5092

Grade Level: 9, 10, 11, 12

Prerequisite: Visual Media & Design I or Graphic Design or Art Design
Our world is embedded with visual information that comes in many forms including websites, social media, magazine advertisements, and billboards, to name a few. You will extend your knowledge of digital image processing including manipulation techniques and creation of graphics for real-world applications and develop technical knowledge and creative problem solving skills. Participation in exhibitions, scholarship contests, and creating work to be included in their portfolio will be strongly encouraged and supported.



SENIOR ARTIST: CERAMICS

Course Number: 5150

Grade Level: 12

Prerequisite: Successful completion of Ceramics III

If you are passionate about working with clay and considering pursuing it for further study or a career, then this course is one to take. You will complete art works and will work with your classmates to organize and present to the public a group exhibition of your artwork. You create a personal learning plan communicating your artistic intent as expressed through projects and processes. All projects will be bisque and glaze fired and taken home. You will also have the opportunity to connect with the service learning project Bowls for BrainPower.



WEB DESIGN

Course Number: 7260

Grade Level: 9, 10, 11, 12

Prerequisite: None

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





DESIGN, ENGINEERING, MANUFACTURING TECHNOLOGIES

Architecture & Construction

Manufacturing

Engineering, Design & Technology

Engine & Automotive Technology

Icon Key



College Credit
Opportunity



Certification
Opportunity



Fine Arts
Credit

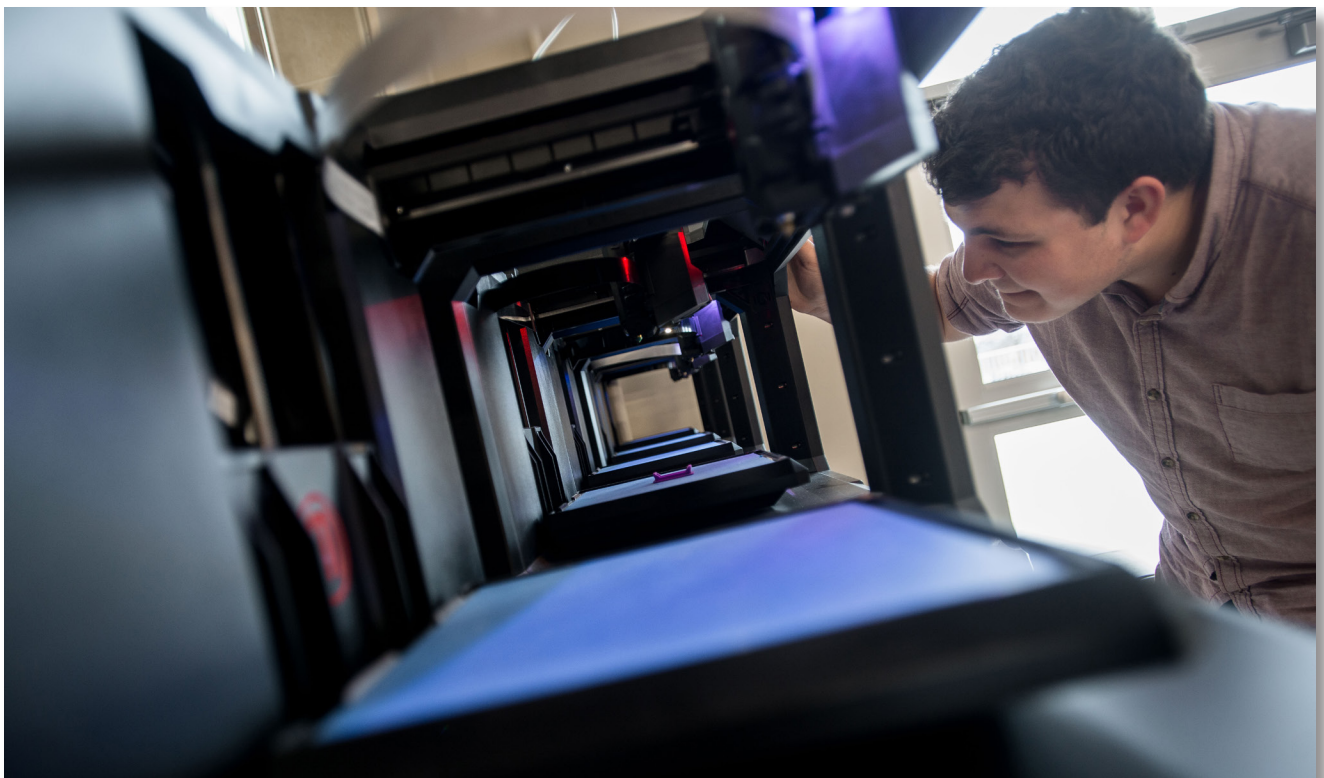
Watch for these symbols next to course descriptions throughout the catalog. They indicate that the course offers an opportunity to earn college credit, a professional certification, and/or meets the Burnsville High School Fine Arts requirement.

Design, Engineering & Manufacturing Technologies Pathways

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



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



Design, Engineering & Manufacturing Technologies Pathways

ADVANCED AUTO/VEHICLE SERVICES

Course Number: 7758

Grade Level: 11, 12

Prerequisite: Successful completion of Intro to Consumer Auto
The Advanced Auto/Vehicle Services course provides you with a more in-depth study of automobile maintenance and repair. While in the Introduction to Consumer Auto course, you focused on how the car works, in this course the focus is on how to work on the car. You will learn vehicle inspection, maintenance, and repairs and perform everything from basic services to advanced diagnosis and repair. This course meets two periods daily for one semester and students earn two credits. This course qualifies for two credits as concurrent enrollment at Hennepin Technical College.



ADVANCED PLACEMENT CHEMISTRY

Course Number: 3671/3682

Grade Level: 12

Prerequisite: Completion of Honors Chemistry and instructor approval. Successful completion of Algebra II or Honors Algebra II.

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



AEROSPACE: A & B

Course Number: 7421/7422

Grade Level: 9, 10, 11, 12

Prerequisite: None

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

CABINET MAKING

Course Number: 7563

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of Woodworking

This course builds on the knowledge and skills learned in Woodworking to provide you with the opportunity to study the cabinetry and finish carpentry trades more in-depth. The course emphasizes precision manufacturing, safety, design, blueprint reading, and quality. You will identify basic tools and equipment used in the cabinetry trade, identify and describe materials used in cabinet making, understand and apply basic techniques, design and build a sample cabinet, and develop an understanding of the applied mathematics involved in cabinetry and finish carpentry. This course qualifies for one credit as concurrent enrollment at Hennepin Technical College.

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

Course Number: 7530/7531

Grade Level: 10, 11, 12

Prerequisite: None

This is a Project Lead The Way course. You will learn important aspects of building and site design and development in this course. You will apply math, science, and standard engineering practices to design both residential and commercial projects and document your work using 3-D architecture design software.



CONSTRUCTION TRADES I

Course Number: 7808

Grade Level: 10, 11, 12

Prerequisite: None

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



CONSTRUCTION TRADES II

Course Number: 7818

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Construction Trades I

The Construction Trades II course provides you with a more in-depth study of the construction trades that you began to learn in Construction I. In addition, you will learn more basic plumbing and electrical repairs, sheet rock, taping, painting techniques, and finish carpentry. This course meets two periods daily for one semester and students earn two credits.



CREATE-A-SKATE

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 7380

Grade Level: 10, 11, 12 BAHS Only

Prerequisite: None

In this course, you create your own personal skateboard deck using an interdisciplinary curriculum. You experience hands-on mathematics, science, history, culture, language skills, as well as, design and engineering principles, in a collaborative learning experience. You will leave the class with a high quality, durable skateboard that is ready to ride.

ENGINE TECHNOLOGY

Course Number: 7700

Grade Level: 9, 10, 11, 12

Prerequisite: None

In this course, you will learn the operating theory of basic 2-and 4-cycle engines, including carburetion, ignition, and compression systems. This course includes both classroom and lab experiences. In the lab, you will disassemble, inspect, and reassemble a 4-stroke engine. You will also gain an understanding of precision measuring, proper hand tool operation, compression ratios, octane ratings, stoichiometric air to fuel ratios, cylinder leakage testing and replacement part manufacturing, using 3D scanners and printers. This course qualifies for one credit as concurrent enrollment at Hennepin Technical College.

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



Course Number: 7501/7512

Grade Level: 9, 10, 11, 12

Prerequisite: None

This is a Project Lead The Way course. You will dive deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. You will work both individually and in teams to design solutions to a variety of problems using 3-D modeling software and an engineering notebook to document your work.

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



Course Number: 7551/7552

Grade Level: 11, 12

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

This is a Project Lead The Way course. Companies are continually thinking of ways to improve products. Project Lead the Way - Engineering Design and Development (PLTW-EDD) is the course that allows you to design a solution to a technical problem. This course is an engineering course in which you will work in teams to research, design, and construct a solution to an open-ended engineering problem. Engineering Design and Development serves as the capstone course within the Project Lead The Way course sequence and allows you to apply all the skills and knowledge learned in previous Project Lead The Way courses that you have taken during your high school career. Inventor, which is a state-of-the-art 3-D design software package from AutoDesk, will help you design solutions to the problem.

MANUFACTURING DESIGN & FABRICATION I (FAB LAB)

Course Number: 7580

Grade Level: 9, 10, 11, 12

Prerequisite: None

Do you want to use state-of-the-art equipment to design, build and test almost anything? Would you like to develop the technological, problem-solving and hands-on skills desired by employers? If your answer is yes, then this course is for you. In Fab Lab, computer-controlled fabrication technologies such as 3D printers and scanners, laser engravers, CNC routers, vinyl cutters and milling machines will be used to transform a product idea into its tangible form. As part of this course experience, you will explore many interrelated career fields, such as engineering, science, mathematics, art and graphic design.

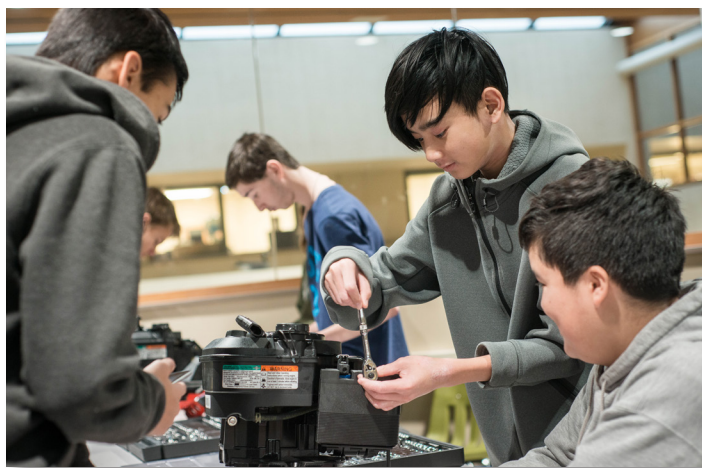
INTRODUCTION TO CONSUMER AUTO

Course Number: 7750

Grade Level: 10, 11, 12

Prerequisite: None

The Consumer Auto course begins with an overview of consumer knowledge related to vehicles, including buying, leasing, insuring, and maintaining a vehicle. You will then disassemble an automobile and study its components and systems. While you will learn basic maintenance and repairs, emphasis in the course is placed on how the automobile and its systems function. After taking this course, you may choose to continue in the Automotive Vehicle Services course where you will build on your knowledge and skills learning how to complete more complex repairs.



PRINCIPLES OF ENGINEERING (POE, 1 YEAR) A & B



Course Number: 7510/7520

Grade Level: 10, 11, 12

Prerequisite: None

This is a Project Lead The Way course. Through problems that engage and challenge, you will explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation as part of this course. You will also develop skills and strategies in problem solving, research, design process documentation, collaboration, and presentation.

WELDING/AUTO-BODYWORK AND REFINISHING

Course Number: 7748

Grade Level: 10, 11, 12

Prerequisite: None

The Welding/Auto-body course provides you experience with oxyacetylene, arc, MIG and TIG welding equipment and techniques, including auto-body repair. You may design and fabricate projects of your choosing. In the auto-body and refinishing portion of the course, you will learn skills to inspect car bodies and panels and the proper technique for correcting damage due to collision and rust. You will have the opportunity to work on personal projects with instructor approval. You may be responsible for materials needed for take-home projects above the requirements of the course.

WOODWORKING

Course Number: 7560

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course is an overview of basic woodworking knowledge, skills, and techniques. You will learn skills to help you understand technical reading and writing, and use hand tools, power tools, and woodworking machines. You will learn multiple cutting and joinery processes and finishing techniques using various species of wood. You will have the opportunity to demonstrate your knowledge and skills through the research, development, and production of products throughout the course. This course qualifies for one credit as concurrent enrollment at Hennepin Technical College.



BUSINESS, MANAGEMENT & ENTREPRENEURSHIP

Marketing

Business, Management & Administration

Finance

Hospitality & Tourism

Icon Key



College Credit
Opportunity



Certification
Opportunity



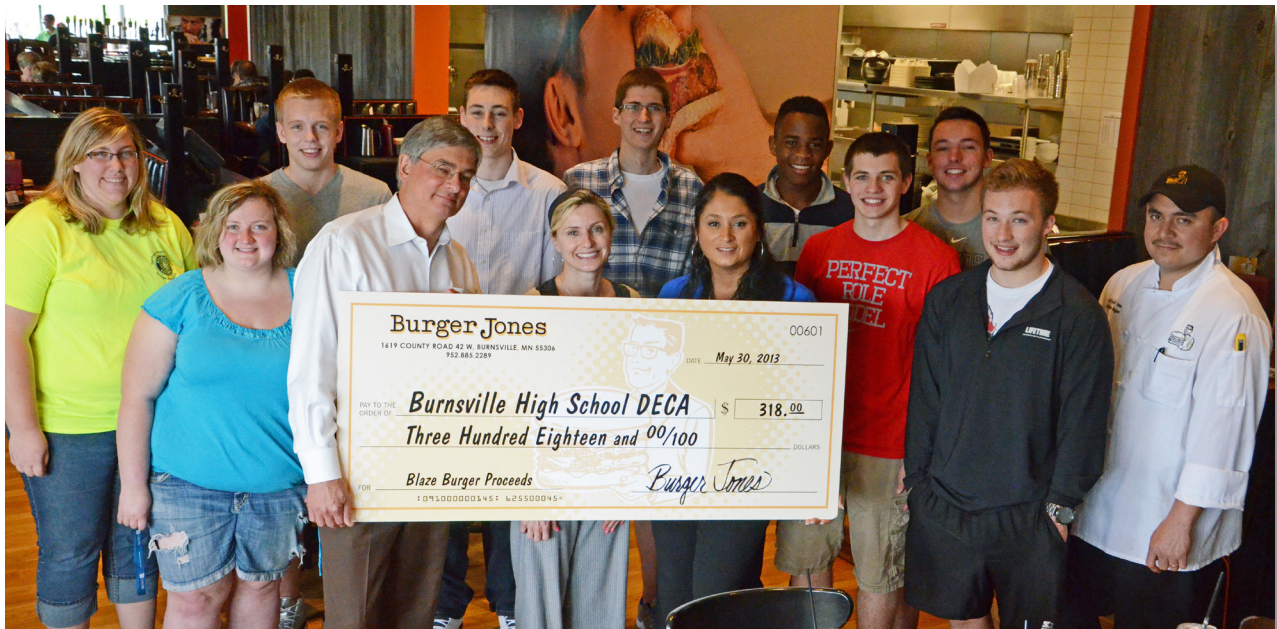
Fine Arts
Credit

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

Business, Management & Entrepreneurship Pathways

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

Grade	Marketing	Business, Management & Administration	Finance	Hospitality & Tourism
12		<ul style="list-style-type: none"> CIS/AP Macroeconomics 	<ul style="list-style-type: none"> CIS/AP Macroeconomics 	<ul style="list-style-type: none"> Chef III Hospitality Industry Internship
11, 12	<ul style="list-style-type: none"> Independent Study - DECA Seminar A&B 			<ul style="list-style-type: none"> Chef II Independent Study - DECA Seminar A&B
10, 11, 12	<ul style="list-style-type: none"> Advertising Campaign Hospitality & Tourism Management Professional Sales & Marketing Sports & Entertainment Marketing Starting Your Own Business 	<ul style="list-style-type: none"> Accounting Advertising Campaign College Accounting Hospitality & Tourism Management Professional Sales & Marketing Sports & Entertainment Marketing Starting Your Own Business 	<ul style="list-style-type: none"> Accounting Advertising Campaign College Accounting Hospitality & Tourism Management Personal Money Management Starting Your Own Business 	<ul style="list-style-type: none"> Advertising Campaign Hospitality & Tourism Management Starting Your Own Business
9, 10, 11, 12	<ul style="list-style-type: none"> Introduction to Business & Marketing 	<ul style="list-style-type: none"> Introduction to Business & Marketing 	<ul style="list-style-type: none"> Introduction to Business & Marketing 	<ul style="list-style-type: none"> Chef I Cooking in Motion Foundations of Food Global Foods Introduction to Business & Marketing



Business, Management & Entrepreneurship Pathways

ACCOUNTING

Course Number: 7200

Grade Level: 10, 11, 12

Prerequisite: None

In this introductory course in accounting, you will study and apply the accounting cycle (debits and credits), journalizing, posting, trial balance, financial statements, and adjusting and closing the ledger for both a service-type business and a merchandising business. You will be introduced to computerized accounting.

ADVERTISING CAMPAIGN

Course Number: 7191

Grade Level: 10, 11, 12

Prerequisite: Introduction to Business and Marketing

All careers require marketing skills, which give an individual an advantage in today's competitive workforce. In this course, you will learn and apply basic marketing concepts and fundamentals using the marketing mix or "4 P's" of marketing. You will create written projects and presentations to display your marketing knowledge, both individually and in teams. For example, you will be creating advertising campaigns, sales demonstrations, and more. You are encouraged to participate in DECA, an internationally recognized organization, to enhance course content.



CHEF I

Course Number: 8030

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of Foundations of Food

The Chef I course prepares you for careers in the restaurant and beverage area of the hospitality industry. The course uses classroom food preparation laboratory experiences to provide you the foundation needed to prepare for employment in the restaurant industry. You will prepare meats, sauces, salads, sandwiches, pasta, bread, garde manger, baking and pastry items. Units include ensuring food safety and sanitation, kitchen tools and equipment, culinary math, recipe structure, menu planning, cooking methods, customer service, and restaurant-related career paths. The capstone project includes the planning, preparation and menu design of a five-course meal. ServSafe curriculum is introduced. The preparation, sampling and tasting of food is an important aspect of this course. This course is a prerequisite for Chef II. Articulated college credit may be available through Hennepin Technical College for 11th and 12th grade students who complete this course with a grade of B or higher.



CHEF II

Course Number: 8090

Grade Level: 10, 11, 12

Prerequisite: Chef I (or Instructor Approval)

Chef II prepares students for careers in food service and the hospitality industry, Minnesota's second-largest employer. Aspiring chefs, restaurateurs, and hospitality managers, will master several cooking techniques through working in an industrial kitchen while focusing on menu planning, cost control, safety, and sanitation. Topics will include stocks, sauces, soups, fruits, vegetables, and grains. Students will have the opportunity to earn ServSafe certification during this course. Students will be required to participate in three additional events during each semester. This course meets two periods daily for one semester and students earn two credits. Note: Students must meet uniform and hygiene requirements in order to prepare and serve food for public consumption.



CHEF III

Course Number: 8093

Grade Level: 11, 12

Prerequisite: Chef II

Chef III prepares students for careers in food service and the hospitality industry, Minnesota's second-largest employer. Aspiring chefs, restaurateurs, and hospitality managers will master several cooking techniques through working in an industrial kitchen while focusing on career planning, event management, menu planning, cost control, safety, and sanitation. Cooking topics will focus on advanced baking techniques and international cuisines. Students will be required to participate in three additional events during each semester. This course meets two periods daily for one semester and students earn two credits. Note: Students must meet uniform and hygiene requirements in order to prepare and serve food for public consumption.



HOSPITALITY INDUSTRY INTERNSHIP

Course Number: 8094

Grade Level: 12

Prerequisite: Chef III

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



BHS Signature Pathway Information:

Students who successfully complete the following course work: Chef II, Chef III, and Hospitality Industry Internship, AND pass the national test for each course will graduate with the National Restaurant Association's Prostart National Certificate of Achievement. The Certificate of Achievement opens opportunities for local and national scholarships and allows students to apply credits from BHS coursework at more than sixty of the country's leading hospitality/culinary arts colleges and universities.

CIS/ADVANCED PLACEMENT MACROECONOMICS

Course Number: 1594

Grade Level: 12

Prerequisite: Successful completion of CIS/AP Microeconomics

CIS/AP Macroeconomics is designed to give students an understanding of unemployment/ inflation, measures of national income, macro models, fiscal policy/problems. Poverty and income distribution. International trade and exchange rates. Economic growth/development. Successful completion of CIS/Advanced Placement Principles of Economics A & B or the Advanced Placement Examination may lead to college and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework.



COLLEGE ACCOUNTING

Course Number: 7210

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Accounting

This advanced course in accounting focuses on the financial accounting concepts from a user perspective. You will focus on the application of these concepts in a real-world environment, using financial statements analysis and annual reports, to reveal information about the creditworthiness and financial performance of companies organized as corporations. You will study and apply basic accounting procedures, analyze business transactions, record transactions in journals, handle cash and banking procedures, prepare financial statements, prepare adjusting and closing entries, and complete an accounting cycle for a proprietorship and/or corporation. Concurrent credit can be earned with Normandale Community College.



COOKING IN MOTION

Course Number: 8040

Grade Level: 9, 10, 11, 12

Prerequisite: None

Is eating healthy important to you? This fun course helps you develop wholesome nutrition practices while preparing easy and fresh foods that improve physical and mental wellness. Cooking in Motion explores today's food and eating trends, studies the relationship of food to health, and helps you eat to maximize your potential. Units include eating healthy meals and snacks without sacrificing flavor, specialty diets, sources of nutrients, and careers in nutrition and wellness. Labs include: smoothies, protein-rich snacks, easy breakfasts, low-carb choices, recipe makeovers, meal prep for one week of meals, food as fuel, and a chili contest. The preparation, sampling and tasting of foods is an important part of this class.

FOUNDATIONS OF FOOD

Course Number: 8041

Grade Level: 9, 10, 11, 12

Prerequisite: None

Foundations of Food is the first in a sequence of courses that provide you a foundation for continuing in all career areas related to food, hospitality, nutrition, and wellness. This course is a class that is for the serious cook, so if you have an interest in building your culinary and hospitality knowledge and skills, this course is for you. Examine your own career goals while experiencing culinary industry practices and building basic skills. Students will learn about basic kitchen math and food safety and sanitation practices. Food preparation labs include a Chopped competition, cupcake contest, basic meal preparation, plating, garnishing, measuring, and cooking methods. This course meets the prerequisite for Chef I. The preparation, sampling, and tasting of food is an important aspect of this class.

GLOBAL FOODS

Course Number: 8080

Grade Level: 9, 10, 11, 12

Prerequisite: None

Discover the world through food. Explore how recipes and their ingredients link cultures. Global Foods takes you on a journey focused on food customs, habits, and preparation of regional and world foods. What we eat and cook highlights on your individual food stories and experiences. The preparation, sampling, and tasting of food is an important aspect of this course.



HOSPITALITY & TOURISM MANAGEMENT

Course Number: 7183

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Introduction to Business & Marketing

The hospitality and tourism industry will be the focus of this course, including an overview of the different sectors of the institution. Students will learn about the skills needed to manage the operations, human resources and guest experiences of hospitality and tourism business. You will work on a large project throughout the course with opportunities to develop your presentation skills. You are encouraged to participate in DECA, an internationally recognized organization, to enhance course content. Concurrent credit can be earned with Normandale Community College.



INTRODUCTION TO BUSINESS AND MARKETING

Course Number: 7151

Grade Level: 9, 10, 11, 12

Prerequisite: None

In this introductory course, you will examine the foundations and functions of business, including marketing, finance, hospitality, and management. You will learn how to successfully market both yourself and the companies you will one day own or work for. This course will provide you the foundation of knowledge and skills necessary for other business courses you may take in high school and college. You are encouraged to participate in DECA, an internationally recognized organization, as a way to enrich course content and experiences.



PERSONAL MONEY MANAGEMENT

Course Number: 7130

Grade Level: 10, 11, 12

Prerequisite: None

The management of your personal finances is an important skill as you become independent. This course is designed to provide you with knowledge and skills in the areas of budgeting, banking, buying/renting property, preparing personal income-tax forms, investing, and more. The skills learned in this course, including the use of computer software, will have lifelong benefits for you personally, and may interest you to explore a career in finance.

Business, Management & Entrepreneurship Pathways

PROFESSIONAL SALES & MARKETING

Course Number: 7171

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Introduction to Business & Marketing

This course builds on the Introduction to Business and Marketing course to provide you with the opportunity to develop skills and competencies needed for careers in marketing and sales, merchandising, hospitality, and management. You will learn and apply marketing research methodology and gain a deeper understanding of marketing principles in a real world context by working with a team to develop a large project and presentation. This course is for you, whether you plan on continuing your education in business at the college level or enter the job market upon completion of high school. You are encouraged to participate in DECA, an internationally recognized organization, as a way to enrich course content and experiences.



SPORTS & ENTERTAINMENT MARKETING

Course Number: 7160

Grade Level: 10, 11, 12

Prerequisite: None

This course is designed to introduce you to the fundamentals of marketing through the sports and entertainment industries. You will learn these fundamentals through understanding and using current marketing strategies, listening to speakers currently working in the industry, and completing projects, both individually and with teams. You will be exposed to many careers within the sports and entertainment industry in this fun and fast-paced class and learn strategies to help obtain your dream job. You are encouraged to participate in DECA, an internationally recognized organization, as a way to enrich course content and experiences.



STARTING YOUR OWN BUSINESS

Course Number: 7180

Grade Level: 10, 11, 12

Prerequisite: None

This course will allow you to think like an entrepreneur and be involved in the fastest growing segment of the job market today, running your own business. You will be introduced to important elements and steps involved in starting a small business and have the opportunity to form your own company and run your own small business. Throughout the course, you will be learning through speakers, individual and group projects, multimedia, simulation software and conducting your own research.



INDEPENDENT STUDY - DECA SEMINAR A & B

Course Number: 7163/7164

Grade Level: 11, 12

Prerequisite: Successful completion of Professional Sales & Marketing OR Hospitality & Tourism Management OR Advertising Campaign

This course is designed for DECA Chapter members to develop a better understanding of community involvement. You will work on a community service project to demonstrate your understanding of the role of community service within your community, planning and implementing of a project to benefit a community service or charity, and evaluating a project's effectiveness in meeting its stated goals. You will design and organize the project with the DECA chapter assisting with implementation. You are encouraged to participate in DECA, an internationally recognized organization, as a way to enrich course content and experiences. Concurrent credit can be earned with Normandale Community College.





HEALTH SCIENCES & HUMAN SERVICES

Health Sciences

Education

Government & Community Services

Icon Key



College Credit
Opportunity



Certification
Opportunity



Fine Arts
Credit

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

Health Sciences & Human Services Pathways

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

Grade	Health Sciences	Education	Government & Community Services
12	<ul style="list-style-type: none"> Current Health Issues & Careers (BAHS Only) 		<ul style="list-style-type: none"> CIS/AP Macroeconomics
11, 12	<ul style="list-style-type: none"> Athletic Training & Physical Therapy First Aid & CPR/AED Healthcare Core Curriculum Human Anatomy & Physiology Introduction to Sociology Nursing Assistant Psychology Social & Family Relations Emergency Medical Technician 	<ul style="list-style-type: none"> Introduction to Sociology Psychology Social & Family Relations TASK Teaching to Achieve Success for Kids 	<ul style="list-style-type: none"> Social & Family Relations Public Affairs Emergency Medical Technician
10, 11, 12	<ul style="list-style-type: none"> Strength & Conditioning II Yoga, Pilates & Fitness II Yoga, Pilates & Fitness I 	<ul style="list-style-type: none"> Preschool Lab Experience 	<ul style="list-style-type: none"> Forensic Science & Criminal Justice (BAHS Only)
9, 10, 11, 12	<ul style="list-style-type: none"> Child Psychology & Development II Child Psychology & Development I Strength & Conditioning I 	<ul style="list-style-type: none"> Child Psychology & Development II Child Psychology & Development I 	<ul style="list-style-type: none"> Child Psychology & Development II Child Psychology & Development I

ATHLETIC TRAINING & PHYSICAL THERAPY

Course Number: 4720

Grade Level: 11, 12

Prerequisite: Health and ITF

Athletic training is a course that will help you learn how to prevent, assess, treat and rehabilitate a variety of athletic injuries. You will learn about anatomy, medical terminology, major injuries and how to care for each one. This is a great course if you are interested in athletic training, physical therapy, occupational therapy, personal training, nursing, and other careers in the medical field.

CHILD PSYCHOLOGY AND DEVELOPMENT I

Course Number: 8051

Grade Level: 9, 10, 11, 12

Prerequisite: None

This course will provide students with an introductory overview of children from birth to age three, the roles of caregivers, and provide a background in child psychology. Units will include building strong families, pregnancy, childbirth, communication, discipline, and self esteem through ages and stages of child development. Each area of study will have an emphasis on understanding self and children. Child Psychology I will have an emphasis on understanding self, children, what effective parenting involves and the level of responsibility required. This course includes caring for a flour baby. This course is a prerequisite for Preschool Lab Experience and Child Psychology and Development II.



CHILD PSYCHOLOGY AND DEVELOPMENT II

Course Number: 8052

Grade Level: 10, 11, 12

Prerequisite: Child Psychology and Development I

If you want to work in a career related to children, such as teaching, social service, medicine, or child care-related jobs, this course will help prepare you for your future studies. The course will include the study of children from birth through school age, with an emphasis on the theories of development in the social, emotional, physical, and intellectual and moral development using the works of prominent theorists. Class discussion will look at both biological and environmental factors that affect development and understanding how children mature. Students will apply the child development theories to real-world situations using case studies and observations. This course includes caring for a computerized infant for one weekend. Articulated college credit may be available through Inver Hills community College for students in grades 10-12 who complete this course and the prerequisite with a grade of "B" or higher.



#FutureReady

New courses are added every year to give BHS students new options and help them become #FutureReady. Here's a look at what we're working on for 2019-20.

Criminal Justice, Law Enforcement and Corrections

Combining aspects of sociology, psychology, law, political science and more, Criminal Justice is the study of crime, the legal system and how each relates to society as a whole.

CIS/AP MACROECONOMICS

Course Number: 1594

Grade Level: 12

Prerequisite: CIS/AP Microeconomics

CIS/AP Macroeconomics is designed to give students an understanding of unemployment/ inflation, measures of national income, macro models, fiscal policy/problems. Poverty and income distribution. International trade and exchange rates. Economic growth/development. Successful completion of CIS/Advanced Placement Principles of Economics A & B or the Advanced Placement Examination may lead to college and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework.



CURRENT HEALTH ISSUES AND CAREERS

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 4001

Grade Level: 12 BAHS Only

Prerequisite: This course is offered for students enrolled at BAHS Issues that are crucial to students' personal lives are examined with an emphasis on the relationship between lifestyle and health. The course enables students to deal more effectively with the health problems faced during the college experience, and subsequently throughout life. These issues may include stress, sexuality, nutrition, mental health and illness, aging, chronic and communicable disease, drug and alcohol use, and dealing with death, and other selected topics.

EMERGENCY MEDICAL TECHNICIAN

Course Number: 8168

Grade Level: 12

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

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



FIRST AID AND CPR/AED

Course Number: 4710

Grade Level: 11, 12

Prerequisite: Successful completion of Health

This course will provide you with practical training in all aspects of first aid and CPR, leading to American Red Cross certification in both areas. You have the ability to receive certification in First Aid, CPR, and AED for adults, children and infants. A small fee is required for American Red Cross certification. Certification is not required.



FORENSIC SCIENCE & CRIMINAL JUSTICE

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 1680

Grade Level: 10, 11, 12 BAHS Only

Prerequisite: None

This class is the application of science to those criminal and civil laws that are enforced by police agencies in a criminal justice system focusing on laws that are practical and relevant to student lives. The main focus of this course is to emphasize the evidential value of crime scenes and related evidence and the services involved. You will explore the roles of different types of professionals involved in forensics and criminal justice.

HEALTHCARE CORE CURRICULUM

Course Number: 8140

Grade Level: 11, 12

Prerequisite: None

The Healthcare Core Curriculum (HCCC) course is just for you if you are interested in the healthcare field or pursuing a healthcare career. The core course provides you with an overall introduction to healthcare and is the foundation for all other healthcare related courses. Specific topics you will study include behaviors of success in healthcare settings, communication in healthcare settings, awareness and sensitivity to client needs, respecting client and staff diversity, healthcare safety and standard precautions, and legal issues in healthcare and healthcare ethics. Note: Juniors with a GPA of 3.5 or higher and seniors with a GPA of 3.0 or higher and who also meet college placement requirements may earn college credit through Normandale Community College.



HUMAN ANATOMY AND PHYSIOLOGY

Course Number: 3510

Grade Level: 11, 12

Prerequisite: Successful completion of Biology or Honors Biology

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

INTRODUCTION TO SOCIOLOGY

Course Number: 1630

Grade Level: 11, 12

Prerequisite: None

Sociology provides a unique way to look at human behavior and the world; it is the study of human relationships in society. You will study topics including groups and organizations, culture, conformity, deviance and crime, gender, race, ethnicity and discrimination, and social change.

NURSING ASSISTANT

Course Number: 8150

Grade Level: 11, 12

Prerequisite: Healthcare Core Curriculum

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



Health Sciences & Human Services Pathways

PRESCHOOL LAB EXPERIENCE

Course Number: 8068

Grade Level: 10, 11, 12

Prerequisite: Child Psychology and Development I

Preschool Lab Experience applies child psychology 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, and observing on a rotating basis by setting up and operating a preschool for local area children ages 3 to 5. 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, content specific, curriculum in art, music, stories, math, and science. This course will give students hands-on experience for careers that benefit from child development knowledge such as teaching, psychology, medicine, social services and parenting/caregivers. Articulated college credit may be available through Hennepin Technical College for 11th and 12th grade students who complete this course with a grade of "B" or higher. This course meets two periods daily for one semester and students earn two credits.

PSYCHOLOGY

Course Number: 1620

Grade Level: 11, 12

Prerequisite: None

Psychology is an introduction to the basic principles of biology and environmental processes that underlie and facilitate human behavior. You will study topics including research methods and the brain, altered states of consciousness, development psychology, learning and memory, abnormal psychology and social psychology.

PUBLIC AFFAIRS

Course Number: 1610

Grade Level: 11, 12

Prerequisite: None

This course will give you the opportunity to work with your local, county, and state community on an actual public concern. Through an examination of the impact of active citizens solving community problems, you will recognize the contributions you can make to your community. You are required to complete a project during the course.

STRENGTH AND CONDITIONING I

Course Number: 4500

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

Strength and Conditioning includes designing and implementing of a fitness plan that considers muscular strength, muscle endurance, cardio-respiratory endurance, flexibility and body composition. You will learn the proper form and techniques for a variety of weight training lifts with the core lifts being the bench press, squat and Olympic clean. This is a very high level activity class.

STRENGTH AND CONDITIONING II

Course Number: 4510

Grade Level: 10, 11, 12

Prerequisite: Strength and Conditioning I

Strength and Conditioning II includes a more advanced design and implementation of the student's own individual fitness plan. You will continue to master the proper form and techniques for a variety of weight training lifts with the core lifts being the bench press, squat and Olympic clean. This is a high intensity class.

SOCIAL AND FAMILY RELATIONS

Course Number: 8100

Grade Level: 11, 12

Prerequisite: None

Social and Family Relations is especially relevant for students interested in careers that involve interacting with people. Communication styles, problem-solving, teaming, creative thinking and self-discipline are studied. Personal growth, self-understanding, listening skills, decision making, understanding others, customer service skills and developing positive relationships with family, friends, and the community are part of the curriculum. This course pertains to all career areas that involve interacting with people inside and outside of business organizations. These careers could include business administrators, business managers, teachers, family and marriage counselors, physicians, customer relations specialists, nursing, psychologists, and human relations.

T.A.S.K TEACHING TO ACHIEVE SUCCESS FOR KIDS A & B

Course Number: 8301/8302

Grade Level: 11, 12

Prerequisite: Instructor approval

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

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

YOGA, PILATES AND FITNESS I

Course Number: 4340

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

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

YOGA, PILATES AND FITNESS II

Course Number: 4352

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Yoga, Pilates and Fitness I

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



COLLEGE & CAREER CORE

Language Arts

Mathematics

Physical Education/Health

Science

Social Studies

Icon Key



College Credit
Opportunity



Certification
Opportunity



Fine Arts
Credit

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

LANGUAGE ARTS

CIS/AMERICAN LITERATURE - INTRODUCTION TO LITERATURE: POETRY, DRAMA, NARRATIVE

Course Number: 0880

Grade Level: 11 & 12

Prerequisite: Student must be a senior and in the top 20 percent of their class, or have instructor approval.

English 1001 W is a University of Minnesota course and is offered for high school students who have demonstrated exceptional abilities in reading and writing. You will read eight to ten stimulating books of World Fiction, ranging from the traditional to the unconventional by authors such as Toni Morrison, Ernest Hemingway, and Tim O'Brien. You are expected to be able to discuss the text, allude to its passages, compare it to other things, identify issues and ideas, internalize it, and more. Grades are based on a reading notebook, in-class discussions, and two required essays, and a mid-term and final. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Note: Students taking this course will receive credit for the required American Literature course.



CIS/UNIVERSITY WRITING AND CRITICAL READING

Course Number: 0840

Grade Level: 12

Prerequisite: Student must be a senior and in the top 20 percent of their class, or have instructor approval.

This course emphasizes the development of skills necessary for a college level writing and critical reading. By developing strategies for the process of writing, this course provides you a variety of approaches that can be extended and adapted to other academic situations that require writing, reading, and analytic skills. You will be simultaneously working on multiple assignments in this writing workshop based class. The grading for this course is in accordance with the University of Minnesota for college level coursework. Note: Students taking this course will receive credit for the required Media Literacy and Research course. This course has a summer reading and writing requirement.



ENGLISH 9: A & B

Course Number: 0911/0912

Grade Level: 9

Prerequisite: None

This is a year-long course designed to focus on the reading, writing, critical thinking, and communication skills needed for your success both in high school and life after graduation. You will read and study a variety of literature and texts that provide you with opportunities to learn reading comprehension strategies and literary elements.

HONORS ENGLISH 9

Course Number: 0921/0922

Grade Level: 9

Prerequisite: None

If you are able to meet multiple demands at the same time and be engaged in reading texts consistently throughout the semester, this honors course is recommended for you in place of the regular English 9 course. Individuals most successful in an honors course have met or exceeded proficiency on the reading MCA and are able to handle an accelerated pace of instruction and analyze a wide variety of challenging literature and text through insightful writing and discussion.

LANGUAGE ARTS SKILLS 9: A & B

Course Number: 8529/8530

Grade Level: 9

Prerequisite: Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. This class will provide direct instruction in the areas of reading and writing by special education instructors. This class is specifically designed to support and re-teach skills taught in English 9. Students enrolled in this course are also enrolled in the general education English 9 course and have reading and/or writing IEP goals. You will focus on reading comprehension, writing, critical thinking, analysis of non-fiction sources, grammar, vocabulary development, and communication skills.

ENGLISH 10: A & B

Course Number: 0421/0432

Grade Level: 10

Prerequisite: None

This is a year-long course designed to focus on the reading, writing, critical thinking, and communication skills needed for your success both in high school and life after graduation. You will read and study a variety of literature and texts that provide you with opportunities to learn reading comprehension strategies and literary elements. Grammar, vocabulary lessons and assignments will accompany major writing and speech projects.

HONORS ENGLISH 10: A & B

Course Number: 0441/0452

Grade Level: 10

Prerequisite: None

If you are able to meet multiple demands at the same time and be engaged in reading texts consistently throughout the semester this honors course is recommended for you in place of the regular English 10 course. Individuals most successful in an honors course have met or exceeded proficiency on the reading MCA and are able to handle an accelerated pace of instruction and analyze a wide variety of challenging literature and text through insightful writing and discussion. Note: This course has a summer reading and writing requirement.

LANGUAGE ARTS SKILLS 10: A & B

Course Number: 8531/8532

Grade Level: 10

Prerequisite: Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. This class will provide direct instruction in the areas of reading and writing by special education instructors. This class is specifically designed to support and re-teach skills taught in English 10. Students enrolled in this course are also enrolled in the general education English 10 course and have reading and/or writing IEP goals. You will focus on reading comprehension, writing, critical thinking, grammar, vocabulary development, literature exploration, and communication skills.

ENGLISH 11: A & B**Course Number:** 0521/0532**Grade Level:** 11**Prerequisite:** None

This course will have you exploring world and British literature through a study of reading, writing, listening, and speaking. You will examine world cultures through representative literary works. Major narrative patterns will include romance/adventure/heroic quest, tragedy, satire and irony, and comedy. Reading selections include drama, poetry, novels, short stories, and nonfiction. You will be required to read and write outside of class and complete writing assignments related to literature in the course, including required multi-paragraph papers.

LANGUAGE ARTS SKILLS 11: A & B**Course Number:** 8533/8534**Grade Level:** 11**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. This class will provide direct instruction in the areas of reading and writing by special education instructors. This class is specifically designed to support and re-teach skills taught in English 11. Students enrolled in this course are also enrolled in a general education English 11 course and have reading and/or writing IEP goals. The course is designed to focus on reading comprehension, literature exploration, and expanding reading strategies. Your written language skills focused on are fluency, complex and compound sentences, paragraph writing, and essay development.

ENGLISH 11: ADVANCED PLACEMENT LITERATURE AND COMPOSITION: A & B**Course Number:** 0581/0592**Grade Level:** 11**Prerequisite:** None

If you are able to meet multiple demands at the same time and be engaged in reading works of literature and deep analysis and discussion of those works consistently throughout the semester this AP course is recommended for you in place of the regular English 11 course. Individuals most successful in an AP course have met or exceeded proficiency on the reading MCA and are able to handle an accelerated pace of instruction and analyze a wide variety of challenging literature and text through insightful writing and discussion. You will be required to read and write outside of class and complete writing assignments related to literature in the course, including required multi-paragraph papers. Students will be prepared to take the AP exam, although it is optional. Note: This course has a summer reading and writing requirement.

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

Prerequisite: Students must earn at least 70 percent in English 1108
English 1140 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 11 requirement and the Minnesota state standards as well as ramping up skills in preparation for coursework at the college level. English 1140 introduces you to the methods of comprehending and analyzing college level poetry, drama, novels, short stories, and creative nonfiction.



ENGLISH 12: MEDIA LITERACY AND RESEARCH

Course Number: 0750

Grade Level: 12

Prerequisite: None



Media literacy and research is a study of how messages of news, information, persuasion, and entertainment are produced, packaged, and delivered to a mass audience through the mass media. In addition, the effects of mass communications on the audience will be analyzed, specifically the degree to which societal values and norms reflect the values and norms portrayed in the media, as well as the degree to which the media defines gender and culture. Legal and social issues will be explored. A short history of the major media serves as an introduction to the course, with the remainder of the course focused on becoming media literate – not merely passively consuming media, but rather understanding how and why it is directed at us, analyzing its impact, and using it to create personal communication systems. You will complete a research-writing project in this course. Note: This course does not fulfill NCAA athletic eligibility requirements. If you need to meet NCAA eligibility criteria, you must take an additional approved language arts course as an elective.

LANGUAGE ARTS SKILLS 12: A & B

Course Number: 8571/8572

Grade Level: 12

Prerequisite: Instructor Approval

This is a comprehensive course focused on Minnesota State Language Arts Standards for students who need individualized instruction. This class will provide direct instruction in the areas of reading and writing by special educators. This class is specifically designed to support and re-teach skills taught in English 12. Students enrolled in this course are also enrolled in a general education English 12 course and have reading and/or writing IEP goals. You will focus on reading comprehension, writing, critical thinking, grammar, vocabulary development, literature exploration, and communication skills.

ENGLISH 12: AMERICAN LITERATURE

Course Number: 0770

Grade Level: 12

Prerequisite: None

Through an integrated study of reading, writing, speaking and listening, this course will explore literature of America. Reading selections include drama, poetry, novels, short stories, and nonfiction. You will be required to read outside of class and complete writing assignments related to literature and suitable to skill level, including completion of a literary analysis.

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



Course Number: IH0511

Grade Level: 11

Prerequisite: Accuplacer assessment score of 78 or higher
English 1108 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the English 11 requirement and the Minnesota state standards as well as building up skills in preparation for coursework at the college level. English 1108 emphasizes critical writing, reading, and thinking with attention to rhetorical elements such as argumentative structure, audience. You will also draw conclusions from your readings, document the use of sources, and practice the writing process.

MATHEMATICS

ALGEBRA II A & B

Course Number: 2643/2644

Grade Level: 10

Prerequisite: Successful completion of Geometry or Honors Geometry

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

HONORS ALGEBRA II: A & B

Course Number: 2671/2672

Grade Level: 10

Prerequisite: Successful completion of Geometry or Honors Geometry

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

ALGEBRA II MATH SKILLS: A & B

Course Number: 8521/8522

Grade Level: 11, 12

Prerequisite: Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. This class is specifically designed to support and re-teach the skills taught in Algebra II by special education instructors. Students enrolled in this course are enrolled in an Algebra II course and have math IEP goals. You will focus on the use of algebraic concepts to solve real-world problems.

EL PRE-ALGEBRA: A & B

Course Number: 2152/2162

Grade Level: 9, 10, 11, 12

Prerequisite: Instructor Approval

In Pre-Algebra you will study decimals, fractions, exponents, measurement, integers, basic graphing, solving one and two step equations, and problem solving. This course provides additional academic language instruction and support for English Language Learners.

EL ALGEBRA I: A & B

Course Number: 2351/2362

Grade Level: 9, 10, 11, 12

Prerequisite: Instructor Approval

In Algebra I you will be introduced to statistics, probability, and reasoning as well as the study of algebra. These topics are not isolated as separate units of study or as enrichment. Instead, they are employed to motivate, justify, and extend important concepts of algebra. This course emphasizes reading and problem solving throughout. This course provides additional academic language instruction and support for English Language Learners.

EL ALGEBRA II: A & B**Course Number:** 2631/2642**Grade Level:** 10, 11, 12**Prerequisite:** Successful completion of Geometry or EL Geometry
This course provides additional academic language instruction and support for English Language Learners as you study Algebra II.**FUNCTIONS AND TRIGONOMETRY: A & B****Course Number:** 2741/2742**Grade level:** 11**Prerequisite:** Successful completion of Algebra II (2643/2644) or Honors Algebra II (2671/2672)

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

HONORS FUNCTIONS AND TRIGONOMETRY: A & B**Course Number:** 2743/2744**Grade Level:** 11**Prerequisite:** Successful completion of Algebra II (2643/2644) or Honors Algebra II (2671/2672)

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

GEOMETRY A & B**Course Number:** 2611/2622**Grade Level:** 9**Prerequisite:** Successful completion of Algebra 1 for 8th graders
In Geometry A and B, you will learn to read, interpret, represent, and use geometry to solve real-world problems. Coordinates and transformations, which are critical to building and maintaining algebra skills and concepts, are studied early. You will also study measurement, area, volume, Pythagorean Theorem, coordinate geometry, similarity, logic, indirect reasoning, and right triangle trigonometry. Proofs, which require geometry knowledge and experience, are built up slowly. Note: Calculator required: TI-84 Plus (TI-83 is compatible)**HONORS GEOMETRY A & B****Course Number:** 2921/2922**Grade Level:** 9**Prerequisite:** Successful completion of Algebra 1
This course follows generally the description of the traditional Geometry A/B course but provides a more extensive experience from early stages with the devising, presentation, and defense of student proofs and the theoretical consideration of the nature of proof. Note: Calculator required: TI-84 Plus (TI-83 is compatible)**GEOMETRY MATH SKILLS: A & B****Course Number:** 8523/8524**Grade Level:** 9, 10**Prerequisite:** Instructor Approval

This is a comprehensive course focused on Minnesota State Math Standards for students who need individualized instruction. This class is specifically designed to support and re-teach the skills taught in Geometry by special education instructors. Students enrolled in this course are enrolled in a Geometry course and have math IEP goals. You will focus on using Geometry to solve real-world problems.

EL GEOMETRY: A & B**Course Number:** 2371/2382**Grade Level:** 9, 10, 11, 12**Prerequisite:** Successful completion of Algebra I or EL Algebra I
This course provides additional academic language instruction and support for English Language Learners as you study Geometry.**CONSUMER MATH: A & B****Course Number:** 8511/8512**Grade Level:** 11, 12**Prerequisite:** Instructor Approval

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

PHYSICAL EDUCATION/HEALTH**HEALTH****Course Number:** 4000**Grade Level:** 10**Prerequisite:** None

The focus of health education will be on making appropriate decisions in the six priority areas: Intentional/Unintentional Injuries, Physical Fitness, Dietary Practices, Drugs and Alcohol, Tobacco, and Sexual Health.

INDIVIDUAL, TEAM AND FITNESS (ITF)**Course Number:** 4010**Grade Level:** 9**Prerequisite:** None

This course meets the high school physical education requirement. The design of this course allows you to participate in team and individual lifetime physical activities. The course also provides opportunities to improve your fundamental skills and cardiovascular and strength conditioning. Units of instruction include soccer, volleyball, badminton, swimming, bat and ball games, weight training and cardiovascular fitness. Requirements of the course include baseline fitness testing and implementation of a fitness plan to improve your fitness.



SCIENCE

BIOLOGY: A & B

Course Number: 3301/3312

Grade Level: 10

Prerequisite: None

Biology A and B is the study of living things and how biological topics impact our daily lives. This lab-based course includes the nature of science, the scientific method, cells, DNA structure, genetics, evolution, ecology, and the human body.

HONORS BIOLOGY: A & B

Course Number: 3401/3412

Grade Level: 10

Prerequisite: Successful completion of or concurrent enrollment in Algebra II, Honors Algebra II, or MCA or MAP score at or above the 75th percentile.

Honors Biology A topics include the scientific method, cells structure and function, and DNA structure. An independent research project is required. Honors Biology B topics include genetics, evolution, ecology and the human body.

EL BIOLOGY: A & B

Course Number: 3321/3332

Grade Level: 10

Prerequisite: Instructor Approval

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

CHEMISTRY CONCEPTS: A & B

Course Number: 3601/3612

Grade Level: 11

Prerequisite: Instructor approval.

If you need a less mathematically intense chemistry course you may want to consider Chemistry Concepts. It is the study of structure and composition of matter, basic atomic theory, the periodic table, chemical bonding, naming compounds and writing formulas, writing and balancing simple chemical equations, and identifying basic reaction types and their products. Note: Does not fulfill NCAA athletic eligibility requirements.

CHEMISTRY: A & B

Course Number: 3631/3642

Grade Level: 11

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

In this course, you will engage in the study of the structure and composition of matter, basic atomic theory, the periodic table, chemical bonding, energy changes, naming compounds and writing chemical formulas, writing and balancing simple chemical equations, the mole concept, gas laws, kinetic theory, solution chemistry, ionization, and acid-base theory. Hydrocarbons, bio-molecules, and ionizing radiation may also be studied.

HONORS CHEMISTRY: A & B

Course Number: 3651/3662

Grade Level: 11

Prerequisite: Completion of or concurrent enrollment in Algebra II or Honors Algebra II and MCA or MAP score at or above the 75th percentile.

If you are planning on pursuing a science related career in college, you will want to take Honors Chemistry. This course will take a more mathematical approach than Chemistry A & B. You will engage in the study of matter, the mole concept, chemical calculations, the atom, types of reactions, and laboratory skills. Honors Chemistry B is the study of gas laws, equilibrium, acid-base reactions, oxidation-reduction reactions, organic chemistry, and laboratory skills.

EL CHEMISTRY: A & B

Course Number: 3611/3622

Grade Level: 11

Prerequisite: Instructor Approval

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

PHYSICAL SCIENCE A & B

Course Number: 3911/3912

Grade Level: 9

Prerequisite: None

With an emphasis on building science process skills and laying the groundwork for success in subsequent high school science courses, ninth grade physical science is a standards-based course that introduces you to chemistry, physics, and engineering. You will use the scientific method to solve problems, develop hypotheses, design experiments, collect and analyze data, and state conclusions based on their data.

HONORS PHYSICAL SCIENCE A & B

Course Number: 3921/3922

Grade Level: 9

Prerequisite: None

If you are self-motivated and excel in math, reading and writing you may want to consider taking this course in place of the Physical Science course. In addition to covering the content in the physical science course, you will also be required to design and conduct a research project (i.e. science fair) and expand your understanding of science by reading advanced science text, completing more complex labs, and writing formal lab reports.

EL PHYSICAL SCIENCE: A & B**Course Number:** 3971/3982**Grade Level:** 9**Prerequisite:** Instructor Approval

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

SOCIAL STUDIES**ADVANCED PLACEMENT HUMAN GEOGRAPHY: A & B****Course Number:** 1921/1922**Grade Level:** 9**Prerequisite:** None

This college level course focuses on the goal of understanding patterns and processes that have shaped, and continue to shape human relationships on earth. You will study population geography, cultural geography, political geography, economic geography, agricultural geography and urban geography. You will be expected to do college level reading and will be assigned research that is designed to lead to a deeper understanding of geographic models and concepts and make applications to the real world. This year long course is designed to meet or exceed the experience of an introductory one semester college human geography course. Note: This course meets the 9th grade social studies graduation requirement. Students have the opportunity to take the AP Human Geography Exam in the spring to possibly earn college credit.

**HUMAN GEOGRAPHY****Course Number:** 1911**Grade Level:** 9**Prerequisite:** None

This semester long course presents you with an overview of basic geographical knowledge, an introduction to geospatial technologies, and an examination of geographical patterns around the globe utilizing the themes of population, culture, politics, economics, urbanization and environmental issues in order to achieve the basic goal of understanding patterns and process that have shaped and continue to shape human relationships on earth.

EL HUMAN GEOGRAPHY**Course Number:** 1941**Grade Level:** 9**Prerequisite:** Instructor Approval

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

ADVANCED PLACEMENT WORLD HISTORY: A & B**Course Number:** 1521/1532**Grade Level:** 10**Prerequisite:** None

AP World History is a cross-cultural, chronological study of the history of the world. The course highlights the nature of changes in international frameworks, as well as comparisons among major societies from the years 8000 B.C. to present day. You will be expected to critically assess historical sources, write clear, well-evidenced essays, and compare and contrast civilizations cross-culturally during set time periods. Note: There is required summer reading.

**WORLD HISTORY: A & B****Course Number:** 1501/1512**Grade Level:** 10**Prerequisite:** None

World History A is a cross-cultural, chronological study of the history of the world. You will study topics including physical and cultural evolution, the beginnings of civilizations, development of classical empires, development of universal religions, and the Middle Ages. World History B begins with the Renaissance and concludes by exploring global trends in a changing world. You will study topics including the Renaissance, scientific revolution, industrialism, nationalism, revolution, colonialism and imperialism, the world wars, the post-World War II world, and new regional conflicts.

CIS/ADVANCED PLACEMENT AMERICAN HISTORY: A & B**Course Number:** 1561/1572**Grade Level:** 11, 12

Prerequisite: Students must be juniors or seniors and meet at least ONE of the following additional qualifications: 1) Have a cumulative GPA in recent social science courses that exceeds a 3.25, OR 2) Be in the top 30 percent of his/her high school class, OR 3) Instructor approval.

CIS/Advanced Placement American History A is a survey of American History from the early migrations to the end of reconstruction. Advanced Placement American History B is a survey of American History from the rise of industrialism to the present day. You will acquire factual knowledge, consider historical evidence, and interpret data in an analytical and critical fashion. You will be expected to critically assess sources, write clear and well-evidenced essays, and complete the work volume and academic expectations of a college freshman. The grading for this course is in accordance with the University of Minnesota for college level coursework. Note: There is required summer reading.

**AMERICAN HISTORY: A & B****Course Number:** 1541/1552**Grade Level:** 11**Prerequisite:** None

American History A studies the period from the early migrations through the period of reconstruction. You will study topics including early American civilizations, exploration, colonial development, colonial revolution, constitutional period, early republic, westward expansion, Age of Jackson, Civil War, and reconstruction. American History B studies the period of industrialization to the present. You will study topics including Populism and Progressivism, imperialism and World War I, 1920's, Great Depression, New Deal, World War II, Cold War, Civil Rights Movement, and the cultural, social, political, and economic history of the post-World War II period.

EL AMERICAN HISTORY: A & B**Course Number:** 1841/1852**Grade Level:** 11**Prerequisite:** Instructor Approval

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

CIS/ADVANCED PLACEMENT AMERICAN GOVERNMENT - AMERICAN DEMOCRACY IN A CHANGING WORLD



Course Number: 1581
Grade Level: 12

Prerequisite: Students must be seniors who meet at least ONE of the following additional qualifications: 1) Have a cumulative GPA in recent social science courses that exceeds a 3.5, OR 2) Be in the top 20 percent of his/her high school class, OR 3) Demonstrate strength in the necessary reading and writing skills.

CIS/Advanced Placement American Government will examine fundamental aspects of U.S. government, focusing on the language and logic used by political institutions in the governing process. Current public policy issues will help illustrate and analyze the concepts of U.S. government. The class will explore larger questions about the kind of society we want and the roles government should play in achieving that society. You will be expected to critically assess sources, write clear and well-evidenced essays, and complete the work volume and academic expectations of a college freshman. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Note: A 3.5 cumulative GPA or approved U of M petition is required to receive credit from the U of MN.

AMERICAN GOVERNMENT AND POLITICS

Course Number: 1580
Grade Level: 12

Prerequisite: None

American Government and Politics will give you the tools to understand the basics of our political system. The goal of the class is to help you learn how to be active participants in our democracy. You will study the foundations of government and citizenship, the Constitution and federalism, linking people and government, Congress, the President, the judicial system and civil liberties.

CIS/ADVANCED PLACEMENT MICROECONOMICS



Course Number: 1592
Grade Level: 12

Prerequisite: Students must be seniors who meet at least ONE of the following additional qualifications: 1) Earned a B or better in a rigorous high school algebra II course, OR 2) Have a cumulative GPA that exceeds a 3.5, OR 3) Be in the top 20 percent of his/her high school class, OR 4) Have teacher approval.

Economics is a social science seeking to understand society and studies choice under conditions of scarcity. CIS/AP Microeconomics concerns itself with the individual segments of the economy such as households and business firms. It looks at choices individuals and firms make and how they interact in the market to trade goods and services. You will study topics such as scarcity and choice, opportunity costs and trade offs, economic systems, markets and prices, supply and demand, productivity, efficiency, marginal analysis, competition and market structure, market failures, role of government, income distribution, public goods, externalities, and the social goals of freedom, equity, efficiency, growth and security. You will be expected to critically assess sources, write clear and well-evidenced essays, and complete the work volume and academic expectations of a college freshman. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Note: A 3.5 cumulative GPA or approved U of M petition is required to receive credit from the U of MN.

PRINCIPLES OF ECONOMICS

Course Number: 1590
Grade Level: 12

Prerequisite: None

This course is an integrated study of macroeconomics, microeconomics, and other principles of social science. You will study the topics of scarcity, supply and demand, price systems and market structures, government revenue and spending, economic indicators and monetary/fiscal policy. In addition, you will learn about personal financial decision-making.

INVER HILLS COMMUNITY COLLEGE: POLITICAL SCIENCE 1111 AMERICAN GOVERNMENT



Course Number: IH1583
Grade Level: 12

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

Political Science 1111 is a course offered by BHS in cooperation with Inver Hills Community College. This course meets the twelfth grade Government requirement for Social Studies and meets the Minnesota state standards as well as building up skills in preparation for coursework at the college level. You will study processes and policies of United States national government, political parties, campaigns and elections, public opinion, interest groups, media coverage and current political issues. The course will also examine principles of the Constitution, and the structure and behavior of the legislative, executive, and judicial branches.



GLOBAL ELECTIVES

Career & Technical Education (CTE)

Fine Arts

Language Arts

Mathematics

Physical Education

Science

Social Studies

World Languages

Youth Service

Icon Key



College Credit Opportunity



Certification Opportunity



Fine Arts Credit

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

CAREER & TECHNICAL EDUCATION

CAREER INVESTIGATION

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 8120

Grade Level: 10, 11, 12 BAHS Only

Prerequisite:

The Career Investigation course will provide you an opportunity to develop a personal portfolio of career related items, including interest inventories, abilities, values, goals, and experiences. You will study career clusters, today's global job market, letters of application, resume writing, interviewing skills, communication techniques, on-the-job etiquette, and presenting a professional image in this course.

COMPUTER APPLICATIONS

Course Number: 7230

Grade Level: 10, 11, 12

Prerequisite: None

Are you prepared for the computer application skills you will need in college, a career, or life itself? In this introductory computer course, you will learn practical and useful applications of the Microsoft Office Professional software package. You will have opportunities in this course to use word processing, database, and spreadsheet features, as well as basic information technology skills. Concurrent credit can be earned with Normandale Community College.



INTRODUCTION TO COMPUTERS

Course Number: 7231

Grade Level: 9, 10, 11, 12

Prerequisite: None

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

INDEPENDENT STUDY - AUTOMOTIVE INTERNSHIP

Course Number: 7991

Grade Level: 11, 12

Prerequisite: Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

INDEPENDENT STUDY - BUSINESS EDUCATION

Course Number: 7490

Grade Level: 10, 11, 12

Prerequisite: Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

INDEPENDENT STUDY - COMPUTERS

Course Number: 2980

Grade Level: 10, 11, 12

Prerequisite: Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.



INDEPENDENT STUDY - EDUCATION INTERNSHIP

Course Number: 8491

Grade Level: 10, 11, 12

Prerequisite: Child Psychology & Development I, Instructor Approval
Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

INDEPENDENT STUDY - FAMILY AND CONSUMER SCIENCES

Course Number: 8490

Grade Level: 11, 12

Prerequisite: Instructor approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

INDEPENDENT STUDY - TECHNICAL EDUCATION

Course Number: 7990

Grade Level: 11, 12

Prerequisite: Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

MAAP STARS/CAREERS INVESTIGATION

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 8111

Grade Level: 10, 11, 12 BAHS Only

Prerequisite:

The goal of this course is supporting you in developing career, academic, and social skills. You will experience career related activities that assist you in making informed career choices, build a cooperative and competitive spirit through individual and team activities and competition, strengthen social skills and build an appreciation for the responsibility of citizenship, brotherhood, and the American free enterprise system. You will also be able to develop self confidence, increase motivation, and create a desire for and belief in lifelong learning.

FINE ARTS

HISTORY OF ROCK & ROLL

Course Number: 5720

Grade Level: 9, 10, 11, 12

Prerequisite: None

This is a non-performance music course that focuses on the history of popular music and its impact on society and culture. You will study the chronological history of significant rock and roll icons, performers, and events. Study will cover popular music from the early 1950s through present day, and will focus on influential performers such as Elvis, the Beatles, Pink Floyd and Public Enemy. You will study the progression of rock music styles, including R&B, punk and rap, through projects, exploration, and film.



INDEPENDENT STUDY - FINE ARTS

Course Number: 5690

Grade Level: 10, 11, 12

Prerequisite: Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.



LANGUAGE ARTS

CIS PUBLIC SPEAKING

Course Number: 0710

Grade Level: 11, 12

Prerequisite: Students must be juniors or seniors and in the top 50 percent of their class, or instructor approval.

CIS Public Speaking is a challenging course that includes a combination of advanced writing, speaking, and listening skills. This class will help you gain skills, poise, and confidence in various speaking situations. The emphasis in this approach to public speaking is on preparation (research, organization, and writing) and practice (rehearsal). You will combine research skills, writing skills, and delivery skills and select speech topics, organize ideas through outlines or manuscripts, use various types of intros and conclusions, and use effective delivery techniques. The grading for this course is in accordance with the University of Minnesota for college-level coursework (COMM - 1101, 3 credits).



MATHEMATICS

ADVANCED PLACEMENT CALCULUS BC: A & B

Course Number: 2851/2862

Grade Level: 11, 12

Prerequisite: Successful completion of CIS/Advanced Placement Calculus or Instructor Approval

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

CIS/ADVANCED PLACEMENT CALCULUS: A & B

Course Number: 2811/2822

Grade Level: 11, 12

Prerequisite: Successful completion of Precalculus or Honors Precalculus, and 80 percent score on placement test

Advanced Placement (AP) Calculus AB is for you if you are planning to take the Advanced Placement Exam. You will study the derivative and its many applications first semester and the integral and its many applications second semester. The content of this course will prepare students for the Advanced Placement Examination. Successful completion of AP Calculus AB and the AP Examination may lead to college credit and/or advanced placement at the college level. The grading for this course is in accordance with the University of Minnesota for college-level coursework. Note: Calculator required: TI-84 Plus (TI-83 is compatible)



MATH 180: A & B

Course Number: 2441/2452

Grade Level: 9

Prerequisite: Instructor approval

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

ADVANCED PLACEMENT STATISTICS: A & B

Course Number: 2951/2962

Grade Level: 11, 12

Prerequisite: Successful completion of Honors Algebra II and instructor recommendation.

This AP course will provide you with learning in the following areas.

1) Exploring Data: Exploratory analysis of data makes use of graphical and numerical techniques to study patterns and departures from patterns. Emphasis is placed on interpreting information from graphical and numerical displays and summaries. 2) Planning a Study: Data must be collected according to a well-developed plan if valid information on a conjecture is to be obtained. Your plan will include clarifying the question and deciding upon a method of data collection and analysis. 3) Anticipating Patterns: Probability is the tool used for anticipating what the distribution of data should look like under a given model. 4) Statistical Inference: Inference from data can be thought of as the process of selecting a reasonable model and including a statement in probability language, of how confident one can be about the selection. An intensive review prepares students for the Advanced Placement Examination. Note: Calculator required: TI-84 Plus (TI-83 is compatible)

ALGEBRA III: A & B

Course Number: 2701/2712

Grade Level: 11, 12

Prerequisite: Successful completion of Algebra II (2651/2662) or Honors Algebra II (2681/2692)

This course is designed to prepare you for first year college level mathematics courses. If you are not prepared and ready to take Precalculus, but wish to take math in preparation for career and college this is the course for you. You will be provided a general survey of mathematical topics that are useful in our contemporary world with a strong focus on using technology as a tool for success in mathematics. Topics include functions and their graphs, exponents and logarithms, sequences and series, trigonometry, and graph theory. Note: Calculator required: TI-84 Plus (TI-83 is compatible)

HONORS PRECALCULUS A & B

Course Number: 2771/2782

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Honors Algebra II (2681/2692)

This course generally follows the description of the traditional Precalculus A/B course, but provides a more extensive experience especially with regards to topics such as limits and derivatives. Note: Calculator required: TI-84 Plus (TI-83 is compatible)

PRECALCULUS: A & B

Course Number: 2751/2762

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Algebra II (2651/2662) or Honors Algebra II (2681/2692)

Precalculus will build on the ideas of functions and logic to establish a foundation to prepare you for courses you will encounter in college. Topics you will study include functions and their graphs, exponents and logarithms, trigonometry, polar coordinates, and a study of vectors. Note: Calculator required: TI-84 Plus (TI-83 is compatible)

Global Electives

PHYSICAL EDUCATION

CONTACT TEAM SPORTS (Flag Football, Basketball, Team Handball)

Course Number: 4040

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

This course covers fundamental skills, playing techniques, rules, and basic strategies for Flag Football, Basketball and Team Handball. You will play games where body contact is involved.

FLOOR HOCKEY, SOCCER, AND SPEEDBALL

Course Number: 4552

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

This class covers the fundamental skills, playing techniques, rules, and basic strategies for Floor Hockey, Soccer, and Speedball. Team tournaments will be played in each unit. This is a high intensity class.

PERSONAL DEVELOPMENT (BWCA/CAMPING)

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 8421/8432

Grade Level: 11, 12 BAHS Only

Prerequisite: This course is offered for students enrolled at BAHS

This experiential course provides you an opportunity to take a class with a small number of students during summer school in the Minnesota Boundary Waters Canoe Area. The curriculum consists of fitness, character development, outdoor/camping skills, and the history on the Boundary Waters Canoe Area. You will be in class at school for 3-4 days prior to the trip and then go into the BWCA for 5 days/4 nights.

RACKET SPORTS I (Tennis, Pickleball, Badminton)

Course Number: 4050

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

This course covers the fundamental skills, rules, and strategies of Tennis, Pickleball and Badminton. You will participate in singles, doubles, and team tournament play.

RACKET SPORTS II (Tennis, Pickleball, Badminton)

Course Number: 4620

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Racket Sports I

This course emphasizes advanced skills and strategies in singles and doubles play of each game. Singles and doubles tournaments will be part of each unit of play.

RECREATIONAL SPORTS (Ultimate, Volleyball, Kittenball, Badminton, Dodgeball and Floor Hockey)

Course Number: 4070

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

This course will cover the fundamental skills, rules, playing techniques and basic strategies for Ultimate, Volleyball, Kittenball, Badminton, Dodgeball, and Floor Hockey. You will participate in singles, doubles and team tournaments as part of class play.

SELF DEFENSE

Course Number: 4730

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of ITF

In this semester long class, you will learn self-protection techniques, evading techniques, and escape techniques. You will also have strength and conditioning opportunities. This course is designed to teach empowerment, so you will have the confidence to protect and defend yourself.

TEAM SPORTS

Course Number: 4030

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

This course covers fundamental skills, playing techniques, rules, and basic strategies for soccer, ultimate, softball, volleyball and basketball. Tournament play will be included in some of the activities.

INDEPENDENT STUDY - PHYSICAL EDUCATION

Course Number: 4990

Grade Level: 11, 12

Prerequisite: Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

SCIENCE

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE: A & B



Course Number: 3851/3862

Grade Level: 11, 12

Prerequisite: Successful completion of Biology or Honors Biology and concurrent enrollment in Chemistry or Honors Chemistry.

AP Environmental Science will examine how the biosphere works and how humans are affecting it. A major emphasis will be on sustainability of ecosystems and resources as well as human responsibility. Basic principles of biology, chemistry, physics, earth science and math as well as sociology, economics and politics will be applied by examining the natural environment and considering how human activity is changing it. Successful completion of the Advanced Placement Environmental Science examination may result in college credit and/or advanced placement in college courses.

ENVIRONMENTAL STUDIES & WILDLIFE CONSERVATION

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 3890

Grade Level: 10, 11, 12 BAHS Only

Prerequisite:

Environmental Studies is a class that is designed to introduce you to major ecological concepts and the environmental concerns that affect the world in which we live. Students explore the interactions of people and their environment. The course also focuses on local and global issues in wildlife conservation and addresses global issues with sustainable solutions and positive action.

ASTRONOMY**Course Number:** 3540**Grade Level:** 11, 12**Prerequisite:** None

Astronomy is the study of the solar system and stars/galaxies. Topics include planets, moon(s), minor members of the solar system, history of astronomy, telescopes and tools of astronomy, and time. Topics from the stellar system(s) include our sun, stars, galaxies, quasars, stellar evolution and history.

HONORS PHYSICS: A & B**Course Number:** 3821/3832**Grade Level:** 12**Prerequisite:** Completion of Algebra II.

If you are planning on pursuing a science related career in college, you will want to take Honors Physics. Honors Physics is the study of matter and energy and their interaction, using a mathematical approach.

Topics include rectilinear motion, motion in two dimensions, Newton's Laws, equilibrium, momentum, energy, current electricity, modern physics, waves, refraction and reflection of light, mirrors and lenses, and static electricity.

PHYSICS: A & B**Course Number:** 3721/3732**Grade Level:** 12**Prerequisite:** Completion of or concurrent enrollment in Algebra II or Honors Algebra II.

Physics is the study of matter and energy and their interaction. Topics include rectilinear motion, motion in two dimensions, Newton's Laws, momentum, energy, current electricity, modern physics, waves, refraction and reflection of light, sound and musical instruments, and static electricity. It is strongly recommended that students take this course concurrently with a math course.

INDEPENDENT STUDY - SCIENCE**Course Number:** 3990**Grade Level:** 11, 12**Prerequisite:** Instructor Approval

Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.

SOCIAL STUDIES**ADVANCED PLACEMENT PSYCHOLOGY A & B****Course Number:** 1661/1672**Grade Level:** 12**Prerequisite:** None

The year-long AP Psychology course is designed to introduce you to the systematic and scientific study of human behavior and mental processes. You will be exposed to the psychological facts, principles and theories associated within the major subfields of psychology. The ultimate goal of this course is to provide you with an understanding of the main concepts of psychology.

**CIS - INTRODUCTION TO AFRICAN AMERICAN STUDIES****Course Number:** 1690**Grade Level:** 11, 12

Prerequisite: Meet at least TWO of the following requirements: Rank in the top 50 percent of their high school class; demonstrate strength in visual, written, and/or oral learning styles to the CIS instructor; demonstrate reading and writing proficiency to the CIS instructor. This course is an introduction to the study of people of African descent in the United States and in the broader African diaspora. You will explore why people of African descent have occupied an oppressed position in the US and globally, and how they have resisted this oppression creating social change. We will be centrally concerned with how race, gender, and class shape the lives of people of African descent in the US and in the diaspora. The course will explore Black struggles for citizenship and movements toward democratization.

**CIS - SOCIOLOGY: INTERDISCIPLINARY LOOK AT THE FAMILY IN MULTICULTURAL AMERICA****Course Number:** 1650**Grade Level:** 11, 12**Prerequisite:** None

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

**SURVEY OF 20TH CENTURY AMERICA****Course Number:** 1681**Grade Level:** 12**Prerequisite:** American History

A decade-by-decade survey of events and ideas in the 20th Century United States and their impact on and reflection of the culture of each decade will be studied in this course. You will learn about, examine and critically analyze each decade through its events, literature, music, film and TV.

WORLD LANGUAGES

FRENCH I: A & B

Course Number: 6001/6012

Grade Level: 9, 10, 11, 12

Prerequisite: None

This introductory course exposes you to the French-speaking world as they develop basic proficiency in the four language modalities of speaking, reading, writing and listening. The curriculum will enable you to communicate and practice through a variety of learning experiences including multi-media sources, original conversations, music, games, etc. Language study is highly recommended for the college-bound student.

FRENCH II: A & B

Course Number: 6041/6052

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of French I. A grade of C or higher is highly recommended.

The French 2 curriculum focuses on improving and expanding speaking, reading, writing and listening skills acquired in French 1. You will increase vocabulary and understanding of basic grammar. Cultural study is included as well. Language study is highly recommended for the college-bound student.

FRENCH III: A & B

Course Number: 6081/6092

Grade Level: 10, 11, 12

Prerequisite: Successful completion of French II. A grade of C or higher is highly recommended.

Students will build upon proficiency skills acquired in previous levels. This course will emphasize vocabulary and grammar which will allow you to communicate in the present, past, and future tenses about a variety of topics. You are expected to speak French as the majority of the class is conducted in the target language. Advanced language study is strongly encouraged for the college-bound student.

CIS FRENCH IV: A & B

Course Number: 6121/6132

Grade Level: 11, 12

Prerequisite: Successful completion of French III. A grade of C or higher is highly recommended.

This course includes the study of one short story - *Le Petit Prince* while also strengthening oral proficiency through discussion of topics of current events and music. Grammatical concepts continue to be studied. The structure of the language continues to be stressed through listening, speaking, reading, and writing. You will strengthen your conversational skills as the class is conducted mainly in French and includes the opportunity to earn five semester credits from the University of Minnesota (Fren 1003). Advanced language study is strongly encouraged for the college-bound student.



CIS FRENCH V: A & B

Course Number: 6161/6172

Grade Level: 11, 12

Prerequisite: Successful completion of French IV. A grade of C or higher is highly recommended.

This course includes the study of the music and lyrics that accompany the story *Les Miserables* along with a book study of *Kiffe Kiffe Demain*, while also strengthening oral proficiency through discussion of current topics. This is a challenging course designed for the motivated language student. While practicing and improving communicative language skills, you have the opportunity to earn five semester credits at the University of Minnesota (Fren 1004). The class is conducted mainly in French and students are expected to use as much French as possible.



SPANISH I: A & B

Course Number: 6401/6412

Grade Level: 9, 10, 11, 12

Prerequisite: None

This introductory course exposes you to the diverse Spanish-speaking world as you develop basic proficiency in the four language modalities of speaking, reading, writing and listening. The district-wide curriculum will enable you to communicate on a variety of topics on a limited basis. Language study is highly recommended for the college-bound student.

SPANISH II: A & B

Course Number: 6441/6452

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of Spanish I. A grade of C or higher is highly recommended.

The Spanish 2 curriculum focuses on improving and expanding speaking, reading, writing and listening skills acquired in Spanish 1. You will increase vocabulary and understanding of basic grammar. Language study is highly recommended for the college-bound student.

SPANISH III: A & B

Course Number: 6481/6492

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Spanish II. A grade of C or higher is highly recommended.

You will build upon proficiency skills acquired in previous levels. This course will emphasize vocabulary and grammar which will allow you to communicate in the present, past, and future tenses on a variety of topics. The majority of the class is conducted in Spanish. Advanced language study is strongly encouraged for the college-bound student.

SPANISH IV: A & B

Course Number: 6521/6532

Grade Level: 11, 12

Prerequisite: Successful completion of Spanish III. A grade of C or higher is highly recommended.

Conversational skills are strengthened as the class is conducted in Spanish. The structure of the Spanish language continues to be stressed through review and expansion of the four basic skills. This course provides you a more advanced study of grammatical and communicative structures through multi-media sources. Advanced language study is strongly encouraged for the college-bound student.

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

This is a college course governed by the rules and expectations of the University of Minnesota's College-in-the-Schools program. A strict attendance policy is enforced. This challenging course is designed for the motivated language student. Your skills are strengthened as the class is conducted entirely in Spanish. You will enhance your communicative speaking, writing, reading and listening skills in the context of cultural themes related to the Hispanic world. The student has the opportunity to earn ten semester credits at the University of Minnesota (Spanish 1003 and 1004).

**SPANISH FOR HERITAGE LEARNERS I: A & B****Course Number:** 6301/6312**Grade Level:** 9, 10, 11, 12**Prerequisite:** Student must be a native or heritage speaker of Spanish or instructor approval.

This course is designed for students for whom Spanish is their native or heritage language. It provides you with the opportunity to expand your existing proficiency and to develop your reading and writing skills. Spelling and vocabulary development are stressed. Emphasis will be placed on usage appropriate to academic and professional settings.

SPANISH FOR HERITAGE LEARNERS II: A & B**Course Number:** 6311/6322**Grade Level:** 10, 11, 12**Prerequisite:** Successful completion of Spanish for Heritage Learners I. Spanish for Heritage Learners II is a course designed to apply the lexical and grammatical command acquired in heritage speakers' daily lives. Through this course you will further develop fluency and accuracy in both oral and written contexts.**YOUTH SERVICE****YOUTH SERVICE TEACHING: A&B****Course Number:** 8321/8322**Grade Level:** 11, 12**Prerequisite:** Instructor Approval

Note: Offered as a .5 credit per semester. May be taken twice for credit.

Students will be provided opportunities for assisting a teacher in a variety of settings. The instructor will arrange experiences mutually designed by students and instructor. Students are responsible for transportation to an elementary or junior high school.

YOUTH SERVICE PEER TUTORING: A&B**Course Number:** 8331/8332**Grade Level:** 11, 12**Prerequisite:** Acceptable application and interview

Note: Offered as a .5 credit per semester. May be taken twice for credit.

Peer tutoring is a service program open to students who maintain a B or better average. Students are trained in tutoring techniques and interpersonal communication skills. Peer tutors are assigned to a study hall to serve as tutors to students needing tutorial assistance.

YOUTH SERVICE SOCIAL SERVICES: A&B**Course Number:** 8351/8352**Grade Level:** 11, 12**Prerequisite:** Acceptable application and interview

Note: Offered as a .5 credit per semester. May be taken twice for credit.

Students will be provided opportunities to research and explore social service careers. The instructor will arrange experiences mutually designed by student and instructor. Students are responsible for their own transportation.

YOUTH SERVICE COMMUNITY VOLUNTEER: A&B**Course Number:** 8401/8402**Grade Level:** 10, 11, 12**Prerequisite:** Coordinator Approval

Note: Offered as a .5 credit per semester. May be taken twice for credit. May be taken four additional times for no credit.

The youth service coordinator works with students in planning their community volunteering and is responsible for monitoring the activity. Community volunteer hours are completed outside the school day. Opportunities for performing service in the community are many and varied. Any viable option for volunteering in the community will be considered including, but not limited to, serving at a school, social service agency, community education program, hospital, long-term care facility, zoo, environmental setting, park, recreation facility, municipal or other governmental agency, museum, art gallery, or cultural organization.



ONE OPPORTUNITY. LIMITLESS POSSIBILITIES.

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

ACADEMIC REQUIREMENTS

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

CORE COURSES

Visit eligibilitycenter.org/courselist for a full list of your high school's approved core courses. Complete 16 core courses in the following areas:

DIVISION I

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

ENGLISH	NATURAL/ PHYSICAL SCIENCE (including one year of lab science, if offered)	MATH (Algebra I or higher)	SOCIAL SCIENCE	ADDITIONAL (English, math or natural/physical science)	ADDITIONAL (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy)
4 years	2 years	3 years	2 years	1 year	4 years

DIVISION II

ENGLISH	NATURAL/ PHYSICAL SCIENCE (including one year of lab science, if offered)	MATH (Algebra I or higher)	SOCIAL SCIENCE	ADDITIONAL (English, math or natural/physical science)	ADDITIONAL (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy)
3 years	2 years	2 years	2 years	3 years	4 years

GRADE-POINT AVERAGE

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

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

SLIDING SCALE

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

TEST SCORES

Take the ACT or SAT as many times as you want before you enroll full time in college, but remember to list the NCAA Eligibility Center (code **9999**) as a score recipient whenever you register to take a test. If you take a test more than once, send us all your scores and we will choose the best scores from each test section to create your sum score. We accept official scores only from the ACT or SAT, and won't use scores shown on your high school transcript. Remember to apply the College Board concordance table for SAT tests taken in March 2016 and after.



HIGH SCHOOL TIMELINE

GRADE 9

Plan

- Start planning now! Take the right courses and earn the best grades you can.
- Ask your counselor for a list of your high school's NCAA core courses to make sure you take the right classes. Or, find your high school's list of NCAA core courses at eligibilitycenter.org/courselist.

GRADE 10

Register

- Register for a Certification Account or Profile Page with the NCAA Eligibility Center at eligibilitycenter.org.
- If you fall behind on courses, don't take shortcuts to catch up. Ask your counselor for help with finding approved courses or programs you can take.

GRADE 11

Study

- Check with your counselor to make sure you are on track to graduate on time.
- Take the ACT or SAT, and make sure we get your scores by using code **9999**.
- At the end of the year, ask your counselor to upload your official transcript.

GRADE 12

Graduate

- Take the ACT or SAT again, if necessary, and make sure we get your scores by using code **9999**.
- Request your final amateurism certification after April 1.
- After you graduate, ask your counselor to upload your final official transcript with proof of graduation.

Core Courses

This simple formula will help you meet Division I and II core-course requirements.

4x4=16

- + 4 English courses (one per year)
- + 4 math courses (one per year)
- + 4 science courses (one per year)
- + 4 social science courses (one per year)

= 16 NCAA CORE COURSES

For more information:

ncaa.org/playcollegesports
eligibilitycenter.org

Search Frequently Asked Questions

ncaa.org/studentfaq

Follow us on Twitter:

@NCAAEC

Glossary

ACCUPACER: ACCUPACER is a test used along with your academic background, goals and interests to help match your skill level with selecting courses.

ACT: ACT assessment is a five-hour national college admissions test which includes five sections: writing, science, math, reading and English. Most colleges will accept a student's ACT scores as part of the admissions evaluation. Eleventh grade students take this assessment which is administered in the high school.

AP: Advanced Placement. Advanced Placement courses are designed by the College Board. In May, students take a test for each AP course in which they are enrolled; students who achieve a certain score may, if their college accepts the AP credit, receive college credit. There is a separate fee required for each AP test taken by the student. AP exam fee waivers are available, check with the school counselors.

Articulation Credit: Several Career and Technical Education courses which are offered at BHS can be used for college credit upon enrollment in an applicable program at the community college level. Students in grades 10, 11 or 12 who take a qualifying course and earn a grade of a B or better in that course will receive an articulated college credit certificate (valid for 5 years). Upon enrollment in an applicable community college program the student will be able to use that certificate to transfer the high school course in as college credit as defined in the articulation agreement.

ASFAB: ASFAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

BHS: The abbreviation for Burnsville High School.

CIS: The abbreviation for College in the Schools, the University of Minnesota's nationally accredited program that brings U of M faculty together with high school teachers to offer University courses to high school students.

College: In contrast to a university, a college traditionally only offers undergraduate degrees and programs. (There are, of course, some exceptions to this definition.)

College Admissions Test: A test often required by four-year colleges to help determine which students to admit to their school. The most common tests are the ACT and SAT.

College Fair: An event where people from colleges gather to talk with students and parents.

Community College: Schools that prepare students for certain jobs or to transfer to a four-year college.

Concurrent enrollment: A program that provides high school students with the opportunity to take college-credit bearing courses taught by college-approved high school teachers, generally on the high school campus.

Dual Enrollment: Dual enrollment is an enrollment plan that allows a student to earn credit in both a high school and community college or college course at the same time.

Dual Ranking: Involves identifying a group of students who complete a specific set of core classes each semester beginning in their tenth grade year. Successfully completing the dual rank sequential courses will establish a secondary class rank for these students.

FAFSA: The abbreviation for Free Application for Federal Student Aid.

Financial Aid: Need-based money awarded to qualified students to help pay for college.

Free Application for Federal Student Aid (FAFSA): This form is required for any student who wants to be considered for need-based federal aid. Make sure you get your form in by the deadline! Visit <https://fafsa.ed.gov/> for more information.

Grade Point Average (GPA): The average of a student's grades, typically based on a four-point scale.

Honors: Certain courses are designated as honors courses because of the challenging nature of the curriculum.

Post-Secondary: This term means "after the completion of high school." It typically refers to any education a person receives beyond or after high school, including four-year colleges and universities and community colleges.

Prerequisite: A prerequisite is a required course that is completed before a student can take a course in question.

PSAT: An assessment developed by The College Board to determine college readiness. Students are assessed in the areas of critical reading, mathematics, and written expression in preparation for the SAT 1: Reasoning Test. The PSAT is offered once a year in October to any interested student for a nominal fee. Juniors taking the exam may qualify through their scores for the National Merit Scholarship program.

PSEO: An abbreviation that refers to "Postsecondary Enrollment Option", a program that allows high school students to earn college credit while still in high school through enrollment and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution.

Resumé: A summary of a person's skills, activities and work experience often used when applying for a job.

SAT: A standardized, five-hour test developed by The College Board that measures verbal, mathematical reasoning and writing skills. Four-year colleges use a student's score on this test as part of the admissions evaluation for entrance.

Secondary: This term refers to middle and high schools.

Transcript: A record of your academic history.

Each Student.



Future Ready.



Community Strong.



2018-19 Middle Schools Course Catalog

District **one91**

Future Ready. Community Strong.

Welcome

Welcome to the middle school section of the District 191 Secondary Schools Course Catalog.

The middle schools in District 191 — Eagle Ridge, John Metcalf and Joseph Nicollet — are eagerly anticipating working with your children.

The middle school years are exciting and challenging times for our students and their parents. This guide is intended to provide information and allow families to plan for the coming school year and the years ahead.

If you have questions about the information and courses included, please contact your child's school.

Middle School Contacts

Eagle Ridge Middle School

13955 Glendale Rd.
Savage, MN 55378
952-707-2800
www.isd191.org/eagleridge

John Metcalf Middle School

2250 Diffley Rd.
Burnsville, MN 55337
952-707-2400
www.isd191.org/metcalf

Joseph Nicollet Middle School

400 E. 134th St.
Burnsville, MN 55337
952-707-2600
www.isd191.org/nicollet

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Eagle Ridge, John Metcalf and Joseph Nicollet Middle Schools are a part of Burnsville-Eagan-Savage School District 191.



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Middle Schools in District 191

STEAM³ Middle Schools

Every middle school in District 191 is a STEAM³ school with **Science, Technology, Engineering and Math**. Each school also has three **As** for **Arts, AVID and Advanced Learning**.

The curriculum designed for our middle schools is interdisciplinary, project and inquiry-based, and is focused on key units of study aligned to national and state standards. The STEAM³ mindset is embedded in lessons and challenges students to reach their highest potential and reflect on the importance of STEAM³ as a foundation for high school, college and career success. Our STEAM³ middle schools prepare students for the workplace of the future which will expect employees to think critically, use creativity and apply skills to ever-evolving situations.

Full STEAM³ ahead

Science: Full year in grades 6, 7 and 8

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

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

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

Mathematics full-year in grades 6, 7 and 8

Rigor, Opportunity, Community

All three middle schools offer similar programming and opportunities.

- Each student will be assigned to an interdisciplinary team of teachers.
- An eight-period day (plus advisory) will allow students the opportunity to explore more subjects and interests.
- Advisory will focus on college/career readiness, social and emotional learning standards, community building, and enhancing the relationships between students and teachers.
- Honors classes will be offered in 6th, 7th and 8th grade in core subject areas (literary arts, social studies and science).
- Math acceleration for qualified students is available in 6th, 7th and 8th grades.
- All students will have one period each day for reading instruction at their level with students at the same level.
- All students will participate for one period each day in enrichment, acceleration or intervention programming that we call Blaze Time.
- Expanded opportunities for elective and exploratory offerings.

One-to-One Chromebooks

All District 191 middle school students are issued Chromebook personal learning devices. Please watch for information before the start of the school year regarding distribution and use. Read more about how Chromebooks are used by District 191 students at www.isd191.org/chromebook.



Para hablar con alguien en español sobre la información contenida en este catálogo de cursos, póngase en contacto con:

Eagle Ridge Middle School
Mary Lopez, 952-707-2866

Metcalf Middle School
Mary Lopez, 952-707-2421

Nicollet Middle School
Mary Lopez, 952-707-2609

Si'aad ula hadasho qof Somali ah xaga macluumaadka buugaga maadoyinka, fadlan lasoo xiriir:

Eagle Ridge Middle School
Sacdiyo Abdullahi, 612-490-3265

Metcalf Middle School
Axmad Kaahiye, 952-707-2414

Nicollet Middle School
Sahro Abdullahi, 952-707-3772

Overview

Programming

AVID College Readiness

All three District 191 middle schools offer AVID (Advancement Via Individual Determination), a college prep program designed to increase the number of students who enroll in four-year colleges. AVID serves all students by ensuring they acquire the organizational and study skills needed for them to be successful. Students learn academic strategies to develop critical thinking skills and ask probing questions.

AVID is available as an elective course for students in grades 6-8 at all middle schools. Use of AVID teaching methods, such as Cornell note-taking and group collaboration, takes place in all classes and creates a college-going culture across all schools, so that every student benefits from this renowned national program.

STEM

Our middle school model increases STEM (Science, Technology, Engineering & Math) programming. All students have exploratory classes focused on digital literacy in both 6th and 7th grade, as well as Project Lead the Way (PLTW) engineering courses in Design & Modeling and Automation & Robotics.

All students in 8th grade have elective opportunities in PLTW in Green Architecture with Energy in the Environment and Science of Technology & Magic of Electrons and as well as Digital Age and Computer Animation courses. STEM enrichment opportunities during Blaze Time are offered to interested students.

Gifted/Talented (GT)

Our middle school model provides Gifted/Talented enrichment programming at all three middle schools. GT programming uses the Honors/Enriched course model in Literary Arts, Social Studies, and Science and accelerated Math. During Blaze Time, GT enrichment opportunities in all core areas are offered to interested students. Students will need to meet certain academic criteria in order to register for these classes.

English Learner Programming

Students who qualify for English Learner (EL) services are serviced in pull-out, sheltered content or mainstream classes, as determined by their WIDA language proficiency level. Please discuss your child's placement in this program with your school's Guidance Counselor. Students who demonstrate an English language proficiency level of 5.0 overall and 4.0 or higher in each ACCESS domain (speaking, listening, reading, writing) are exited from formal English Learner services and served in the mainstream classroom setting.

Special Education Programming

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

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

Academic Information

GRADING SYSTEM

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

CALCULATING GRADE POINT AVERAGE (GPA):

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



Schedule for Success

All District 191 middle schools offer the same courses and have the same requirements for students during middle school.

Core Courses

The subject areas of communications, literary arts, math, science and social studies continue to be the core of our curriculum. All students are required to take these courses in grades 6-8.

Blaze Time (BT)

Blaze Time is a designed to support student academic success and enrichment for all students. Students will be scheduled for supplemental supports, enrichment, or acceleration during the school day in addition to their core class program (communications, math, literary arts, science, and social studies). Students may also have access to enrichment opportunities.

Advisory

Students have a daily advisory period (approximately 20 minutes) where they are provided an opportunity for academic check-in and social engagement. During this time students will participate in college and career readiness activities, set and monitor academic goals, engage in team building activities and receive support to navigate social and emotional situations.

Elective Opportunities

Middle school is a time when students are learning about themselves and their passions. Our eight-period day (plus advisory) gives them more opportunities to explore elective courses that interest them, including music, world languages, physical education, film & animation, AVID, Project Lead-the-Way and more.

Exploratory

In 6th and 7th grades, students will rotate through a series of four exploratory classes, taking one each quarter. The exploratory classes will include Project Lead the Way engineering, family & consumer sciences, art, computer technology and health.

Academic Information (cont.)

GPA RECOGNITION

Honor Roll: Numerical equivalencies are used to determine the "A" and "B" honor rolls for each semester. Students who have achieved an average of 3.600 to 4.000 will be listed on the "A" honor roll. Students who have achieved an average of 2.60 to 3.599 will be listed on the "B" honor roll. A student must be full-time at their middle school to be eligible for the honor roll.

ACADEMIC ELIGIBILITY (See Page 7 in BHS Section)

COURSE CANCELLATIONS

Courses may be canceled because of low enrollment or availability of a licensed teacher. Students are notified of course cancellations as early as possible. In some instances, it is necessary to reduce the number of sections of a course that is offered.

NAVIANCE

Students and families have access to Naviance Family Connection, a tool to help students plan their coursework and prepare for post-high school. See more on Page 9 in the BHS Section.

Sample Course Schedule

Period*.....	Course/Subject
1	Literary Arts
2	Communications
3	Math
4	Blaze Time
ADVISORY	
LUNCH	
5	Science
6	Social Studies
7	Electives/PE
8	Electives/Exploratory

* about 45 min. each

SCHEDULE CHANGES

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

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

TIPS FOR PARENTS

Middle School is the beginning of each child's journey toward graduation and post-secondary programs. Parents should monitor course progress during the school year and review testing information (MAP, MCA, Aspire). Research areas of interest, and begin discussing post-secondary options and the requirements for acceptance. Work with your child's school counselor to develop the Post-Secondary Plan during their 8th grade year.

English/Literary Arts

LITERARY ARTS 6

Course Number: 0611/0612

These courses will provide students a solid foundation in reading, writing, speaking, listening and viewing. Students will study the characteristics of various genres through reading and writing. Key texts include short stories, novels, non-fiction pieces and poetry. Writing assignments will focus on students writing well developed, single paragraphs with an emphasis on structure and supporting details.

HONORS LITERARY ARTS 6

Course Number: 0621/0622

The Honors Language Arts students in sixth grade will explore advanced and complex concepts within and beyond the Minnesota Academic Standards. The opportunity for deeper learning will be provided through higher level questioning, inquiry, and active exploration of the content. Real-world applications will require reflective thinking, reasoning, problem-solving, written communication, and insight.

LITERARY ARTS 7

Course Number: 0711/0712

These courses provide advanced reading, writing, speaking, listening, media literacy, and English language instruction; deepens the habits and skills for critical thinking and analysis; and allows students to learn and expand research skills. Students will read, write, and evaluate a variety of genres and participate in literature discussions.

HONORS LITERARY ARTS 7

Course Number: 0721/0722

This course will explore advanced and complex concepts within and beyond the Minnesota Academic Standards. The opportunity for deeper learning will be provided through higher level questioning, inquiry, and active exploration of the content. Real-world applications will require reflective thinking, reasoning, problem-solving, written communication, and insight. Students will become more self-directed in their studies and be able to work across disciplines.

LITERARY ARTS 8

Course Number: 0811/0812

This course provides reading, writing, media literacy, and English language instruction. Focus will be on higher-level questioning, inquiry, and reading and writing skills and strategies. Students will be exposed to various genres of reading and writing, such as short stories, nonfiction and poetry, and prepare for state level standards and testing, including researching and persuasive writing. Students will actively explore both fiction and nonfiction, and are expected to integrate their learning with other subject areas through research and application. Culturally diverse resources will be used to foster college and career readiness.

HONORS LITERARY ARTS 8

Course Number: 0821/0822

This course is designed for advanced students who need acceleration, depth, and complexity in the Literary Arts. Students in this course will learn the same content and skills from Literary Arts 8 with an increased rigor and higher expectations.

COMMUNICATIONS 6-8

Course Number: 0601/0602, 0701/0702, 0801/0802

All students grades 6-8

Students will learn to use specific critical reading strategies to analyze literary and informational text resources. Students will develop reflection and critical thinking skills to process textual information. A significant portion of class time is devoted to independent reading with self-selected texts in order to foster an enjoyment of reading, build stamina, and further enhance comprehension skills.

Social Studies

SOCIAL STUDIES 6

Course Number: 1611/1612

Minnesota Studies

Minnesota Studies features history as the lead discipline; however, the focus includes geographic, economic, and civic understandings. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues, and individuals significant to Minnesota history. Additionally, students analyze how the state's physical features and location of resources affect settlement patterns and the growth of cities. Overall, students will learn about the unique role Minnesota has played, and continues to play, in regional, national, and global politics.





HONORS SOCIAL STUDIES 6

Course Number: 1621/1622

Minnesota Studies

Honors Social Studies 6 is a deeper and more complex study of content and concepts in Minnesota History. Students study Minnesota history and its government, placing the state and its people within the context of the national story. They engage in historical inquiry and study events, issues, and individuals significant to Minnesota history. Heavy emphasis is placed on essay writing utilizing primary and secondary source information. Students must be both strong readers and strong writers to excel in this class.

SOCIAL STUDIES 7

Course Number: 1711/1712

US History

The primary emphasis of this course will be the chronological study of American History from post Revolution to present times as outlined by the Minnesota state standards. The course uses a variety of inquiry and critical thinking strategies. Incorporated in this course are governmental, societal, economic, and geographic perspectives.

HONORS SOCIAL STUDIES 7

Course Number: 1721/1722

US History

This rigorous class is a deeper and more complex study of content and concepts in American History and Government utilizing debate, inquiry, role-playing and Socratic questioning, along with other techniques of differentiation for high level learning. Students will examine and analyze a variety of texts, including primary source documents which are at college reading level. Heavy emphasis is placed on essay writing and students will learn the framework of how to craft a DBQ (document-based question) which is found on all AP exams. Students must be both strong readers and strong writers to excel in this class.

SOCIAL STUDIES 8

Course Number: 1811/1812

Global Studies

Eighth grade social studies students will explore geography and contemporary world history. Students in Global Studies explore the regions of the world using geographic information from print and electronic sources. You will analyze important trends in the modern world such as demographic change, shifting trade patterns, and intensified cultural interactions due to globalization. Students participate in civic discussion on contemporary issues, conduct historical inquiry and study events over the last half century that have shaped the contemporary world. You will analyze connections between revolutions, independence movements and social transformations, and understand reasons for the creation of modern nation states. You will also learn that governments are based on different political philosophies and serve various purposes.

HONORS SOCIAL STUDIES 8

Course Number: 1821/1822

Global Studies

The Honors Social Studies 8 curriculum involves all the skills and learning requirements of Social Studies 8 along with stressing skills in cartography, listening and note taking, writing for a variety of purposes and audiences, speaking, problem solving, analysis, and research. Using Pre-AP strategies, this course will introduce skills, concepts, and critical thinking to prepare students for future success in Advanced Placement courses and to become enlightened citizens of the world.

Math

MATH 6

Course Number: 2601/2602

In sixth grade math, students will focus on representing positive rational numbers in a variety of ways including fractions, decimals and percents, and compute fluently with each of these to solve real-world and mathematical problems. Students will explore mathematical situations using algebraic properties to solve problems. This exploration will include using function rules, graphs, tables, and equations. The course will also focus on calculations and relationships involving lengths, areas, and angles of geometric figures in mathematical problems.

PRE-ALGEBRA

Course Number: 2711/2712

Grade Level: 7 & Accelerated 6

This course is the foundation for algebraic concepts. Students will study integers, rational numbers, equations and expressions, proportional reasoning, circles and cylinders, and data analysis. Students will apply their learning to solve real-world mathematical problems. This course prepares students to be mathematically literate, as well as prepare them for future math courses, the 7th grade MN Math Standards, and MN standardized math tests.

College & Career Core Course Listings



ALGEBRA I

Course Number: 2811/2812

Grade Level: 8 & Accelerated 7

In eighth grade Algebra, students will explore linear relationships and how they can be used to model real-world situations and solve problems. This exploration will include the use of tables, graphs, equations, and functions. Students will apply these tools to situations involving two distinct mathematical relationships. The meaning of equality will be emphasized and explored throughout the course as students learn how to solve equations in one and two variables. Students will also study slope, y-intercepts, linear inequalities, Pythagorean Theorem, and arithmetic sequences. Students will use algebra as a tool to model real-world situations and solve related problems. Emphasis will be placed on developing the skills to explain their reasoning in algebraic terms.

GEOMETRY A/B

Course Number: 2611/2622

Grade Level: Accelerated 8th Grade

Students will learn to read, interpret, represent, and use geometry to solve real-world problems. Coordinates and transformations, being critical to building and maintaining algebra skills and concepts, will be studied semester 1. Measurement and area, topics important to all students, will also be studied in the first semester. Proof, requiring geometry knowledge and experience, is built throughout the year. Study of areas and volumes in three dimensions, Pythagorean Theorem, coordinate geometry, similarity, logic, indirect reasoning, and right triangle trigonometry are all studied in the second semester. Calculator required: Scientific Calculator (TI-84 or TI-84 Plus or TI-83 Graphing Calculator highly recommended)

Science

SCIENCE 6

Course Number: 3611/3612

Physical Science

Physical Science is a course that focuses on concepts in physics and chemistry. Students will learn and implement the scientific method as they explore and experiment. The study of matter focuses on states of matter, atoms, elements, compounds and mixtures. The study of waves is introduced through the investigation of light and sound. Lastly, students will study concepts of forces, motion and energy while spotlighting Newton's Laws of Motion.

HONORS SCIENCE 6

Course Number: 3621/3622

Physical Science

This course covers the same topics as the Science 6 course, with greater depth and choice for extended scientific study. Students will design and present a scientific method or engineering design project. Students will be given opportunities to enrich their learning by having greater choice in the process, product, and type of assessments. This course requires advanced math skills to accelerate basic content and provide for deeper application of concepts.

SCIENCE 7

Course Number: 3711/3712

Life Science

The seventh grade curriculum emphasizes concepts central to life science. Students use scientific tools within hands on laboratory experiments to enrich their learning. Students study the cell, heredity, evolution, ecology, classification, human biology and immunology.

HONORS SCIENCE 7

Course Number: 3721/3722

Life Science

This course covers the same topics as the Science 7 course, with greater depth and choice for extended scientific study. Students will be given opportunities to enrich their learning by having greater choice in the process, product, and type of assessments. Additionally, participation in Science Fair is an expectation of each student.

SCIENCE 8

Course Number: 3811/3812

Earth Science

The earth science curriculum covers rocks and minerals, plate tectonics, the solar system, climate and weather. This course uses math and language skills in the exploration and understanding of core scientific concepts along with controlled experiments in a lab setting. This course includes middle level Minnesota earth science standards, as well as the Nature of Science and Engineering middle level standards.

HONORS SCIENCE 8

Course Number: 3821/3822

Earth Science

This course covers the same topics as the Science 8 Earth Science course, with greater depth and choice for extended scientific study. Students will be given opportunities to enrich their learning by having greater choice in the process, product, and type of assessments. This course requires advanced math skills to accelerate basic content and provide for deeper application of concepts. Additionally, participation in Science Fair is an expectation of each student.

Advisory/Success

BLAZE TIME

Course Number: 9601/9602, 9701/9702, 9801/9802

Grade Level: All Students 6-8

Blaze Time is a course designed to support student academic success and enrichment for all students. Students will be scheduled for supplemental supports, enrichment, or acceleration during the school day in addition to their core class program (math, language arts, communications, science, and social studies). Students may also have access to enrichment activity opportunities as extensions to general curriculum.

ADVISORY PROGRAM

Course Number: M260/M261, M270/M271, M280/M281

Grade Level: All Students 6-8

Students have a daily advisory period (approximately 20 minutes) where they are provided an opportunity for academic check-in and social engagement. Students will be assigned an Advisor. During this time students will participate in college and career readiness activities, set and monitor academic goals, engage in team building activities and receive support to navigate social and emotional situations.



Pathway Electives

As students explore their interests in middle school, we encourage them to think about how those interests may grow in high school and eventually relate to their future college and career choices. Next to many of the Pathway Electives courses, you'll see icons that represent the Career Fields shown on Page 19 of this catalog. These courses dovetail into the high school Pathways shown on that page. We encourage parents and students to read more about BHS Pathways as they plan their middle school class schedule.



**Arts, Global
Communications
& Information
Systems**



**Engineering,
Manufacturing &
Natural Resources**



**Business &
Entrepreneurship**



**Health Sciences &
Human Services**

Art

ART 6

Course Number: 5650

Notes: Required Exploratory

Focuses on the foundations of art (elements, principles, aesthetics, and art history) by creating 2-D and 3-D media possibly including, but not limited to: drawing, painting, printmaking, collage, multimedia, crafts, and sculpture. This studio class will provide hands-on experiences that will allow you to develop your production skills as you express your own ideas, thoughts, and feelings. Students will work to revise, evaluate, critique, discuss and present their work and the work of others.

ART AROUND THE WORLD

Course Number: 5750

Grade Level: 7

Notes: Elective

This semester exploratory art class will allow students to look at and learn about the many different styles of art from all around the world. In this course students will identify a variety of visual arts media and then use the creative process to make sense of the world around them. Perhaps they will take a closer look at the jade carvings from China or the hand stitched molas of Mexico. Wherever their art travels take them to, students are bound to enjoy this fun hands on look at the vast world of art.



ART EXTRAVAGANZA

Course Number: 5850

Grade Level: 8

Notes: Semester Elective

Do you love to draw or wish you could? Do you like working with clay? If you've said yes to either question, this is the class for you! Using the art elements of line, shape, form, value, and texture and following the principles of emphasis, proportion, repetition, rhythm, variety, unity, movement, balance, and contrast, you will discover your inner creativity. Gain confidence in your abilities each day as you see that realistic drawing is a skill to develop and that you can learn to "see" with the eyes of an artist. You'll explore the basics of drawing as you work from both real objects and photos. Later, learn to express yourself with clay by using the pinch, coil, and slab methods. See your 2-D renderings become fantastic 3-D forms! Painting and glazing will be included.



EXPLORING THE WORLD OF CLAY

Course Number: 5860

Grade Level: 8

Notes: Semester Elective

Students who love creating with their hands will find this class full of opportunities to 'think outside the box' while they study the art elements of texture, form, and space. Clay pottery and sculpture projects will evolve from such cultural influences as Native American pottery and from themes such as the human figure. Weaving with yarn, creating with wire and wood, plaster and papier mache may also be explored. Students will be expected to think, discuss, and write about art and design throughout the process of producing and creating it.



AVID

AVID ELECTIVE

Course Number: 6001/02, 7001/02, 8001/02

Grade Level: 6-8

Notes: Full-Year Elective

AVID is a college preparatory program designed to help those students in the academic middle succeed in rigorous higher level courses. It is a full-year elective class taken during the school day as part of a student's regular course load during Blaze Time (BT). AVID is in grades 6-12 focusing on writing, reading, organizational and study skills, learning styles, test taking strategies, career and college investigation, ACT/SAT preparation and community involvement. The focus of the AVID program is to help students not only get into college but succeed once they are there. It is a program that focuses students on their commitment to bettering themselves and the greater community; thus, creating a more global perspective

Drama

DRAMA 6

Course Number: 5680

Grade Level: 6

Notes: Elective

An introductory performance-based class for students interested in learning dramatic arts and literature through theater. We will learn performance skills and use this knowledge to perform improvisation, monologues and short scenes. Other units of study may include pantomimes, Native American Storytelling, and live theater analysis. Memorization and in-class performances are required.





DRAMA 7

Course Number: 5780

Grade Level: 7

Notes: Elective

A performance-based class for students looking to expand their dramatic literature knowledge both in class and on the stage. We will continue to build upon theatrical terms and skills and use this knowledge by performing improvisation, analyzing Shakespeare, and Reader's Theater. Other units will include script writing and cultural myths. Memorization and in-class performances are required. No prerequisite required.



CHOIR 7

Course Number: 5711/5712

Grade Level: 7

Notes: Elective

7th Grade Choir is an ensemble for students who have no choral experience and for those who want to build upon the skills they've learned in 6th grade choir. This fun elective will reinforce proper concert etiquette and rehearsal techniques, and will also incorporate choral skills including proper breath support, tone production, posture, movement and diction. 7th Grade Choir helps to build teamwork skills as students learn the techniques of vocal music and perform a wide variety of repertoire in required concerts. Attendance at performances outside of the school day is required of all members. 7th Grade Choir is a full year course.



Music

CHOIR 6

Course Number: 5611/5612

Grade Level: 6

Notes: Elective

6th Grade Choir is an ensemble for students who love to sing or want to learn about singing. This fun elective will teach proper concert etiquette and rehearsal techniques. 6th Grade Choir helps build teamwork skills as students learn the techniques of vocal music and perform a wide variety of repertoire in required concerts. Attendance at performances outside of the school day is required of all members. 6th Grade Choir is a full year course.



CHOIR 8

Course Number: 5811/5812

Grade Level: 8

Notes: Elective

8th Grade Choir is an ensemble for students who have no choral experience and for those who want to build upon the skills they've learned in 7th grade choir. We cover a wide variety of choral repertoire, and perform at several concerts during the year. The ultimate goal is to acquire enough musical knowledge to read and interpret music on sight with precision and expression, which can be accomplished given time, patience and practice. Learn correct breath support, tone production, music theory, posture, movement, diction, and performance etiquette. Attendance at performances outside of the school day is required of all members. 8th Grade Choir is a full year course.



Pathway Electives

BAND 6

Course Number: 5601/5602

Grade Level: 6

Notes: Elective

In 6th Grade Band, students will study a variety of musical literature. Beginning fundamentals of instrumental musicianship will be introduced and built upon, including instrument technique, posture, rhythmic skills, note reading, tone production and rehearsal techniques. Students will present two required evening concerts during the school year. Attendance at performances outside of the school day is required of all members, and some outside practice is required. This fun elective will help build teamwork skills as well as develop individual musicianship. Band is a full year course.



BAND 7

Course Number: 5701/5702

Grade Level: 7

Notes: Elective

In 7th Grade Concert Band, students will study a variety of musical literature. Reinforced fundamentals of instrumental musicianship will be emphasized, and students will be introduced to new musical concepts. Students will continue developing their note reading and rhythmic skills as well as focusing on tone production, instrumental and rehearsal technique. This fun elective will help build teamwork skills as well as develop individual musicianship. Attendance at performances outside of the school day is required of all members, and some outside practice is required. Band is a full year course.



BAND 8

Course Number: 5801/5802

Grade Level: 8

Notes: Full-Year Elective

8th grade band is a performance based course that offers students an opportunity to develop individual musical skills through performance in a large ensemble setting. Collaborating with other musicians, students will master more technical pieces, build confidence for performing on stage, and develop concentration and focus. The goal of the 8th Grade Band is to provide high quality opportunities for each individual student in performing, listening, and creating music. Through the development of an appreciation of music in the context of aesthetic education, it is the intent of the program to instill a lifelong love of music in each individual student. Attendance at performances outside of the school day is required of all members, and some outside practice is required. Band is a year-long elective. 8th Grade Band is a full year course.



ORCHESTRA 6

Course Number: 5641/5642

Grade Level: 6

Notes: Elective

In 6th Grade Orchestra, students will continue using the Sound Innovations book series in addition to learning new orchestral literature. Students will have multiple performance experiences throughout the year, and will focus more on ensemble musicianship to enhance the level of their performances. Note reading, rhythmic skills, tone production and bowing techniques will be refined and enhanced. Formative and summative assessments will be done to track yearly progress in 6th grade orchestra. If a student has not participated in orchestra prior to coming to middle school please contact the orchestra director so we can share suggestions for a successful experience in orchestra.



ORCHESTRA 7

Course Number: 5741/5742

Grade Level: 7

Notes: Elective; must have completed Orchestra 6

In 7th Grade Orchestra, students will continue using the Sound Innovations book series or Essential Techniques for Strings in addition to learning more challenging orchestral literature. Students will have multiple performance experiences throughout the year, and will have an introduction to more advanced techniques such as vibrato, spiccato and shifting. Tone production, bowing techniques and musical fluency will continue to be refined and enhanced. Formative and summative assessments will be done to track yearly progress in 7th grade orchestra. Prerequisite is 6th Grade Orchestra.



ORCHESTRA 8

Course Number: 5841/5842

Grade Level: 8

Notes: Full-Year Elective; must have completed Orchestra 7

In 8th Grade Orchestra, students will continue to refine individual and ensemble skills through a variety of musical literature, while developing more advanced techniques such as shifting and vibrato. Students will have multiple performance experiences each year. 8th grade string students will perform a solo or as part of an ensemble for added small group experience. Advanced techniques and musical fluency will continue to be refined and enhanced. Students will learn the historical and theoretical background of the music they are performing while developing critical listening skills. Formative and summative assessments will be done to track yearly progress in 8th grade orchestra. Prerequisite is 7th grade orchestra.



EXPLORING MUSIC

Course Number: 5621/5622

Grade Level: 6

Notes: Elective

If you like music, but do not want to perform, this class is for you! We will learn about instruments of the orchestra, music history, and how your favorite music came to be so popular. Students will experience a wide variety of music, including music of their choice, through exploration and film. Students will develop music appreciation by aurally analyzing music elements of sound, harmony, melody, rhythm, form, and expression.

MUSIC IN OUR WORLD

Course Number: 5721/5722

Grade Level: 7

Notes: Elective

This is a general music course for non-performing students. Students will explore a diverse range of musical topics, exposing them to musical styles and instruments from all over the world. Students will learn about music and its functions throughout history and its role in many of the world's cultures.

ADVENTURES IN AMERICAN MUSIC

Course Number: 5821/5822

Grade Level: 8

Notes: Elective

The fusing of many world cultures in the United States has a unique and rich musical heritage. American phenomena such as jazz, marching bands, gospel, and blues will be studied in addition to the folk music and protest songs unique to U.S. history. Students will once again evaluate their own musical choices and gain an appreciation for the importance of respectful tolerance of the musical tastes of others.

Physical Education/Health

PHYSICAL EDUCATION 6

Course Number: 4601/4602

Grade Level: 6

Notes: Required

In this course the students will enhance their own physical skills through regular physical activity. They will gain knowledge of their own personal fitness level, while developing positive personal and social behaviors in the physical activity settings. They will also learn the value of physical activity for a lifetime.

PHYSICAL EDUCATION 7

Course Number: 4701/4702

Grade Level: 7

Notes: Required

In this course the students continue to enhance their own physical skills through regular physical activity. They will grow their knowledge of their own personal fitness levels, while continuing to develop positive personal and social behaviors in the physical activity settings. They will also learn the value of physical activity for a lifetime.

FALL/WINTER SPORTS AND FITNESS

Course Number: 4800

Grade Level: 8

Notes: Semester Elective

Choose this course if you want to play fall and winter sports. This course could include but will not be limited to the following activities: badminton, tennis, soccer, touch football, weight training, and volleyball.

PERSONAL HEALTH AND WELLNESS

Course Number: 4750

Grade Level: 7

Notes: Required Exploratory

In this health class, students learn about personal health and wellness. They explore topics such as the nine life skills, the five components of health and wellness, self awareness, the five components of fitness, communicable disease, drugs, alcohol and tobacco, refusal skills and sexuality.

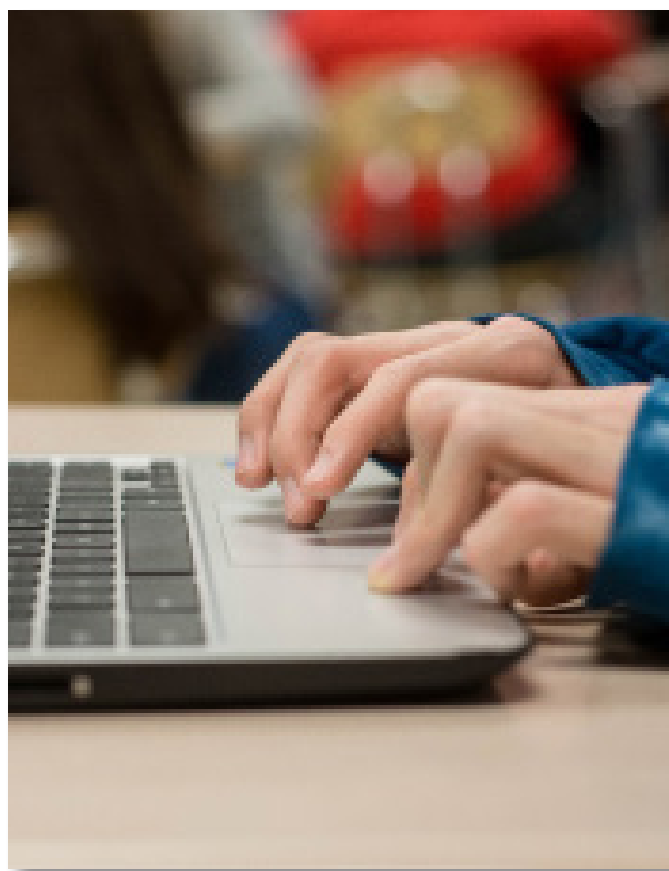
SPRING/WINTER SPORTS AND FITNESS

Course Number: 4810

Grade Level: 8

Notes: Semester Elective

Choose this course if you want to play spring and winter sports. This course could include but will not be limited to the following activities: badminton, tennis, soccer, softball, weight training, and baseball.



FACS

FACS 6

Course Number: 8650

Grade Level: 6

Notes: Required Exploratory

This course is designed to provide students with essential life skills, using classroom instruction as well as practical experiences in labs. Students will be introduced to topics in areas such as Foods and Nutrition, Consumerism and Career Readiness, Personal Development and Relationships, Family/Child Development, Clothing Care/Sewing, and Housing and Interior Design.

FACS 7

Course Number: 8750

Grade Level: 7

Notes: Required Exploratory

This course is designed to build upon prior learning through a deeper exploration into the nutrition and science behind the five food groups. It will provide students with essential life skills through classroom instruction as well as practical experiences in labs. Learning will include topics in areas such as Foods and Nutrition, Consumerism and Career Readiness, Personal Development and Relationships, Family/Child Development, Clothing Care/Sewing, and Housing and Interior Design.

STYLE: INTERIOR AND FASHION DESIGN

Course Number: 8800

Grade Level: 8

Notes: Semester Elective

If you like to design and be creative, this class is for you. Students will complete hands-on projects related to interior design and fashion. Interior Design will include designing, decorating, and organizing spaces. Fashion Design includes clothing selection, wardrobe planning, personal grooming, and accessories. Develop your own style!



TEEN CUISINE (FOODS)

Course Number: 8810

Grade Level: 8

Notes: Semester Elective

This semester-long foods course is for students who like hands-on learning. Through lab experiences students will select, prepare and sample a variety of foods. Topics include: desserts, grains, fruits, vegetables, protein, dairy, snacks, and meal options. Emphasis will be on healthy eating and the appreciation for different types of food.

Business Ed./Computer

EXPLORATORY: INTRODUCTION TO DIGITAL LEARNING

Course Number: 7600

Grade Level: 6

Notes: Required Exploratory

The Introduction to Digital Learning class is committed to helping students learn keyboarding skills, become safe digital citizens, and explore a wide variety of digital resources while using critical thinking skills to creatively solve problems in all classes. Students will enhance their keyboarding skills, learn copyright rules, internet search protocols, computer ethics, how to utilize their school Google account and tools, and how to transfer back and forth between Microsoft Office products and Google productivity tools. Students will also explore the electronic resources available to them in District 191 (Schoolology, Synergy, document storage, etc.)



EXPLORATORY: DIGITAL DESIGN & APPLICATION

Course Number: 7700

Grade Level: 7

Notes: Required Exploratory

The Digital Design & Application course is designed to provide students with practical hands-on computer technology experience using a variety of hardware, software programs and peripheral devices that you can use throughout the coming years. Students will improve keyboarding skills, learn to embed items into other work, make videos, study copyright laws, learn web design, computer animation, and programming, and investigate careers in these areas.



CURRENT TRENDS IN THE DIGITAL AGE

Course Number: 7800

Grade Level: 8

Notes: Semester Elective

Students will explore trends in the digital world, learn to use technology in a variety of ways and choose projects to explore in depth. Specific topics of choice will include music production, coding and app development, game development, podcasting and digital production, and graphic design and digital art. Computer programming, digital citizenship, and technology professions will be showcased within projects.



FILM & ANIMATION

Course Number: 7810

Grade Level: 8

Notes: Semester Elective

This course will take students through the steps of creating a film or animated film. Students will take an idea to finished short film. Learn to use the equipment, software, and edit clips. Topics of study include: Production processes, Copyright, Equipment, Music, Flash animation, Adobe Photoshop, Adobe Premier, and Career Investigation.



Technology Education

PLTW: DESIGN AND MODELING

Course Number: 7650

Grade Level: 6

Notes: Required Exploratory

Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students learn and utilize methods for communicating design ideas through sketches, drawings and 3D printed solid models. Students will understand how these models can be used to generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.



PLTW: MAGIC OF ELECTRONS

Course Number: 7860

Grade Level: 7

Notes: Required Exploratory

Through hands-on take home projects, students explore electricity, the behavior and parts of atoms, and sensing devices in the Magic of Electrons (ME) unit. They learn knowledge and skills in basic circuitry design and examine the impact of electricity on the world around them.



PLTW: AUTOMATION & ROBOTICS

Course Number: 7750

Grade Level: 8

Notes: Semester Elective

Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.



PLTW: GREEN ARCHITECTURE/ENERGY AND THE ENVIRONMENT

Course Number: 7850

Grade Level: 8

Notes: Semester Elective

In the Green Architecture (GA) unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's® 3D Revit Design software.

In the Energy & the Environment Unit (EE), students are challenged to think big and look toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.



World Language

Students have multiple options for World Language study.

Eighth Grade option: Students begin Spanish 1 as an elective and can continue study in high school to a terminal course: College in the Schools (CIS) Spanish 5.

Ninth Grade Options: Students begin French 1 in ninth grade and can continue French study to a terminal course of CIS French 4; or students begin Spanish 1 in ninth grade and can continue Spanish study to a terminal course of Spanish 4.

See your counselor for more information.

SPANISH I A/B

Course Number: 6401/6412

Grade Level: 8

Notes: Semester Elective

Learning a new language is fun! The focus of the curriculum is communication, culture, and grammar. Material is reinforced through meaningful reading, writing, listening, and speaking activities in the Spanish language. Concepts are introduced and practiced by role playing, group projects, partner activities, and independent work.

Students who do not plan to take five years of a world language, are below grade level in reading and writing, and/or have struggled academically in seventh grade are encouraged to wait and begin their language study in 9th grade.

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Burnsville High School

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www.isd191.org/bhs

Burnsville Alternative High School

2140 Diffley Rd.
Eagan, MN 55122
952-707-4024
www.isd191.org/bahs

Eagle Ridge Middle School

13955 Glendale Rd.
Savage, MN 55378
952-707-2800
www.isd191.org/eagleridge

Metcalf Middle School

2250 Diffley Rd.
Burnsville, MN 55337
952-707-2400
www.isd191.org/metcalf

Nicollet Middle School

400 E 134th St.
Burnsville, MN 55337
952-707-2600
www.isd191.org/nicollet



7 **Future Ready. Community Strong.**

**Agenda VI.B.
January 11, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Dave Watkins, Assistant Superintendent

Date: January 4, 2018

Re: Policies 620: *Credit for Learning* and 903: *Visitors to School District Buildings and Sites*

Recommendation: Approve, on a First Reading Basis, Policies 620: *Credit for Learning* and 903: *Visitors to School District Buildings and Sites*

These policies were reviewed at the Policy Review Committee meeting on November 21, 2017. The changes were suggested by MSBA and reviewed by administration.

Adopted: 4/1997
Reviewed: ~~8/11/2016~~1/11/2018
Revised: 8/25/2016
Rescinds: IKF

Burnsville-Eagan-Savage School District Policy 620

620 CREDIT FOR LEARNING

I. PURPOSE

The purpose of this policy is to recognize student achievement which occurs in Post-Secondary Enrollment Options and other advanced enrichment programs. The purpose of this policy also is to recognize student achievement which occurs in other schools, in alternative learning sites, and in out-of-school experiences such as community organizations, work-based learning, and other educational activities and opportunities. The purpose of this policy also is to address the transfer of student credit from out-of-state, private, or home schools and online learning programs and to address how the school district will recognize student achievement obtained outside of the school district.

II. GENERAL STATEMENT OF POLICY

The policy of the school district is to provide a process for awarding students credit toward graduation requirements for credits and grades students complete in other schools, post-secondary or higher education institutions, other learning environments, and online courses and programs.

III. DEFINITIONS

- A. “Accredited school” means a school that is accredited by an accrediting agency, recognized according to Minn. Stat. § 123B.445 or recognized by the Commissioner of the Minnesota Department of Education (MDE).
- B. “Blended learning” is a form of digital learning that occurs when a student learns part time in a supervised physical setting and part time through digital delivery of instruction, or a student learns in a supervised physical setting where technology is used as a primary method to deliver instruction.
- C. “Commissioner” means the Commissioner of MDE.
- D. “Digital learning” is learning facilitated by technology that offers students an element of control over the time, place, path, or pace of their learning and includes blended and online learning.
- E. “Eligible institution” means a Minnesota public post-secondary institution, a private, nonprofit two-year trade and technical school granting associate degrees, an opportunities industrialization center accredited by the North Central Association of Colleges and Schools, or a private, residential, two-year or four-

year, liberal arts, degree-granting college or university located in Minnesota.

- F. “Nonpublic school” is a private school or home school in which a child is provided instruction in compliance with the Minnesota compulsory attendance laws.
- G. “Online learning” is a form of digital learning delivered by an approved online learning provider.
- H. “Online learning provider” is a school district, an intermediate school district, an organization of two or more school districts operating under a joint powers agreement, or a charter school located in Minnesota that provides online learning to students and is approved by MDE to provide online learning courses.

I.

IV. TRANSFER OF CREDIT FROM OTHER SCHOOLS

A. Transfer of Academic Requirements from Other Minnesota Public Secondary Schools

The school district will accept and transfer secondary credits and grades awarded to a student from another Minnesota public secondary school upon presentation of a certified transcript from the transferring public secondary school evidencing the course taken and the grade and credit awarded.

B. Transfer of Academic Requirements from Other Schools

- 1. The school district will accept secondary credits and grades awarded to a student for courses successfully completed at a public school outside of Minnesota or an accredited nonpublic school upon presentation of a certified transcript from the transferring public school in another state or nonpublic school evidencing the course taken and the grade and credit awarded.
 - a. When a determination is made that the content of the course aligns directly with school district graduation requirements, the student will be awarded commensurate credits and grades.
 - b. In the event the content of a course taken at an accredited nonpublic school or public school in another state does not fully align with the content of the school district’s high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements. Credit that does not fully align with the school district’s high school graduation requirements will not be used to compute honor roll and/or class rank.

- c. If no comparable course is offered by the school district for which high school graduation credit would be provided, no credit will be provided to the student.
 2. Students transferring from a non-accredited, nonpublic school shall receive credit from the school district upon presentation of a transcript or other documentation evidencing the course taken and grade and credit awarded.
 - a. Students will be required to provide copies of course descriptions, syllabi, or work samples for determination of appropriate credit. In addition, students also may be asked to provide interviews/conferences with the student and/or student's parent and/or former administrator or teacher; review of a record of the student's entire curriculum at the nonpublic school; and review of the student's complete record of academic achievement.
 - b. Where the school district determines that a course completed by a student at a non-accredited, nonpublic school is commensurate with school district graduation requirements, credit shall be awarded, but the grade shall be "P" (pass).
 - c. In the event the content of a course taken at an non-accredited, nonpublic school does not fully align with the content of the school district's high school graduation requirements but is comparable to elective credits offered by the school district for graduation, the student may be provided elective credit applied toward graduation requirements, but the grade shall be a "P" (pass).
 - d. If no comparable course is offered by the school district for which local high school graduation credit would be provided, no credit will be provided to the student.
 - e. Credit and grades earned from a non-accredited nonpublic school shall not be used to compute honor roll and/or class rank.

V. POST-SECONDARY ENROLLMENT CREDIT

- A. A student who satisfactorily completes a post-secondary enrollment options course or program under Minn. Stat. § 124D.09 that has been approved as meeting the necessary requirements is not required to complete other requirements of the Minnesota Academic Standards content standards corresponding to that specific rigorous course of study.
- B. Secondary credits granted to a student through a post-secondary enrollment options course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a

student completing the Minnesota Academic Standards.

1. Course credit will be considered by the school district only upon presentation of a certified transcript from an eligible institution evidencing the course taken and the grade and credit awarded.
 2. Seven quarter or four semester post-secondary credits shall equal at least one full year of high school credit. Fewer post-secondary credits may be prorated.
 3. When a determination is made that the content of the post-secondary course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
 4. In the event the content of the post-secondary course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
 5. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner, who shall determine the number of credits that shall be granted to a student.
 6. When secondary credit is granted for post-secondary credits taken by a student, the school district will record those credits on the student's transcript as credits earned at a post-secondary institution.
- C. A list of the courses or programs meeting the necessary requirements may be obtained from the school district.

VI. CREDIT FROM ONLINE LEARNING COURSES

- A. Secondary credits granted to a student through an online learning course or program that meets or exceeds a graduation standard or requirement shall be counted toward the graduation and credit requirements of a student completing the Minnesota Academic Standards.
- B. Course credit will be considered only upon official documentation from the online learning provider evidencing the course taken and the grade and credit awarded to the student.
- C. When a student provides documentation from an online learning provider, the course credit and course grade shall be recorded and counted toward graduation credit requirements for all courses or programs that meet or exceed the school

district's graduation requirements in the same manner as credits are awarded for students transferring from another Minnesota public school as set forth in Section IV.A. above.

VII. ADVANCED ACADEMIC CREDIT

- A. The school district will grant academic credit to a student attending an accelerated or advanced academic course offered by a higher education institution or a nonprofit public agency, other than the school district.
- B. Course credit will be considered only upon official documentation from the higher education institution or nonprofit public agency that the student successfully completed the course attended and passed an examination approved by the school district.
- C. When a determination is made that the content of the advanced academic course aligns directly with a required course for high school graduation, the commensurate credit and grade will be recorded on the student's transcript as a course credit applied toward graduation requirements.
- D. In the event the content of the advanced academic course does not fully align with the content of a high school course required for graduation but is comparable to elective credits offered by the school district for graduation, the school district may provide elective credit and the grade will be recorded on the student's transcript as an elective course credit applied toward graduation requirements.
- E. If no comparable course is offered by the school district for which high school graduation credit would be provided, the school district will notify the Commissioner and request a determination of the number of credits that shall be granted to a student.

VIII. WEIGHTED GRADES

[Note: School districts must identify in policy whether they offer courses with weighted grades. Therefore, school districts must include one of the following options in their policies.]

- A. The school district does not offer weighted grades.

VIIIX. PROCESS FOR AWARDING CREDIT

- A. The building principal will be responsible for carrying out the process to award credits and grades pursuant to this policy. The building principal will notify students in writing of the decision as to how credits and grades will be awarded.
- B. A student or the student's parent or guardian may seek reconsideration of the decision by the building principal as to credits and/or grades awarded upon

request of a student or the student's parent or guardian if the request is made in writing to the superintendent within five school days of the date of the building principal's decision. The request should set forth the credit and/or grade requested and the reason(s) why credit(s)/grade(s) should be provided as requested. Any pertinent documentation in support of the request should be submitted.

- C. The decision of the superintendent as to the award of credits or grades shall be a final decision by the school district and shall not be appealable by the student or student's parent or guardian except as set forth in Section IX.D. below.
- D. If a student disputes the number of credits granted by the school district for a particular post-secondary enrollment course, online learning course, or advanced academic credit course, the student may appeal the school district's decision to the Commissioner. The decision of the Commissioner shall be final.
- E. At any time during the process, the building principal or superintendent may ask for course descriptions, syllabi, or work samples from a course where content of the course is in question for purposes of determining alignment with graduation requirements or the number of credits to be granted. Students will not be provided credit until requested documentation is available for review, if requested.

Legal References: Minn. Stat. § 120B.02 (Educational Expectations for Minnesota's Students)
Minn. Stat. § 120B.021 (Required Academic Standards)
Minn. Stat. § 120B.11 (School District Process)
Minn. Stat. § 120B.14 (Advanced Academic Credit)
Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 123B.445 (Nonpublic Education Council)
Minn. Stat. § 124D.03, Subd. 9 (Enrollment Options Program)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Act)
Minn. Stat. § 124D.095 (Online Learning Option)
Minn. Rules Parts 3501.0640-3501.0655 (Academic Standards for Language Arts)
Minn. Rules Parts 3501.0700-3501.0745 (Academic Standards for Mathematics)
Minn. Rules Parts 3501.0800-3501.0815 (Academic Standards for the Arts)
Minn. Rules Parts 3501.0900-3501.0955 (Academic Standards in Science)
Minn. Rules Parts 3501.1000-3501.1190 (Graduation-Required Assessment for Diploma) (repealed Minn. L. 2013, Ch. 116, Art. 2, § 22)
Minn. Rules Parts 3501.1200-3501.1210 (Academic Standards for English Language Development)
Minn. Rules Parts 3501.1300-3501.1345 (Academic Standards for Social Studies)

Cross References: Burnsville-Eagan-Savage School District Policy 104 (School District Mission Statement)

Burnsville-Eagan-Savage School District Policy 601 (School District Curriculum and Instruction Goals)

Burnsville-Eagan-Savage School District Policy 613 (Graduation Requirements)

Burnsville-Eagan-Savage School District Policy 614 (School District Testing Plan and Procedure)

Burnsville-Eagan-Savage School District Policy 615 (Testing Accommodations, Modifications, and Exemptions for IEPs, Section 504 Plans, and LEP Students)

Burnsville-Eagan-Savage School District Policy 616 (School District System Accountability)

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

Burnsville-Eagan-Savage School District Policy 624 (Online Learning Options)

Adopted: 6/1986
Reviewed: 12/03/2015 1/11/2018
Revised: 12/17/2015
Rescinds: KK

Burnsville-Eagan-Savage School District Policy 903

903 VISITORS TO SCHOOL DISTRICT BUILDINGS AND SITES

I. PURPOSE

The purpose of this policy is to inform the school community and the general public of the position of the school board on visitors to school buildings and other school property.

II. GENERAL STATEMENT OF POLICY

- A. The school board encourages interest on the part of parents and community members in school programs and student activities. The school board welcomes visits to school buildings and school property by parents and community members provided the visits are consistent with the health, education and safety of students and employees and are conducted within the procedures and requirements established by the school district.
- B. The school board reaffirms its position on the importance of maintaining a school environment that is safe for students and employees and free of activity that may be disruptive to the student learning process or employee working environment.

III. POST-SECONDARY ENROLLMENT OPTIONS STUDENTS

- A. A student enrolled in a post-secondary enrollment options course may remain at the school site during regular school hours in accordance with established procedures.
- B. A student enrolled in a post-secondary enrollment options course may be provided with reasonable access, during regular school hours, to a computer and other technology resources that the student needs to complete coursework for a post-secondary enrollment course in accordance with established procedures.

III.IV. _____ RESPONSIBILITY

- A. The school district administration will develop visitor and post-secondary enrollment options student -procedures and requirements.
- A.B. The superintendent or designee shall be responsible for providing coordination that may be needed throughout the process and providing for periodic school board review and approval of the procedures.

IV. VISITOR LIMITATIONS

- A. An individual, post-secondary enrollment options student, -or group may be denied permission to visit a school or school property or such permission may be revoked if the visitor(s) does not comply with the school district procedures and regulations or if the visit is not in the best interest of students, employees or the school district.

- B. Visitors, including post-secondary enrollment options students, -are authorized to park vehicles on school property at times and in locations specified in the approved visitor procedures and requirements which are an addendum to this policy or as otherwise specifically authorized by school officials. When unauthorized vehicles of visitors are parked on school property, school officials may:
 - 1. move the vehicle or require the driver or other person in charge of the vehicle to move it off school district property; or
 - 2. if unattended, provide for the removal of the vehicle, at the expense of the owner or operator, to the nearest convenient garage or other place of safety off of school property.

- C. An individual, post-secondary enrollment options student, -or group who enters school property without complying with the procedures and requirements may be guilty of criminal trespass and thus subject to criminal penalty. Such persons may be detained by the school principal or a person designated by the school principal in a reasonable manner for a reasonable period of time pending the arrival of a police officer.

Legal References: Minn. Stat. § 123B.02 (General Powers of Independent School Districts)
Minn. Stat. § 124D.09 (Post-Secondary Enrollment Options Program)
Minn. Stat. § 128C.08 (Assaulting a Sports Official Prohibited)
Minn. Stat. § 609.605, Subd. 4 (Trespasses on School Property)

Cross References:



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**Agenda VI.C.
January 11, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Dr. Stacie Stanley, Director of Curriculum, Assessment, Instruction and Student Support Services

Date: January 4, 2018

Re: Policy 425: *Professional Development*

Recommendation: Approve, on a first reading basis, changes to Policy 425: *Professional Development*.

A first reading of Policy 425 was presented to the Board of Education on October 26, 2017 and was referred back to the Policy Review Committee for review. Administration added "Membership shall consist of members of each school Buildings Leadership Team" to Policy 425. The Policy Review Committee reviewed the policy changes on December 19, 2017.

Adopted: 1/1984
Reviewed: 9/10/2015/1/11/2018
Revised: 9/24/2015
Rescinds: GCL

Burnsville-Eagan-Savage School District Policy 425

425 PROFESSIONAL DEVELOPMENT

I. PURPOSE

The purpose of this policy is to establish a professional development program and structure to carry out planning and reporting on professional development that supports improved student learning.

II. PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE AND SITE PROFESSIONAL DEVELOPMENT TEAMS

- A. The School Board directs the superintendent or designee to establish a Professional Development Advisory Committee to develop a professional development plan, assist site professional development teams in developing a site plan consistent with the goals of the professional development plan, and evaluate professional development efforts at the site level.
1. The majority of the membership of the Professional Development Advisory Committee shall consist of teachers representing various grade levels, subject areas, and special education. Membership shall consist of members of each school Buildings Leadership Team. The Committee also will include nonteaching staff, parents, and administrators.
- B. The School Board directs the superintendent or designee to establish the site professional development teams.
1. Members of the site teams will be selected by a process to have involvement at the site level.
 2. The Professional Development Advisory Committee will work with the site professional development teams to develop a site plan consistent with the goals of the professional development plan.
 3. The majority of the site professional development teams shall be teachers representing various grade levels, subject areas, and special education.

III. DUTIES OF THE PROFESSIONAL DEVELOPMENT ADVISORY COMMITTEE

- A. The Professional Development Advisory Committee will develop a professional development plan which will be reviewed and subject to approval by the School

Board once a year.

B. The professional development plan must contain the following elements:

1. Professional development outcomes which are consistent with the education outcomes as may be determined periodically by the School Board;
2. The means to achieve the professional development outcomes;
3. The procedures for evaluating progress at each school site toward meeting educational outcomes consistent with relicensure requirements under Minn. Stat. § 122A.18, Subd. 4;
4. Ongoing professional development activities that contribute toward continuous improvement in achievement of the following goals:
 - a. Improve student achievement of state and local education standards in all areas of the curriculum by using best practices methods;
 - b. Effectively meet the needs of a diverse student population, including at-risk children, children with disabilities, and gifted children, within the regular classroom and other settings;
 - c. Provide an inclusive curriculum for a racially, ethnically, and culturally diverse student population that is consistent with state education diversity rule and the district's education diversity plan;
 - d. Improve staff collaboration and develop mentoring and peer coaching programs for teachers new to the school or district;
 - e. Effectively teach and model violence prevention policy and curriculum that address early intervention alternatives, issues of harassment, and teach nonviolent alternatives for conflict resolution;
 - f. Effectively deliver digital and blended learning and curriculum and engage students with technology; and
 - g. Provide teachers and other members of site-based managementbuilding leadership teams with appropriate management and financial management skills.
5. The professional development plan also must:
 - a. Support stable and productive professional communities achieved through ongoing and schoolwide progress and growth in teaching

practice;

- b. Emphasize coaching, professional learning communities, classroom action research, and other job-embedded models;
- c. Maintain a strong subject matter focus premised on students' learning goals;
- d. Ensure specialized preparation and learning about issues related to teaching students with special needs and limited English proficiency; and
- e. Reinforce national and state standards of effective teaching practice.

6. Professional development activities must:

- a. Focus on the school classroom and research-based strategies that improve student learning;
- b. Provide opportunities for teachers to practice and improve their instructional skills over time;
- c. Provide opportunities for teachers to use student data as part of their daily work to increase student achievement;
- d. Enhance teacher content knowledge and instructional skills, including to accommodate the delivery of digital and blended learning and curriculum and engage students with technology;
- e. Align with state and local academic standards;
- f. Provide opportunities to build professional relationships, foster collaboration among principals and staff who provide instruction, and provide opportunities for teacher-to-teacher mentoring; and
- g. Align with the plan, if any, of the district or site for an alternative teacher professional pay system.

7. Professional development activities may include curriculum development and curriculum training programs and activities that provide teachers and other members of site-based teams training to enhance team performance.

8. The school district may implement other professional development activities required by law and activities associated with professional teacher compensation models.

C. The Professional Development Advisory Committee will assist site professional

development teams in developing a site plan consistent with the goals and outcomes of the district professional development plan.

- D. The Professional Development Advisory Committee will evaluate professional development efforts at the site level and will report to the School Board on an annual basis the extent to which staff at the site has met the outcomes of the professional development plan.
- E. The Professional Development Advisory Committee shall assist the School District in preparing any reports required by the Department of Education relating to professional development including, but not limited to, the reports referenced in Section VII. below.

IV. DUTIES OF THE SITE PROFESSIONAL DEVELOPMENT TEAM

- A. Each site professional development team shall develop a site plan, consistent with the goals of the professional development plan.
- B. The site professional development team must demonstrate the extent to which staff at the site have met the outcomes of the professional development plan.

V. PROFESSIONAL DEVELOPMENT FUNDING

- A. Unless the School District is in statutory operating debt or a majority of the School District Board and a majority of its licensed teachers annually vote to waive the requirement to reserve basic revenue for professional development, the School District will reserve an amount equal to at least two percent of its basic revenue for: in-service education for violence prevention programs to help students learn how to resolve conflicts within their families and communities in non-violent, effective ways; professional development plans; curriculum development and programs; other in-service education; teachers' workshops; teacher conferences; the cost of substitute teachers for professional development purposes; preservice and in-service education for special education professionals and paraprofessionals; and other related costs for professional development efforts. The school district also may use the revenue reserved for professional development for grants to the school district's teachers to pay for coursework and training leading to certification as either a college in the schools teacher or a concurrent enrollment teacher. In order to receive a grant, the teacher must be enrolled in a program that includes coursework and training focused on teaching a core subject.
- B. The School District may, in its discretion, expend an additional amount of unreserved revenue for professional development based on its needs. The additional expenditure does not need to follow the allocation described in V.A.
- C. Release time provided for teachers to supervise students on field trips and school activities, or independent tasks not associated with enhancing the teacher's knowledge and instructional skills, such as preparing report cards, calculating

grades, or organizing classroom materials, may not be counted as professional development time that is financed with professional development reserved revenue under Minn. Stat. § 122A.61.

VI. PROCEDURE FOR USE OF PROFESSIONAL DEVELOPMENT FUNDS

- A. On a yearly basis, the Professional Development Advisory Committee, with the assistance of the site professional development teams, shall prepare a projected budget setting forth proposals for allocating professional development funds reserved for each school site. Such budgets shall include, but not be limited to, projections as to the cost of building site training programs, costs of individual professional seminars, and cost of substitutes.
- B. Individual requests from staff for leave to attend professional development activities shall be submitted and reviewed according to school district policy, staff procedures, contractual agreement, and the effect on school district operations. Failure to timely submit such requests may be cause for denial of the request.

VII. REPORTING

- A. ~~By October 15 of each year, t~~The School District and site professional development committee shall prepare a report of the previous fiscal year's professional development activities and expenditures ~~and submit it to the Commissioner of the Department of Education (Commissioner)~~as part of the school district's world's best workforce report.
 - 1. The report must include assessment and evaluation data indicating progress toward district and site professional development goals based on teaching and learning outcomes, including the percentage of teachers and other staff involved in instruction who participate in effective professional development activities.
 - 2. The report will provide a breakdown of expenditures for:
 - a. curriculum development and curriculum training programs;
 - b. professional development training models, workshops, and conferences; and
 - c. the cost of releasing teachers or providing substitute teachers for professional development purposes.

The report also must indicate whether the expenditures were incurred at the district level or the school site level and whether the school site expenditures were made possible by the grants to school sites that demonstrate exemplary use of allocated professional development revenue. These expenditures must be reported using the uniform financial and accounting and reporting standards (UFARS).

- B. ~~The School District will utilize the reporting form and/or system designated by the Commissioner.~~ The report will be signed by the superintendent and professional development chair.

Legal References: Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120B.22, Subd. 2 (Violence Prevention Education)
Minn. Stat. § 122A.18, Subd. 4 (Board to Issue Licenses; Expiration and Renewal)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination - Additional Staff Development and Salary)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the First Class; Definitions - Additional Staff Development and Salary)
Minn. Stat. § 122A.60 (Staff Development Program)
Minn. Stat. § 122A.61 (Reserved Revenue for Staff Development)
Minn. Stat. § 126C.10, Subds. 2 and 2b (General Education Revenue)
Minn. Stat. § 126C.13, Subd. 5 (General Education Levy and Aid)

Cross References:



7 **Future Ready. Community Strong.**

**Agenda VI.D.
January 11, 2018**

To: Board of Education
Cindy Amoroso, Superintendent

From: Stacey Sovine, Executive Director of Human Resources

Date: January 4, 2018

Re: Policies 305: *Policy Implementation*, and 403: *Discipline, Suspension, and Dismissal of School District Employees*

Recommendation: Approve, on a first reading basis, changes to Policies 305: *Policy Implementation*, and 403: *Discipline, Suspension, and Dismissal of School District Employees*.

- Policy 305: *Policy Implementation* was reviewed by the Policy Review Committee on November 21, 2017. An annual approval of the handbooks has been changed to an annual report to the Board of Education.
- Policy 403: *Discipline, Suspension, and Dismissal of School District Employees* was reviewed by the Policy Review Committee on December 19, 2017. The policy has been changed to align with our current practice.

Adopted: 6/25/2015

Burnsville-Eagan-Savage School District Policy 305

Reviewed: ~~6/11/2015~~1/11/2018

Revised:

Rescinds:

305 POLICY IMPLEMENTATION

I. PURPOSE

The purpose of this policy is to clarify the responsibility of the school administration for implementation of school board policy.

II. GENERAL STATEMENT OF POLICY

- A. It shall be the responsibility of the superintendent to implement school board policy and to recommend additions or modifications thereto. The administration is authorized to develop guidelines and directives to effectuate the implementation of school board policies. These guidelines and directives shall be consistent with said policies.
- B. ~~Employee and student handbooks shall be subject to annual review and approval by the school board.~~ A report on the employee and student handbooks shall be provided on an annual basis to the school board.
- ~~BC.~~ School principals and other administrators who have handbook responsibilities shall ~~present recommended~~ implement changes necessary to reflect new or modified policies. Changes of substance within handbooks shall be reviewed by the superintendent to assure compliance with school board policy ~~and shall be approved by the school board.~~

Legal References: Minn. Stat. § 123B.143 (Superintendent)

Cross References: Burnsville-Eagan-Savage School District Policy 208 (Development, Adoption, and Implementation of Policies)

Adopted: 4/1987

Burnsville-Eagan-Savage School District Policy 403

Reviewed: ~~6/11/2015~~11/2018

Revised: 6/25/2015

Rescinds: GCPAB

403 DISCIPLINE, SUSPENSION, AND DISMISSAL OF SCHOOL DISTRICT EMPLOYEES

I. PURPOSE

The purpose of this policy is to achieve the effective operation of Independent School District 191's programs through the cooperation of all employees under a system of policies and rules applied fairly and uniformly.

II. GENERAL STATEMENT OF POLICY

The disciplinary process described herein is designed to utilize progressive steps, where appropriate, to produce positive corrective action. While the school district intends that in most cases progressive discipline will be administered, the specific form of discipline chosen in a particular case and/or the decision to impose discipline in a manner otherwise, is solely within the discretion of the school district.

III. DISCIPLINE

A. Violation of School Laws and Rules

The form of discipline imposed for violations of school laws and rules may vary from ~~an oral~~ a written reprimand to termination of employment or discharge depending upon factors such as the nature of the violation, whether the violation was intentional, knowing and/or willful and whether the employee has been the subject of prior disciplinary or corrective action of the same or a different nature. School laws and rules to which this provision applies include:

1. policies of Independent School District 191;
2. directives and/or job requirements imposed by administration and/or the employee's supervisor; and
3. federal, state and local laws, rules and regulations, including, but not limited to, the rules and regulations adopted by federal and state agencies.

B. Substandard Performance

An employee's substandard performance may result in the imposition of discipline ranging from ~~an oral~~ a written reprimand to termination of employment or discharge. In most instances, discipline imposed for the reason of substandard

performance will follow a progressive format and will be accompanied by guidance, help and encouragement to improve from the employee's supervisor and reasonable time for correction of the employee's deficiency.

C. Misconduct

Misconduct of an employee will result in the imposition of discipline consistent with the seriousness of the misconduct. Conduct which falls into this category includes, but is not limited to:

1. unprofessional conduct;
2. failure to observe rules, regulations, policies and standards of Independent School District 191 and/or directives and orders of supervisors and any other act of an insubordinate nature;
3. continuing neglect of duties in spite of oral warnings, written warnings and/or other forms of discipline;
4. personal and/or immoral misconduct;
5. use of illegal drugs, alcohol or any other chemical substance on the job or any use off the job which impacts on the employee's performance;
6. deliberate and serious violation of the rights and freedoms of other employees, students, parents or other persons in the school community;
7. activities of a criminal nature relating to the fitness or effectiveness of the employee to perform the duties of the position;
8. failure to follow the canons of professional and personal ethics;
9. falsification of credentials and experience;
10. unauthorized destruction of school district property;
11. other good and sufficient grounds relating to any other act constituting inappropriate conduct;
12. neglect of duty;
13. violation of the rights of others as provided by federal and state laws related to human rights.

IV. FORMS OF DISCIPLINE

- A. The forms of discipline and corrective action that may be imposed by Independent School District 191 include, but are not limited to verbal or written warning; written

reprimand; disciplinary suspension, demotion or leave of absence without pay; and dismissal/termination or discharge from employment.

- B. Other forms of discipline, including any combination of the forms described in Paragraph A., above, may be imposed if, in the judgment of the administration, another form of discipline will better accomplish Independent School District 191's objective of stopping or correcting the offending conduct and improving the employee's performance.

V. PROCEDURES FOR ADMINISTERING POLICY

- A. In an instance where any form of discipline is imposed, the employee's supervisor will:
 - 1. Advise the employee of any inadequacy, deficiency or conduct which is the cause of the discipline, ~~either orally or in writing.~~ ~~If given orally, the supervisor will document the fact that an oral warning was given to the employee specifying the date, time and nature of the oral warning.~~ [JK1]
 - 2. Provide directives to the employee to correct the conduct or performance.
 - 3. Forward copies of all writings to the ~~Executive~~ Director of Human Resources for filing in the employee's personnel file.
 - 4. Allow a reasonable period of time, when appropriate, for the employee to correct or remediate the performance or conduct.
 - 5. Specify the expected level of performance or modification of conduct to be required from the employee.
- B. Independent School District 191 retains the right to immediately discipline, terminate or discharge an employee as appropriate, subject to relevant governing law and collective bargaining agreements where applicable.

Legal References: Minn. Stat. § 122A.40 (Teachers – Employment; Contracts; Termination)
Minn. Stat. § 122A.41 (Teacher Tenure)
Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 122A.58 (Coaches)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143 (Superintendent)
Minn. Stat. § 123B.147 (Principals)
Minn. Stat. § 197.46 *et seq.* (Veterans Preference Act)

Cross References: MSBA Service Manual, Chapter 3, Employees