



Future Ready. Community Strong.

Regular Meeting Agenda

Diamondhead Education Center
200 W. Burnsville Parkway
Burnsville, MN, 55337
January 10, 2019
6:30 PM

5:45 PM Listening Session with Directors DeeDee Currier and Eric Miller

- I. Call to Order
 - A. Welcome Public
 - B. Pledge of Allegiance
 - C. Oath of Office 3
- II. Approval of Agenda
- III. Annual Organization of the Board of Education 11
 - A. Election of Chair
 - B. Election of Vice Chair
 - C. Election of Clerk
 - D. Election of Treasurer
 - E. Salaries of Board Members
 - F. Regular Meetings of the School Board
 - G. Authorization of Electronic (telephone) Fund Transfers 17
 - H. Authorization for Use of Facsimile Signatures 22
 - I. Designation of Official Depositories
 - J. Appointment to Committees
 - K. Authorization to Execute and File Application for State- and Federally-Funded Programs
 - L. Designation of Legal Counsel
 - M. Designation of Official Newspaper
 - N. Designation of Identified Official with Authority for Minnesota Department of Education (MDE) Secure Website Access
- IV. Information
 - A. Future Ready. Community Strong.
 - 1. Hidden Valley Elementary Principal Overview 23
Presenter: Kristine Black, Principal
 - 2. Report on Blended Learning Cohort 37

Presenter: Rachel Gorton, Instructional Technology Coordinator

B. Reports

- | | |
|---------------------------|----|
| 1. Student Representative | 52 |
| 2. Superintendent | 53 |
| 3. Board Members | 54 |

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 | 55 |
| 2. Approve Personnel Recommendations | 60 |
| 3. Adopt a Resolution to Accept Donations | 61 |
| 4. Receive a Report on the Listening Session | 67 |
| 5. Approve, on a Second Reading Basis, Changes to Policies 206: <i>Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations</i> , 404: <i>Employment Background Checks</i> , 413: <i>Harassment and Violence</i> , 504: <i>Student Dress and Appearance</i> , 506: <i>Student Discipline</i> , 509: <i>Enrollment of Nonresident Students</i> , 525: <i>Violence Prevention</i> , 530: <i>Immunization Requirements</i> , 602: <i>Organization of School, Calendar and School Day</i> , 606: <i>Instructional Resources</i> , 707: <i>Transportation of Public School Students</i> , 709: <i>Student Transportation Safety Policy</i> , and 902: <i>Use of School District Facilities and Equipment</i> | 68 |
| 6. Approve, on a Second Reading Basis, New Policy 722: <i>Public Data Requests</i> | 158 |
| 7. Approve Out-of-State Travel for Director Currier to Attend the NSBA Annual Conference in Philadelphia March 29-April 1, 2019 | 165 |
| 8. In regards to employee A, the Board finds that employee A performed their duties in bad faith and malfeasance. The Board does not intend to defend or indemnify employee A in any Civil action according to Policy 211. | |
| 9. Schedule a Board Workshop on January 22, 2019, at 5:30 PM for Superintendent Search Planning with School Exec Connect | 166 |

VI. New Business

- | | |
|--|-----|
| A. Approve 2019-20 Secondary Course Catalog
Presenter: Dave Helke, Burnsville High School Principal | 167 |
| B. Approve Signing the Letter of Agreement with School Exec Connect
Presenter: Stacey Sovine, Executive Director of Human Resources | 248 |

VII. Adjourn to Workshop on Committee Structure

**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Abigail Alt

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

ACCEPTANCE OF OFFICE

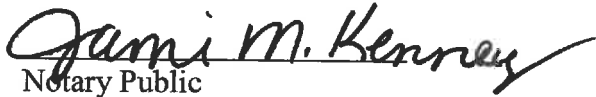
I hereby accept the office of school board member of Independent School District No. 191 for a term beginning on the first Monday in January, 2019 and expiring on the first Monday in January, 2023.

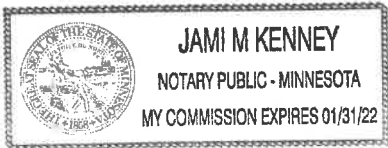
Date:


Signature

STATE OF MINNESOTA)
COUNTIES OF DAKOTA)
AND SCOTT)

The foregoing instrument was acknowledged before me this 27 day of November, 2018 by Abigail Alt.
Name of Candidate


Notary Public



**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

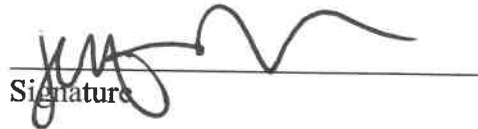
To: Jen Holweger

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

ACCEPTANCE OF OFFICE

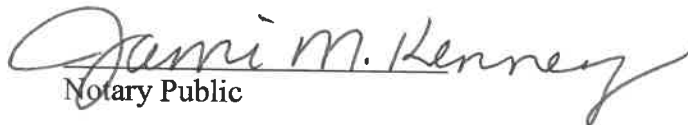
I hereby accept the office of school board member of Independent School District No. 191 for a term beginning on the first Monday in January, 2019 and expiring on the first Monday in January, 2023.

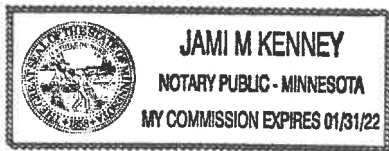
Date:


Signature

STATE OF MINNESOTA)
COUNTIES OF DAKOTA)
AND SCOTT)

The foregoing instrument was acknowledged before me this 27 day of November, 2018 by Jen Holweger.
Name of Candidate


Notary Public



OATH OF OFFICE

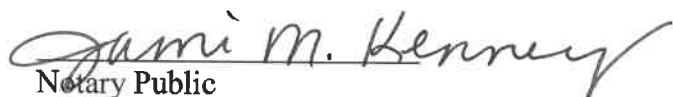
I swear/affirm that I will support the Constitution of the United States and of this state, and that I will discharge faithfully the duties of the office of school board member of Independent School District No. 191 to the best of my judgment and ability.

Date:


Signature

STATE OF MINNESOTA)
COUNTIES OF DAKOTA)
AND SCOTT)

The foregoing instrument was acknowledged before me this 27 day of November, 2018 by Jen Holweger
Name of Candidate


Notary Public



**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Scott Hume

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

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 191 for a term beginning on the first Monday in January, 2019 and expiring on the first Monday in January, 2023.

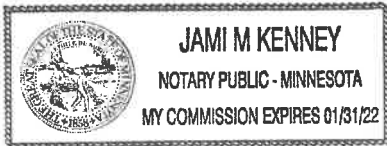
Date:


Signature

STATE OF MINNESOTA)
COUNTIES OF DAKOTA)
AND SCOTT)

The foregoing instrument was acknowledged before me this 27 day of November, 2018 by Scott Hume.
Name of Candidate


Notary Public



OATH OF OFFICE

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

Date:

Scott H
Signature

STATE OF MINNESOTA)
COUNTIES OF DAKOTA)
AND SCOTT)

The foregoing instrument was acknowledged before me this 27 day of November, 2018 by Scott Hume.
Name of Candidate

Jami M. Kenney
Notary Public



**ACCEPTANCE OF OFFICE
AND OATH OF OFFICE**

To: Lesley Chester

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

ACCEPTANCE OF OFFICE

I hereby accept the office of school board member of Independent School District No. 191 for a term beginning on the first Monday in January, 2019 and expiring on the first Monday in January, 2023.

Date:



Signature

STATE OF MINNESOTA)
COUNTIES OF DAKOTA)
AND SCOTT)

The foregoing instrument was acknowledged before me this 4th day of December, 2018 by Lesley Chester
Name of Candidate



Notary Public



OATH OF OFFICE

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

Date:



Signature

STATE OF MINNESOTA)
COUNTIES OF DAKOTA)
AND SCOTT)

The foregoing instrument was acknowledged before me this 4th day of
December, 2018 by Lesley Chester
Name of Candidate


Notary Public





Future Ready. Community Strong.

**Agenda III.A-N
January 10, 2019**

To: Members, Board of Education

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

Date: January 3, 2019

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 2019.

The items listed below must be addressed by the school board at its organizational meeting on January 10, 2019.

In order of rank, the officers from 2018 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 2019.

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 2019.

(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 2019.

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 2019.

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 2019.

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. 10, 2019	Oct. 10, 2019
Jan. 24, 2019	Oct. 24, 2019
Feb. 7, 2019*	Nov. 14, 2019
Feb. 21, 2019*	Dec. 12, 2019
Feb. 28, 2019	Jan. 9, 2020
March 14, 2019	Jan. 23, 2020
March 21, 2019*	Feb. 20, 2020*
April 11, 2019	Feb.27, 2020
April 25, 2019	March 12, 2020
May 9, 2019	March 19, 2020*
May 23, 2019	April 9, 2020
June 13, 2019	April 23, 2020
June 20, 2019*	May 14, 2020
Aug. 8, 2019	May 28, 2020
Aug. 22, 2019	June 11, 2020
Sept. 12, 2019	June 18, 2020*
Sept. 26, 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.

Items G-N pertain to calendar year 2019. 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 2019 is shown in the motion.

Recommendation: That the institutions shown below be designated as official depositories of the district for the 2019 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, 2019, 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 2019 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.

Law Firm	Type of Services Rendered
Kennedy & Graven Chartered	Student Issues; Custody Issues; General legal by Supt; complex school business matters; election law; bond sale (recently began to use in lieu of Knutson Flynn & Deans, but not fully converted); HR and employee related issues.
Goetz & Eckland P.A.	Contracts related to Construction and TIES
Booth Law Group LLC	Student Issues; Special Ed Issues
Rupp, Anderson, Squires & Waldspurger, P.A.	Business contracts, bid law, Review and development of unit language for bargaining agreements or terms and conditions of employment, etc.;
Knutson Flynn & Deans, P.A.	Bond attorney; election law;
Hitesman & Wold, P.A.	Employee benefit related items; OPEB law

M. Designation of Official Newspaper

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

Recommendation: That Sun Thisweek be designated as the official newspaper for 2019 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

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, 2019, 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
10th day of January, 2019.

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, 2019, 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
10th day of January, 2019.

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, 2019, 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
10th day of January, 2019.

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, 2019, 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
10th day of January, 2019.

Clerk _____

Chairperson _____

INDEPENDENT SCHOOL DISTRICT 191

WIRE TRANSFER AGREEMENT

AUTHORIZED REPRESENTATIVES

January 1, 2019 through December 31, 2019

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 10, 2019, 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 10th day of January, 2019.

CLERK _____
(certifying official)



**Agenda IV.A.1.
January 10, 2019**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Kristine Black, Principal

Date: January 3, 2019

Re: Hidden Valley Elementary Principal Overview

Receive a Hidden Valley Elementary Principal Overview from Principal Kristine Black.



ONE91
Burnsville · Eagan · Savage



Hidden Valley Elementary *January 10th, 2019*

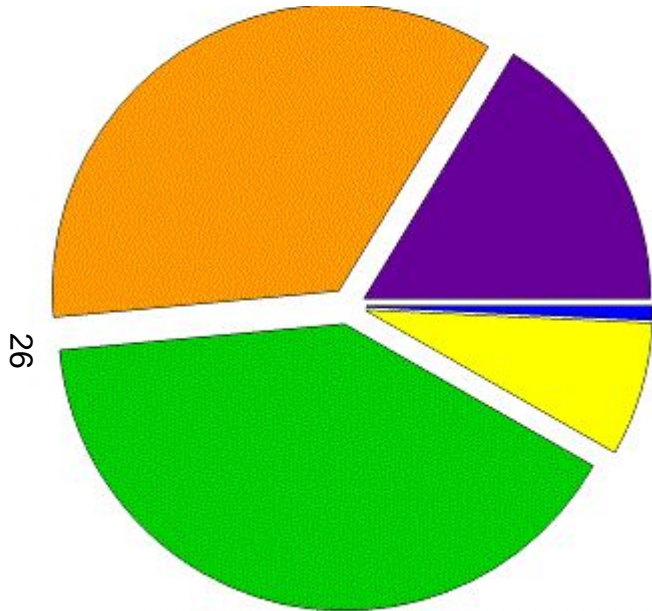
Board Report

Future Ready. Community Strong.

Building Leadership Team

- Kristen Anderson-4th Grade Teacher
- Usman Hussain-Student Support
- Christine Michels-English Language Teacher
- Lindsay Richter-Special Education Teacher
- Kelly Smith-Continuous Improvement Coach
- Teresa Tollerud-2nd Grade Teacher

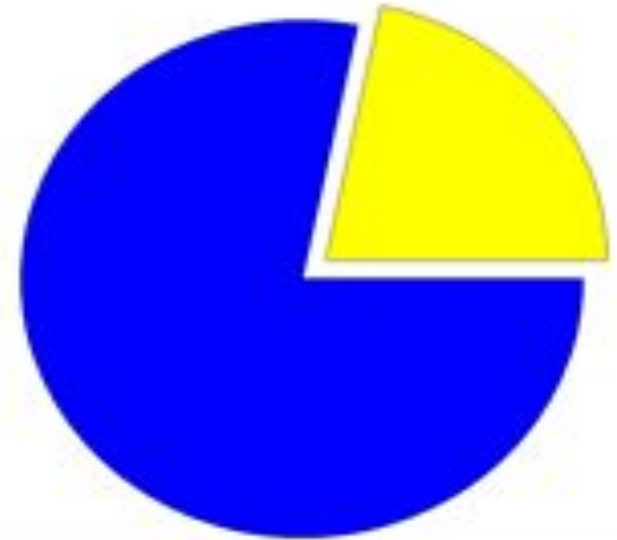
Hidden Valley - An Incredibly Diverse Learning Community



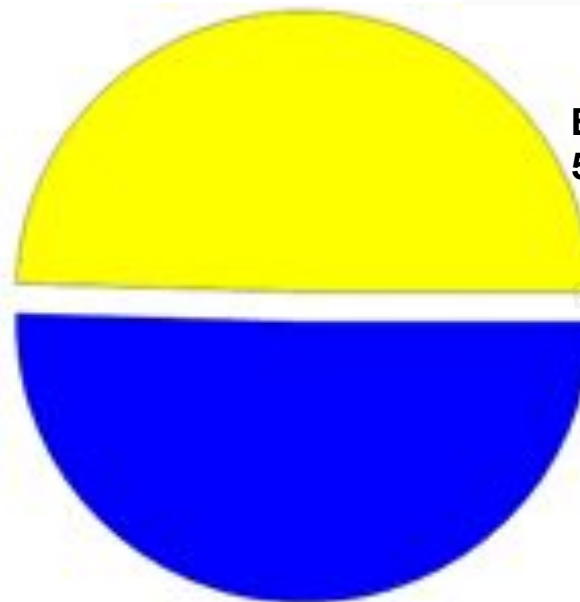
Demographic Breakdown

- American Indian 0.7%
- Asian/Pacific Islander 7.5%
- Hispanic 40.3%
- Black 35.2%
- White 16.3%

Free/Reduced Price Lunch
78.2% Yes 21.8% No



English Language Learners
50.5% Yes 49.5% No



Important Designations for Hidden Valley Elementary

Racially Identifiable School (RIS):

27

Prioritized for School Support in Math and Reading through the North Star System
(This is the lowest level of support through the North Star System)

Site Improvement Goals

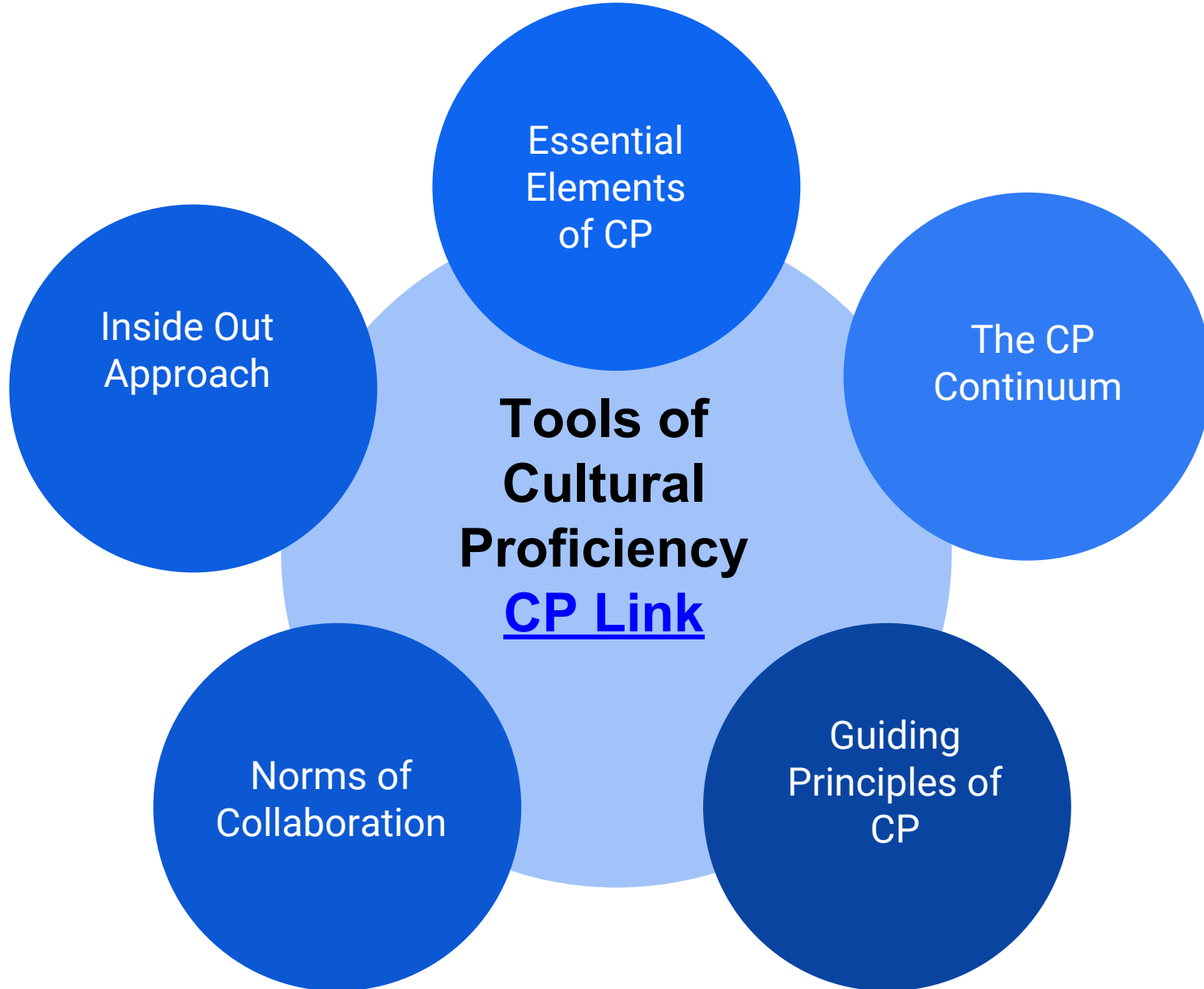
CORE INSTRUCTION GOAL : The percentage of all students in grades 1-5 at Hidden Valley Elementary who meet or exceed their fall to spring individual RIT Growth Projection on the NWEA MAP in Reading will increase from 62.1% in Spring, 2018 to 65.1% in Spring 2019 through the intentional use of culturally proficient tools and engagement strategies to accelerate learning for all students. *This is Hidden Valley's ProPay Goal.*

28

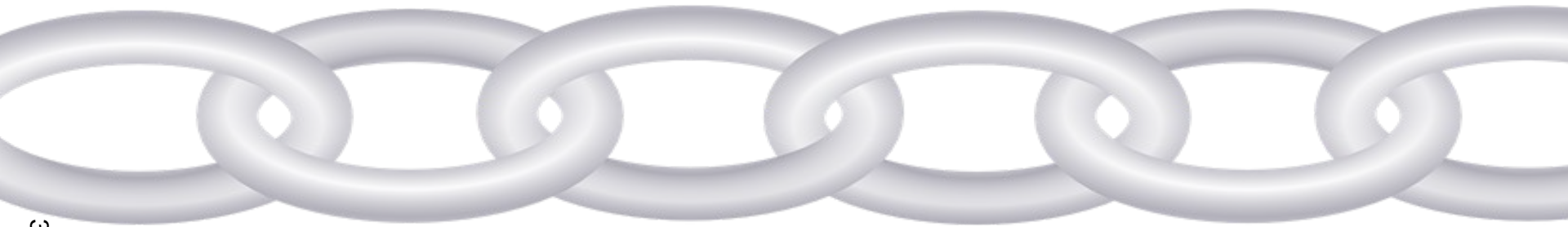
INSTRUCTIONAL GAP GOAL : The proficiency gap between the White Students and the Hispanic students enrolled at Hidden Valley Elementary and tested both sessions on the Reading MAP tests will decrease from 18.07% in 2018 to 15.07% in 2019 by increasing the proficiency rate of the groups as follows:

- A. White students from 76.31% in 2018 to 79.31% in 2019 and
- B. Hispanic students from 58.24% in 2018 to 64.24% in 2019.

CLIMATE AND CULTURE GOAL : Hidden Valley Staff will create a strong and positive culture and climate by engaging students and staff in the process of rebuilding our identity using CPSS Strategies as a foundation.



Linked Impact Teams : A System of Student Success

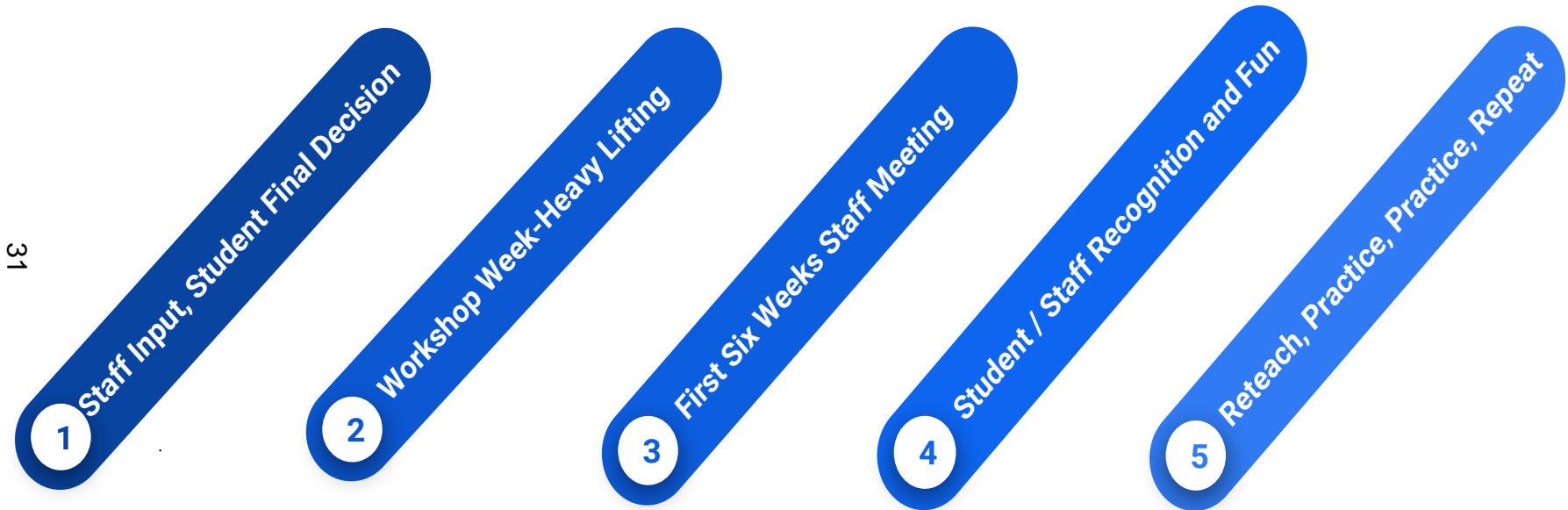


30

- Building Leadership Team-BLT
- Collaborative Teams-CT
- Student Success Team-SST
- Student Teacher Assistance Team-STAT

Climate and Culture Shared Leadership :

Creating the Conditions for Success



31

Assume Nothing; Teach Everything.
Reteach Often. Recognize and Celebrate!

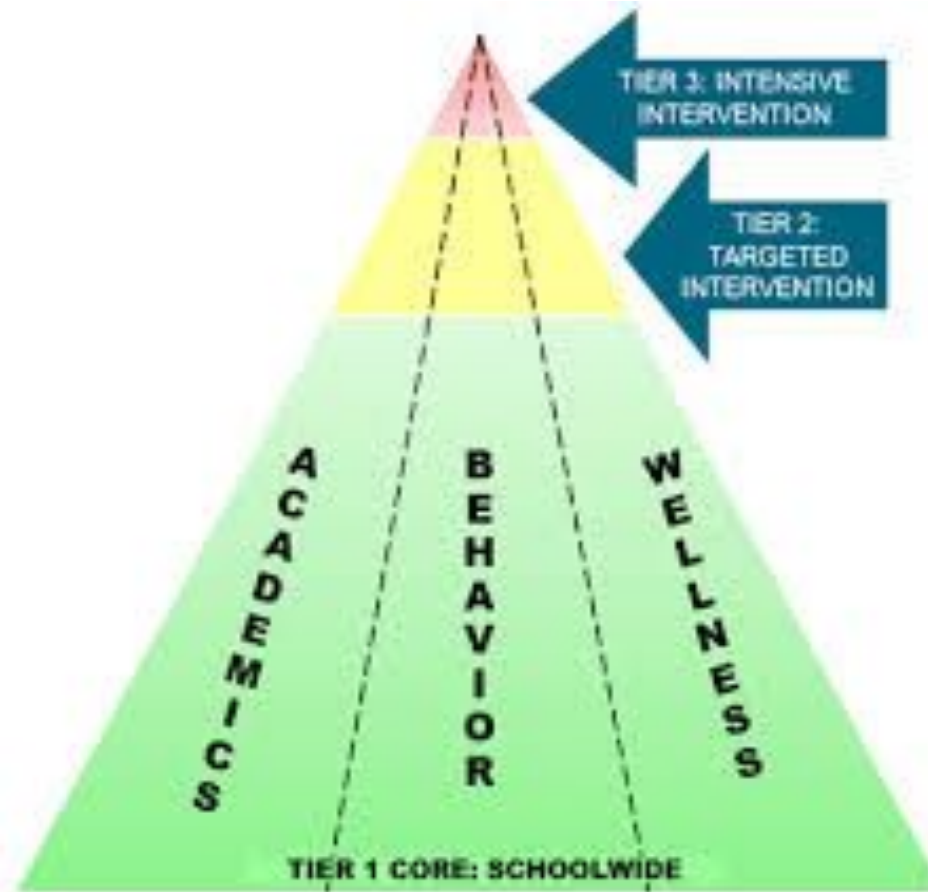
Core Instruction with Fidelity

Use of curriculum resources in *Making Meaning* as intended

Social Skills, Character Education
Embedded

Time set aside in the master schedule so teachers are able to plan and collaborate

Multi Tiered Systems of Support



33

Intentional, Focused, Everyone Has a Critical Role

Closing the Achievement Gap - Access

ADSIS Grant

Title Funding

Intervention-Academic Support for All

34 Proactive, Reactive Behavior Support for All
Minnesota Reading Corp, Minnesota Math Corp

Family Liaisons and Bilingual EA's

Targeted Intervention and Progress Monitoring

Partners in Learning Success (PALS)

Data Days, Calibration Visits

Results for Acceleration

(SY 18-19 Winter data info will be entered prior to the BOE meeting when our testing is complete next Thursday to show current Winter data)

SY17-18

Fall to Winter Growth =
42.2% met or exceeded
growth goal

Winter to Spring Growth =
62.1% met or exceeded
growth goal
(We met our SIP goal for
FY17-18)

SY18-19

Fall to Winter Growth =
54.6% met or exceeded
growth goal.

Winter to Spring Growth =
Our expectation is that the
% will exceed our SIP Goal
of 65.1%

Contact Information:

Kristine Black

Kblack@isd191.org

952-707-3801 (office)

612-490-1503 (cell)



**Agenda IV.A.2.
January 10, 2019**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Rachel Gorton, Instructional Technology Coordinator

Date: January 3, 2019

Re: Report on Blended Learning Cohort

Receive a report on Blended Learning Cohort from Rachel Gorton, Instructional Technology Coordinator.



ONE91
Burnsville · Eagan · Savage



Photo Credit: Lisa Christen

38

Future Ready

Blended Learning Cohort Update

Board Report

January 10, 2019

Future Ready. Community Strong.



Our Beliefs

39

- FUTURE READY includes the skills and knowledge our students need to thrive in our technology-rich world.
- EVERY student deserves opportunities to learn about technology and use technology to aid in their learning
- STANDARDS and LEARNING drive the strategies and digital tools.



Blended Learning

40 "The term **blended learning** refers to a spectrum of teaching modes that combine traditional, face to face instruction with work done online."

-C.Tucker



2014

- Shared laptop carts
- Computers in media
- First sets of Chromebook carts in Social Studies



4 Vision

- Personalized Learning
- Serve unique needs of students
- Provide relevant and engaging learning
- Developing real-world ready learners



Cohort Details

- Collaborative cohort over multiple months
- Learn with and from colleagues
- Models Blended Learning practices
- Aligned to and support district goals
- Immediately applicable



2015-2016: Schoology adopted, in-house training

2016-2017: Cohorts 1 & 2 focused on high school teachers

2017-2018: Cohorts 3 & 4 high school & middle school teachers

2018-2019: Cohort 5 high school, middle school, elementary

2019-2020: Continuing . . .



Facilitators

Cohort 1 & 2 facilitated by Schoology trainers

Cohorts 3, 4, & 5 facilitated by Burnsville High School teachers:

- Krissy Aars
- Colleen Coleman
- Paul Connell
- Allison Millea

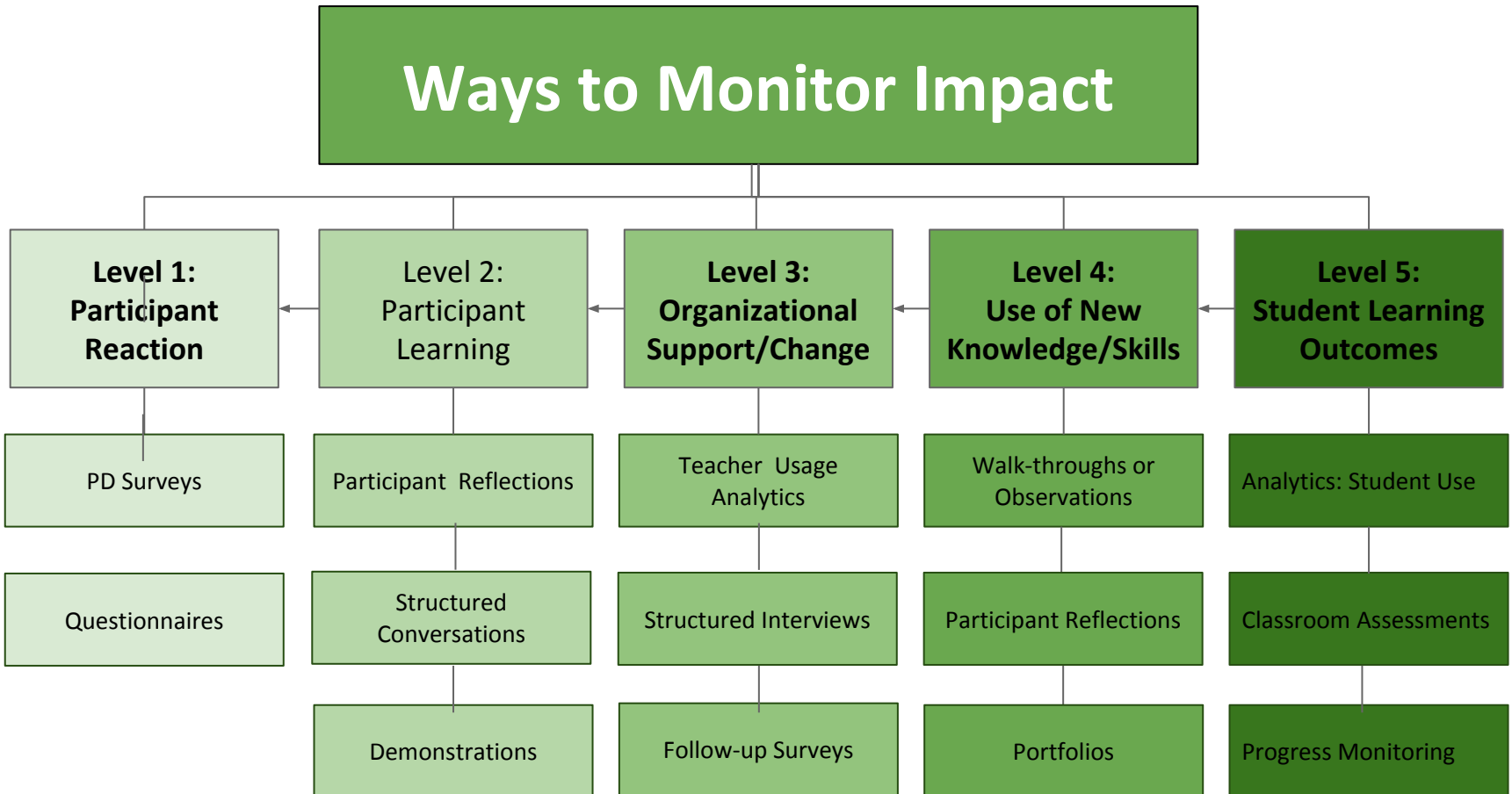
44

Participants

- 63 Teachers have participated in the Blended Learning Cohort
- 42 Teachers are currently in the Blended Learning Cohort

Ways to Monitor Impact

45





Level 2:
Participant
Learning

Participant Reflections

Structured
Conversations

Blended Learning Cohort Teacher:

- Rethinking instructional strategies
- Self-Evaluation
- Identification of need to differentiate
- See the potential to reach students in different ways



Tue Feb 20, 2018 at 12:24 pm

I have dabbled in flipping lessons in the past-one to two a semester. With the knowledge I am gaining of Schoology, I can see enhancing my instruction by doing more flipped lessons. I can add components like online quizzes or audio/video recorded discussion comments. The only additional support I need is time-as most teachers do. This is a great way to differentiate my instructional approaches to see which students respond well to a more blended approach to learning.



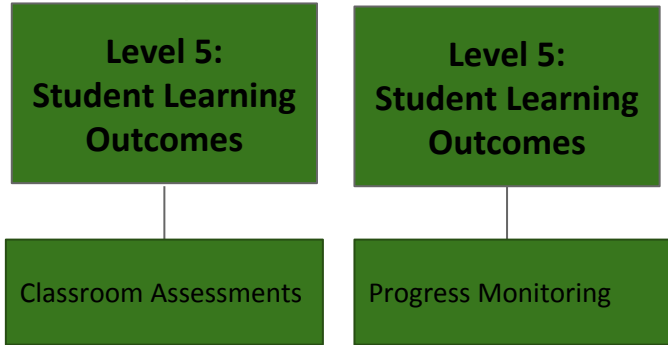
**Level 4:
Use of New
Knowledge/Skills**

Walk-throughs or
Observations

Topic: Blended Learning Look Fors

Compiled by Blended Learning Cohorts 1 & 2 - Last updated November 2017

What specific evidence would you see in an exemplary blended learning environment?		
What would you see or hear an instructor doing?	What would you see or hear students doing?	What would you see or hear instructional leaders doing?
<ul style="list-style-type: none"> • Lessons that include a variety of different blended learning models. • The instructor has classroom procedures in place. • The room is set up in way that ensures productivity and easy monitoring. • Using different tools for different learning styles • Instructor has class expectation set for technology use • Instructor acts as a facilitator • Walking around room monitoring progress • Troubleshooting technology hiccups • Setting up Schoology in a way that helps guide students quickly to the learning goals. • Having a place in Schoology where students can go back and reflect on learning or review what they missed when absent. • Providing options for students to engage electronically • Instructor has time to meet with individuals and groups to provide additional support, feedback and motivate with higher order questioning. • Continuing classroom discussions or learning outside the classroom walls • Instructor provides feedback both verbally and online (google doc editing and/or Schoology comments--using quiz/test feedback features and discussion/assignment features) 	<ul style="list-style-type: none"> • Students work in small groups and independently to complete coursework which sometimes is online and sometimes offline. • Students take ownership in their work. • Creating their knowledge through pathways provided by the teacher • Making connections by using technology or by collaborating with their peers • Students are actively interacting with content that was obtained through some sort of "flipped" means • Students are guiding their own learning through choices • Collaborating with others outside the walls of the classroom (using Schoology) • Engaged students digging deeper into a topic that they really want to learn more about as well as sharing what they learned with the class. • Pair Programming/transfer knowledge activity • Ideally allows students to work at home when missing school; however, that also requires motivation on their part. • Inquiry-Driven activities (in classroom) • Students know where to go to get assignments, videos, resources when they have been gone • Students creating and sharing globally • Student centered 	<ul style="list-style-type: none"> • Professional development is offered in a variety of formats (synchronous, asynchronous, flipped, face-to-face, etc.) • Instructional leaders should have an understanding of what the tools being used are capable of. • Providing opportunities for teachers to expand their knowledge base in relation to digital teaching. • Professional Development whether related to blended learning or not, uses blended learning. • Helping teachers create Blended Learning goals/timeline • Curriculum is accessible and built in a Schoology Group • Utilize Schoology for communication and collaboration with all stakeholders (parents, students, teachers, etc.) • Discussing/working to offer some different school day models, at least at the high school level. Might include courses that offer some face to face time but then part of the time the instruction is online or asynchronous. • Instructional Leaders ensure that the technology provided by the district includes some "protections"--preventing students from their gaming and/or other negative online habits.



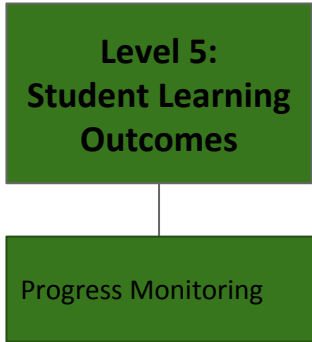
48

Topic: Using Schoology Discussions for Writing Sample Analysis

AP US History test scores jumped 10-20% in 2017 and 2018 as compared to previous years. While certainly there were other factors, students shared that seeing weekly examples of sample essay writing played a role in their success.

BHS Social Studies Teacher & Blended Learning Cohort Facilitator Krissy Aars





49

Topic: Using Schoology for organization and communication

“Schoology helped me stay organized. I really liked that I always knew what we were doing each day. Also if I was absent I knew exactly what I had missed.”

- Tre

BHS Social Studies Teacher & Blended Learning Cohort Facilitator Colleen Coleman



Possible Next Steps

50

- Additional Blended Learning Cohorts
 - Teachers who haven't yet participated
 - Advanced Cohort

2019-2020: Continuing . . .

51 Thank You!





**Agenda IV.B.1.
January 10, 2019**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Sundus Hussein, Student Representative

Date: January 3, 2019

Re: Student Representative Report

Receive the Student Representative report from Student Representative Sundus Hussein.



**Agenda IV.B.2.
January 10, 2019**

To: Board of Education, Members
From: Cindy Amoroso Superintendent
Date: January 3, 2019
Re: Superintendent Report

Receive the Superintendent Report from Superintendent Cindy Amoroso.



**Agenda IV.B.3.
January 10, 2019**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: _____, Board Chair

Date: January 3, 2019

Re: Board Member Reports

Receive reports from Board Members.

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
December 13, 2018

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

Call to Order

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

Attendance

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

Pledge of Allegiance

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

Agenda

Received a report on Budget and Property Tax from Lisa Rider, executive director of business services. There were no public comments at the public hearing. The Truth in Taxation Hearing concluded at 6:50 p.m.

Truth in Taxation

Received a Harriet Bishop Elementary Principal Overview from Ken Essay, principal.

Reports

Received a report on the World's Best Workforce Plan from Dr. Jenna Mitchler, director of curriculum, instruction and assessment, Dr. Connie Erickson, Cindy Check, Bethany Van Osdel, and Frannie Becquer.

Received a report on the FY20 Budget Process and Timeline from Lisa Rider, executive director of business services.

Received the Student Representative report from Student Representative Sundus Hussein.

Received the Superintendent Report from Superintendent Cindy Amoroso.

Received reports from Board Members Alt, Miller, Currier, and Schatz.

Received committee reports from VandenBoom on behalf of Technology Committee; Alt on behalf of Policy Review Committee; Luth on behalf of Student Performance and Achievement Committee; and Currier on behalf of ISD 917 and AMSD. Alt reported on Sourcewell and Vandenboom reported on MSBA.

Hussein left the meeting at 8:51 p.m.

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

- Approve minutes of the regular board meeting on November 15, 2018, November 29, 2018, board retreat, and December 12, 2018, workshop.
- Approve personnel recommendations for M. Heim, M. Moukrim, D. Daniell, J. Pettes, M. Heine, J. Lautigar-Beutz, K. Silberman, K. Silvers, E. Alvarado, K. Clafflin, L. Fairchild, N. Hassan, P. Sanders, J. Acevedo, H. Adan, S. Balakrishnan, Jessica Anderson, E. Miskiewicz. M. Beltran, P. McDonald, M. Aden, K. Roy, J. Reick, S. Schansberg, T. Few, H. Ali, D. Gamache, S. Balakrisnan, A. Sandberg, D. Berg, A. Dvorak, E. Thomas, J. Dahl, A. Hazen, C. Pearson, A. Sinclair, S. Tillman, T. Iverson and R. McGowan.
- Approve and accept donations.
- Approve October payroll checks numbered 719135-719149 and direct deposit notices numbered 697393- 700507 in the net amount of \$4,567,734.90. October & November claims to date represented by checks numbered 461393-461886, 1020695-1020877, and 102185-102187 and wire transfers and adjustments totaling \$9,638,216.82. Also, that the Board accepts October receipts of \$15,002,096.47 and investments for the General Fund & 2015A School Building Bonds and OPEB of \$50,316,238.20 as of October 31, 2018.
- Receive a report on the November 15, 2018, listening session.
- Approve, on a second reading basis, nonsubstantive changes to Policies 102: *Equal Educational Opportunity*, 401: *Equal Employment Opportunity*, 406: *Public and Private Personnel Data*, 418: *Drug-Free Workplace/Drug-Free School*, 423: *Employee-Student Relationships*, 424: *License Status*, 427: *Workload Limits for Certain Teachers*, 505: *Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees*, 510: *School Activities*, 524: *Internet Acceptable Use and Safety Policy*, 614: *School District Assessment Program*, and 713: *Student Activity Accounting*.
- Approve, on a second reading basis, changes to Policy 422: *Policies Incorporated by Reference* and add "Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)" to the Cross References section of each policy listed on Policy 422.
- Approve, on a second reading basis, changes to Policies 202: *School Board Officers* and 212: *School Board Member Development*.
- Approve, on a first reading basis, changes to Policies 902: *Advertising*, 530: *Immunization Requirements*, 707: *Transportation of Public School Students*, and 709: *Student Transportation Safety Policy*.

Motion carried unanimously (7, 0).

Consent Agenda Minutes

Personnel Recommendations

Donations Deposits, checks, receipts and investments

Listening Session Policies

Moved by VandenBoom, seconded by Schatz, to approve the Financial Audit Report for 2017-2018. Motion carried unanimously after discussion (7, 0).

Audit

Moved by Currier, seconded by Luth, to certify the final property tax levy for taxes payable in 2019 as follows:

Property Tax Levy

General - RMV, Voter Approved \$ 16,107,031.91
General - RMV, Other 5,204,274.43
General - NTC, Voter Approved 2,889,978.08
General - NTC, Other 6,180,672.08
Community Service 1,543,820.66
General Debt Service, Voter Approved 4,286,093.02
General Debt Service, Other 6,086,499.16
OPEB/ Pension, Other 1,402,666.65
Total \$ 43,701,035.99
Motion carried unanimously (7, 0).

Moved by VandenBoom, seconded by Alt, 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 call vote was taken. Motion carried unanimously (7, 0).

Combined Polling

Moved by Schatz, seconded by Currier, to award the base bid in the amount of \$132,336.38 for the 2019 Fire Alarm System Replacement Project at Metcalf Middle School to Johnson Controls. Motion carried unanimously after discussion (7, 0).

Award Bid

Moved by Schatz, seconded by Miller, to approve the 2020-21 and 2021-22 school calendars. Motion carried unanimously after discussion (7, 0).

Calendars

Moved by Schatz, seconded by VandenBoom, to approve, on first reading basis, changes to Policy 509: *Enrollment of Nonresident Students*. Motion carried unanimously after discussion (7, 0).

Policies

Moved by Schatz, seconded by Luth, to approve on a first reading basis, new Policy 905: *Advertising*. Referred back to committee after discussion.

Moved by VandenBoom, seconded by Currier, to approve, on a first reading basis, changes to Policies 404: *Employment Background Checks*, 413: *Harassment and Violence*, 525: *Violence Prevention*, and 602: *Organization of School Calendar and School Day*. Motion carried unanimously after discussion (7, 0).

Moved by Schatz, seconded by Currier, to approve, on a first reading basis, new Policy 722: *Public Data Requests*. Motion carried unanimously after discussion (7, 0).

Moved by Schatz, seconded by Alt, to adjourn to a board workshop at 8:00 p.m. Motion carried unanimously (7, 0).

Moved by Currier, seconded by Luth, to approve, on a first reading basis, changes to Policy 606: *Instructional Resources*. Motion carried

unanimously after discussion (7, 0).

Moved by VandenBoom, seconded by Luth, to approve, on a first reading basis, changes to Policies 206: *Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations*, 504: *Student Dress and Appearance*, and 506: *Student Discipline*. Motion carried unanimously after discussion (7, 0).

Received closing comments from VandenBoom, Schmid and Luth.

Closing comments

Moved by Luth, seconded by VandenBoom, to adjourn at 9:48 p.m.

Adjourn

January 10, 2019

clerk

Date Approved

DRAFT

School Board Minutes
INDEPENDENT SCHOOL DISTRICT 191
December 18, 2018

The special meeting of the Board of Education was called to order by Chair Schmid at 4:55 p.m. at the Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

Call to Order

Members present: Directors Currier, VandenBoom, Alt, Luth, Miller, and Chair Schmid. Schatz was absent. Superintendent Amoroso, administrators, staff, and members of the public were also present.

Attendance

Schmid asked VandenBoom to lead the Pledge of Allegiance.

Pledge

Moved by Luth, seconded by VandenBoom, to approve the agenda. Motion carried unanimously (5, 0).

Agenda

Received a presentation from McPherson & Jacobson, LLC.

Presentations

Miller arrived at 5:25 p.m.

Received a presentation from Ray and Associates, Inc.

Received a presentation from School Exec Connect.

Moved by Luth, seconded by Alt. to select School Exec Connect for the superintendent search. Motion carried unanimously after discussion (6, 0).

Select Search Firm

Moved by VandenBoom, seconded by Luth, to adjourn at 6:36 p.m. Motion carried unanimously (6, 0).

Adjourn

clerk

January 10, 2019

Date Approved

January 10, 2019

**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 10, 2019 FINAL

RE: Recommended Personnel Changes

CLASSIFICATION	ACTION	POSITION CONTROL	NAME	FINAL	LOCATION	POSITION	EFFECTIVE DATE
Certified	Appointment		Angela Lobben	*	Sioux Trail Elementary School	Teacher Long Term Substitute	1/7/2019-3/4/2019
Certified	Appointment		Robin Kutz		Vista View Elementary School	Teacher Long Term Substitute	12/17/1818-3/21/2019
Certified	Appointment	Replacement	Ashly Mickelson	*	Vista View Elementary School	Teacher	12/3/2018
Certified	Appointment	Replacement	Melinda Byrne		Nicollet Middle School	Teacher	1/2/2019
Certified	Appointment	Replacement	Antanaya Ferguson		Nicollet Middle School	Teacher SPED	1/2/2019
Certified	Appointment	Replacement	Max Haakonson		Edward Neill Elementary	Teacher SPED	1/2/2019
Certified	Resignation		Andrea Rainy		Sky Oaks Elementary School	Teacher	1/11/2019
Classified	Appointment	Replacement	Marissa Ruiz		Burnsville High School	Food Service Associate	1/2/2019
Classified	Appointment	Replacement	Brian Gersich	*	Diamondhead Education Center	Assistant Superintendent	1/2/2019
Classified	Appointment	New Position	Emily Berchem		Burnsville High School	AVID Tutor	2018/2019 School Year
Classified	Appointment	New Position	Heather Mathews		MW Savage Elementary School	EA Level IV	12/21/2018
Classified	Change of Assignment		Kelli Mitsch		Sky Oaks Elementary School	Food Service Manager	1/16/2019
Classified	Change of Assignment		Husna Adan	*	Hidden Valley Elementary	Cultural Liaison	12/10/2018
Classified	Change of Assignment		Susan Keljik		MW Savage Elementary School	EA Level II	1/2/2019
Classified	Change of Assignment		Erica White		Hidden Valley Elementary	Registered Nurse	12/14/2018
Classified	Change of Assignment		Dixie True		Burnsville High School	Food Service Associate	1/2/2019
Classified	Change of Assignment	Replacement	Laurie Cook		Hidden Valley Elementary	Food Service Assistant Manager	1/16/2019
Classified	Resignation		David Watkins		District-wide	Assistant Superintendent	1/4/2019
Classified	Resignation		Tamara Few		Nicollet Middle School	EA Level IV	12/14/2018 REVISED
Classified	Resignation		Janet Wesley		ECSE Center	EA Level IV	1/2/2019
Classified	Retirement		Beth Herby	*	Burnsville High School	Food Service Associate	4/1/2019
Classified	Termination		Kassandra Lopez		District-wide	Clerical Level III	1/2/2019



**Agenda V.A.3.
January 10, 2019**

To: Members, Board of Education
Cindy Amoroso, Superintendent

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

Date: January 3, 2019

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 10, 2019.

Clerk – Board of Education

Date	Donor	Recipient	Terms	Donation
11/28/2018	Nancy Rivers	John Metcalf Middle School	To support the ISD191 Orchestra Program	4/4 Full Size Violin
11/28/2018	Congressman Jason Lewis	Sioux Trail Elementary	Student use	2 boxes of books (91 books for students)
11/29/2018	Ryan and Sarah Agrimson	Vista View Elementary	Children needing winter gear	10 pairs of snow boots, 8 pairs of winter boots, hats and mittens
12/6/2018	Rotary Club of Savage	Hidden Valley Elementary	Keep our children warm	Mittens, gloves, hats, snow pants, Jackets
12/12/2018	Employee through Wells Fargo Foundation - Matching Gift	Sioux Trail Elementary	Student use	\$120.00
12/11/2018	Jerry & Phyllis Ulrich from Peace Church	Rahn Elementary	new winter gear for kids	coats, hats, mittens, scarves
12/7/2018	Kathy Nida	Eagle Ridge Middle School	PBIS	3 \$5 McDonalds gift cards
12/17/2018	Anonymous	Food & Nutrition Services	Student Negative Meal Account Balances	\$1,000.00
12/17/2018	Anonymous	Food & Nutrition Services	Student negative meal accounts	\$10.00
12/3/2018	Burnsville Fire Department, Chief BJ Jungmann	Burnsville High School	Partnership support for the Emergency Medical Technician pathway at Burnsville High School.	One stretcher and one Stryker stair chair
12/20/2018	Presbyterian Church of the Apostles	Gideon Pond Elementary	Emergency Family Fund	\$346.50 check donation
12/21/2018	WB PTO	William Byrne Elementary	help out the school	\$448.29
8/29/2018	Invigorate Chiropractic, PA (Katie Schultz)	Sky Oaks Elementary	For general student use.	\$160.00
12/7/2018	Pem Millwork of MN, Inc. (Mr. & Mrs. Hoover)	Sky Oaks Elementary	For student use.	\$1000,00
8/30/2018	Berean Baptist (Brent Birdsall)	Sky Oaks Elementary	Community Service to our students	School supplies & food for Open House
9/4/2018	Costco (Kathleen)	Sky Oaks Elementary	For primary students of ISD191 (all 10 schools)	400 primary-sized backpacks
9/4/2018	Mn Dept of Revenue employees (Michelle Baker)	Sky Oaks Elementary	For the students of Sky Oaks	Backpacks filled with supplies, shoes etc.
9/4/2018	Prince of Peace Lutheran & Thrivent (Kathy Kieffer)	Sky Oaks Elementary	For the students of Sky Oaks	2 skids of backpacks, supplies, kinder mats
12/20/2018	Anonymous	Food & Nutrition Services	Student meal accounts for a specific family	\$400.00

9/4/2018	Presbyterian Church of the Apostles (Marjean McGuire)	Sky Oaks Elementary	For the students of Sky Oaks	Supplies & kleenex every month of the year
9/4/2018	Lion's Club (Sandy Richte)	Sky Oaks Elementary	For the students of Sky Oaks	School supplies
9/4/2018	Mrs. Joann Shook	Sky Oaks Elementary	For the students of Sky Oaks	Books for the Media Center
1/2/2019	Anonymous	Food & Nutrition Services	Unpaid student meal accounts	\$15.00

Total monetary donation received: \$2,153.29

Asset Transfer Agreement

THIS ASSET TRANSFER AGREEMENT is made this 03 day of October, 2018 by The City of Burnsville, Minnesota (“Burnsville”) and Independent School District 191, Minnesota, collectively referred to herein as “the Parties”.

WHEREAS, Minnesota Statutes §§ 471.64 and 471.85 authorizes any city to transfer its personal property to another city for public use for without consideration and authorizes any city to acquire property from another city without regard of other statutory provisions governing the acquisition of public property when duly authorized by its governing body, and;

WHEREAS Burnsville wishes to transfer public safety equipment it no longer needs for its operations to Independent School District 191, under the terms and conditions set forth below;

WHEREAS Independent School District 191 agrees to accept the equipment, under the terms and conditions set forth below;

IN CONSIDERATION of the mutual promises and other considerations exchanged by the Parties as set forth herein, the City of Burnsville hereby transfers to, and the Independent School District 191 hereby accepts, the property as follows:

A. Description of the Assets.

1. Acquired Assets: As used in this agreement, the term “Acquired Assets” shall mean the assets of Burnsville listed immediately below that are being transferred to Independent School District 191 under this agreement:
 - a. 1 Stryker Stretcher
 - b. 1 Stryker Stairchair
2. Exclusion of other assets No assets of Burnsville other than the Acquired Assets are being transferred pursuant to this agreement and, therefore, under this agreement Independent School District 191 acquires no ownership in any assets of Burnsville other than those known herein as the Acquired Assets.

B. Consideration.

1. Purchase Price. The total purchase price to be paid by Independent School District 191 for the Acquired Assets is \$0.00 (hereinafter “Purchase Price”).
2. Assumed Liabilities. Independent School District 191 shall not assume nor have any responsibility with respect to any obligation or debt of Burnsville.

C. Representations and Warranties.

1. Burnsville Representations and Warranties. Burnsville makes the following representations and warranties to **Independent School District 191**:
 - a. Burnsville possesses clear title to all Acquired Assets free of any claims, encumbrances, or liens of third parties.
 - b. The Acquired Assets contain no hidden damage or defects known to Burnsville other than those disclosed in writing to **Independent School District 191** prior to the execution of this Agreement.
 - c. The Acquired Assets have been stored in an outside shed over the last 4 years. Some of this equipment may not comply with the current NFPA standards.
 - d. The Acquired Assets are being transferred on an “AS IS” basis, and except as expressly set forth in the preceding sentence, BURNSVILLE DISCLAIMS ANY AND ALL WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE ACQUIRED ASSETS, INCLUDING, BUT NOT LIMITED TO, THEIR PHYSICAL CONDITION, AND MAKES NO WARRANTY OR MERCHANTABILITY OR FITNESS OF THE ACQUIRED ASSETS FOR ANY PARTICULAR PURPOSE, EXPRESS OR IMPLIED. THE INDEPENDENT SCHOOL DISTRICT 191 RELEASES BURNSVILLE FROM ANY AND ALL CLAIMS AT LAW OR EQUITY REGARDING THE ACQUIRED ASSETS AND THEIR PHYSICAL CONDITION, MERCHANTABILITY, OR FITNESS FOR ANY PARTICULAR PURPOSE.

2. Burnsville Additional Representations and Warranties No additional warranties or representations are made by Burnsville.

D. Integration.

This Agreement, including the attachments mentioned in the body as incorporated by reference, sets forth the entire agreement between the Parties with regard to the subject matter hereof. All prior agreements, representations and warranties, express or implied, oral or written, with respect to the subject matter hereof, are hereby superseded by this agreement. This is an integrated agreement.

E. Modification.

Except as otherwise provided in this document, this agreement may be modified, superseded, or voided only upon the written and signed agreement of the Parties. Further the physical destruction or loss of this document shall not be construed as a modification or termination of the agreement contained herein.

F. Acknowledgements.

Each party acknowledges that they have had an adequate opportunity to read and study this agreement, to consider it, to consult with attorneys if they have so desired.

IN WITNESS THEREOF and acknowledging acceptance and agreement of the foregoing as authorized by the City Councils of the Parties.

CITY OF BURNSVILLE

INDEPENDENT SCHOOL DISTRICT 191




Mayor Elizabeth B. Kautz

Board Chair



Interim City Manager Dana Hardie

Executive Business Director Lisa Rider



Fire Chief BJ Jungmann
Burnsville Fire Department
Dated: October 3, 2018

Dated: November 15, 2018



**Agenda V.A.4.
January 10, 2019**

To: Board of Education, Members
From: Cindy Amoroso, Superintendent
Date: December 14, 2018
Re: Report on Listening Session on December 13, 2018

12.13.18 School Board Listening Session

In attendance:
Board Members Jim Schmid and Bob VandenBoom
Superintendent Amoroso

Speakers: Two staff attended to give feedback on the proposed 2020-21 and 2021-22 calendars which are on tonight's agenda for Board approval.

!



Future Ready. Community Strong.

**Agenda V.A.5.
January 10, 2019**

To: Board of Education, Members

From: Cindy Amoroso, Superintendent, Stacey Sovine, Executive Director of Human Resources, Stephanie White, Director of Student Support Services, Dr. Jenna Mitchler, Director of Curriculum, Instruction and Assessment, and Lisa Rider, Executive Director of Business Services

Date: January 3, 2019

Re: Second Reading of Policies

Recommendation: Approve, on a Second Reading Basis, Changes to Policies 206: *Public Participation in School Board Meetings/Complaints About Persons at School Board Meetings and Data Privacy Considerations*, 404: *Employment Background Checks*, 413: *Harassment and Violence*, 504: *Student Dress and Appearance*, 506: *Student Discipline*, 509: *Enrollment of Nonresident Students*, 525: *Violence Prevention*, 530: *Immunization Requirements*, 602: *Organization of School, Calendar and School Day*, 606: *Instructional Resources*, 707: *Transportation of Public School Students*, 709: *Student Transportation Safety Policy*, and 902: *Use of School District Facilities and Equipment*.

The policies were reviewed by the Policy Review Committee on November 27. The first reading was approved by the Board on December 13, 2018.

Adopted: 11/2003
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds: BDDH

Burnsville-Eagan-Savage School District Policy 206

206 PUBLIC PARTICIPATION IN SCHOOL BOARD MEETINGS/COMPLAINTS ABOUT PERSONS AT SCHOOL BOARD MEETINGS AND DATA PRIVACY CONSIDERATIONS

I. PURPOSE

- A. The school board recognizes the value of participation by the public in deliberations and decisions on school district matters. At the same time, the school board recognizes the importance of conducting orderly and efficient proceedings, with opportunity for expression of all participants' respective views.
- B. The purpose of this policy is to provide procedures to assure open and orderly public discussion as well as to protect the due process and privacy rights of individuals under the law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school board is to encourage input and feedback by the public of subjects related to the management of the school district at school board meetings. The school board may adopt reasonable time, place, and manner restrictions on public expression in order to facilitate free discussion by all interested parties.
- B. The school board shall, as a matter of policy, protect the legal rights to privacy and due process of employees and students.
- C. The Board may hold public meetings where the public will not be invited to address the school board including regular business meetings, work sessions and board retreats. The public will still be entitled to notice of these meetings and will be allowed to attend these meetings, but the public will not necessarily be allotted time during the meeting to address the board.

III. DEFINITIONS

- A. "Personnel data" means government data on individuals maintained because the individual is or was an employee or applicant for employment. For purposes of this policy, "employee" includes a volunteer or an independent contractor.
- B. Personnel data on current and former employees that is "public" includes:

Name; employee identification number, which must not be the employee's social security number; actual gross salary; salary range; terms and conditions of

employment relationship; contract fees; actual gross pension; the value and nature of employer paid fringe benefits; the basis for and the amount of any added remuneration, including expense reimbursement, in addition to salary; bargaining unit; job title; job description; education and training background; previous work experience; date of first and last employment; the existence and status of any complaints or charges against the employee, regardless of whether the complaint or charge resulted in a disciplinary action; the final disposition of any disciplinary action as defined in Minn. Stat. § 13.43, Subd. 2(b), together with the specific reasons for the action and data documenting the basis of the action, excluding data that would identify confidential sources who are employees of the public body; the complete terms of any agreement settling any dispute arising out of the employment relationship, including a buyout agreement as defined in Minn. Stat. § 123B.143, Subd. 2, except that the agreement must include specific reasons for the agreement if it involves the payment of more than \$10,000 of public money; work location; work telephone number; badge number; work-related continuing education; honors and awards received; and payroll time sheets or other comparable data that are only used to account for employee's work time for payroll purposes, except to the extent that release of time sheet data would reveal the employee's reasons for the use of sick or other medical leave or other not public data.

- C. Personnel data on current and former applicants for employment that is "public" includes:

Veteran status; relevant test scores; rank on eligible list; job history; education and training; and work availability. Names of applicants shall be private data except when certified as eligible for appointment to a vacancy or when applicants are considered by the appointing authority to be finalists for a position in public employment. For purposes of this subdivision, "finalist" means an individual who is selected to be interviewed by the appointing authority prior to selection.

- D. "Educational data" means data maintained by the school district which relates to a student.
- E. "Student" means an individual currently or formerly enrolled or registered in the school district, or applicants for enrollment, or individuals who receive shared time services.
- F. Data about applicants for appointments to a public body, including a school board, collected by the school district as a result of the applicant's application for appointment to the public body are private data on individuals, except that the following are public: name; city of residence, except where the appointment has a residency requirement that requires the entire address to be public; education and training; employment history; volunteer work; awards and honors; prior government service; any data required to be provided or that is voluntarily provided in an application to a multimember agency pursuant to Minn. Stat. § 15.0597; and veteran status. Once an individual has been appointed to a public body, the following additional items of data are public: residential address; either

a telephone number or electronic mail address where the appointee can be reached, or both at the request of the appointee; the first and last dates of service on the public body; the existence and status of any complaints or charges against an appointee; and, upon completion of an investigation of a complaint or charge against an appointee, the final investigative report unless access to the data would jeopardize an active investigation. Any electronic mail address or telephone number provided by a public body for use by an appointee shall be public. An appointee may use an electronic mail address or telephone number provided by the public body as the designated electronic mail address or telephone number at which the appointee can be reached.

IV. RIGHTS TO PRIVACY

- A. School district employees have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 - 1. right to a private hearing for teachers, pursuant to Minn. Stat. § 122A.40, Subd. 14 (Teachers Discharge Hearing);
 - 2. right to privacy of personnel data as provided by Minn. Stat. § 13.43 (Personnel Data);
 - 3. right to consideration by the school board of certain data treated as not public as provided in Minn. Stat. § 13D.05 (Not Public Data);
 - 4. right to a private hearing for licensed or nonlicensed head varsity coaches to discuss reasons for nonrenewal of a coaching contract pursuant to Minn. Stat. § 122A.33, Subd. 3.

- B. School district students have a legal right to privacy related to matters which may come before the school board, including, but not limited to, the following:
 - 1. right to a private hearing, Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing);
 - 2. right to privacy of educational data, Minn. Stat. § 13.32 (Educational Data); 20 U.S.C. § 1232g (FERPA);
 - 3. right to privacy of complaints as provided by child abuse reporting and discrimination laws, Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors) and Minn. Stat. Ch. 363A (Minnesota Human Rights Act).

V. THE PUBLIC'S OPPORTUNITY TO BE HEARD

- A. The school board will strive to give all members of the public of the school district an opportunity to be heard and to have complaints considered and evaluated, within the limits of the law and this policy and subject to reasonable time, place, and manner restrictions. Among the rights available to the public is

the right to access public data as provided by Minn. Stat. § 13.43, Subd. 2 (Public Data).

B. The school board provides three opportunities for public input:

1. Board Listening Sessions

The school board may schedule a listening session prior to a regularly scheduled school board meeting during which time the public may make comments directly to the designated school board members or superintendent that deal with any topic related to the board's conduct of the schools. The school board, however, will not act at that day's/evening's regular meeting on any issue presented during the school board listening sessions if that issue was not previously published as an agenda item. A report summarizing the listening session will be given and distributed to board members via the consent agenda at a future meeting.

2. Public Hearings

Public hearings are required by law to be held concerning certain issues, including but not limited to, school closings (Minn. Stat. § 123B.51), truth in taxation (Minn. Stat. § 375.065) education district establishment (Minn. Stat. § 123A.15), and agreements for secondary education (Minn. Stat. § 123A.30). Additionally, other public hearings may be held by the school board on school district matters at the discretion of the school board.

3. Public Forums

The school board may schedule an open forum to create a venue in which the public can gather to become informed about a specific issue, ask questions, offer input, and/or engage in a public conversation.

VI. LISTENING SESSION PROTOCOL

A. Agenda Items

1. Members of the public who wish to present on a subject discussed at a public school board listening session are encouraged to notify the superintendent's office in advance of the listening session. Each speaker should provide his or her name, address, the name of group represented (if any), and the subject to be covered or the issue to be addressed.
2. At the start, or in advance (by notifying the district office at 952-707-2005), of the listening session, any person wishing to speak will complete and submit a card with their name, address, name of group representing, if any, and topic.

3. The facilitating board member will recognize one speaker at a time, and will rule out of order other speakers who are not recognized. Only those speakers who have completed a card in section VI.A.2. of this policy shall be recognized to speak by the facilitating board member. Comments by others are out of order. Individuals who interfere with or interrupt speakers, the school board, or the proceedings may be directed to leave.
4. The school board retains the discretion to limit discussion of any agenda item to a reasonable period of time as determined by the school board. If a group or organization wishes to address the school board on a topic, the school board reserves the right to require designation of one or more representatives or spokespersons to speak on behalf of the group or organization.
5. Matters proposed for presentation at a listening session which may involve data privacy concerns, which may involve preliminary allegations, or which may be potentially libelous or slanderous in nature shall not be considered in public, but shall be processed as determined by the school board in accordance with governing law.
6. The facilitating board member shall promptly rule out of order any discussion by any person, including school board members, that would violate the provisions of state or federal law, this policy or the statutory rights of privacy of an individual.
7. Personal attacks by anyone addressing the school board are unacceptable. Persistence in such remarks by an individual shall terminate that person's privilege to address the school board.
8. Depending upon the number of persons in attendance seeking to be heard, the school board reserves the right to impose such other limitations and restrictions as necessary in order to provide an orderly, efficient, and fair opportunity for those present to be heard.

B. Complaints

1. Routine complaints about a teacher or other employee should first be directed to that teacher or employee or to the employee's immediate supervisor.
2. If the complaint is against an employee relating to child abuse, discrimination, racial, religious, or sexual harassment, or other activities involving an intimidating atmosphere, the complaint should be directed to the employee's supervisor or other official as designated in the school district policy governing that kind of complaint. In the absence of a designated person, the matter should be referred to the superintendent.

3. Unresolved complaints from Paragraph 1. of this section or problems concerning the school district should be directed to the superintendent's office.
4. Complaints which are unresolved at the superintendent's level may be brought before the school board by notifying the school board in writing.

VII. PENALTIES FOR VIOLATION OF DATA PRIVACY

- A. The school district is liable for damages, costs and attorneys' fees, and, in the event of a willful violation, punitive damages for violation of state data privacy laws. (Minn. Stat. § 13.08, Subd. 1)
- B. A person who willfully violates data privacy or whose conduct constitutes the knowing unauthorized acquisition of not public data is guilty of a misdemeanor. (Minn. Stat. § 13.09)
- C. In the case of an employee, willful violation of the Minnesota data practices law, Chapter 13, and any rules adopted thereunder, including any action subject to a criminal penalty, constitutes just cause for suspension without pay or dismissal. (Minn. Stat. § 13.09)

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 13.43 (Personnel Data)
Minn. Stat. § 13.601, Subd. 3 (Applicants for Appointment)

Minn. Stat. § 13D.05 (Open Meeting Law)
Minn. Stat. § 121A.47, Subd. 5 (Student Dismissal Hearing)
Minn. Stat. § 122A.33, Subd. 3 (Coaches; Opportunity to Respond)
Minn. Stat. § 122A.40, Subd. 14 (Teacher Discharge Hearing)
Minn. Stat. § 122A.44 (Contracting with Teachers)
Minn. Stat. § 123B.02, Subd. 14 (Employees; Contracts for Services)
Minn. Stat. § 123B.143, Subd. 2 (Disclose Past Buyouts or Contract is Void)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 626.556 (Reporting of Maltreatment of Minors)
20 U.S.C. § 1232g (Family Educational Rights and Privacy Act)
Minn. Op. Atty. Gen. 852 (July 14, 2006)

Cross References: Burnsville-Eagan-Savage School District Policy 103 (Complaints-Students, Employees, Parents, Other Persons/
Burnsville-Eagan-Savage School District Policy 205 (Open Meetings and Closed Meetings)
Burnsville-Eagan-Savage School District Policy 207 (Public Hearings)

Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)

Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)

Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)

MSBA Service Manual, Chapter 13, School Law Bulletin “C” (Minnesota’s Open Meeting Law)

MSBA Service Manual, Chapter 13, School Law Bulletin “T” (School Records – Privacy – Access to Data)

Board Listening Session Guidelines

Registration Card

Adopted: 3/2007
Reviewed: 12/13/2018
Revised: 1/10/2019
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 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 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 and must include a Minnesota Bureau of Criminal Apprehension (BCA) component. The 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 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 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 Minnesota Professional Educator Licensing and Standards Board 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 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 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: 03/94
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds: JBA-ACA, ACA & ACA-R

413 HARASSMENT AND VIOLENCE

I. PURPOSE

The purpose of this policy is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to maintain a learning and working environment that is free from harassment and violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability. The school district prohibits any form of harassment or violence on the basis of race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability.
- B. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel harasses a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel through conduct or communication based on a person's race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability, as defined by this policy. (For purposes of this policy, school district personnel includes school board members, school employees, agents, volunteers, contractors, or persons subject to the supervision and control of the district.)
- C. A violation of this policy occurs when any student, teacher, administrator, or other school district personnel inflicts, threatens to inflict, or attempts to inflict violence upon any student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel based on a person's race, color, creed, religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability.
- D. The school district will act to investigate all complaints, either formal or informal, verbal or written, of harassment or violence based on a person's race, color, creed,

religion, national origin, sex, gender identity, age, marital status, familial status, status with regard to public assistance, sexual orientation, or disability, and to discipline or take appropriate action against any student, teacher, administrator, or other school personnel who is found to have violated this policy.

III. DEFINITIONS

- A. “Assault” is:
1. an act done with intent to cause fear in another of immediate bodily harm or death;
 2. the intentional infliction of or attempt to inflict bodily harm upon another; or
 3. the threat to do bodily harm to another with present ability to carry out the threat.
- B. “Harassment” prohibited by this policy consists of physical or verbal conduct, including, but not limited to, electronic communications, relating to an individual’s or group of individuals’ race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability when the conduct:
1. has the purpose or effect of creating an intimidating, hostile, or offensive working or academic environment;
 2. has the purpose or effect of substantially or unreasonably interfering with an individual’s work or academic performance; or
 3. otherwise adversely affects an individual’s employment or academic opportunities.
- C. “Immediately” means as soon as possible but in no event longer than 24 hours.
- D. Protected Classifications; Definitions
1. “Disability” means any condition or characteristic that renders a person a disabled person. A disabled person is any person who:
 - a. has a physical, sensory, or mental impairment which materially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
 2. “Familial status” means the condition of one or more minors being

domiciled with:

- a. their parent or parents or the minor’s legal guardian; or
 - b. the designee of the parent or parents or guardian with the written permission of the parent or parents or guardian. The protections afforded against harassment on the basis of family status apply to any person who is pregnant or is in the process of securing legal custody of an individual who has not attained the age of majority.
3. “Marital status” means whether a person is single, married, remarried, divorced, separated, or a surviving spouse and, in employment cases, includes protection against harassment on the basis of the identity, situation, actions, or beliefs of a spouse or former spouse.
 4. “National origin” means the place of birth of an individual or of any of the individual’s lineal ancestors.
 5. “Sex” includes, but is not limited to, pregnancy, childbirth, and disabilities related to pregnancy or childbirth.
 6. “Sexual orientation” means having or being perceived as having an emotional, physical, or sexual attachment to another person without regard to the sex of that person or having or being perceived as having an orientation for such attachment, or having or being perceived as having a self-image or identity not traditionally associated with one’s biological maleness or femaleness. “Sexual orientation” does not include a physical or sexual attachment to children by an adult.
 7. “Status with regard to public assistance” means the condition of being a recipient of federal, state, or local assistance, including medical assistance, or of being a tenant receiving federal, state, or local subsidies, including rental assistance or rent supplements.
- E. “Remedial response” means a measure to stop and correct acts of harassment or violence, prevent acts of harassment or violence from recurring, and protect, support, and intervene on behalf of a student who is the target or victim of acts of harassment or violence.
- F. Sexual Harassment; Definition
1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
 - a. submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining employment or an education; or

- b. submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or
- c. that conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile, or offensive employment or educational environment.

2. Sexual harassment may include, but is not limited to:

- a. unwelcome verbal harassment or abuse;
- b. unwelcome pressure for sexual activity;
- c. unwelcome, sexually motivated, or inappropriate patting, pinching, or physical contact, other than necessary restraint of students(s) by teachers, administrators, or other school district personnel to avoid physical harm to persons or property;
- d. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt threats concerning an individual's employment or educational status;
- e. unwelcome sexual behavior or words, including demands for sexual favors, accompanied by implied or overt promises of preferential treatment with regard to an individual's employment or educational status; or
- f. unwelcome behavior or words directed at an individual because of sexual orientation, gender identity or expression.

G. Sexual Violence; Definition

- 1. Sexual violence is a physical act of aggression or force or the threat thereof which involves the touching of another's intimate parts, or forcing a person to touch any person's intimate parts. Intimate parts, as defined in Minn. Stat. § 609.341, includes the primary genital area, groin, inner thigh, buttocks, or breast, as well as the clothing covering these areas.
- 2. Sexual violence may include, but is not limited to:
 - a. touching, patting, grabbing, or pinching another person's intimate parts, whether that person is of the same sex or the opposite sex;
 - b. coercing, forcing, or attempting to coerce or force the touching of anyone's intimate parts;

- c. coercing, forcing, or attempting to coerce or force sexual intercourse or a sexual act on another; or
- d. threatening to force or coerce sexual acts, including the touching of intimate parts or intercourse, on another.

H. Violence; Definition

Violence prohibited by this policy is a physical act of aggression or assault upon another or group of individuals because of, or in a manner reasonably related to, race, color, creed, religion, national origin, sex, age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability.

IV. REPORTING PROCEDURES

- A. Any person who believes he or she has been the target or victim of harassment or violence on the basis of race, color, creed, religion, national origin, sex, , age, marital status, familial status, status with regard to public assistance, sexual orientation, gender identity or expression, or disability by a student, teacher, administrator, or other school district personnel, or any person with knowledge or belief of conduct which may constitute harassment or violence prohibited by this policy toward a student, teacher, administrator, or other school district personnel or group of students, teachers, administrators, or other school district personnel should report the alleged acts immediately to an appropriate school district official designated by this policy. A person may report conduct which may constitute harassment or violence anonymously. However, the school district may not rely solely on an anonymous report to determine discipline or other remedial responses.
- B. The school district encourages the reporting party or complainant to use the report form available from the principal or supervisor of each building or available from the school district office, but oral reports shall be considered complaints as well.
- C. Nothing in this policy shall prevent any person from reporting harassment or violence directly to a school district human rights officer or to the superintendent. If the complaint involves the building report taker, the complaint shall be made or filed directly with the superintendent or the school district human rights officer by the reporting party or complainant.
- D. In Each School Building. The building principal, the principal's designee, or the building supervisor (hereinafter the "building report taker") is the person responsible for receiving oral or written reports of harassment or violence prohibited by this policy at the building level. Any adult school district personnel who receives a report of harassment or violence prohibited by this policy shall inform the building report taker immediately. If the complaint involves the building report taker, the complaint shall be made or filed directly with the school

district human rights officer by the reporting party or complainant. The building report taker shall ensure that this policy and its procedures, practices, consequences, and sanctions are fairly and fully implemented and shall serve as a primary contact on policy and procedural matters.

- E. A teacher, school administrator, volunteer, contractor, or other school employee shall be particularly alert to possible situations, circumstances, or events that might include acts of harassment or violence. Any such person who witnesses, observes, receives a report of, or has other knowledge or belief of conduct that may constitute harassment or violence shall make reasonable efforts to address and resolve the harassment or violence and shall inform the building report taker immediately. School district personnel who fail to inform the building report taker of conduct that may constitute harassment or violence or who fail to make reasonable efforts to address and resolve the harassment or violence in a timely manner may be subject to disciplinary action.
- F. Upon receipt of a report, the building report taker must notify the school district human rights officer immediately, without screening or investigating the report. The building report taker may request, but may not insist upon, a written complaint. A written statement of the facts alleged will be forwarded as soon as practicable by the building report taker to the human rights officer. If the report was given verbally, the building report taker shall personally reduce it to written form within 24 hours and forward it to the human rights officer. Failure to forward any harassment or violence report or complaint as provided herein may result in disciplinary action against the building report taker.
- G. In the District. The school board hereby designates the executive director of human resources as the school district human rights officer(s) to receive reports or complaints of harassment or violence prohibited by this policy. If the complaint involves a human rights officer, the complaint shall be filed directly with the superintendent.
- H. The school district shall conspicuously post the name of the human rights officer(s), including mailing addresses and telephone numbers.
- I. Submission of a good faith complaint or report of harassment or violence prohibited by this policy will not affect the complainant or reporter's future employment, grades, or work assignments, or educational or work environment.
- J. Use of formal reporting forms is not mandatory.
- K. Reports of harassment or violence prohibited by this policy are classified as private educational and/or personnel data and/or confidential investigative data and will not be disclosed except as permitted by law.
- L. The school district will respect the privacy of the complainant(s), the individual(s) against whom the complaint is filed, and the witnesses as much as possible, consistent with the school district's legal obligations to investigate, to take

appropriate action, and to comply with any discovery or disclosure obligations.

- M. Retaliation against a victim, good faith reporter, or a witness of violence or harassment is prohibited.
- N. False accusations or reports of violence or harassment against another person are prohibited.
- O. A person who engages in an act of violence or harassment, reprisal, retaliation, or false reporting of violence or harassment, or permits, condones, or tolerates violence or harassment shall be subject to discipline or other remedial responses for that act in accordance with the school district's policies and procedures.

Consequences for students who commit, or are a party to, prohibited acts of violence or harassment or who engage in reprisal or intentional false reporting may range from remedial responses or positive behavioral interventions up to and including suspension and/or expulsion.

Consequences for employees who permit, condone, or tolerate violence or harassment or engage in an act of reprisal or intentional false reporting of violence or harassment may result in disciplinary action up to and including termination or discharge.

Consequences for other individuals engaging in prohibited acts of violence or harassment may include, but not be limited to, exclusion from school district property and events and/or termination of services and/or contracts.

V. INVESTIGATION

- A. By authority of the school district, the human rights officer, within three (3) days of the receipt of a report or complaint alleging harassment or violence prohibited by this policy, shall undertake or authorize an investigation. The investigation may be conducted by school district officials or by a third party designated by the school district.
- B. The investigation may consist of personal interviews with the complainant, the individual(s) against whom the complaint is filed, and others who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. The investigation may also consist of any other methods and documents deemed pertinent by the investigator.
- C. In determining whether alleged conduct constitutes a violation of this policy, the school district should consider the surrounding circumstances, the nature of the behavior, past incidents or past or continuing patterns of behavior, the relationships between the parties involved, and the context in which the alleged incidents occurred. Whether a particular action or incident constitutes a violation of this policy requires a determination based on all the facts and surrounding circumstances.

- D. In addition, the school district may take immediate steps, at its discretion, to protect the target or victim, the complainant, students, teachers, administrators, or other school district personnel pending completion of an investigation of alleged harassment or violence prohibited by this policy.
- E. The alleged perpetrator of the act(s) of harassment or violence shall be allowed the opportunity to present a defense during the investigation or prior to the imposition of discipline or other remedial responses.
- F. The investigation will be completed as soon as practicable. The school district human rights officer shall make a written report to the superintendent upon completion of the investigation. If the complaint involves the superintendent, the report may be filed directly with the school board. The report shall include a determination of whether the allegations have been substantiated as factual and whether they appear to be violations of this policy.

VI. SCHOOL DISTRICT ACTION

- A. Upon completion of an investigation that determines a violation of this policy has occurred, the school district will take appropriate action. Such action may include, but is not limited to, warning, suspension, exclusion, expulsion, transfer, remediation, termination, or discharge. Disciplinary consequences will be sufficiently severe to try to deter violations and to appropriately discipline prohibited behavior. School district action taken for violation of this policy will be consistent with requirements of applicable collective bargaining agreements, Minnesota and federal law, and applicable school district policies and regulation.
- B. The school district is not authorized to disclose to a victim private educational or personnel data regarding an alleged perpetrator who is a student or employee of the school district. School officials will notify the parent(s) or guardian(s) of targets or victims of harassment or violence and the parent(s) or guardian(s) of alleged perpetrators of harassment or violence who have been involved in a reported and confirmed harassment or violence incident of the remedial or disciplinary action taken, to the extent permitted by law.
- C. In order to prevent or respond to acts of harassment or violence committed by or directed against a child with a disability, the school district shall, where determined appropriate by the child's individualized education program (IEP) or Section 504 team, allow the child's IEP or Section 504 plan to be drafted to address the skills and proficiencies the child needs as a result of the child's disability to allow the child to respond to or not to engage in acts of harassment or violence.

VII. RETALIATION OR REPRISAL

The school district will discipline or take appropriate action against any student, teacher, administrator, or other school district personnel who commits an act of reprisal or who retaliates against any person who asserts, alleges, or makes a good faith report of alleged

harassment or violence prohibited by this policy, who testifies, assists, or participates in an investigation of retaliation or alleged harassment or violence, or who testifies, assists, or participates in a proceeding or hearing relating to such harassment or violence. Retaliation includes, but is not limited to, any form of intimidation, reprisal, harassment, or intentional disparate treatment. Disciplinary consequences will be sufficiently severe to deter violations and to appropriately discipline the individual(s) who engaged in the harassment or violence. Remedial responses to the harassment or violence shall be tailored to the particular incident and nature of the conduct.

VIII. RIGHT TO ALTERNATIVE COMPLAINT PROCEDURES

These procedures do not deny the right of any individual to pursue other avenues of recourse which may include filing charges with the Minnesota Department of Human Rights, initiating civil action, or seeking redress under state criminal statutes and/or federal law.

IX. HARASSMENT OR VIOLENCE AS ABUSE

- A. Under certain circumstances, alleged harassment or violence may also be possible abuse under Minnesota law. If so, the duties of mandatory reporting under Minn. Stat. § 626.556 may be applicable.
- B. Nothing in this policy will prohibit the school district from taking immediate action to protect victims of alleged harassment, violence, or abuse.

X. DISSEMINATION OF POLICY AND TRAINING

- A. This policy shall be conspicuously posted throughout each school building in areas accessible to students and staff members.
- B. This policy shall be given to each school district employee and independent contractor who regularly interacts with students at the time of initial employment with the school district.
- C. This policy shall appear in the student handbook.
- D. The school district will develop a method of discussing this policy with students and employees.
- E. The school district may implement violence prevention and character development education programs to prevent and reduce policy violations. Such programs may offer instruction on character education including, but not limited to, character qualities such as attentiveness, truthfulness, respect for authority, diligence, gratefulness, self-discipline, patience, forgiveness, respect for others, peacemaking, resourcefulness and/or sexual abuse prevention.
- F. This policy shall be reviewed at least annually for compliance with state and federal law.

Legal References: Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.03, Subd. 2 (Sexual, Religious, and Racial Harassment and Violence Policy)
Minn. Stat. § 121A.031 (School Student Bullying Policy)
Minn. Stat. Ch. 363A (Minnesota Human Rights Act)
Minn. Stat. § 609.341 (Definitions)
Minn. Stat. § 626.556 *et seq.* (Reporting of Maltreatment of Minors)
20 U.S.C. §§ 1681-1688 (Title IX of the Education Amendments of 1972)
29 U.S.C. § 621 *et seq.* (Age Discrimination in Employment Act)
29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)
42 U.S.C. § 1983 (Civil Action for Deprivation of Rights)
42 U.S.C. § 2000d *et seq.* (Title VI of the Civil Rights Act of 1964)
42 U.S.C. § 2000e *et seq.* (Title VII of the Civil Rights Act)
42 U.S.C. § 12101 *et seq.* (Americans with Disabilities Act)

Cross References: Burnsville-Eagan-Savage Policy 102 (Equal Educational Opportunity)
Burnsville-Eagan-Savage Policy 401 (Equal Employment Opportunity)
Burnsville-Eagan-Savage Policy 402 (Disability Nondiscrimination Policy)
Burnsville-Eagan-Savage Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)
Burnsville-Eagan-Savage Policy 406 (Public and Private Personnel Data)
Burnsville-Eagan-Savage Policy 414 (Mandated Reporting of Child Neglect or Physical or Sexual Abuse)
Burnsville-Eagan-Savage Policy 415 (Mandated Reporting of Maltreatment of Vulnerable Adults)
Burnsville-Eagan-Savage Policy 506 (Student Discipline)
Burnsville-Eagan-Savage Policy 514 (Bullying Prohibition Policy)
Burnsville-Eagan-Savage Policy 515 (Protection and Privacy of Pupil Records)
Burnsville-Eagan-Savage Policy 521 (Student Disability Nondiscrimination)
Burnsville-Eagan-Savage Policy 522 (Student Sex Nondiscrimination)
Burnsville-Eagan-Savage Policy 524 (Internet Acceptable Use and Safety Policy)
Burnsville-Eagan-Savage Policy 525 (Violence Prevention)
Burnsville-Eagan-Savage Policy 526 (Hazing Prohibition)
Burnsville-Eagan-Savage Policy 528 (Student Parental, Family, and Marital Status Nondiscrimination)

Adopted: 9/24/2015
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds:

Burnsville-Eagan-Savage School District Policy 504

504 STUDENT DRESS AND APPEARANCE

I. PURPOSE

The purpose of this policy is to enhance the learning environment of students by establishing expectations of dress and grooming that are related to educational goals and community standards.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to encourage students to be dressed appropriately for school activities and in keeping with community standards. This is a joint responsibility of the student and the student's parent(s) or guardian(s).
- B. Appropriate clothing includes, but is not limited to, the following:
 - 1. Clothing appropriate for the weather.
 - 2. Clothing that does not create a health or safety hazard.
 - 3. Clothing appropriate for the activity (i.e., physical education or the classroom).
- C. Inappropriate clothing includes, but is not limited to, the following:
 - 1. Tops that expose the midriff, cleavage, and other clothing such as shorts that expose undergarments.
 - 2. Clothing bearing a message that is lewd, vulgar, or obscene.
 - 3. Apparel promoting products or activities that are illegal for use by minors.
 - 4. Objectionable emblems, badges, symbols, signs, words, objects or pictures on clothing or jewelry (including sports apparel) communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group, evidences gang membership or affiliation, or approves, advances, or provokes any form of religious, racial, or sexual harassment and/or violence against other individuals as defined in Burnsville-Eagan-Savage School District Policy 413.
 - 5. Any apparel or footwear that would damage school property.

- D. Headgear, including hats or head coverings, are not allowed in the building except with the approval of the building principal (i.e., student undergoing chemotherapy, medical situations, student religious practice or belief).
- E. The intention of this policy is not to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, or do not advocate violence or harassment against others.

III, PROCEDURES

- A. When, in the judgment of the administration, a student's appearance, grooming, or mode of dress interferes with or disrupts the educational process or school activities, or poses a threat to the health or safety of the student or others, the student will be directed to make modifications or will be sent home for the day. Parents/guardians will be notified.
- B. The administration may recommend a form of dress considered appropriate for a specific event and communicate the recommendation to students and parents/guardians.
- C. Likewise, an organized student group may recommend a form of dress for students considered appropriate for a specific event and make such recommendation to the administration for approval.

Legal References: U. S. Const., amend. I
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
B.W.A. v. Farmington R-7 Sch. Dist., 554 F.3d 734 (8th Cir. 2009)
Lowry v. Watson Chapel Sch. Dist., 540 F.3d 752 (8th Cir. 2008)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
B.H. ex rel. Hawk v. Easton Area School Dist., 725 F.3d 293 (3rd Cir. 2013)
D.B. ex rel. Brogdon v. Lafon, 217 Fed.Appx. 518 (6th Cir. 2007)
Hardwick v. Heyward, 711 F.3d 426 (4th Cir. 2013)
Madrid v. Anthony, 510 F.Supp.2d 425 (S.D. Tex. 2007)
McIntire v. Bethel School, Indep. Sch. Dist. No. 3, 804 F.Supp. 1415 (W.D. Okla. 1992)
Hicks v. Halifax County Bd. of Educ., 93 F.Supp.2d 649 (E.D. N.C. 1999)
Olesen v. Bd. of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820 (N.D. Ill. 1987)

Cross References: Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)

Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 525 (Violence
Prevention)

Adopted: 5/04
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds: JFC

Burnsville-Eagan-Savage School District Policy 506

506 STUDENT DISCIPLINE

I. PURPOSE

The purpose of this policy is to ensure that students are aware of and comply with the school district's expectations for student conduct. Such compliance will enhance the school district's ability to maintain discipline and ensure that the school district's work toward its mission of providing an exemplary educational program to its students is not interrupted. The school district will take appropriate disciplinary action when students fail to adhere to the Code of Student Conduct established by this policy.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that individual responsibility and mutual respect are essential components of the educational process. The school board further recognizes that nurturing the maturity of each student is of primary importance and is closely linked to the balance that must be maintained between authority and self-discipline as the individual progresses from a child's dependence on authority to the more mature behavior of self-control.

All students are entitled to learn and develop in a setting which promotes respect of self, others, and property. Proper positive discipline can only result from an environment which provides options and stresses student self-direction, decision-making, and responsibility. Schools can function effectively only with internal discipline based on mutual understanding of rights and responsibilities.

Students must conduct themselves in an appropriate manner that maintains a climate in which learning can take place. Overall decorum affects student attitudes and influences student behavior. Proper student conduct is necessary to facilitate the education process and to create an atmosphere conducive to high student achievement.

Although this policy emphasizes the development of self-discipline, it is recognized that there are instances when it will be necessary to administer disciplinary measures. The position of the school district is that a fair and equitable district-wide student discipline policy will contribute to the quality of the student's educational experience. This discipline policy is adopted in accordance with and subject to the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56.

In view of the foregoing and in accordance with Minn. Stat. § 121A.55, the school board, with the participation of school district administrators, teachers, employees, students, parents, community members, and such other individuals and organizations as

appropriate, has developed this policy which governs student conduct and applies to all students of the school district.

III. AREAS OF RESPONSIBILITY

- A. The School Board. The school board holds all school personnel responsible for the maintenance of order within the school district and supports all personnel acting within the framework of this discipline policy.
- B. Superintendent. The superintendent shall establish guidelines and directives to carry out this policy, hold all school personnel, students, and parents responsible for conforming to this policy, and support all school personnel performing their duties within the framework of this policy. The superintendent shall also establish guidelines and directives for using the services of appropriate agencies for assisting students and parents. Any guidelines or directives established to implement this policy shall be submitted to the school board for approval and shall be attached as an addendum to this policy.
- C. Principal. The school principal is given the responsibility and authority to formulate building rules and regulations necessary to enforce this policy, subject to final school board approval. The principal shall give direction and support to all school personnel performing their duties within the framework of this policy. The principal shall consult with parents of students conducting themselves in a manner contrary to the policy. The principal shall also involve other professional employees in the disposition of behavior referrals and shall make use of those agencies appropriate for assisting students and parents. A principal, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- D. Teachers. All teachers shall be responsible for providing a well-planned teaching/learning environment and shall have primary responsibility for student conduct, with appropriate assistance from the administration. All teachers shall enforce the Code of Student Conduct. In exercising the teacher's lawful authority, a teacher may use reasonable force when it is necessary under the circumstances to correct or restrain a student or prevent bodily harm or death to another.
- E. Other School District Personnel. All school district personnel shall be responsible for contributing to the atmosphere of mutual respect within the school. Their responsibilities relating to student behavior shall be as authorized and directed by the superintendent. A school employee, school bus driver, or other agent of a school district, in exercising his or her lawful authority, may use reasonable force when it is necessary under the circumstances to restrain a student or prevent bodily harm or death to another.
- F. Parents or Legal Guardians. Parents and guardians shall be held responsible for the behavior of their children as determined by law and community practice.

They are expected to cooperate with school authorities and to participate regarding the behavior of their children.

- G. Students. All students shall be held individually responsible for their behavior and for knowing and obeying the Code of Student Conduct and this policy.
- H. Community Members. Members of the community are expected to contribute to the establishment of an atmosphere in which rights and duties are effectively acknowledged and fulfilled.

IV. STUDENT RIGHTS

All students have the right to an education and the right to learn.

V. STUDENT RESPONSIBILITIES

All students have the responsibility:

- A. For their behavior and for knowing and obeying all school rules, regulations, policies, and procedures;
- B. To attend school daily, except when excused, and to be on time to all classes and other school functions;
- C. To pursue and attempt to complete the courses of study prescribed by the state and local school authorities;
- D. To make necessary arrangements for making up work when absent from school;
- E. To assist the school staff in maintaining a safe school for all students;
- F. To be aware of all school rules, regulations, policies, and procedures, including those in this policy, and to conduct themselves in accord with them;
- G. To assume that until a rule or policy is waived, altered, or repealed, it is in full force and effect;
- H. To be aware of and comply with federal, state, and local laws;
- I. To volunteer information in disciplinary cases should they have any knowledge relating to such cases and to cooperate with school staff as appropriate;
- J. To respect and maintain the school's property and the property of others;
- K. To dress and groom in a manner which meets standards of safety and health and common standards of decency and which is consistent with applicable school district policy;

- L. To avoid inaccuracies in student newspapers or publications and refrain from indecent or obscene language;
- M. To conduct themselves in an appropriate physical or verbal manner; and
- N. To recognize and respect the rights of others.

VI. CODE OF STUDENT CONDUCT

- A. The following are examples of unacceptable behavior subject to disciplinary action by the school district. These examples are not intended to be an exclusive list. Any student who engages in any of these activities shall be disciplined in accordance with this policy. This policy applies to all school buildings, school grounds, and school property or property immediately adjacent to school grounds; school-sponsored activities or trips; school bus stops; school buses, school vehicles, school contracted vehicles, or any other vehicles approved for school district purposes; the area of entrance or departure from school premises or events; and all school-related functions, school-sponsored activities, events or trips. School district property also may mean a student's walking route to or from school for purposes of attending school or school-related functions, activities, or events. While prohibiting unacceptable behavior subject to disciplinary action at these locations and events, the school district does not represent that it will provide supervision or assume liability at these locations and events. This policy also applies to any student whose conduct at any time or in any place interferes with or obstructs the mission or operations of the school district or the safety or welfare of the student, other students, or employees.
 - 1. Violations against property including, but not limited to, damage to or destruction of school property or the property of others, failure to compensate for damage or destruction of such property, arson, breaking and entering, theft, robbery, possession of stolen property, extortion, trespassing, unauthorized usage, or vandalism;
 - 2. The use of profanity or obscene language, or the possession of obscene materials;
 - 3. Gambling, including, but not limited to, playing a game of chance for stakes;
 - 4. Violation of the school district's Hazing Prohibition Policy;
 - 5. Attendance problems including, but not limited to, truancy, absenteeism, tardiness, skipping classes, or leaving school grounds without permission;
 - 6. Violation of the school district's Student Attendance Policy;
 - 7. Opposition to authority using physical force or violence;

8. Using, possessing, or distributing tobacco, tobacco-related devices, electronic cigarettes, or tobacco paraphernalia in violation of the school district's Tobacco- and Smoke-Free Environment Policy.
9. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of alcohol or other intoxicating substances or look-alike substances;
10. Using, possessing, distributing, intending to distribute, making a request to another person for (solicitation), or being under the influence of narcotics, drugs, or other controlled substances (except as prescribed by a physician), or look-alike substances (these prohibitions include medical marijuana or medical cannabis, even when prescribed by a physician, and one student sharing prescription medication with another student);
11. Using, possessing, or distributing items or articles that are illegal or harmful to persons or property including, but not limited to, drug paraphernalia;
12. Using, possessing, or distributing weapons, or look-alike weapons or other dangerous objects;
13. Violation of the school district's Weapons Policy;
14. Violation of the school district's Violence Prevention Policy;
15. Possession of ammunition including, but not limited to, bullets or other projectiles designed to be used in or as a weapon;
16. Possession, use, or distribution of explosives or any compound or mixture, the primary or common purpose or intended use of which is to function as an explosive;
17. Possession, use, or distribution of fireworks or any substance or combination of substances or article prepared for the purpose of producing a visible or an audible effect by combustion, explosion, deflagration or detonation;
18. Using an ignition device, including a butane or disposable lighter or matches, inside an educational building and under circumstances where there is a risk of fire, except where the device is used in a manner authorized by the school;
19. Violation of any local, state, or federal law as appropriate;
20. Acts disruptive of the educational process, including, but not limited to, disobedience, disruptive or disrespectful behavior, defiance of authority,

cheating, insolence, insubordination, failure to identify oneself, improper activation of fire alarms, or bomb threats;

21. Violation of the school district's Internet Acceptable Use and Safety Policy;
22. Use of devices or objects to cause distractions or facilitate cheating;
23. Violation of school bus or transportation rules or the school district's Student Transportation Safety Policy;
24. Violation of parking or school traffic rules and regulations, including, but not limited to, driving on school property in such a manner as to endanger persons or property;
25. Violation of directives or guidelines relating to lockers or improperly gaining access to a school locker;
26. Violation of the school district's Search of Student Lockers, Desks, Personal Possessions, and Student's Person Policy;
27. Violation of the school district's Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches Policy;
28. Possession or distribution of slanderous, libelous, or pornographic materials;
29. Violation of the school district's Bullying Prohibition Policy;
30. Student attire or personal grooming which creates a danger to health or safety or creates a disruption to the educational process, including clothing which bears a message which is lewd, vulgar, or obscene, apparel promoting products or activities that are illegal for use by minors, or clothing containing objectionable emblems, signs, words, objects, or pictures communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership;
31. Criminal activity;
32. Falsification of any records, documents, notes, or signatures;
33. Tampering with, changing, or altering records or documents of the school district by any method including, but not limited to, computer access or other electronic means;

34. Scholastic dishonesty which includes, but is not limited to, cheating on a school assignment or test, plagiarism, or collusion, including the use of electronic devices or other technology to accomplish this end;
35. Impertinent or disrespectful words, symbols, acronyms, or language, whether oral or written, related to teachers or other school district personnel;
36. Violation of the school district's Harassment and Violence Policy;
37. Actions, including fighting or any other assaultive behavior, which causes or could cause injury to the student or other persons or which otherwise endangers the health, safety, or welfare of teachers, students, other school district personnel, or other persons;
38. Committing an act which inflicts great bodily harm upon another person, even though accidental or a result of poor judgment;
39. Violations against persons, including, but not limited to, assault or threatened assault, fighting, harassment, interference or obstruction, attack with a weapon, or look-alike weapon, sexual assault, illegal or inappropriate sexual conduct, or indecent exposure;
40. Verbal assaults or verbally abusive behavior including, but not limited to, use of words, symbols, acronyms, or language, whether oral or written, that are discriminatory, abusive, obscene, threatening, intimidating, degrading to other people, or threatening to damage school property;
41. Physical or verbal threats including, but not limited to, the staging or reporting of dangerous or hazardous situations that do not exist;
42. Inappropriate, abusive, threatening, or demeaning actions based on race, color, creed, religion, sex, marital status, status with regard to public assistance, disability, national origin, or sexual orientation;
43. Violation of the school district's Distribution of Nonschool-Sponsored Materials on School Premises by Students and Employees Policy;
44. Violation of the school district's one-to-one device rules and regulations;
45. Violation of school rules, regulations, policies, or procedures, including, but not limited to, those policies specifically enumerated in this policy;
46. Other acts, as determined by the school district, which are disruptive of the educational process or dangerous or detrimental to the student or other students, school district personnel or surrounding persons, or which violate the rights of others or which damage or endanger the property of the school, or which otherwise interferes with or obstruct the mission or

operations of the school district or the safety or welfare of students or employees.

VII. DISCIPLINARY ACTION OPTIONS

The general policy of the school district is to utilize progressive discipline to the extent reasonable and appropriate based upon the specific facts and circumstances of student misconduct. The specific form of discipline chosen in a particular case is solely within the discretion of the school district. At a minimum, violation of school district rules, regulations, policies, or procedures will result in discussion of the violation and a verbal warning. The school district shall, however, impose more severe disciplinary sanctions for any violation, including exclusion or expulsion, if warranted by the student's misconduct, as determined by the school district. Disciplinary action may include, but is not limited to, one or more of the following:

- A. Student conference with teacher, principal, counselor, or other school district personnel, and verbal warning;
- B. Confiscation by school district personnel and/or by law enforcement of any item, article, object, or thing, prohibited by, or used in the violation of, any school district policy, rule, regulation, procedure, or state or federal law. If confiscated by the school district, the confiscated item, article, object, or thing will be released only to the parent/guardian following the completion of any investigation or disciplinary action instituted or taken related to the violation.
- C. Parent contact;
- D. Parent conference;
- E. Removal from class;
- F. In-school suspension;
- G. Suspension from extracurricular activities;
- H. Detention or restriction of privileges;
- I. Loss of school privileges;
- J. In-school monitoring or revised class schedule;
- K. Referral to in-school support services;
- L. Referral to community resources or outside agency services;
- M. Financial restitution;

- N. Referral to police, other law enforcement agencies, or other appropriate authorities;
- O. A request for a petition to be filed in district court for juvenile delinquency adjudication;
- P. Out-of-school suspension under the Pupil Fair Dismissal Act;
- Q. Preparation of an admission or readmission plan;
- R. Expulsion under the Pupil Fair Dismissal Act;
- S. Exclusion under the Pupil Fair Dismissal Act; and/or
- T. Other disciplinary action as deemed appropriate by the school district.

VIII. REMOVAL OF STUDENTS FROM CLASS

- A. The teacher of record shall have the general control and governance of the classroom. Teachers have the responsibility of attempting to modify disruptive student behavior by such means as outlined in the Student/Parent Handbook.. “Removal from class” and “removal” mean any actions taken by an authorized school district employee to prohibit a student from attending a class or activity period for a period of time not to exceed five (5) days, pursuant to this discipline policy.

Grounds for removal from class shall include any of the following:

1. Willful conduct that significantly disrupts the rights of others to an education, including conduct that interferes with a teacher’s ability to teach or communicate effectively with students in a class or with the ability of other students to learn;
2. Willful conduct that endangers surrounding persons, including school district employees, the student or other students, or the property of the school;
3. Willful violation of any school rules, regulations, policies or procedures, including the Code of Student Conduct in this policy; or
4. Other conduct, which in the discretion of the teacher or administration requires removal of the student from class.

Such removal shall be for at least one (1) activity period or class period of instruction for a given course of study and shall not exceed five (5) such periods.

- B. Prior to removing the student from the classroom, a teacher must employ response strategies, including a restatement of expectations (warning) so that the student

understands that continual disruption might lead to removal from class. When the student's behavior is extreme or unsafe, an immediate removal may be warranted.

- C. Within 24 hours of the removal, the teacher who removed the student must make a good faith effort to inform the student's parent or guardian by phone or in person that the student was removed from class. A good faith effort should include, as appropriate and/or necessary, multiple attempts to contact the parent and/or guardian using a variety of communication tools including, but not limited to phone calls, email, text messages, home visits, or other contacts. Efforts should be made to use the parent's or guardian's preferred method of communication, if known. The teacher must also submit a concise, objective written explanation of the basis for the removal, using the appropriate district approved behavior documentation system.
- D. After the teacher has removed the student from class the teacher must notify the principal or designee in the appropriate district approved behavior documentation system of:
 - 1. A record of teacher interventions and parent or guardian contacts,
 - 2. The basis for the removal,
 - 3. The interventions approved and other steps considered or taken to avoid the need for removal.
- E. When a teacher removes a student from class, the principal or designee shall follow up with teacher, student, and parent or guardian regarding next steps as it relates to the student code of conduct and the building student support plan.

IX. DISMISSAL

- A. "Dismissal" means the denial of the current educational program to any student, including exclusion, expulsion, and suspension. Dismissal does not include removal from class.

The school district shall not deny due process or equal protection of the law to any student involved in a dismissal proceeding which may result in suspension, exclusion or expulsion.

The school district shall not dismiss any student without attempting to provide alternative educational services before dismissal proceedings, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property.

- B. Violations leading to suspension, based upon severity, may also be grounds for actions leading to expulsion, and/or exclusion. A student may be dismissed on any of the following grounds:

1. Willful violation of any reasonable school board regulation, including those found in this policy;
2. Willful conduct that significantly disrupts the rights of others to an education, or the ability of school personnel to perform their duties, or school sponsored extracurricular activities; or
3. Willful conduct that endangers the student or other students, or surrounding persons, including school district employees, or property of the school.

C. Suspension Procedures

1. “Suspension” means an action by the school administration, under rules promulgated by the School Board, prohibiting a student from attending school for a period of no more than ten (10) school days; provided, however, if a suspension is longer than five (5) school days, the suspending administrator shall provide the superintendent with a reason for the longer term of suspension. This definition does not apply to dismissal for one (1) school day or less where a student with a disability does not receive regular or special education instruction during that dismissal period.
2. If a student’s total days of removal from school exceed ten (10) cumulative days in a school year, the school district shall make reasonable attempts to convene a meeting with the student and the student’s parent or guardian before subsequently removing the student from school and, with the permission of the parent or guardian, arrange for a mental health screening for the student at the parent or guardian’s expense. The purpose of this meeting is to attempt to determine the pupil’s need for assessment or other services or whether the parent or guardian should have the student assessed or diagnosed to determine whether the student needs treatment for a mental health disorder.
3. Each suspension action may include a readmission plan. The plan shall include, where appropriate, a provision for implementing alternative educational services upon readmission which must not be used to extend the current suspension. A readmission plan must not obligate a parent or guardian to provide psychotropic drugs to their student as a condition of readmission. School administration must not use the refusal of a parent or guardian to consent to the administration of psychotropic drugs to their student or to consent to a psychiatric evaluation, screening, or examination of the student as a ground, by itself, to prohibit the student from attending class or participating in a school-related activity, or as a basis of a charge of child abuse, child neglect, or medical or educational neglect. The school administration may not impose consecutive suspensions against the same student for the same course of conduct, or incident of misconduct, except where the student will create an immediate and substantial danger to self

or to surrounding persons or property or where the school district is in the process of initiating an expulsion, in which case the school administration may extend the suspension to a total of fifteen (15) days.

4. A child with a disability may be suspended. When a child with a disability has been suspended for more than five (5) consecutive days or ten (10) cumulative school days in the same year, and that suspension does not involve a recommendation for expulsion or exclusion or other change in placement under federal law, relevant members of the child's IEP team, including at least one of the child's teachers, shall meet and determine the extent to which the child needs services in order to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals in the child's IEP. That meeting must occur as soon as possible, but no more than ten (10) days after the sixth (6th) consecutive day of suspension or the tenth (10th) cumulative day of suspension has elapsed.
5. The school administration shall implement alternative educational services when the suspension exceeds five (5) days. Alternative educational services may include, but are not limited to, special tutoring, modified curriculum, modified instruction, other modifications or adaptations, instruction through electronic media, special education services as indicated by appropriate assessments, homebound instruction, supervised homework, or enrollment in another district or in an alternative learning center under Minn. Stat. § 123A.05 selected to allow the pupil to progress toward meeting graduation standards under Minn. Stat. § 120B.02, although in a different setting.
6. The school administration shall not suspend a student from school without an informal administrative conference with the student. Effort will be made to include parent or guardian in the administrative conference. The informal administrative conference shall take place before the suspension, except where it appears that the student will create an immediate and substantial danger to self or to surrounding persons or property, in which case the conference shall take place as soon as practicable following the suspension. At the informal administrative conference, a school administrator shall notify the student of the grounds for the suspension, provide an explanation of the evidence the authorities have, and the student may present the student's version of the facts. A separate administrative conference is required for each period of suspension.
7. After school administration notifies a student of the grounds for suspension, school administration may, instead of imposing the suspension, petition the juvenile court that the student is in need of services under Minn. Stat. Ch. 260C.
8. A written notice containing the grounds for suspension, a brief statement of the facts, a description of the testimony, a readmission plan, and a copy

of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56, shall be personally served upon the student at or before the time the suspension is to take effect, and upon the student's parent or guardian by mail within forty-eight (48) hours of the conference.

9. The school administration shall make reasonable efforts to notify the student's parent or guardian of the suspension by telephone as soon as possible following suspension.
10. In the event a student is suspended without an informal administrative conference on the grounds that the student will create an immediate and substantial danger to surrounding persons or property, the written notice shall be served upon the student and the student's parent or guardian within forty-eight (48) hours of the suspension. Service by mail shall be complete upon mailing.
11. Notwithstanding the foregoing provisions, the student may be suspended pending the school board's decision in an expulsion or exclusion proceeding, provided that alternative educational services are implemented to the extent that suspension exceeds five (5) days.

D. Expulsion and Exclusion Procedures

1. "Expulsion" means a school board action to prohibit an enrolled student from further attendance for up to twelve (12) months from the date the student is expelled. The authority to expel rests with the school board.
2. "Exclusion" means an action taken by the school board to prevent enrollment or re-enrollment of a student for a period that shall not extend beyond the school year. The authority to exclude rests with the school board.
3. All expulsion and exclusion proceedings will be held pursuant to and in accordance with the provisions of the Minnesota Pupil Fair Dismissal Act, Minn. Stat. §§121A.40-121A.56.
4. No expulsion or exclusion shall be imposed without a hearing, unless the right to a hearing is waived in writing by the student and parent or guardian.
5. The student and parent or guardian shall be provided written notice of the school district's intent to initiate expulsion or exclusion proceedings. This notice shall be served upon the student and his or her parent or guardian personally or by mail, and shall contain a complete statement of the facts; a list of the witnesses and a description of their testimony; state the date, time and place of hearing; be accompanied by a copy of the Pupil Fair Dismissal Act, Minn. Stat. §§ 121A.40-121A.56; describe alternative educational services accorded the student in an attempt to avoid the

expulsion proceedings; and inform the student and parent or guardian of their right to: (1) have a representative of the student's own choosing, including legal counsel at the hearing; (2) examine the student's records before the hearing; (3) present evidence; and (4) confront and cross-examine witnesses. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from the Minnesota Department of Education (MDE).

6. The hearing shall be scheduled within ten (10) days of the service of the written notice unless an extension, not to exceed five (5) days, is requested for good cause by the school district, student, parent, or guardian.
7. All hearings shall be held at a time and place reasonably convenient to the student, parent, or guardian and shall be closed, unless the student, parent, or guardian requests an open hearing.
8. The school district shall record the hearing proceedings at district expense, and a party may obtain a transcript at its own expense.
9. The student shall have a right to a representative of the student's own choosing, including legal counsel, at the student's sole expense. The school district shall advise the student's parent or guardian that free or low-cost legal assistance may be available and that a legal assistance resource list is available from MDE. The school board may appoint an attorney to represent the school district in any proceeding.
10. If the student designates a representative other than the parent or guardian, the representative must have a written authorization from the student and the parent or guardian providing them with access to and/or copies of the student's records.
11. All expulsion or exclusion hearings shall take place before and be conducted by an independent hearing officer designated by the school district. The hearing shall be conducted in a fair and impartial manner. Testimony shall be given under oath and the hearing officer shall have the power to issue subpoenas and administer oaths.
12. At a reasonable time prior to the hearing, the student, parent or guardian, or authorized representative shall be given access to all school district records pertaining to the student, including any tests or reports upon which the proposed dismissal action may be based.
13. The student, parent or guardian, or authorized representative, shall have the right to compel the presence of any school district employee or agent or any other person who may have evidence upon which the proposed dismissal action may be based, and to confront and cross-examine any witnesses testifying for the school district.

14. The student, parent or guardian, or authorized representative, shall have the right to present evidence and testimony, including expert psychological or educational testimony.
15. The student cannot be compelled to testify in the dismissal proceedings.
16. The hearing officer shall prepare findings and a recommendation based solely upon substantial evidence presented at the hearing, which must be made to the school board and served upon the parties within two (2) days after the close of the hearing.
17. The school board shall base its decision upon the findings and recommendation of the hearing officer and shall render its decision at a meeting held within five (5) days after receiving the findings and recommendation. The school board may provide the parties with the opportunity to present exceptions and comments to the hearing officer's findings and recommendation provided that neither party presents any evidence not admitted at the hearing. The decision by the school board must be based on the record, must be in writing, and must state the controlling facts on which the decision is made in sufficient detail to apprise the parties and the Commissioner of Education (Commissioner) of the basis and reason for the decision.
18. A party to an expulsion or exclusion decision made by the school board may appeal the decision to the Commissioner within twenty-one (21) calendar days of school board action pursuant to Minn. Stat. § 121A.49. The decision of the school board shall be implemented during the appeal to the Commissioner.
19. The school district shall report any suspension, expulsion or exclusion action taken to the appropriate public service agency, when the student is under the supervision of such agency.
20. The school district must report, through the MDE electronic reporting system, each expulsion or exclusion within thirty (30) days of the effective date of the action to the Commissioner. This report must include a statement of alternative educational services given the student and the reason for, the effective date, and the duration of the exclusion or expulsion. The report must also include the student's age, grade, gender, race, and special education status. The dismissal report must include state student identification numbers of affected students.
21. Whenever a student fails to return to school within ten (10) school days of the termination of dismissal, a school administrator shall inform the student and his/her parent or guardian by mail of the student's right to attend and to be reinstated in the school district.

X. ADMISSION OR READMISSION PLAN

A school administrator shall prepare and enforce an admission or readmission plan for any student who is excluded or expelled from school. The plan may include measures to improve the student's behavior, including completing a character education program consistent with Minn. Stat. § 120B.232, Subd. 1, and require parental involvement in the admission or readmission process, and may indicate the consequences to the student of not improving the student's behavior. The readmission plan must not obligate parents to provide a sympathomimetic medication for their child as a condition of readmission.

XI. NOTIFICATION OF POLICY VIOLATIONS

Notification of any violation of this policy and resulting disciplinary action shall be as provided herein, or as otherwise provided by the Pupil Fair Dismissal Act or other applicable law. The teacher, principal or other school district official may provide additional notification as deemed appropriate.

XII. STUDENT DISCIPLINE RECORDS

The policy of the school district is that complete and accurate student discipline records be maintained. The collection, dissemination, and maintenance of student discipline records shall be consistent with applicable school district policies and federal and state law, including the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13.

XIII. STUDENTS WITH DISABILITIES

- A. Students who are currently identified as eligible under the IDEA or Section 504 will be subject to the provisions of this policy, unless the student's IEP or 504 plan specifies a necessary modification.
- B. Before initiating an expulsion or exclusion of a student with a disability, relevant members of the child's IEP team and the child's parent shall, consistent with federal law, conduct a manifestation determination and determine whether the child's behavior was
 1. caused by or had a direct and substantial relationship to the child's disability and
 2. whether the child's conduct was a direct result of a failure to implement the child's IEP.
- C. If the student's educational program is appropriate and the behavior is not a manifestation of the student's disability, the school district will proceed with discipline – up to and including expulsion – as if the student did not have a disability, unless the student's educational program provides otherwise.
- D. If the team determines that the behavior subject to discipline is a manifestation of the student's disability, the team shall conduct a functional behavioral assessment

and implement a behavioral intervention plan for such student provided that the school district had not conducted such assessment prior to the manifestation determination before the behavior that resulted in a change of placement. Where a behavioral intervention plan previously has been developed, the team will review the behavioral intervention plan and modify it as necessary to address the behavior.

E. School personnel may order a change in the placement of a student with a disability for the same amount of time that a student without a disability would be subject to discipline, but not to exceed 45 school days, if a student with a disability:

1. carries or possesses a weapon; or
2. knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance; or
3. inflicts serious bodily harm upon another person;

while on school transportation, at school, on school premises, or at a school function.

The IEP team must include services and modifications designed to address the misbehavior which led to the placement in an interim alternative educational setting, expulsion, or exclusion, and modifications designed to address the behavior that gave rise to the 45-day placement.

F. When a student who has an IEP is excluded or expelled for misbehavior that is not a manifestation of the student's disability, the school district shall continue to provide special education and related services during the period of expulsion or exclusion.

XIV. OPEN ENROLLED STUDENTS

The school district may terminate the enrollment of a nonresident student enrolled under an Enrollment Option Program (Minn. Stat. § 124D.03) or Enrollment in Nonresident District (Minn. Stat. § 124D.08) at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy (Minn. Stat. Ch. 260A), and the student's case has been referred to juvenile court. The school district may also terminate the enrollment of a nonresident student over the age of seventeen (17) enrolled under an Enrollment Options Program if the student is absent without lawful excuse for one or more periods on fifteen (15) school days and has not lawfully withdrawn from school.

XV. DISTRIBUTION OF POLICY

The school district will notify students and parents of the existence and contents of this policy through the Independent School District 191 Student/Parent Handbook or in such a

manner as it deems appropriate. Copies of this discipline policy shall be made available to all students and parents at the commencement of each school year and to all new students and parents upon enrollment. This policy shall also be available upon request in each principal's office.

XVI. REVIEW OF POLICY

The principal and representatives of parents, students and staff in each school building shall confer at least annually to review this discipline policy, determine if the policy is working as intended, and to assess whether the discipline policy has been enforced. Any recommended changes shall be submitted to the superintendent for consideration by the school board, which shall conduct an annual review of this policy.

- Legal References:*** Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)
Minn. Stat. § 120B.02 (Educational Expectations for Minnesota Students)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.26 (School Preassessment Teams)
Minn. Stat. § 121A.29 (Reporting; Chemical Abuse)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.575 (Alternatives to Pupil Suspension)
Minn. Stat. § 121A.582 (Reasonable Force)
Minn. Stat. §§ 121A.60-121A.61 (Removal From Class)
Minn. Stat. § 122A.42 (General Control of Schools)
Minn. Stat. § 123A.05 (Area Learning Center Organization)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (Enrollment in Nonresident District)
Minn. Stat. Ch.125A (Students With Disabilities)
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)
- Minn. Stat. Ch. 260A (Truancy)
Minn. Stat. Ch. 260C (Juvenile Court Act)
20 U.S.C. §§ 1400-1487 (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
34 C.F.R. § 300.530(e)(1) (Manifestation Determination)
- Cross References:*** Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)
Burnsville-Eagan-Savage School District Policy 417 (Chemical Use and Abuse)
Burnsville-Eagan-Savage School District Policy 419 (Tobacco Free Environment)
Burnsville-Eagan-Savage School District Policy 501 (School Weapons)
Burnsville-Eagan-Savage School District Policy 502 (Search of Student Lockers, Desks, Personal Possessions, and Student's Person)
Burnsville-Eagan-Savage School District Policy 503 (Student Attendance)

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 514 (Bullying Prohibition Policy)

Burnsville-Eagan-Savage School District Policy 524 (Internet Acceptable Use and Safety Policy)

Burnsville-Eagan-Savage School District Policy 525 (Violence Prevention)

Burnsville-Eagan-Savage School District Policy 526 (Hazing Prohibition)

Burnsville-Eagan-Savage School District Policy 527 (Student Use and Parking of Motor Vehicles; Patrols, Inspections, and Searches)

Burnsville-Eagan-Savage School District Policy 610 (Field Trips)

Burnsville-Eagan-Savage School District Policy 709 (Student Transportation Safety Policy)

Burnsville-Eagan-Savage School District Policy 711 (Video Recording on School Buses)

Burnsville-Eagan-Savage School District Policy 712 (Video Surveillance Other Than on Buses)

Adopted: 04/23/2015
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds:

509 ENROLLMENT OF NONRESIDENT STUDENTS

I. PURPOSE

The school district desires to participate in the Enrollment Options Program established by Minn. Stat. § 124D.03. The purpose of this policy is to set forth the application and exclusion procedures used by the school district in making said determination.

II. GENERAL STATEMENT OF POLICY

A. Eligibility. Applications for enrollment under the Enrollment Options (Open Enrollment) Law will be approved provided that acceptance of the application will not exceed the capacity of a program, excluding special education services; class; grade level; or school building as established by school board resolution and provided that:

1. space is available for the applicant under enrollment cap standards established by school board policy or other directive; and
2. in considering the capacity of a grade level, the school district may only limit the enrollment of nonresident students to a number not less than the lesser of: (a) one percent of the total enrollment at each grade level in the school district; or (b) the number of school district resident students at that grade level enrolled in a nonresident school district in accordance with Minn. Stat. § 124D.03.
3. the applicant is not otherwise excluded by action of the school district because of previous conduct in another school district.

B. Standards that may be used for rejection of application. In addition to the provisions of Paragraph II.A., the school district may refuse to allow a pupil who is expelled under Minn. Stat. § 121A.45 to enroll during the term of the expulsion if the student was expelled for:

1. possessing a dangerous weapon, including a weapon, device, instruments, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, with the exception of a pocket knife with a blade less than two and one-half inches in length, at school or a school function;
2. possessing or using an illegal drug at school or a school function;

3. selling or soliciting the sale of a controlled substance while at school or a school function; or
 4. committing a third-degree assault involving assaulting another and inflicting substantial bodily harm.
- C. Standards that may not be used for rejection of application. The school district may not use the following standards in determining whether to accept or reject an application for open enrollment:
1. previous academic achievement of a student;
 2. athletic or extracurricular ability of a student;
 3. disabling conditions of a student;
 4. a student's proficiency in the English language;
 5. the student's district of residence except where the district of residence is directly included in an enrollment options strategy included in an approved achievement and integration program; or
 6. previous disciplinary proceedings involving the student. This shall not preclude the school district from proceeding with exclusion as set out in Section F. of this policy.
- D. Application. The student and parent or guardian must complete and submit a School District Enrollment Options Program application developed by the Minnesota Department of Education and available on their website (education.mn.gov). Go to "Students and Families," then, under "School Choice," select "Open Enrollment." The form is entitled, "General Statewide Enrollment Options Application for K-12 and Early Childhood Special Education."
- E. Lotteries. If a school district has more applications than available seats at a specific grade level, it must hold an impartial lottery following the January 15 deadline to determine which students will receive seats. The district must give priority to enrolling siblings of currently enrolled students, students whose applications are related to an approved integration and achievement plan, children of the school district's staff, and students residing in that part of a municipality (a statutory or home rule charter city or town) where:
1. the student's resident district does not operate a school building;
 2. the municipality is located partially or fully within the boundaries of at 509-3 least five school districts;
 3. the nonresident district in which the student seeks to enroll operates one or

3. more school buildings within the municipality; and
no other nonresident, independent, special, or common school district operates a school building within the municipality.

The process for the school district lottery must be established by school board policy and posted on the school district's website. Refer to 509R: Enrollment of Nonresident Students for the Variance/Open Enrollment process.

F. Exclusion

1. Administrator's initial determination. If a school district administrator or the administrator designee knows or has reason to believe that an applicant has engaged in conduct that has subjected or could subject the applicant to expulsion or exclusion under law or school district policy, the administrator or the administrator designee will transmit the application to the superintendent with a recommendation of whether exclusion proceedings should be initiated.
2. Superintendent's review. The superintendent or the superintendent's designee may make further inquiries. If the superintendent or designee determines that the applicant should be admitted, he or she will notify the applicant and the school board chair. If the superintendent or designee determines that the applicant should be excluded, the superintendent or designee will notify the applicant and determine whether the applicant wishes to continue the application process. Although an application may not be rejected based on previous disciplinary proceedings, other than as set forth in II.B., the school district reserves the right to initiate exclusion procedures pursuant to the Minnesota Pupil Fair Dismissal Act as warranted on a case-by-case basis.

G. Termination of Enrollment

1. The school district may terminate the enrollment of a nonresident student enrolled under an enrollment options program pursuant to Minn. Stat. § 124D.03 or 124D.08 at the end of a school year if the student meets the definition of a habitual truant, the student has been provided appropriate services for truancy under Minn. Ch. 260A, and the student's case has been referred to juvenile court. A "habitual truant" is a child under 17 years of age who is absent from attendance at school without lawful excuse for seven school days in a school year if the child is in elementary school or for one or more class periods on seven school days in a school year if the child is in middle school, junior high school, or high school, or a child who is 17 years of age who is absent from attendance at school without lawful excuse for one or more class periods on seven school days in a school year and who has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.
2. The school district may also terminate the enrollment of a nonresident

student over 17 years of age if the student is absent without lawful excuse for one or more periods on 15 school days and has not lawfully withdrawn from school under Minn. Stat. § 120A.22, Subd. 8.

3. A student who has not applied for and been accepted for open enrollment pursuant to this policy and does not otherwise meet the residency requirements for enrollment may be terminated from enrollment and removed from school. Prior to removal from school, the school district will send to the student's parents a written notice of the school district's belief that the student is not a resident of the school district. The notice shall include the facts upon which the belief is based and notice to the parents of their opportunity to provide documentary evidence, in person or in writing, of residency to the superintendent or the superintendent's designee. The superintendent or the superintendent's designee will make the final determination as to the residency status of the student.

- H. Notwithstanding the requirement that an application must be approved by the board of the nonresident district, a student who has been enrolled in a district, who is identified as homeless, and whose parent or legal guardian moves to another district, or who is placed in foster care in another school district, may continue to enroll in the nonresident district without the approval of the board of the nonresident district. The approval of the board of the student's resident district is not required.

Legal References: Minn. Stat. § 120A.22, Subd. 3(e) (Residency Determined)
Minn. Stat. § 120A.22, Subd. 8 (Withdrawal from School)
Minn. Stat. § 121A.40-121A.56 (The Pupil Fair Dismissal Act)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.08 (School Board Approval to Enroll in Nonresident District)
Minn. Stat. § 124D.68 (High School Graduation Incentives Program)
Minn. Ch. 260A (Truancy)
Minn. Stat. § 260C.007, Subd. 19 (Habitual Truant Defined)
Minn. Op. Atty. Gen. 169-f (Aug. 13, 1986)
Indep. Sch. Dist. No. 623 v. Minn. Dept. of Educ., Co. No. A05-361, 2005 WL 3111963 (Minn. Ct. App. 2005) (unpublished)

Cross References: Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 517 (Student Recruiting)
Burnsville-Eagan-Savage School District Regulation 509
MSBA Service Manual, Chapter 5, Various Educational Programs

Adopted: 10/22/2015
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds:

525 VIOLENCE PREVENTION

I. PURPOSE

The purpose of this policy is to identify measures that the school district will take in an attempt to maintain a learning and working environment that is free from violent and disruptive behavior.

The school board is committed to promoting healthy human relationships and learning environments that are physically and psychologically safe for all members of the school community. It further believes that students are the first priority and they should be protected from physical or emotional harm during school activities and on school grounds, buses, or field trips while under school district supervision.

II. GENERAL STATEMENT OF POLICY

- A. The school district will enforce its weapons policy.
- B. The school district will act promptly in investigating all acts, or formal or informal complaints, of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- C. The administration will periodically review discipline policies and procedures, prepare revisions if necessary, and submit them to the school board for review and adoption.
- D. The school district will implement violence prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence.

III. IMPLEMENTATION OF POLICY

- A. The school board will review and approve policies to prevent and address violence in our schools. The superintendent or designee will develop procedures to effectively implement the school weapons and violence prevention policies. It shall be incumbent on all students and staff to observe all policies and report violations to the school administration.
- B. The school board and administration will inform staff and students annually of

policies and procedures related to violence prevention and weapons.

- C. The school district will act promptly to investigate all acts and formal and informal complaints of violence and take appropriate disciplinary action against any student or staff member who is found to have violated this policy or any related policy.
- D. The consequences set forth in the school weapons policy (Policy 501) will be imposed upon any student or nonstudent who possesses, uses or distributes a weapon when in a school location.
- E. The consequences set forth in the school hazing policy (Policy 526) will be imposed upon any student or staff member who commits an act against a student or staff member; or coerces a student or staff member into committing an act, that creates a substantial risk of harm to a person in order for the student or staff member to be initiated into or affiliated with an organization, or for any other purpose.
- F. Students who engage in assault or violent behavior will be removed from the classroom immediately and for a period of time deemed appropriate by the principal, in consultation with the teacher, pursuant to the student discipline policy (Policy 506).
- G. Students with disabilities may be expelled for behavior unrelated to their disabilities, subject to the procedural safeguards required by the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Pupil Fair Dismissal Act.
- H. Procedures will be developed for the referral of any person in violation of this policy or the weapons policy to the local law enforcement agency in accordance with Minn. Stat. § 121A.05.
- I. Students who wear objectionable emblems, signs, words, objects, or pictures on clothing communicating a message that is racist, sexist, or otherwise derogatory to a protected minority group or which connotes gang membership or that approves, advances, or provokes any form of religious, racial, or sexual harassment or violence against other individuals as defined in the harassment and violence policy (Policy 413) will be subject to the procedures set forth in the student dress and appearance policy (Policy 504). “Gang” as used in this policy means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more criminal acts, which has an identifiable name or identifying sign or symbol, and whose members individually or collectively engage in or whose members engaged in a pattern of criminal gang activity. A “pattern of gang activity” means the commission, attempt to commit, conspiring to commit, or solicitation of two or more criminal acts, provided the criminal acts were committed on separate dates or by two or more persons who are members of or belong to the same criminal street gang.

- J. This policy is not intended to abridge the rights of students to express political, religious, philosophical, or similar opinions by wearing apparel on which such messages are stated. Such messages are acceptable as long as they are not lewd, vulgar, obscene, defamatory, profane, denote gang affiliation, advocate harassment or violence against others, are likely to disrupt the education process, or cause others to react in a violent or illegal manner (Policy 504).

IV. PREVENTION STRATEGIES

The school district will implement prevention strategies to promote safe and secure learning environments, to diminish violence in our schools, and to aid in the protection of children whose health or welfare may be jeopardized through acts of violence. Strategies will include but are not limited to:

- A. Maintain a district crisis management policy to address potential violent crisis situations in the district.
- B. Provide training in recognition, prevention, and safe responses to violence and development of a positive school climate.
- C. In-service training for personnel in aspects of reporting, visibility, and supervision as deterrents to violence.
- D. Promote student safety responsibility by encouraging the reporting of suspicious individuals and unusual activities on school grounds.
- E. In-service training for personnel and school board members by experts familiar with sexual abuse, domestic violence, and personal safety issues on the following: helping students identify violence in the family and the community so that students may learn to resolve conflicts in effective, nonviolent ways; responding to a disclosure of child sexual abuse in a supportive, appropriate manner; and/or complying with mandatory reporting requirements under the Maltreatment of Minors Reporting Act.
- F. Establish clear school rules that prevent and deter violence.
- G. Develop cross-cultural awareness programs to unify students of all cultures and backgrounds, to develop mutual respect and understanding of shared experiences and values among students, and to promote the message of inclusion.
- H. Develop a student photo or name identification system for quick identification of the student in case of emergency.
- I. Develop a staff photo or name identification system using identification badges for quick identification of unauthorized people on campus.
- J. Require all visitors to check-in the main office upon their arrival and state their

business at the school. A visitor badge may be issued for easy identification that the visitor is authorized to be present in the school building.

- K. Develop curriculum on child sexual abuse prevention for students, including age appropriate instruction on recognizing sexual abuse and assault, boundary violations, and ways offenders groom or desensitize victims, as well as strategies to promote disclosure, reduce self-blame, and mobilize bystanders. The curriculum may be created in consultation with federal, state, and local agencies and community-based organizations, including the Child Information Gateway website maintained by the United States Department of Health and Human Services, to identify research-based tools, curricula, and programs to prevent child sexual abuse.
- L. Provide training to all school personnel on recognizing and preventing sexual abuse and sexual violence which may include training on mandatory reporting requirements provided on the Department of Education's website and reviewing the Code of Ethics for Minnesota Teachers.

V. STUDENT SUPPORT

- A. Students will have access to school-based student service professionals, when available, including counselors, nurses, social workers, and psychologists who are knowledgeable in methods to assist students with violence prevention and intervention.
- B. Students will be apprised of school board policies designed to protect their personal safety.
- C. Students will be provided with information as to school district and building rules regarding weapons and violence.
- D. Students will be informed of resources for violence prevention and proper reporting.

VI. PERSONNEL

- A. School district personnel shall comply with all policies related to violence prevention.
- B. School district personnel shall be knowledgeable of violence prevention policies and report any violation to school administration immediately. School district personnel will be informed annually as to school district and building rules regarding weapons and violence prevention.
- C. School district personnel or agents of the school district shall not engage in emotionally abusive acts including malicious shouting, ridicule, and/or threats or other forms of corporal punishment (Policy 507).

Legal References: Minn. Stat. § 13.43, Subd. 16 (School District or Charter School Disclosure of Violence or Inappropriate Sexual Contact)
Minn. Stat. § 120B.22 (Violence Prevention Education)
Minn. Stat. § 120B.234 (Child Sexual Abuse Prevention Education)
Minn. Stat. § 121A.035 (Crisis Management Policy)
Minn. Stat. § 120B.232 (Character Development Education)
Minn. Stat. § 121A.05 (Policy to Refer Firearms Possessor)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.44 (Expulsion for Possession of Firearm)
Minn. Stat. § 121A.61 (Discipline and Removal of Students from Class)
Minn. Stat. § 121A.64 (Notification)
Minn. Stat. § 121A.69 (Hazing Policy)
Minn. Stat. § 181.967, Subd. 5 (School District Disclosure of Violence or Inappropriate Sexual Contact)
18 U.S.C. § 921 (Definition of Firearm)
20 U.S.C. § 1400 *et seq.* (Individuals with Disabilities Education Improvement Act of 2004)
29 U.S.C. § 794 *et seq.* (Rehabilitation Act of 1973, § 504)
Tinker v. Des Moines Indep. Sch. Dist., 393 U.S. 503, 89 S.Ct. 733, 21 L.Ed.2d 731 (1969)
Stephenson v. Davenport Cmty. Sch. Dist., 110 F.3d 1303 (8th Cir. 1997)
McIntire v. Bethel School, 804 F.Supp. 1415, 78 Educ. L.Rep. 828 (W.D. Okla. 1992)
Olesen v. Board of Educ. of Sch. Dist. No. 228, 676 F.Supp. 820, 44 Educ. L.Rep. 205 (N.D. Ill. 1987)

Cross References: Burnsville-Eagan-Savage School District Policy 413 (Harassment and Violence)
Burnsville-Eagan-Savage School District Policy 422 (Policies Incorporated by Reference)
Burnsville-Eagan-Savage School District Policy 501 (School Weapons Policy)
Burnsville-Eagan-Savage School District Policy 504 (Student Dress and Appearance)
Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
Burnsville-Eagan-Savage School District Policy 507 (Corporal Punishment)
Burnsville-Eagan-Savage School District Policy 514 (Bullying Prohibition Policy)
Burnsville-Eagan-Savage School District Policy 526 (Hazing Prohibition)
Burnsville-Eagan-Savage School District Policy 529 (Staff Notification of Violent Behavior by Students)

Adopted: 1/1999
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds: JHCB

Burnsville-Eagan-Savage School District Policy 530

530 IMMUNIZATION REQUIREMENTS

I. PURPOSE

The purpose of this policy is to require that all students receive the proper immunizations or show appropriate exemption as mandated by the MN Immunization law to ensure the health and safety of all students.

II. GENERAL STATEMENT OF POLICY

All students enrolled in Independent School District 191 are required to provide proof of immunizations, or appropriate documentation exempting the student from such immunizations, and such other data necessary to ensure that the student is free from any communicable diseases, as a condition of enrollment.

III. STUDENT IMMUNIZATION REQUIREMENTS

- A. No student may be enrolled or remain enrolled, on a full-time, part-time, or shared-time basis, in any elementary or secondary school within the school district until the student or the student’s parent or guardian has submitted to the designated school district administrator the required proof of immunizations or documentation of exemption. Prior to the student’s first date of attendance, the student or the student’s parent or guardian shall provide to the designated school district administrator one of the following statements:
 - 1. a statement, from a physician, advanced practice registered nurse, physician assistant, or a public clinic which provides immunizations (hereinafter “medical statement”), , affirming that the student received the immunizations required by law indicating the month, day and year each immunization was administered; or
 - 2. a medical statement affirming that the student received the primary schedule of immunizations required by law and has commenced a schedule of the remaining required immunizations, indicating the month, day and year each immunization was administered and is in the process of completing the series within eight months
- B. The statement of a parent or guardian of a student or an emancipated student may be substituted for the medical statement. If such a statement is substituted, this statement must indicate the month and year each immunization was administered. Upon request,

the designated school district administrator will provide information to the parent or guardian of a student or an emancipated student of the dosages required for each vaccine according to the age of the student.

- C. The parent or guardian of persons receiving instruction in a home school shall submit one of the statements set forth in Section III.A. above, or statement of exemption from immunizations set forth in Section IV., below, to the superintendent or designee of the school district by October 1 of the first year of their home schooling in Minnesota and the grade 7 year.
- D. When evidence of the presence of a communicable disease exists or when required by any state or federal agency and/or state or federal law, students and/or their parents or guardians may be required to submit such other health care data as is necessary to ensure that the student has received any necessary immunizations and/or is free of any communicable diseases. No student may be enrolled or remain enrolled in any elementary or secondary school within the school district until the student or the student's parent or guardian has submitted the required data.
- E. If a person who is not a Minnesota resident enrolls in a school district online learning course or program that delivers instruction to the person only by computer and does not provide any teacher or instructor contact time or require classroom attendance, the person is not subject to the immunization, statement, and other requirements of this policy.

IV. EXEMPTIONS FROM IMMUNIZATION REQUIREMENTS

Students will be exempt from the foregoing immunization requirements under the following circumstances:

- A. The parent or guardian of a minor student or an emancipated student submits a signed statement affirming that the immunization of the student is contraindicated for medical reasons or that laboratory confirmation of the presence of adequate immunity exists; or
- B. The parent or guardian of a minor student or an emancipated student submits his or her notarized statement stating the student has not been immunized because of the conscientiously held beliefs of the parent, guardian or student.

V. NOTICE OF IMMUNIZATION REQUIREMENTS

- A. The school district will develop and implement a procedure to:
 - 1. Notify parents/guardians and students of the immunization and exemption requirements by use of a form approved by the Department of Health;
 - 2. Notify parents/guardians and students of the consequence for failure to provide required documentation regarding immunizations;

3. Review student health records to determine whether the required information has been provided; and
4. Make reasonable arrangements to send a student home when the immunization requirements have not been met and advise the student and/or the student's parent or guardian of the conditions for re-enrollment.

VI. IMMUNIZATION RECORDS

- A. The school district will maintain a file containing the immunization records for each student in attendance at the school district for at least five years after the student attains the age of majority.
- B. Upon request, the school district may exchange immunization data with persons or agencies providing services on behalf of the student. Immunization data is private student data and disclosure of such data shall be governed by Policy 515, Protection and Privacy of Pupil Records.
- C. The designated school district administrator will assist a student and/or the student's parent or guardian in the transfer of the student's immunization file to the student's new school within 30 days of the student's transfer.
- D. Upon request of a public or private post-secondary educational institution, the designated school district administrator will assist in the transfer of the student's immunization file to the post-secondary educational institution.

Legal References: Minn. Stat. § 13.32 (Educational Data)
Minn. Stat. § 121A.15 (Health Standards; Immunizations; School Children)
Minn. Stat. § 121A.17 (School Board Responsibilities)
Minn. Stat. § 144.29 (Health Records; Children of School Age)
Minn. Stat. § 144.3351 (Immunization Data)
Minn. Stat. § 144.441 (Tuberculosis Screening in Schools)
Minn. Stat. § 144.442 (Testing in Schools)
Minn. Rules Parts 4604.0100-4604.1020 (Immunization)
McCarthy v. Ozark Sch. Dist., 359 F.3d 1029 (8th Cir. 2004)
Op. Atty. Gen. 169-W (July 23, 1980)
Op. Atty. Gen. 169-W (Jan. 17, 1968)

Cross References: Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)

Adopted: 4/1991
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds: IC, ICA & ID

Burnsville-Eagan-Savage School District Policy 602

602 ORGANIZATION OF SCHOOL CALENDAR AND SCHOOL DAY

I. PURPOSE

The purpose of this policy is to establish a timely process for determination of the school calendar and school day.

II. GENERAL STATEMENT OF POLICY

The school calendar and schedule of the school day are important to parents, students, employees, and the general public for advance, effective planning of the school year.

III. CALENDAR RESPONSIBILITY

- A. The school calendar shall be adopted annually by the school board. The calendar shall meet all provisions of Minnesota statutes pertaining to minimum number of minutes and other provisions of law. The school calendar shall establish student days, workshop days for staff, provide for emergency closings and other information related to students, staff, and parents.
 - 1. The superintendent or designee shall submit a calendar recommendation for the following school year to the school board no later than November of each year.
 - 2. The school calendar will establish at least 170 student contact days and the contractual work days for instructional staff.
- B. The following dates are designated as non-classroom days: Labor Day, two days in October during the annual convention for Education Minnesota, Thanksgiving and the Friday after Thanksgiving, Martin Luther King, Jr., Day, and Memorial Day. A winter break of at least seven days (excluding weekends) will be scheduled.
- C. Employee and advisory groups shall be provided an opportunity to participate in school calendar considerations through a meet and confer process.

IV. SCHOOL DAY RESPONSIBILITY

- A. The superintendent or designee shall be responsible for developing a schedule for the student day, subject to review by the school board. All requirements and provisions of Minnesota Statutes and Minnesota Department of Education Rules

shall be met.

- B. In developing the student day schedule, the superintendent or designee shall consider such factors as school bus schedules, cooperative programs, differences in time requirements at various grade levels, effective utilization of facilities, cost effectiveness, and other concerns deserving of attention.
- C. The superintendent or designee shall establish a schedule for the school day that exceeds the minimum number of hours established in Minnesota statute by at least two instructional days to provide for possible emergency closings.
- D. Proposed changes in the school day shall be subject to review and approval by the school board.

V. E-LEARNING DAYS

- A. An “e-learning day” is a school day where a school offers full access to online instruction provided by students’ individual teachers due to inclement weather.
- B. A school district may designate up to five e-learning days in one school year.
- C. An e-learning day is counted as a day of instruction and included in the hours of instruction pursuant to Section III.A., above.
- D. The e-learning day plan developed by the school district will include accommodations for students without Internet access at home and for digital device access for families without the technology or with an insufficient amount of technology for the number of children in the household. The plan must also provide accessible options for students with disabilities.
- E. The school district must notify parents and students of its e-learning day plan at the beginning of each school year.
- F. When an e-learning day is declared by the school district, notice must be provided to parents and students at least two hours prior to the normal school start time that students will need to follow the e-learning day plan for that day.
- G. On an e-learning day, each student’s teacher must be accessible both online and by telephone during normal school hours to assist students and parents.

Legal References: Minn. Stat. § 120A.40 (School Calendar)
Minn. Stat. § 120A.41 (Length of School Year; Days of Instruction)
Minn. Stat. § 120A.414 (E-Learning Days)
Minn. Stat. § 120A.415 (Extended School Calendar)
Minn. Stat. § 120A.42 (Holidays)
Minn. Stat. § 122A.40, Subds. 7 and 7a (Employment; Contracts; Termination)
Minn. Stat. § 122A.41, Subds. 4 and 4a (Teacher Tenure Act; Cities of the

First Class; Definitions)
Minn. Stat. § 123A.30 (Agreements for Secondary Education)
Minn. Stat. § 123A.32 (Interdistrict Cooperation)
Minn. Stat. § 123A.35 (Cooperation and Combination)
Minn. Stat. § 124D.11, Subd. 9 (Revenue for Results-Oriented Charter School)
Minn. Stat. § 124D.126 (Powers and Duties of Commissioner; Flexible Learning Year Programs)
Minn. Stat. § 124D.151 (Voluntary Prekindergarten Program)
Minn. Stat. § 127A.41, Subd. 7 (Distribution of School Aids; Appropriation)

Cross References: Burnsville-Eagan-Savage School District Policy 425 (Staff Development)

Adopted: 5/1985
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds: IIAA, IIAC, KLB, KLBA

Burnsville-Eagan-Savage School District Policy 606

606 INSTRUCTIONAL RESOURCES

I. PURPOSE

The purpose of this policy is to provide direction for selection of instructional resources.

II. GENERAL STATEMENT OF POLICY

The school board recognizes that selection of instructional resources is a vital component of the school district's curriculum.

III. RESPONSIBILITY OF SELECTION

- A. The school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of instructional resources. Accordingly, the school board delegates to the superintendent or designee the responsibility to direct the professional staff in selections that meet school board criteria.
- B. Selection of resources shall be consistent with the following criteria:
 - 1. To consider the characteristics and philosophy of the and District when selecting resources.
 - 2. To provide resources that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the individuals served.
 - 3. To provide resources that will stimulate growth in critical reading and thinking, factual knowledge, literary appreciation, aesthetic values and ethical standards.
 - 4. To provide a background of information which will enable individuals to make intelligent judgments in their daily lives.
 - 5. To foster respect and appreciation for cultural diversity and varied opinion.
 - 6. To provide resources representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.

7. To place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection appropriate for the users.
 8. To anticipate and meet needs through awareness of subjects of current interest.
 9. To permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
 10. Do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.
- C. The superintendent or designee shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of instructional resources by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

IV. SELECTION OF INSTRUCTIONAL RESOURCES

The superintendent or designee shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the instructional resource review and selection process.

V. RECONSIDERATION OF INSTRUCTIONAL RESOURCES

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain instructional resources.
- B. The superintendent or designee shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of instructional resources.

VI. PROCEDURE FOR HANDLING QUESTIONED MATERIALS

- A. Each concern shall be directed to the building principal who will:
 1. Treat each concerned person(s) request with confidentiality.

2. Provide and explain School Board Policy 606.
 3. Inform concerned person(s) that his/her child is not required to be exposed to the questioned material. See Alternative Instruction Request Form.
 4. Try to resolve the questions of the concerned person(s) during the initial contact using a Culturally Proficient School Systems (CPSS) lens.
 5. Provide and explain use of the form “Statement of Concern About Educational Materials.”
 6. Inform Assistant Superintendent or designee and appropriate staff member(s) when the above form is given to a concerned person.
 7. Retain identified materials for use or place them in the reserve section in the school collection until review process is completed.
- B. Upon receipt of the signed “Statement of Concern About Educational Materials” form, the principal will:
1. Meet with the concerned person(s) and appropriate staff to discuss the information on the completed form.
 2. Appoint a building committee to investigate the questioned materials. (The committee will have representation from the administration, teaching staff and citizens and use appropriate Culturally Proficient School Systems rubrics as a part of their investigation.)
 3. Review the findings of the building committee.
 4. Inform the concerned person(s) and Assistant Superintendent or designee of the committee’s findings in writing.
- C. If the concerned person(s) is not satisfied with the findings of the building committee, the principal will forward the concern to the Assistant Superintendent or designee who will:
1. Convene a Questioned Materials Committee. This committee shall consist of at least five (5) persons including:
 - a. Staff from grade and/or subject area
 - b. Building Principal
 - c. Assistant Superintendent or Designee
 - d. Citizen(s)
 2. Review the findings of the Questioned Materials Committee.
 3. Inform the concerned person(s) of the Questioned Materials Committee’s findings.
- D. If the concerned person(s) is not satisfied with the Questioned Materials Committee’s findings and the Assistant Superintendent or designee decision, he/she may appeal to the School Board.

Legal References: Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Curriculum)

Minn. Stat. § 120B.235 (American Heritage Education)
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)
Minn. Stat. § 124D.59-124D.61 (Limited English Proficiency)
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)
Hazelwood Sch. Dist. v. Kuhlmeier, 484 U.S. 260, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988)
Pratt v. Independent Sch. Dist. No. 831, 670 F.2d 771 (8th Cir. 1982)

Cross References: Burnsville-Eagan-Savage School District Policy 603 (Curriculum Development)
Burnsville-Eagan-Savage School District Policy 604 (Instructional Curriculum)

Adopted: 4/14/2016
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds:

707 TRANSPORTATION OF PUBLIC SCHOOL STUDENTS

I. PURPOSE

The purpose of this policy is to provide for the transportation of students consistent with the requirements of law.

II. GENERAL STATEMENT OF POLICY

- A. The policy of the school district is to provide for the transportation of students in a manner which will protect their health, welfare, and safety.
- B. The school district recognizes that transportation is an essential part of the school district services to students and parents or guardians but further recognizes that transportation by school bus is a privilege and not a right for an eligible student.

III. DEFINITIONS

- A. “Child with a disability” includes every child identified under federal and state special education law as deaf or hard of hearing, blind or visually impaired, deafblind, or having a speech or language impairment, a physical impairment, other health disability, developmental cognitive disability, an emotional or behavioral disorder, specific learning disability, autism spectrum disorder, traumatic brain injury, or severe multiple impairments, and who needs special education and related services, as determined by the rules of the Commissioner of Education. A licensed physician, an advanced practice nurse, or a licensed psychologist is qualified to make a diagnosis and determination of attention deficit disorder or attention deficit hyperactivity disorder for purposes of identifying a child with a disability. In addition, every child under age three, and at the school district’s discretion from age three to seven, who needs special instruction and services, as determined by the rules of the Commissioner, because the child has a substantial delay or has an identifiable physical or mental condition known to hinder normal development is a child with a disability. A child with a short-term or temporary physical or emotional illness or disability, as determined by the rules of the Commissioner, is not a child with a disability. (Minn. Stat. § 125A.02)
- B. “Home” is the legal residence of the child. In the discretion of the school district, “home” also may be defined as a licensed day care facility, school day care facility, a respite care facility, the residence of a relative, or the residence of a person chosen by the student’s parent or guardian as the home of a student for

part or all of the day, if requested by the student's parent or guardian, or an afterschool program for children operated by a political subdivision of the state, if the facility, residence, or program is within the attendance area of the school the student attends. Unless otherwise specifically provided by law, a homeless student is a resident of the school district if enrolled in the school district. (Minn. Stat. § 123B.92, Subd. 1(b)(1); Minn. Stat. § 127A.47, Subd. 2)

- C. "Homeless student" means a student, including a migratory student, who lacks a fixed, regular, and adequate nighttime residence and includes: students who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; are awaiting foster care placement; have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings; are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings, and migratory children who qualify as homeless because they are living in any of the preceding listed circumstances. (42 U.S.C. § 11434a)
- D. "Nonpublic school" means any school, church, or religious organization, or home school wherein a resident of Minnesota may legally fulfill the compulsory instruction requirements of Minn. Stat. §120A.22, which is located within the state, and which meets the requirements of Title VI of the Civil Rights Act of 1964 (42 U.S.C. § 2000d, *et seq.*). (Minn. Stat. §123B.41, Subd. 9)
- E. "Nonresident student" is a student who attends school in the school district and resides in another district, defined as the "nonresident district." In those instances when the divorced or legally separated parents or parents residing separately share joint physical custody of a student and the parents or guardians reside in different school districts, the student shall be a resident of the school district designated by the student's parents or guardians. When parental rights have been terminated by court order, the legal residence of a student placed in a residential or foster facility for care and treatment is the district in which the student resides. (Minn. Stat. § 123B.88, Subd. 6; Minn. Stat. § 125A.51; Minn. Stat. § 127A.47, Subd. 3)
- F. "Pupil support services" are health, counseling, and guidance services provided by the public school in the same district where the nonpublic school is located. (Minn. Stat. § 123B.41, Subd. 4)
- G. "School of origin," for purposes of determining the residence of a homeless student, is the school that the student attended when permanently housed or the school in which the student was last enrolled. (42 U.S.C. § 11432(g)(3)(G))
- H. "Shared time basis" is a program where students attend public school for part of the regular school day and who otherwise fulfill the requirements of Minn. Stat. § 120A.22 by attendance at a nonpublic school. (Minn. Stat. § 126C.01, Subd. 8)

- I. “Student” means any student or child attending or required to attend any school as provided in Minnesota law and who is a resident or child of a resident of Minnesota. (Minn. Stat. § 123B.41, Subd. 11)

IV. ELIGIBILITY

- A. Upon the request of a parent or guardian, the school district shall provide transportation to and from school, at the expense of the school district, for all resident secondary students who reside one and one-half (1 ½) miles or more from the school, and all resident elementary students who reside one mile or more from the school, except for those students whose transportation privileges have been revoked or have been voluntarily surrendered by the student’s parent or guardian. (Minn. Stat. § 123B.88, Subd. 1) Distances are calculated based on where a family driveway meets the street, following the center of the street, to the nearest access point to the school property.
- B. The school district may, in its discretion, also provide transportation to any student to and from school, at the expense of the school district, for any other purpose deemed appropriate by the school board.
- C. In the discretion of the school district, transportation along regular school bus routes may also be provided, where space is available, to any person where such use of a bus does not interfere with the transportation of students. The cost of providing such transportation must be paid by those individuals using these services or some third-party payor. Bus transportation also may be provided along school bus routes when space is available for participants in early childhood family education programs and school readiness programs if these services do not result in an increase in the school district’s expenditures for transportation. (Minn. Stat. § 123B.88, Subd. 10, 11, 12, and 13)
- D. For purposes of stabilizing enrollment and reducing mobility, the school district may, in its discretion, establish a full-service school zone and may provide transportation for students attending a school in that full-service school zone. A full-service school zone may be established for a school that is located in an area with higher than average crime or other social and economic challenges and that provides education, health or human services, or other parental support in collaboration with a city, county, state, or nonprofit agency.

V. TRANSPORTATION OF NONRESIDENT STUDENTS

- A. If requested by the parent of a nonresident student, the school district shall provide transportation within its borders to a nonresident student at the same level of service that is provided to resident students. (Minn. Stat. § 124D.04, Subd. 7; Minn. Stat. § 123B.92, Subd. 3)
- B. If the school district decides to transport a nonresident student within the student’s resident district, the school district will notify the student’s resident district of its decision, in writing, prior to providing transportation. (Minn. Stat. § 123B.88,

Subd. 6)

- C. When divorced or legally separated parents or parents residing separately reside in different school districts and share physical custody of a student, the parents or guardians shall be responsible for the transportation of the student to the border of the school district during those times when the student is residing with the parent in the nonresident school district. (Minn. Stat. § 127A.47, Subd. 3(b))
- D. The school district may provide transportation to allow a student who attends a high-need English language learner program and who resides within the transportation attendance area of the program to continue in the program until the student completes the highest grade level offered by the program. (Minn. Stat. § 123B.92, Subd. 3(b))

VI. TRANSPORTATION OF RESIDENT STUDENTS TO NONDISTRICT SCHOOLS

- A. In general, the school district shall not provide transportation between a resident student's home and the border of a nonresident district where the student attends school under the Enrollment Options Program. A parent may be reimbursed by the nonresident district for the costs of transportation from the pupil's residence to the border of the nonresident district if the student is from a family whose income is at or below the poverty level, as determined by the federal government. The reimbursement may not exceed the pupil's actual cost of transportation or 15 cents per mile traveled, whichever is less. Reimbursement may not be paid for more than 250 miles per week. (Minn. Stat. § 124D.03, Subd. 8)
- B. Resident students shall be eligible for transportation to and from a nonresident school district at the expense of the school district, if in the discretion of the school district, inadequate room, distance to school, unfavorable road conditions, or other facts or conditions make attendance in the resident student's own district unreasonably difficult or impracticable. The school district, in its discretion, may also provide for transportation of resident students to schools in other districts for grades and departments not maintained in the district, including high school, for the whole or a part of the year or for resident students who attend school in a building rented or leased by the school district in an adjacent district. (Minn. Stat. § 123B.88, Subds. 1 and 4)
- C. In general, the school district is not responsible for transportation for any resident student attending school in an adjoining state under a reciprocity agreement but may provide such transportation services at its discretion. (Minn. Stat. § 124D.041)

VII. SPECIAL EDUCATION STUDENTS/STUDENTS WITH A DISABILITY/STUDENTS WITH TEMPORARY DISABILITIES

- A. Upon a request of a parent or guardian, the board must provide necessary transportation, consistent with Minn. Stat. § 123B.92, Subd. 1(b)(4), for a resident

child with a disability not yet enrolled in kindergarten for the provision of special instruction and services. Special instruction and services for a child with a disability not yet enrolled in kindergarten include an individualized education program (IEP) team placement in an early childhood program when that placement is necessary to address the child's level of functioning and needs. (Minn. Stat. § 123B.88, Subd. 1)

- B. Resident students with a disability whose IEP team determines that the student cannot be safely transported on the regular school bus and/or school bus route and/or when the student is transported on a special route for the purpose of attending an approved special education program shall be entitled to special transportation at the expense of the school. The school district shall determine the type of vehicle used to transport students with a disability on the basis of the condition and applicable laws. This provision shall not be applicable to parents or guardians who transport their own child under a contract with the school district. (Minn. Stat. § 123B.88, Subd. 19; Minn. Rules Part 7470.1600)
- C. Resident students with a disability who are boarded and lodged at Minnesota state academies for educational purposes, but who also are enrolled in a public school within the school district, shall be provided transportation, by the school district to and from said board and lodging facilities, at the expense of the school district. (Minn. Stat. § 125A.65)
- D. If a resident student with a disability attends a public school located in a contiguous school district and the school district of attendance does not provide special instruction and services, the school district shall provide necessary transportation for the student between the school district boundary and the educational facility where special instruction and services are provided within the school district. The school district may provide necessary transportation of the student between its boundary and the school attended in the contiguous district, but shall not pay the cost of transportation provided outside the school district boundary. (Minn. Stat. § 125A.12)
- E. When a student with a disability or a student with a short-term or temporary disability is temporarily placed for care and treatment in a day program located in another school district and the student continues to live within the school district during the care and treatment, the school district shall provide the transportation, at the expense of the school district, to that student. The school district may establish reasonable restrictions on transportation, except if a Minnesota court or agency orders the child placed at a day care and treatment program and the school district receives a copy of the order, then the school district must provide transportation to and from the program unless the court or agency orders otherwise. Transportation shall only be provided by the school district during regular operating hours of the school district. (Minn. Stat. § 125A.15(b); Minn. Stat. § 125A.51(d))
- F. When a nonresident student with a disability or a student with a short-term or temporary disability is temporarily placed in a residential program within the

school district, including correctional facilities operated on a fee-for-service basis and state institutions, for care and treatment, the school district shall provide the necessary transportation at the expense of the school district. Where a joint powers entity enters into a contract with a privately owned and operated residential facility for the provision of education programs for special education students, the joint powers entity shall provide the necessary transportation. (Minn. Stat. § 125A.15(c) and (d); Minn. Stat. § 125A.51(e))

- G. Each driver and aide assigned to a vehicle transporting students with a disability will be provided with appropriate training for the students in their care, will assist students with their safe ingress and egress from the bus, will ensure the proper use of protective safety devices, and will be provided with access to emergency health care information as required by law. (Minn. Rules Part 7470.1700)
- H. Any parent of a student with a disability who believes that the transportation services provided for that child are not in compliance with the applicable law may utilize the alternative dispute resolution and due process procedures provided for in Minn. Stat. Ch. 125A. (Minn. Rules Part 7470.1600, Subd. 2)

VIII. HOMELESS STUDENTS

- A. Homeless students shall be provided with transportation services comparable to other students in the school district. (42 U.S.C. § 11432(e)(3)(C)(i)(III)(cc) and (g)(4)(A))
- B. Upon request by the student's parent, guardian, or homeless education liaison, the school district shall provide transportation for a homeless student as follows:
 - 1. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements within the school district shall be provided transportation to and from the secondary resident student's school of origin and the shelter or other non-shelter on the same basis as transportation services are provided to other students in the school district. (42 U.S.C. § 11432(g)(1)(J)(iii)(I))
 - 2. A resident student who becomes homeless and is residing in a public or private shelter location or has other non-shelter living arrangements outside of the school district shall be provided transportation to and from the student's school of origin and the shelter or other non-shelter location on the same basis as transportation services are provided to other students in the school district, unless the school district and the school district in which the student is temporarily placed agree that the school district in which the student is temporarily placed shall provide transportation. (Minn. Stat. § 125A.51(f); 42 U.S.C. § 11432(g)(1)(J)(iii)(II))
 - 3. If a nonresident student is homeless and is residing in a public or private homeless shelter or has other non-shelter living arrangements within the school district, the school district may provide transportation services

between the shelter or non-shelter location and the student's school of origin outside of the school district upon agreement with the school district in which the school of origin is located. (Minn. Stat. § 125A.51(f))

4. A homeless nonresident student enrolled under Minn. Stat. § 124D.08, Subd. 2a, must be provided transportation from the student's district of residence to and from the school of enrollment. (Minn. Stat. § 123B.92, Subd. 3(c)).

IX. AVAILABILITY OF SERVICES

Transportation shall be provided on all regularly scheduled school days or make-up days. Transportation will not be provided during the summer school break. Transportation may be provided for summer instructional programs for students with a disability or in conjunction with a learning year program. Transportation between home and school may also be provided, in the discretion of the school district, on staff development days. (Minn. Stat. § 123B.88, Subd. 21)

X. MANNER OF TRANSPORTATION

The scheduling of routes, establishment of the location of bus stops, manner and method of transportation, control and discipline of school children, the determination of fees, and any other matter relating thereto shall be within the sole discretion, control and management of the school board. The school district may, in its discretion, provide room and board, in lieu of transportation, to a student who may be more economically and conveniently provided for by that means. (Minn. Stat. § 123B.88, Subd. 1)

XI. RESTRICTIONS

Transportation by the school district is a privilege and not a right for an eligible student. A student's eligibility to ride a school bus may be revoked for a violation of school bus safety or conduct policies, or violation of any other law governing student conduct on a school bus pursuant to the school district's discipline policy. Revocation of a student's bus riding privilege is not an exclusion, expulsion, or suspension under the Pupil Fair Dismissal Act. Revocation procedures for a student who is an individual with a disability under 20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act), 29 U.S.C. § 794 (the Rehabilitation Act), and 42 U.S.C. § 12132, (Americans with Disabilities Act) are governed by these provisions. (Minn. Stat. § 121A.59)

XII. FEES

- A. In its discretion, the school district may charge fees for transportation of students to and from extracurricular activities conducted at locations other than school, where attendance is optional. (Minn. Stat. § 123B.36, Subd. 1(10))
- B. The school district may charge fees for transportation of students to and from school when authorized by law. If the school district charges fees for transportation of students to and from school, guidelines shall be established for

that transportation to ensure that no student is denied transportation solely because of inability to pay. The school district also may waive fees for transportation if the student's parent is serving in, or within the past year has served in, active military service as defined in Minn. Stat. § 190.05. (Minn. Stat. § 123B.36, Subds. 1(11) and 6)

- C. The school district may charge reasonable fees for transportation of students to and from post-secondary institutions for students enrolled under the post-secondary enrollment options program. Families who qualify for mileage reimbursement may use their state mileage reimbursement to pay this fee. (Minn. Stat. § 123B.36, Subd. 1(13))
- D. Where, in its discretion, the school district provides transportation to and from an instructional community-based employment site that is part of an approved work-based training program, the school district may require the payment of reasonable fees for transportation from students who receive remuneration for their participation in these programs. (Minn. Stat. § 123B.36, Subd. 3)

Legal References: Minn. Stat. § 120A.22 (Compulsory Instruction)
Minn. Stat. §§ 121A.40-121A.56 (Pupil Fair Dismissal Act)
Minn. Stat. § 121A.59 (Bus Transportation is a Privilege Not a Right)
Minn. Stat. § 123B.36 (Authorized Fees)
Minn. Stat. § 123B.41 (Educational Aids for Nonpublic School Children; Definitions)
Minn. Stat. § 123B.44 (Provision of Pupil Support Services)
Minn. Stat. § 123B.88 (Independent School Districts, Transportation)
Minn. Stat. § 123B.92 (Transportation Aid Entitlement)
Minn. Stat. § 124D.03 (Enrollment Options Program)
Minn. Stat. § 124D.04 (Enrollment Options Programs in Border States)
Minn. Stat. § 124D.041 (Reciprocity with Adjoining States)
Minn. Stat. § 124D.08 (School Board's Approval to Enroll in Nonresident District)
Minn. Stat. Ch. 125A (Children With a Disability)
Minn. Stat. § 125A.02 (Children With a Disability, Defined)
Minn. Stat. § 125A.12 (Attendance in Another District)
Minn. Stat. § 125A.15 (Placement in Another District; Responsibility)
Minn. Stat. § 125A.51 (Placement of Children Without Disabilities; Education and Transportation)
Minn. Stat. § 125A.515 (Placement of Students; Approval of Education Program)
Minn. Stat. § 125A.65 (Attendance at Academies for the Deaf and Blind)
Minn. Stat. § 126C.01 (General Education Revenue - Definitions)
Minn. Stat. § 127A.47 (Payments to Resident and Nonresident Districts)
Minn. Stat. § 190.05 (Definitions)
Minn. Rules Part 7470.1600 (Transporting Pupils with Disability)
Minn. Rules Part 7470.1700 (Drivers and Aides for Pupils with Disabilities)

20 U.S.C. § 1415 (Individuals with Disabilities Education Improvement Act of 2004)

29 U.S.C. § 794 (Rehabilitation Act of 1973, § 504)

42 U.S.C. § 2000d (Prohibition Against Exclusion from Participation in, Denial of Benefits of, and Discrimination under Federally Assisted Programs on Ground of Race, Color, or National Origin)

42 U.S.C. § 11431, *et seq.* (McKinney-Vento Homeless Assistance Act of 2001)

42 U.S.C. § 12132, *et seq.* (Americans With Disabilities Act)

Cross References: Burnsville-Eagan-Savage School District Policy 708 (Transportation of Nonpublic School Students)
Burnsville-Eagan-Savage School District Policy 709 (Student Transportation Safety Policy)
Burnsville-Eagan-Savage School District Policy 710 (Extracurricular Transportation)
MSBA Service Manual, Chapter 2, Transportation

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709 STUDENT TRANSPORTATION SAFETY POLICY

I. PURPOSE

The purpose of this policy is to provide safe transportation for students and to educate students on safety issues and the responsibilities while waiting for, entering, riding, and exiting a school bus.

II. PLAN FOR STUDENT TRANSPORTATION SAFETY TRAINING

A. Student Training

1. The school district shall provide students enrolled in grades kindergarten (K) through 12 with age-appropriate school bus safety training of the following concepts:
 - a. transportation by school bus is a privilege, not a right;
 - b. school district policies for student conduct and school bus safety;
 - c. appropriate conduct while on the bus;
 - d. the danger zones surrounding a school bus;
 - e. procedures for safely boarding and leaving a school bus;
 - f. procedures for safe vehicle lane crossing; and
 - g. school bus evacuation and other emergency procedures.
2. All students in grades EC through 5 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training by the end of the third week of school. All students in grades 6 through 12 who are transported by school bus and are enrolled during the first or second week of school must receive the school bus safety training or receive bus safety instruction materials by the end of the sixth week of school, if they have not previously received school bus training. Students in grades EC through 12 who enroll in a school after the second week of school, are transported by school bus, and have not received training in their previous school districts shall undergo school bus safety training or receive bus safety instructional materials within 4 weeks of their first day of attendance.

3. The school district and a nonpublic school with students transported by school bus at public expense must provide students enrolled in grades EC through 3 school bus safety training twice during the school year.
4. The school district and a nonpublic school with students transported by school bus at public expense must conduct a school bus evacuation drill at least once during the school year.
5. The school district will make reasonable accommodations in training for students known to speak English as a second language and students with disabilities.
6. The school district may provide kindergarten students with school bus safety training before the first day of school.
7. The school district may provide student safety education for bicycling and pedestrian safety for students in grades K through 5.
8. The school district shall adopt and make available for public review a curriculum for transportation safety education.
9. Nonpublic school students transported by the school district will receive school bus safety training by their nonpublic school. The nonpublic schools may use the school district's school transportation safety education curriculum. Upon request by the school district superintendent, the nonpublic school must certify to the school district's school transportation safety director that all students enrolled in grades EC through 12 have received the appropriate training.

III. CONDUCT ON SCHOOL BUSES AND CONSEQUENCES FOR MISBEHAVIOR

- A. Riding the school bus is a privilege, not a right. The school district's general student behavior rules are in effect for all students on school buses, including nonpublic and charter school students.
- B. Consequences for school bus/bus stop misconduct will be imposed by the school district under adopted administrative discipline procedures. In addition, all school bus/bus stop misconduct will be reported to the school district's transportation safety director. Serious misconduct may be reported to local law enforcement.
 1. School Bus and Bus Stop Rules. The school district school bus safety rules are to be posted on every bus. If these rules are broken, the school district's discipline procedures are to be followed. In most circumstances, consequences are progressive and may include suspension of bus privileges. It is the school bus driver's responsibility to report unacceptable behavior to the school district's Transportation

Office/School Office.

2. Rules at the Bus Stop

- a. Get to your bus stop 5 minutes before your scheduled pick up time. The school bus driver will not wait for late students.
- b. Respect the property of others while waiting at your bus stop.
- c. Keep your arms, legs, and belongings to yourself.
- d. Use appropriate language.
- e. Stay away from the street, road, or highway when waiting for the bus.
- f. Wait until the bus stops before approaching the bus.
- g. After getting off the bus, move away from the bus.
- h. If you must cross the street, always cross in front of the bus where the driver can see you. Wait for the driver to signal to you before crossing the street.
- i. No fighting, harassment, intimidation, or horseplay.
- j. No use of alcohol, tobacco, or drugs.

3. Rules on the Bus

- a. Observe same conduct as in the classroom.
- b. Be courteous, use no profane language.
- c. Do not eat or drink on the bus.
- d. Keep the bus clean.
- e. Cooperate with the driver.
- f. Do not smoke.
- g. Do not be destructive.
- h. Stay in your seat.
- i. Keep head, hands and feet inside the bus.

- j. Bus driver is authorized to assign seats.

4. Consequences

- a. Consequences for school bus/bus stop misconduct will apply to all regular and late routes. Decisions regarding a student's ability to ride the bus in connection with cocurricular and extracurricular events (for example, field trips or competitions) will be in the sole discretion of the school district. Parents or guardians will be notified of any suspension of bus privileges.

The school bus is considered an extension of the classroom. Refer to the student handbook for more details on potential consequences.

(1) Other Discipline

Based on the severity of a student's conduct, more serious consequences may be imposed at any time. Depending on the nature of the offense, consequences such as suspension or expulsion from school also may result from school bus/bus stop misconduct.

(2) Records

Records of school bus/bus stop misconduct will be forwarded to the individual school building and will be retained in the same manner as other student discipline records. Reports of student misbehavior on a school bus or in a bus-loading or unloading area that are reasonably believed to cause an immediate and substantial danger to the student or surrounding persons or property shall be provided by the school district to local law enforcement and the Department of Public Safety in accordance with state and federal law.

(3) Vandalism/Bus Damage

Students damaging school buses will be responsible for the damages. Failure to pay such damages (or make arrangements to pay) within 2 weeks may result in the loss of bus privileges until damages are paid.

(4) Notice

School bus and bus stop rules and consequences for violations of these rules will be reviewed with students annually and copies of these rules will be made available to

students. School bus rules are to be posted on each school bus.

(5) Criminal Conduct

In cases involving criminal conduct (for example, assault, weapons, drug possession, or vandalism), the appropriate school district personnel and local law enforcement officials will be informed.

IV. PARENT AND GUARDIAN INVOLVEMENT

A. Parent and Guardian Notification

The school district school bus and bus stop rules will be provided to each family. Parents and guardians are asked to review the rules with their children.

B. Parents/Guardians Responsibilities for Transportation Safety

Parents/Guardians are responsible to:

1. Become familiar with school district rules, policies, regulations, and the principles of school bus safety, and thoroughly review them with their children;
2. Support safe riding and walking practices, and recognize that students are responsible for their actions;
3. Communicate safety concerns to their school administrators;
4. Monitor bus stops, if possible;
5. Have their children to the bus stop 5 minutes before the bus arrives;
6. Have their children properly dressed for the weather; and
7. Have a plan in case the bus is late.

V. SCHOOL BUS DRIVER DUTIES AND RESPONSIBILITIES

A. School bus drivers shall have a valid Class A, B, or C Minnesota driver's license with a school bus endorsement. A person possessing a valid driver's license, without a school bus endorsement, may drive a type III vehicle set forth in Sections VII.B. and VII.C., below. Drivers with a valid Class D driver's license, without a school bus endorsement, may operate a "type A-I" school bus as set forth in Section VII.D., below.

B. The school district shall conduct mandatory drug and alcohol testing of all school

district bus drivers and bus driver applicants in accordance with state and federal law and school district policy.

- C. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of a criminal offense, a serious traffic violation, or of violating any other state or local law relating to motor vehicle traffic control, other than a parking violation, in any type of motor vehicle in a state or jurisdiction other than Minnesota, shall notify the Minnesota Division of Driver and Vehicle Services (Division) of the conviction within 30 days of the conviction. For purposes of this paragraph, a "serious traffic violation" means a conviction of any of the following offenses:
1. excessive speeding, involving any single offense for any speed of 15 miles per hour or more above the posted speed limit;
 2. reckless driving;
 3. improper or erratic traffic lane changes;
 4. following the vehicle ahead too closely;
 5. a violation of state or local law, relating to motor vehicle traffic control, arising in connection with a fatal accident;
 6. driving a commercial vehicle without obtaining a commercial driver's license or without having a commercial driver's license in the driver's possession.
- D. A school bus driver, with the exception of a driver operating a type A-I school bus or type III vehicle, who has a commercial driver's license and who is convicted of violating, in any type of motor vehicle, a Minnesota state or local law relating to motor vehicle traffic control, other than a parking violation, shall notify the person's employer of the conviction within 30 days of conviction. The notification shall be in writing and shall contain all the information set forth in Attachment A accompanying this policy.
- E. A school bus driver, with the exception of a driver operating a type A-I school bus, who has a Minnesota commercial driver's license suspended, revoked, or cancelled by the state of Minnesota or any other state or jurisdiction and who loses the right to operate a commercial vehicle for any period or who is disqualified from operating a commercial motor vehicle for any period shall notify the person's employer of the suspension, revocation, cancellation, lost privilege, or disqualification. Such notification shall be made before the end of the business day following the day the employee received notice of the suspension, revocation, cancellation, lost privilege, or disqualification. The notification shall be in writing and shall contain all the information set forth in Attachment B accompanying this policy.

- F. A person who operates a type III vehicle and who sustains a conviction as described in Section VII.C.1.g. (i.e., driving while impaired offenses), VII.C.1.h. (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor), or VII.C.1.i. (multiple moving violations) while employed by the entity that owns, leases, or contracts for the school bus, shall report the conviction to the person's employer within 10 days of the date of the conviction. The notification shall be in writing and shall contain all the information set forth in Attachment C accompanying this policy.

VI. SCHOOL BUS DRIVER TRAINING

A. Training

1. All new school bus drivers shall be provided with pre-service training, including in-vehicle (actual driving) instruction, before transporting students and shall meet the competency testing specified in the Minnesota Department of Public Safety Model School Bus Driver Training Manual. All school bus drivers shall receive in-service training annually. For purposes of this section, "annually" means at least once every 380 days from the initial or previous evaluation and at least once every 380 days from the initial or previous license verification. The school district shall retain on file an annual individual school bus driver "evaluation certification" form for each school district driver as contained in the Model School Bus Driver Training Manual.
2. All bus drivers operating a type III vehicle will be provided with annual training and certification as set forth in Section VII.C.1.b., below, by either the school district or the entity from whom such services are contracted by the school district.

B. Evaluation

School bus drivers with a Class D license will be evaluated annually and all other bus drivers will be assessed periodically for the following competencies:

1. Safely operate the type of school bus the driver will be driving;
2. Understand student behavior, including issues relating to students with disabilities;
3. Ensure orderly conduct of students on the bus and handling incidents of misconduct appropriately;
4. Know and understand relevant laws, rules of the road, and local school bus safety policies;

5. Handle emergency situations; and
6. Safely load and unload students.

The evaluation must include completion of an individual “school bus driver evaluation form” (road test evaluation) as contained in the Model School Bus Driver Training Manual.

VII. OPERATING RULES AND PROCEDURES

A. General Operating Rules

1. School buses shall be operated in accordance with state traffic and school bus safety laws and the procedures contained in the Minnesota Department of Public Safety Model School Bus Driver Training Manual.
2. Only students assigned to the school bus by the school district shall be transported. The number of students or other authorized passengers transported in a school bus shall not be more than the legal capacity for the bus. No person shall be allowed to stand when the bus is in motion.
3. The parent/guardian may designate, pursuant to school district policy, a day care facility, respite care facility, the residence of a relative, or the residence of a person chosen by the parent or guardian as the address of the student for transportation purposes. The address must be in the attendance area of the assigned school and meet all other eligibility requirements.
4. Bus drivers must minimize, to the extent practical, the idling of school bus engines and exposure of children to diesel exhaust fumes.
5. To the extent practical, the school district will designate school bus loading/unloading zones at a sufficient distance from school air-intake systems to avoid diesel fumes from being drawn into the systems.
6. A bus driver may not operate a school bus while communicating over, or otherwise operating, a cellular phone for personal reasons, whether hand-held or hands free, when the vehicle is in motion or a part of traffic. For purposes of this paragraph, “school bus” has the meaning given in Minn. Stat. § 169.011, Subd. 71. In addition, “school bus” also includes type III vehicles when driven by employees or agents of the school district. “Cellular phone” means a cellular, analog, wireless, or digital telephone capable of sending or receiving telephone or text messages without an access line for service.
7. To the extent practical, the school district will communicate regarding late buses.

B. Type III Vehicles

1. Type III vehicles are restricted to passenger cars, station wagons, vans, and buses having a maximum manufacturer's rated seating capacity of 10 or fewer people including the driver and a gross vehicle weight rating of 10,000 pounds or less. A van or bus converted to a seating capacity of 10 or fewer and placed in service on or after August 1, 1999, must have been originally manufactured to comply with the passenger safety standards.
2. Type III vehicles must be painted a color other than national school bus yellow.
3. Type III vehicles shall be state inspected in accordance with legal requirements.
4. A type III vehicle cannot be older than 12 years old unless excepted by state and federal law.
5. If a type III vehicle is school district owned, the school district name will be clearly marked on the side of the vehicle. The type III vehicle must not have the words "school bus" in any location on the exterior of the vehicle or in any interior location visible to a motorist.
6. A "type III vehicle" must not be outwardly equipped and identified as a type A, B, C, or D bus.
7. Eight-lamp warning systems and stop arms must not be installed or used on type III vehicles.
8. Type III vehicles must be equipped with mirrors as required by law.
9. Any type III vehicle may not stop traffic and may not load or unload before making a complete stop and disengaging gears by shifting into neutral or park. Any type III vehicle used to transport students must not load or unload so that a student has to cross the road, except where not possible or impractical, then the driver or assistant must escort a student across the road. If the driver escorts the student across the road, then the motor must be stopped, the ignition key removed, the brakes set, and the vehicle otherwise rendered immobile.
10. Any type III vehicle used to transport students must carry emergency equipment including:
 - a. Fire extinguisher. A minimum of one 10BC rated dry chemical type fire extinguisher is required. The extinguisher must be mounted in a bracket, and must be located in the driver's compartment and be readily accessible to the driver and

passengers. A pressure indicator is required and must be easily read without removing the extinguisher from its mounted position.

- b. First aid kit and body fluids cleanup kit. A minimum of a 10-unit first aid kit and a body fluids cleanup kit is required. They must be contained in removable, moisture- and dust-proof containers mounted in an accessible place within the driver's compartment and must be marked to indicate their identity and location.
- c. Passenger cars and station wagons may carry a fire extinguisher, a first aid kit, and warning triangles in the trunk or trunk area of the vehicle if a label in the driver and front passenger area clearly indicates the location of these items.

11. Students will not be regularly transported in private vehicles that are not state inspected as type III vehicles. Only emergency, unscheduled transportation may be conducted in vehicles with a seating capacity of 10 or fewer without meeting the requirements for a type III vehicle. Also, parents may use a private vehicle to transport their own children under a contract with the district. The school district has no system of inspection for private vehicles.

12. All drivers of type III vehicles will be licensed drivers and will be familiar with the use of required emergency equipment. The school district will not knowingly allow a person to operate a type III vehicle if the person has been convicted of an offense that disqualifies the person from operating a school bus.

13. Type III vehicles will be equipped with child passenger restraints, and child passenger restraints will be utilized to the extent required by law.

C. Type III Vehicle Driven by Employees with a Driver's License Without a School Bus Endorsement

1. The holder of a Class A, B, C, or D driver's license, without a school bus endorsement, may operate a type III vehicle, described above, under the following conditions:

- a. The operator is an employee of the entity that owns, leases, or contracts for the school bus, which may include the school district.
- b. The operator's employer, which may include the school district, has adopted and implemented a policy that provides for annual training and certification of the operator in:

- (1) safe operation of a type III vehicle;
- (2) understanding student behavior, including issues relating to

students with disabilities;

- (3) encouraging orderly conduct of students on the bus and handling incidents of misconduct appropriately;
- (4) knowing and understanding relevant laws, rules of the road, and local school bus safety policies;
- (5) handling emergency situations;
- (6) proper use of seat belts and child safety restraints;
- (7) performance of pretrip vehicle inspections;
- (8) safe loading and unloading of students, including, but not limited to:
 - (a) utilizing a safe location for loading and unloading students at the curb, on the nontraffic side of the roadway, or at off-street loading areas, driveways, yards, and other areas to enable the student to avoid hazardous conditions;
 - (b) refraining from loading and unloading students in a vehicular traffic lane, on the shoulder, in a designated turn lane, or a lane adjacent to a designated turn lane;
 - (c) avoiding a loading or unloading location that would require a student to cross a road, or ensuring that the driver or an aide personally escort the student across the road if it is not reasonably feasible to avoid such a location;
 - (d) placing the type III vehicle in “park” during loading and unloading;
 - (e) escorting a student across the road under clause (c) only after the motor is stopped, the ignition key is removed, the brakes are set, and the vehicle is otherwise rendered immobile; and
- (9) compliance with paragraph V.F. concerning reporting convictions to the employer within 10 days of the date of conviction.

- c. A background check or background investigation of the operator has been conducted that meets the requirements under Minn. Stat.

§ 122A.18, Subd. 8, or Minn. Stat. § 123B.03 for school district employees; Minn. Stat. § 144.057 or Minn. Stat. Ch. 245C for day care employees; or Minn. Stat. § 171.321, Subd. 3, for all other persons operating a type III vehicle under this section.

- d. Operators shall submit to a physical examination as required by Minn. Stat. § 171.321, Subd. 2.
- e. The operator's employer requires preemployment drug testing of applicants for operator positions. Current operators must comply with the employer's policy under Minn. Stat. § 181.951, Subds. 2, 4, and 5. Notwithstanding any law to the contrary, the operator's employer may use a breathalyzer or similar device to fulfill random alcohol testing requirements.
- f. The operator's driver's license is verified annually by the entity that owns, leases, or contracts for the type III vehicle as required by Minn. Stat. § 171.321, Subd. 5.
- g. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of violating Minn. Stat. § 169A.25, § 169A.26, § 169A.27 (driving while impaired offenses), or § 169A.31 (alcohol-related school bus driver offenses), or whose driver's license is revoked under Minn. Stat. §§ 169A.50 to 169A.53 of the implied consent law, or who is convicted of violating or whose driver's license is revoked under a similar statute or ordinance of another state, is precluded from operating a type III vehicle for 5 years from the date of conviction.
- h. A person who has ever been convicted of a disqualifying offense as defined in Minn. Stat. § 171.3215, Subd.1(c), (i.e., felony, controlled substance, criminal sexual conduct offenses, or offenses for surreptitious observation, indecent exposure, use of minor in a sexual performance, or possession of child pornography or display of pornography to a minor) may not operate a type III vehicle.
- i. A person who sustains a conviction, as defined under Minn. Stat. § 609.02, of a moving offense in violation of Minn. Stat. Ch. 169 within 3 years of the first of 3 other moving offenses is precluded from operating a type III vehicle for 1 year from the date of the last conviction.
- j. Students riding the type III vehicle must have training required under Minn. Stat. § 123B.90, Subd. 2 (See Section II.B., above).
- k. Documentation of meeting the requirements listed in this section must be maintained under separate file at the business location for each type III vehicle operator. The school district or any other

entity that owns, leases, or contracts for the type III vehicle operating under this section is responsible for maintaining these files for inspection.

2. The type III vehicle must bear a current certificate of inspection issued under Minn. Stat. § 169.451.
3. An employee of the school district who is not employed for the sole purpose of operating a type III vehicle may, in the discretion of the school district, be exempt from paragraphs VII.C.1.d. (physical examination) and VII.C.1.e. (drug testing), above.

D. Type A-I “Activity” Buses Driven by Employees with a Driver’s License Without a School Bus Endorsement

1. The holder of a Class D driver’s license, without a school bus endorsement, may operate a type A-I school bus or a Multifunction School Activity Bus (MFSAB) under the following conditions:
 - a. The operator is an employee of the school district or an independent contractor with whom the school district contracts for the school bus and is not solely hired to provide transportation services under this paragraph.
 - b. The operator drives the school bus only from points of origin to points of destination, not including home-to-school trips to pick up or drop off students.
 - c. The operator is prohibited from using the 8-light system if the vehicle is so equipped.
 - d. The operator has submitted to a background check and physical examination as required by Minn. Stat. § 171.321, Subd. 2.
 - e. The operator has a valid driver’s license and has not sustained a conviction of a disqualifying offense as set forth in Minn. Stat. § 171.02, Subd. 2a(h) - 2a(j).
 - f. The operator has been trained in the proper use of child safety restraints as set forth in the National Highway Traffic Safety Administration’s “Guideline for the Safe Transportation of Pre-school Age Children in School Buses,” if child safety restraints are used by passengers, in addition to the training required in Section VI., above.
 - g. The bus has a gross vehicle weight rating of 14,500 pounds or less and is designed to transport 15 or fewer passengers, including the driver.

2. The school district shall maintain annual certification of the requirements listed in this section for each Class D license operator.
3. A school bus operated under this section must bear a current certificate of inspection.
4. The word "School" on the front and rear of the bus must be covered by a sign that reads "Activities" when the bus is being operated under authority of this section.

VIII. SCHOOL DISTRICT EMERGENCY PROCEDURES

- A. If possible, school bus drivers or their supervisors shall call "911" or the local emergency phone number in the event of a serious emergency.
- B. School bus drivers shall meet the emergency training requirements contained in Unit III "Crash & Emergency Preparedness" of the Minnesota Department of Public Safety Model School Bus Driver Training Manual. This includes procedures in the event of a crash (accident).
- C. School bus drivers and bus assistants for special education students requiring special transportation service because of their handicapping condition shall be trained in basic first aid procedures, shall within 1 month after the effective date of assignment participate in a program of in-service training on the proper methods for dealing with the specific needs and problems of students with disabilities, assist students with disabilities on and off the bus when necessary for their safe ingress and egress from the bus; and ensure that protective safety devices are in use and fastened properly.
- D. Emergency Health Information shall be maintained on the school bus for students requiring special transportation service because of their handicapping condition. The information shall state:
 1. the student's name and address;
 2. the nature of the student's disabilities;
 3. emergency health care information; and
 4. the names and telephone numbers of the student's physician, parents, guardians, or custodians, and some person other than the student's parents or custodians who can be contacted in case of an emergency.

IX. SCHOOL DISTRICT VEHICLE MAINTENANCE STANDARDS

- A. All school vehicles shall be maintained in safe operating conditions through a systematic preventive maintenance and inspection program adopted or approved

by the school district.

- B. All school vehicles shall be state inspected in accordance with legal requirements.
- C. A copy of the current daily pre-trip inspection report must be carried in the bus. Daily pre-trip inspections shall be maintained on file in accordance with the school district's record retention schedule. Prompt reports of defects to be immediately corrected will be submitted.
- D. Daily post-trip inspections shall be performed to check for any children or lost items remaining on the bus and for vandalism.

X. SCHOOL TRANSPORTATION SAFETY DIRECTOR

- A. The school board has designated an individual to serve as the school district's school transportation safety director. The school transportation safety director shall have day-to-day responsibility for student transportation safety, including transportation of nonpublic school children when provided by the school district.
- B. The school transportation safety director will assure that this policy is periodically reviewed to ensure that it conforms to law.
- C. The school transportation safety director shall certify annually to the school board that:
 - 1. Each school bus driver meets the school bus driver training competencies required by Minn. Stat. § 171.321, Subd. 4.
 - 2. And that the private contractor utilized by the school has verified the validity of the driver's license of each employee who regularly transports students for the school district in a type A, B, C, or D school bus, type III vehicle, or MFSAB with the National Driver Register or the Department of Public Safety.
 - 3. That students have received school bus safety training in accordance with state law.
- D. The name, address and telephone number of the school transportation safety director are on file in the school district office. Any questions regarding student transportation or this policy may be addressed to the school transportation safety director.

Legal References: Minn. Stat. § 122A.18, Subd. 8 (Board to Issue Licenses)
Minn. Stat. § 123B.03 (Background Check)
Minn. Stat. § 123B.42 (Textbooks; Individual Instructor or Cooperative Learning Material; Standard Tests)
Minn. Stat. § 123B.88 (Independent School Districts; Transportation)

Minn. Stat. § 123B.885 (Diesel School Buses; Operation of Engine; Parking)
 Minn. Stat. § 123B.90 (School Bus Safety Training)
 Minn. Stat. § 123B.91 (School District Bus Safety Responsibilities)
 Minn. Stat. § 144.057 (Background Studies on Licensees and Other Personnel)
 Minn. Stat. Ch. 169 (Traffic Regulations)
 Minn. Stat. § 169.011, Subds. 15, 16, and 71 (Definitions)
 Minn. Stat. § 169.02 (Scope)
 Minn. Stat. § 169.443 (Safety of School Children; Bus Driver's Duties)
 Minn. Stat. § 169.446, Subd. 2 (Driver Training Programs)
 Minn. Stat. § 169.451 (Inspecting School and Head Start Buses; Rules; Misdemeanor)
 Minn. Stat. § 169.454 (Type III Vehicle Standards)
 Minn. Stat. § 169.4582 (Reportable Offense on School Buses)
 Minn. Stat. §§ 169A.25-169A.27 (Driving While Impaired)
 Minn. Stat. § 169A.31 (Alcohol-Related School Bus or Head Start Bus Driving)
 Minn. Stat. §§ 169A.50-169A.53 (Implied Consent Law)
 Minn. Stat. § 171.02, Subds. 2, 2a, and 2b (Licenses; Types, Endorsements, Restrictions)
 Minn. Stat. § 171.168 (Notification of Conviction for Violation by a Commercial Driver)
 Minn. Stat. § 171.169 (Notification of Suspension of License of Commercial Driver)
 Minn. Stat. § 171.321 (Qualifications of School Bus Driver)
 Minn. Stat. § 171.3215, Subd. 1(c) (Canceling Bus Endorsement for Certain Offenses)
 Minn. Stat. § 181.951 (Authorized Drug and Alcohol Testing)
 Minn. Stat. Ch. 245C (Human Services Background Studies)
 Minn. Stat. § 609.02 (Definitions)
 Minn. Rules Parts 7470.1000-7470.1700 (School Bus Inspection)
 49 C.F.R. § 383.31 (Notification of Convictions for Driver Violations)
 49 C.F.R. § 383.33 (Notification of Driver's License Suspensions)
 49 C.F.R. § 383.5 (Transportation Definitions)

Cross References: Burnsville-Eagan-Savage School District Policy 416 (Drug and Alcohol Testing)
 Burnsville-Eagan-Savage School District Policy 506 (Student Discipline)
 Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)
 Burnsville-Eagan-Savage School District Policy 707 (Transportation of Public Students)
 Burnsville-Eagan-Savage School District Policy 708 (Transportation of Nonpublic Students)
 Burnsville-Eagan-Savage School District Policy 710 (Extracurricular Transportation)

Adopted: 4/2002
Reviewed: 12/13/2018
Revised: 1/10/2019
Rescinds: KG, KG-R

Burnsville-Eagan-Savage School District Policy 902

902 USE OF SCHOOL DISTRICT FACILITIES AND EQUIPMENT

I. PURPOSE

The purpose of this policy is to provide guidelines for community use of school facilities and equipment.

II. GENERAL STATEMENT OF POLICY

The school board encourages maximum use of school facilities and equipment for community purposes if, in its judgment, that use will not interfere with use for school purposes.

III. SCHEDULED COMMUNITY EDUCATION CLASSES AND ACTIVITIES

- A. The Director of Community Education shall be charged with the process of scheduling rooms and special areas for community education classes and activities planned to be offered during each session.
- B. Procedures for providing publicity, registration, and collection of fees shall be the responsibility of the Director of Community Education.
- C. Registration fees may be structured to include a pro-rata portion of costs for custodial services that may be needed.

IV. GENERAL COMMUNITY USE OF SCHOOL FACILITIES

- A. The school board may authorize the use of school facilities by community groups or individuals. It may impose reasonable regulations and conditions upon the use of school facilities as it deems appropriate.
- B. Requests for use of school facilities by community groups or individuals shall be made through the Director of Community Education office. The Director of Community Education will present recommended procedures for the processing and review of requests to the school board. Upon approval by the school board, such procedures shall be an addendum to this policy.
- C. The school board may require a rental fee for the use of school facilities. Such fee may include the cost of custodial and supervisory service if deemed necessary. It may also require a deposit or surety bond for the proper use and repair of damage to school facilities. A rental fee schedule, deposit or surety bond schedule, and

payment procedure shall be presented for review and approval by the school board. The fee schedule shall be an addendum to this policy.

- D. When emergencies or unusual circumstances arise that necessitate rescheduling the use of school facilities, every effort will be made to find acceptable alternative meeting space.

V. USE OF SCHOOL EQUIPMENT

The Director of Community Education will maintain Addendum A and B and will present a procedure to the school board for review and approval regarding the type of equipment that is available for community use, the extent to which it may be utilized, and the manner by which it may be scheduled for use and any charges to be made relating thereto. Upon approval of the school board, such procedure shall be an addendum to this policy.

VI. RULES FOR USE OF FACILITIES AND EQUIPMENT

The school board expects members of the community who use facilities and equipment to do so with respect for school district property and an understanding of proper use. Individuals and groups shall be responsible for damage to facilities and equipment. A certificate of insurance may be required by the school district to ensure payment for these damages and any liability for injuries.

Legal References: Minn. Stat. § 123B.51 (Schoolhouses and Sites; Access for Noncurricular Purposes)

Cross References: Burnsville-Eagan-Savage School District Policy 801 (Equal Access to School Facilities)
Burnsville-Eagan-Savage School District Policy 901 (Community Education)
[902R Community Use of School Facilities and Equipment](#)
[902 Addendum A](#)
[902 Addendum B](#)



**Agenda V.A.6.
January 10, 2019**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Stacey Sovine, Executive Director of Human Resources

Date: January 3, 2019

Re: Second reading of new Policy 722

Recommendation: Approve, on a second reading basis, new Policy 722: *Public Data Requests*.

The new policy was reviewed by administration and the Policy Review Committee on November 27. The first reading was approved by the Board on December 13, 2018.

Purpose of Policy: The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

Adopted: 1/10/2019
Reviewed: 12/18/2018
Revised:
Rescinds

Burnsville-Eagan-Savage School District Policy 722

722 PUBLIC DATA REQUESTS

I. PURPOSE

The school district recognizes its responsibility relative to the collection, maintenance, and dissemination of public data as provided in state statutes.

II. GENERAL STATEMENT OF POLICY

The school district will comply with the requirements of the Minnesota Government Data Practices Act, Minn. Stat. Ch. 13 (MGDPA), and Minn. Rules Parts 1205.0100-1205.2000 in responding to requests for public data.

III. DEFINITIONS

A. Government Data

“Government data” means all recorded information that the school district has, including paper, email, flash drives, CDs, DVDs, photographs, etc.

B. Inspection

“Inspection” means the visual inspection of paper and similar types of government data. Inspection does not include printing copies by the school district, unless printing a copy is the only method to provide for inspection of the data. For data stored in electronic form and made available in electronic form on a remote access basis to the public by the school district, inspection includes remote access to the data by the public and the ability to print copies of or download the data on the public’s own computer equipment.

C. Public Data

“Public data” means all government data collected, created, received, maintained, or disseminated by the school district, unless classified by statute, temporary classification pursuant to statute, or federal law, as nonpublic or protected nonpublic; or, with respect to data on individuals, as private or confidential.

D. Responsible Authority

“Responsible authority” means the individual designated by the school board as the individual responsible for the collection, use, and dissemination of any set of data on individuals, government data, or summary data, unless otherwise provided by state law. Until an individual is designated by the school board, the responsible authority is the superintendent.

E. Summary Data

“Summary data” means statistical records and reports derived from data on individuals but in which individuals are not identified and from which neither their identities nor any other characteristic that could uniquely identify an individual is ascertainable.

IV. REQUESTS FOR PUBLIC DATA

A. All requests for public data must be made in writing directed to the superintendent at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.

1. A request for public data must include the following information:

- a. Date the request is made;
- b. A clear description of the data requested;
- c. Identification of the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
- d. Method to contact the requestor (such as phone number, address, or email address).

2. A requestor is not required to explain the reason for the data request.

3. The identity of the requestor is public, if provided, but cannot be required by the government entity.

4. The responsible authority may seek clarification from the requestor if the request is not clear before providing a response to the data request.

B. The superintendent or designee will respond in writing to a data request at reasonable times and places as follows:

1. The superintendent or designee will identify if:

- a. The requested data does not exist; or

- b. The requested data does exist but either all or a portion of the data is not accessible to the requestor; or
 - (1) If the responsible authority determines that the requested data is classified so that access to the requestor is denied, the responsible authority will inform the requestor of the determination in writing, as soon thereafter as possible, and shall cite the specific statutory section, temporary classification, or specific provision of federal law on which the determination is based.
 - (2) Upon the request of a requestor who is denied access to data, the responsible authority shall certify in writing that the request has been denied and cite the specific statutory section, temporary classification, or specific provision of federal law upon which the denial was based.
 - c. The requested data does exist and provide arrangements for inspection of the data, identify when the data will be available for pick-up, or indicate that the data will be sent by mail. If the requestor does not appear at the time and place established for inspection of the data or the data is not picked up within ten (10) business days after the requestor is notified, the school district will conclude that the data is no longer wanted and will consider the request closed.
- 2. The school district's response time may be affected by the size and complexity of the particular request, including necessary redactions of the data, and also by the number of requests made within a particular period of time.
 - 3. The school district will provide an explanation of technical terminology, abbreviations, or acronyms contained in the responsive data on request.
 - 4. The school district is not required by the MGDPA to create or collect new data in response to a data request, or to provide responsive data in a specific form or arrangement if the school district does not keep the data in that form or arrangement.
 - 5. The school district is not required to respond to questions that are not about a particular data request or requests for data in general.

V. REQUEST FOR SUMMARY DATA

- A. A request for the preparation of summary data shall be made in writing directed to the superintendent at Diamondhead Education Center, 200 West Burnsville Parkway, Burnsville, MN, 55337.
 - 1. A request for the preparation of summary data must include the following information:
 - a. Date the request is made;
 - b. A clear description of the data requested;
 - c. Identify the form in which the data is to be provided (e.g., inspection, copying, both inspection and copying, etc.); and
 - d. Method to contact requestor (phone number, address, or email address).

- B. The superintendent or designee will respond within ten (10) business days of the receipt of a request to prepare summary data and inform the requestor of the following:
 - 1. The estimated costs of preparing the summary data, if any; and
 - 2. The summary data requested; or
 - 3. A written statement describing a time schedule for preparing the requested summary data, including reasons for any time delays; or
 - 4. A written statement describing the reasons why the responsible authority has determined that the requestor's access would compromise the private or confidential data.

- C. The school district may require the requestor to pre-pay all or a portion of the cost of creating the summary data before the school district begins to prepare the summary data.

VI. COSTS

- A. Public Data
 - 1. The school district will charge for copies or an electronic data file provided as follows:
 - a. 100 or fewer pages of black and white, letter or legal sized paper copies will be charged at 25 cents for a one-sided copy or 50 cents for a two-sided copy.

- b. More than 100 pages or copies on other materials are charged based upon the actual cost of searching for and retrieving the data and making the copies or electronically sending the data, unless the cost is specifically set by statute or rule.
 - (1) The actual cost of making copies includes employee time, the cost of the materials onto which the data is copied (paper, CD, DVD, etc.), and mailing costs (if any).
 - (2) Also, if the school district does not have the capacity to make the copies, e.g., photographs, the actual cost paid by the school district to an outside vendor will be charged.
 - c. 1,000 or fewer lines of electronic data will be charged at \$30.00. Each additional 500 lines of data will be charged at \$5.00.
2. All charges must be paid for in cash in advance of receiving the copies.

B. Summary Data

1. Any costs incurred in the preparation of summary data shall be paid by the requestor prior to preparing or supplying the summary data.
2. The school district may assess costs associated with the preparation of summary data as follows:
 - a. The cost of materials, including paper, the cost of the labor required to prepare the copies, any schedule of standard copying charges established by the school district, any special costs necessary to produce such copies from a machine-based record-keeping system, including computers and microfilm systems;
 - b. The school district may consider the reasonable value of the summary data prepared and, where appropriate, reduce the costs assessed to the requestor.

Legal References: Minn. Stat. Ch. 13 (Minnesota Government Data Practices Act)

Cross References: Burnsville-Eagan-Savage School District Policy 406 (Public and Private Personnel Data)

Burnsville-Eagan-Savage School District Policy 515 (Protection and Privacy of Pupil Records)



Future Ready. Community Strong.

**Agenda V.A.7.
January 10, 2019**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: DeeDee Currier, Director

Date: January 3, 2016

Re: Approve Out-of-State Travel by School Board Member

RECOMMENDATION: that the Board of Education approves out-of-state travel for Director DeeDee Currier who will be attending the NSBA Annual Conference in Philadelphia March 29-April 1, 2019.

Travel to an out-of-state meeting, such as regional or national meetings of the National School Boards Association, for which a board member intends to seek reimbursement from the school district, must be preapproved by the Board of Education at a regularly scheduled meeting. (See Board Policy 214.)

Requests for reimbursement must adhere to the district's expense reimbursement regulation, be itemized on the appropriate school district form and submitted to the district office. Reimbursable expenses may include transportation, meals, lodging, registration fees, required materials, parking fees, tips and other reasonable and necessary school district-related expenses. Receipts for lodging, commercial transportation, registration, and other reasonable and necessary expenses must be attached to the reimbursement form.

Amounts to be reimbursed for board member out-of-state travel, including registration fees, shall be within the School Board's approved budget allocations.



**Agenda V.A.9.
January 10, 2019**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: DeeDee Currier, Vice Chair

Date: January 3, 2019

Re: Schedule Board Workshop

Recommendation: Schedule a Board Workshop on January 22, 2019, at 5:30 PM for Superintendent Search Planning with School Exec Connect.



**Agenda VI.A.
January 10, 2019**

TO: Members, Board of Education
Cindy Amoroso, Superintendent

FROM: Dave Helke, Principal

DATE: January 4, 2019

RE: 2018-19 Secondary Course Catalog

RECOMMENDATION: That the Board of Education approves the 2019-20 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.

2019-20 COURSE CATALOG



**EXPLORE MIDDLE
SCHOOLS PAGE 63**



**NEW BHS LANGUAGE ARTS
COURSES LET STUDENTS EXPLORE
THEIR INTERESTS PAGE 44**



Mission

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

Burnsville High School

600 E. Highway 13
Burnsville, MN 55337

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

Burnsville Alternative High School

2140 Diffley Road
Eagan, MN 55122

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

District 191 School Board

Abigail Alt
Lesley Chester
DeeDee Currier
Jen Holweger
Scott Hume
Eric Miller
Darcy Schatz

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 macluumaadka buugaga maadoyinka, fadlan lasoo xiriir Abdulahi Omar, 952-707-2110.

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**BURNSVILLE HIGH SCHOOL IS A PART OF
BURNSVILLE-EAGAN-SAVAGE SCHOOL DISTRICT 191.**



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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; the student and a parent must complete a change of class form. 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 take credit recovery for any course for which a failing grade was earned. If a course is not available through credit recovery a student may retake the course. The previous grade of "F" remains on the transcript, along with the new grade earned.

TIPS FOR PARENTS

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

GRADING SYSTEM

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

CALCULATING GRADE POINT AVERAGE (GPA):

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

CUMULATIVE GPA / CLASS RANK

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

GPA RECOGNITION

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

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



PASS/FAIL

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

INDEPENDENT STUDY

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

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 University Writing & Critical Thinking
 CIS Public Speaking
 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

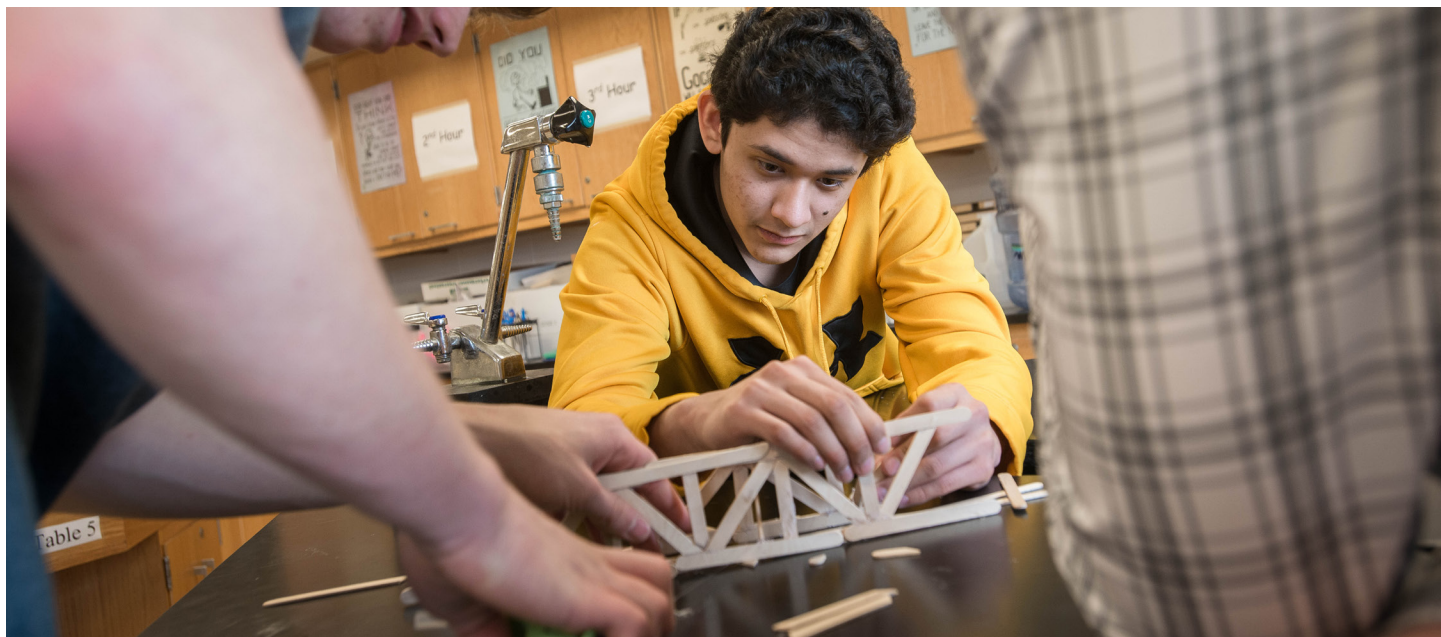
AP Psychology
 AP World History
 CIS/AP American History
 CIS/AP American Government
 CIS/AP Macroeconomics
 CIS/AP Macroeconomics
 CIS Intro to African Am. Studies
 CIS Sociology: Family in Multi-cultural America
 IHCC 1111: American Gov.

Science

Honors Biology
 Honors Chemistry
 Honors Physics
 AP Chemistry
 AP Environmental Science

CTE

AP Computer Science
 AP Computer Science 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 2020 graduation ceremony is a privilege reserved for students who have earned a minimum of 43 of the 45 credits required for graduation on or before June 5, 2020. Seniors who are not meeting the requirements will be informed they will not be allowed to participate in the ceremony. All credit recovery courses and credits earned through online learning sites must be completed and the credit information received by graduation. However, even though a student's name may appear in the commencement program, a senior may be denied commencement participation because of a violation. These violations could be, but are not limited to:

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

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

DIPLOMA

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

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

EARLY GRADUATION

A student who has completed graduation requirements may opt to graduate at the end of the first semester. A senior opting for early graduation must 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.

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

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

VALEDICTORIAN AND SALUTATORIAN

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

Graduation Requirements

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

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

SUCCESS 191

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.

LANGUAGE ARTS

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

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

Grade 11

Writing/Speaking (1 credit)

Literature (1 credit)

Grade 12

Writing/Speaking (1 credit)

Literature (1 credit)



Writing/Speaking



Literature

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

SOCIAL STUDIES

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

MATHEMATICS

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

SCIENCE

- Grade 9: 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)

ELECTIVES

Grades 9-12: (14 credits)

<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____
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<input type="checkbox"/> _____	<input type="checkbox"/> _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

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.

Athletics/Activities Eligibility

STUDENT CO-CURRICULAR ELIGIBILITY

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

ELIGIBILITY REQUIREMENTS

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

Academic Eligibility

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

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

	9th Grade	10th Grade	11th Grade	12th Grade
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.

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:

8603J/8604J - Grade 9/10

8603K/8604K - Grade 11/12

Prerequisite: Instructor Approval

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

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:

8543/8544: Grade 9

8545/8546: Grade 10

8547/8548: Grade 11

8535/8536: Grade 12

Prerequisite: Instructor Approval

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

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:** Instructor Approval

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

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.

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

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

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

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

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.

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

EDUCATION AND EMPLOYMENT TRANSITION

SKILLS: A & B

Course Number: 8701/8702 - Grade 12+

Prerequisite: Instructor Approval

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

LANGUAGE ARTS SKILLS: A & B

Course Number:

8811/8812 - Grades 9/10

8821/8822 - Grades 11/12

Prerequisite: Instructor Approval

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

MATH SKILLS: A & B

Course Number: 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 participate in career awareness activities where they will learn about their individual career aptitudes, preferences and interests.

WORK EXPERIENCE: A & B**Course Number:** 8708/8718**Prerequisite:** Instructor Approval

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



English Learner Programming

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

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

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

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

EL ENTERING READING, LEVEL 1: A & B

Course Number: 0201/0212

Prerequisite: Instructor Approval

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

EL ENTERING SPEAKING, LEVEL 1: A & B

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.

Burnsville Alternative High School

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

BAHS 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.

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

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, School Counselor, at 952-707-4031.

CONTACT US

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

www.isd191.org/bahs

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 and level of participation in class. Emphasis is placed on the quality of the student's day to day performance.

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.

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>

NAVIANCE STUDENT

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

Naviance Student allows your student to:

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

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

Log in to Naviance Student through MyISD191 at my.isd191.org.



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 Computer Science 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"> • Computer Applications • IHCC English 1108: Writing and Research Skills • IHCC English 1140: Introduction to Literature • Emergency Medical Technician • Healthcare Core Curriculum • Hospitality & Tourism Management • Introduction to Education • Multicultural Ed. and Human Rights • Nursing Assistant • IHCC Political Science 1111: American Government 	<ul style="list-style-type: none"> 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 Four MNSCU college credits Three MNSCU college credits
College In the Schools Students accepted into and successfully completing this course will earn:	<ul style="list-style-type: none"> • CIS/University Writing and Critical Reading • CIS/American Literature • CIS Public Speaking • 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 	<ul style="list-style-type: none"> Four U of M semester credits (WRIT 1301) Four U of M semester credits (ENGL 1001W) Three U of M semester credits (COMM 1101) 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 • Chef 2: Foundations of Culinary Arts & Hospitality • Child Development & Preschool Lab • Housing & Interior Design • Intro to Business & Marketing • Marketing I • Marketing II • Sports & Entertainment Marketing • Starting Your Own Business 	<p>In addition to Advanced Placement, Concurrent Enrollment and PSEO, students also have the opportunity to earn college credit through an articulation agreement. Articulation credit can be earned at Dakota County Technical College (DCTC) and other regional post-secondary schools. Please refer to individual course descriptions in Family and Consumer Sciences, Business, Technology Education, and the Career and Technology Education additional program offerings areas for more specific courses that are eligible to receive articulation credit. Students will receive more information from teachers upon starting and completing eligible courses.</p>


**College Credit
Opportunity**

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

	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 2019-2020 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>

Course Offerings Summary

CC - College Credit may be possible

C - Certification may be possible

FA - Fine Arts Credit

Language Arts Core (Page 45)

W/S - Writing/Speaking Credit

L - Literature Credit

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

Mathematics Core (Page 48)

2152/2162	EL PRE-ALGEBRA: A & B	9, 10, 11, 12
2351/2362	EL ALGEBRA I: A & B	9, 10, 11, 12
2371/2382	EL GEOMETRY: A & B	9, 10, 11, 12
2611/2622	GEOMETRY A & B	9
2631/2642	EL ALGEBRA II: A & B	10, 11, 12
2643/2644	ALGEBRA II A & B	10
2671/2672	HONORS ALGEBRA II: A & B	10
2741/2742	FUNCTIONS & TRIGONOMETRY: A & B	11
2743/2744	HONORS FUNCTIONS & TRIGONOMETRY: A & B	11
2745/2746	EL FUNCTIONS & TRIGONOMETRY: A & B	11
2921/2922	HONORS GEOMETRY A & B	9
8511/8512	CONSUMER MATH: A & B	11, 12
8521/8522	ALGEBRA II MATH SKILLS: A & B	11, 12

Health/Physical Education Core (Page 49)

4000	HEALTH	10
4010	INDIVIDUAL, TEAM & FITNESS	9

Science Core (Page 50)

3301/3312	BIOLOGY: A & B	10
3321/3332	EL BIOLOGY: A & B	10
3401/3412	HONORS BIOLOGY: A & B	10
3601/3612	CHEMISTRY CONCEPTS: A & B	11
3611/3622	EL CHEMISTRY: A & B	11
3631/3642	CHEMISTRY: A & B	11
3651/3662	HONORS CHEMISTRY: A & B	11
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)

0621	JOURNALISM II	9, 10, 11, 12
0630	INTRODUCTION TO MEDIA PRODUCTION	9, 10, 11, 12
0640/0651	INTERMEDIATE MEDIA PRODUCTION: A & B	10, 11, 12
2500	INTRODUCTION TO PROGRAMMING	9, 10, 11, 12
2510	ADVANCED PROGRAMMING	9, 10, 11, 12
2540	IT EXPLORATION	9, 10, 11, 12
2551/2562	AP COMPUTER SCIENCE A & B	10, 11, 12 CC
2570	APP DEVELOPMENT	9, 10, 11, 12
2580/2590	AP COMPUTER SCIENCE PRINCIPLES A & B	10, 11, 12 CC
5021	DRAWING & PAINTING I	9, 10, 11, 12 FA
5031	DRAWING & PAINTING II	9, 10, 11, 12 FA
5041	DRAWING & PAINTING III	10, 11, 12 FA
5051	GLOBAL ARTS & JEWELRY I	9, 10, 11, 12 FA
5061	GLOBAL ARTS & JEWELRY II	9, 10, 11, 12 FA
5091	VISUAL MEDIA & DESIGN I	9, 10, 11, 12 FA
5092	VISUAL MEDIA & DESIGN II	9, 10, 11, 12 FA
5110	SENIOR ARTIST: DRAWING & PAINTING	12 FA
5120	CERAMICS I	9, 10, 11, 12 FA
5130	CERAMICS II	9, 10, 11, 12 FA
5140	CERAMICS III	10, 11, 12 FA
5150	SENIOR ARTIST: CERAMICS	12 FA
5500	MUSIC THEORY	9, 10, 11, 12 FA
5501/5502	FRESHMAN BAND: A & B	9 FA
5511/5512	BLAZE BAND: A & B	10 FA
5521/5522	SYMPHONIC BAND: A & B	11, 12 FA
5531/5532	WIND ENSEMBLE: A & B	10, 11, 12 FA
5541/5542	SYMPHONIC ORCHESTRA: A & B	9, 10, 11, 12 FA
5561/5562	JAZZ ENSEMBLE: A & B	9, 10, 11, 12 FA
5571/5572	BLAZE ORCHESTRA: A & B	9, 10, 11, 12 FA
5601/5602	FRESHMAN CHOIR: A & B	9 FA
5631/5632	FREESTYLE: A & B	10, 11, 12 FA
5641/5642	BEL CANTO: A & B	10, 11, 12 FA
5661/5662	BLAZE CHOIR: A & B	10, 11, 12 FA
5671/5672	CONCERT CHOIR: A & B	10, 11, 12 FA
5701	BEGINNING PIANO	9, 10, 11, 12 FA
5702	INTERMEDIATE PIANO	9, 10, 11, 12 FA
5703	ADVANCED PIANO	9, 10, 11, 12 FA
5711	BEGINNING GUITAR	9, 10, 11, 12 FA
5712	INTERMEDIATE GUITAR	9, 10, 11, 12 FA
5713	ADVANCED GUITAR	10, 11, 12 FA
5800	ACTING I	9, 10, 11, 12 FA
5810	ACTING II	9, 10, 11, 12 FA
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	CC
7421/7422	AEROSPACE: A & B	9, 10, 11, 12	CC
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	CC
7563	CABINET MAKING	9, 10, 11, 12	CC
7580	MANUFACTURING DESIGN & FABRICATION	9, 10, 11, 12	CC
7581	MANUFACTURING DESIGN & FABRICATION II	9, 10, 11, 12	CC
7700	ENGINE TECHNOLOGY	9, 10, 11, 12	CC
7748	WELDING/AUTO-BODYWORK & REFINISHING	10, 11, 12	CC
7750	INTRODUCTION TO CONSUMER AUTO	10, 11, 12	CC
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	CC
7151	INTRODUCTION TO BUSINESS & MARKETING	9, 10, 11, 12	CC
7160	SPORTS & ENTERTAINMENT MARKETING	10, 11, 12	CC
7161	MARKETING II	11, 12	CC
7171	MARKETING I	10, 11, 12	CC
7180	STARTING YOUR OWN BUSINESS	10, 11, 12	CC
7183	HOSPITALITY & TOURISM MANAGEMENT	10, 11, 12	CC
7200	ACCOUNTING	10, 11, 12	CC
8030	CHEF I	9, 10, 11, 12	C
8040	COOKING IN MOTION	9, 10, 11, 12	CC
8041	FOUNDATIONS OF FOOD	9, 10, 11, 12	CC
8080	GLOBAL FOODS	9, 10, 11, 12	CC
8090	CHEF II: A & B	10, 11, 12	CC C
8093	CHEF III: A & B	11, 12	CC C
8094	HOSPITALITY INDUSTRY INTERNSHIP	12	CC C

Health Sciences & Human Services (Page 40)

1594	CIS/AP MACROECONOMICS	12	CC
1610	PUBLIC AFFAIRS	11, 12	CC
1620	PSYCHOLOGY	11, 12	CC
1630	INTRODUCTION TO SOCIOLOGY	11, 12	CC
1680	FORENSIC SCI & CRIMINAL JUSTICE (BAHS ONLY)	10, 11, 12	CC
3510	HUMAN ANATOMY & PHYSIOLOGY	11, 12	CC
4001	CURRENT HEALTH ISSUES & CAREERS (BAHS ONLY)	12	CC
4340	YOGA, PILATES & FITNESS I	10, 11, 12	CC
4352	YOGA, PILATES & FITNESS II	10, 11, 12	CC
4500	STRENGTH & CONDITIONING I	10, 11, 12	CC
4510	STRENGTH & CONDITIONING II	10, 11, 12	CC
4710	FIRST AID & CPR/AED	11, 12	C
4720	ATHLETIC TRAINING & PHYSICAL THERAPY	11, 12	CC
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	CC
8100	SOCIAL & FAMILY RELATIONS	11, 12	CC
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	CC
N8311	INTRODUCTION TO EDUCATION	12	CC
N8312	MULTICULTURAL EDUCATION & HUMAN RELATIONS	12	CC

GLOBAL ELECTIVES - CTE (Page 54)

2980	INDEPENDENT STUDY - COMPUTERS	10, 11, 12	CC
7230	COMPUTER APPLICATIONS	10, 11, 12	CC
7231	INTRODUCTION TO COMPUTERS	9, 10, 11, 12	CC
7490	INDEPENDENT STUDY - BUSINESS EDUCATION	10, 11, 12	CC
7990	INDEPENDENT STUDY - TECHNICAL EDUCATION	11, 12	CC
7991	INDEPENDENT STUDY - AUTOMOTIVE	11, 12	CC
8111	MAAP STARS/CAREERS INVESTIGATION (BAHS ONLY)	10, 11, 12	CC
8120	CAREER INVESTIGATION (BAHS ONLY)	10, 11, 12	CC
8490	IND STUDY - FAMILY & CONSUMER SCIENCES	11, 12	CC
8491	INDEPENDENT STUDY - EDUCATION INTERNSHIP	10, 11, 12	CC

GLOBAL ELECTIVES - FINE ARTS (Page 55)

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

GLOBAL ELECTIVES - ENGLISH/LANGUAGE ARTS

The graduation requirements for language arts classes have been updated to provide more choice to students. See page 54 for more details on how this change affects language arts electives.

GLOBAL ELECTIVES - MATH (Page 55)

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

GLOBAL ELECTIVES - PHYSICAL EDUCATION

(Page 56)

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

GLOBAL ELECTIVES - SCIENCE (Page 57)

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

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	CC
1690	CIS - INTRO TO AFRICAN AMERICAN STUDIES	11, 12	CC
1691	INTRO TO WOMEN'S STUDIES	11, 12	CC

GLOBAL ELECTIVES - WORLD LANGUAGES (Page 58)

6001/6012	FRENCH I: A & B	9, 10, 11, 12	CC
6041/6052	FRENCH II: A & B	9, 10, 11, 12	CC
6081/6092	FRENCH III: A & B	10, 11, 12	CC
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	CC
6311/6322	SPANISH FOR HERITAGE LEARNERS II: A & B	10, 11, 12	CC
6401/6412	SPANISH I: A & B	9, 10, 11, 12	CC
6441/6452	SPANISH II: A & B	9, 10, 11, 12	CC
6481/6492	SPANISH III: A & B	10, 11, 12	CC
6521/6532	SPANISH IV: A & B	11, 12	CC
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	CC
8331/8332	YOUTH SERVICE PEER TUTOR: A & B	11, 12	CC
8351/8352	YOUTH SERVICE SOCIAL SERVICES: A & B	11, 12	CC
8401/8402	YOUTH SERVICE COMMUNITY VOLUNTEER: A & B	10, 11, 12	CC

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.

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



What is a Pathway at Burnsville High School?

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

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

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

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

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

Can I only choose one Pathway?

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

How do I use the Pathway table?

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

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

Design, Engineering & Manufacturing Technologies Pathways

Career Field

Designated by color throughout the catalog

Pathways

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

Courses

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

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

Grade	Architecture & Construction	Manufacturing	Engineering, Design & Technology	Engine & Automotive Technology
12		<ul style="list-style-type: none"> • 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

More information at www.isd191.org/pathways.

Career Fields & Pathways

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





ARTS, GLOBAL COMMUNICATIONS & INFORMATION SYSTEMS

Visual & Performing Arts
Information Technology
Journalism & Broadcasting

ICON KEY



College Credit Opportunity



Certification Opportunity



Fine Arts Credit

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

Arts, Global Communications, Information Systems Pathways

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

Grade	Visual & Performing Arts	Information Technology	Journalism & Broadcasting
12	<ul style="list-style-type: none"> • Senior Artist: Ceramics • Senior Artist: Drawing & Painting 		
11, 12	<ul style="list-style-type: none"> • Advanced Guitar • Advanced Piano • Symphonic Band 	<ul style="list-style-type: none"> • Intermediate Media Production 	<ul style="list-style-type: none"> • Intermediate Media Production • Journalism II
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 Computer Science 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 • App Development • Digital Photography & Manipulation • Introduction to Programming • IT Exploration • 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 • 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.



ACTING I

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

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



ACTING II

Course Number: 5810
Grade Level: 9, 10, 11, 12
Prerequisite: Acting 1 or instructor approval

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



ADV. DIGITAL PHOTOGRAPHY & MANIPULATION

Course Number: 7640
Grade Level: 9, 10, 11, 12
Prerequisite: Digital Photography and Manipulation

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



ADVANCED PROGRAMMING

Course Number: 2510
Grade Level: 9, 10, 11, 12

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



ADVANCED PLACEMENT COMPUTER SCIENCE A & B

Course Number: 2551/2562
Grade Level: 10, 11, 12

Prerequisite: None
 If you are planning on taking the AP Computer Science Exam, you will want to take Advanced Placement (AP) Computer Science. The AP Computer Science Course will provide you with experiences suitable for continued study of computer science at the university level or study in other disciplines that require significant involvement with computing. You will learn to write logically, structured computer programs based on an object oriented design.



ADVANCED PLACEMENT COMPUTER SCIENCE PRINCIPLES A & B

Course Number: 2580/2590
Grade Level: 10, 11, 12
Prerequisite: None

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

APP DEVELOPMENT

Course Number: 2570
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

BANDS

FRESHMAN BAND: A & B

Course Number: 5501/5502
Grade Level: 9

Prerequisite: 8th grade band, or instructor approval
 Freshman Band reinforces good playing techniques and habits learned in middle school band, while performing a wide variety of challenging repertoire and presentations. The Freshman Band will study more mature musical concepts and techniques, with the primary focus on fostering quality breathing techniques, musicianship, characteristic tone and ensemble techniques. Attendance at several performances outside of the school day is required of all members. Members will be responsible for obtaining proper performance attire and miscellaneous supplies.



BLAZE BAND: A & B

Course Number: 5511/5512

Grade Level: 10

Prerequisite: Freshman Band, or instructor approval

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



JAZZ ENSEMBLE: A & B

Course Number: 5561/5562

Grade Level: 9, 10, 11, 12

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

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



SYMPHONIC BAND: A & B

Course Number: 5521/5522

Grade Level: 11, 12

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



WIND ENSEMBLE: A & B

Course Number: 5531/5532

Grade Level: 10, 11, 12

Prerequisite: Audition required

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



CERAMICS I

Course Number: 5120

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



CERAMICS II

Course Number: 5130

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of Ceramics I

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



CERAMICS III

Course Number: 5140

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Ceramics II

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



CHOIRS

FRESHMAN CHOIR: A & B

Course Number: 5601/5602

Grade Level: 9

Prerequisite: None

Freshman Choir is for all incoming 9th graders who wish to sing at a high school level. As a member of this mixed-voice ensemble, you will



perform literature from many music 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.



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 course includes the study of textiles, clothing care, sewing equipment, pattern selection, clothing construction and needlecraft projects. You will learn pattern alterations and fashion design.

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.



CREATIVE WRITING I (HYBRID/PARTIAL ONLINE)

Course Number: 0841

Grade Level: 11, 12

Prerequisite: none

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

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.



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.



CREATIVE PRODUCT DEVELOPMENT

Course Number: 8010

Grade Level: 10, 11, 12

Prerequisite: Design Studio Introduction

Note: May be taken twice for credit

In Creative Product Development you will select projects to match your interests and abilities to create unique products that reflect you.



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.



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.

DESIGN STUDIO INTRODUCTION

Course Number: 8001

Grade Level: 9, 10, 11, 12

Prerequisite: None

Note: Introductory course for Housing and Interior Design, Fashion Design, and Creative Product Development

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. Students will apply the building blocks of design theory to express themselves in fashion choices or to enhance their surroundings through interior design. Application of the elements and principles of design will be used to create portfolios that relate to student's interest in either a fashion or interior design pathway. Class projects will be individualized to allow students to develop skills in their field of interest.



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.



DIGITAL PHOTOGRAPHY & MANIPULATION

Course Number: 7630

Grade Level: 9, 10, 11, 12

Prerequisite: None

Digital Photography and Manipulation includes the study of cameras (types, accessories and handling), photographic composition, as well as, digital manipulation (image enhancements and repairs through special techniques) with industry software. To complete the required projects, you are encouraged to provide your own cameras. You may be responsible for materials needed for take-home projects above the requirements of the course.



FILM STUDIES

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 5861

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

Prerequisite: None

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

DRAWING & PAINTING 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.



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.



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.



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.



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).

IT EXPLORATION

Course Number: 2540
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

JOURNALISM II

Course Number: 0621
Grade Level: 9, 10, 11, 12
Prerequisite: Instructor Approval

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

MULTIMEDIA ANIMATION

Course Number: 7070
Grade Level: 9, 10, 11, 12
Prerequisite: None

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

MUSIC THEORY

Course Number: 5500
Grade Level: 9, 10, 11, 12
Prerequisite: Instructor Approval

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

ORCHESTRAS

BLAZE ORCHESTRA: A & B

Course Number: 5571/5572
Grade Level: 9, 10, 11, 12

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

Blaze Orchestra reinforces the playing techniques and habits learned in middle school orchestra while performing a wide variety of challenging repertoire. Technical focus will be on sound development, ensemble balance, and blending of sounds. Attendance at a limited

number of rehearsals and a variety of performances outside of the school day is required of all members. Members will be responsible for obtaining proper performance attire and miscellaneous supplies.

SYMPHONIC ORCHESTRA: A & B

Course Number: 5541/5542
Grade Level: 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.

PIANO - INTERMEDIATE

Course Number: 5702
Grade Level: 9, 10, 11, 12

Prerequisite: Beginning Piano or Instructor Approval

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



PIANO - ADVANCED

Course Number: 5703

Grade Level: 9, 10, 11, 12

Prerequisite: Intermediate Piano, or Instructor Approval

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



WEB DESIGN

Course Number: 7260

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



SENIOR ARTIST: 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.



SENIOR ARTIST: DRAWING & PAINTING

Course Number: 5110

Grade Level: 12

Prerequisite: Drawing & Painting III

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



VISUAL MEDIA & DESIGN I

Course Number: 5091

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



VISUAL MEDIA & DESIGN II



Course Number: 5092

Grade Level: 9, 10, 11, 12

Prerequisite: Visual Media & Design I

Our world is embedded with visual information that comes in many forms including websites, social media, magazine advertisements, and billboards, to name a few. You will extend your knowledge of digital image processing including manipulation 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.



THOMAS BIGGS

INFORMATION
TECHNOLOGY
CLASS OF 2019

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

MY PATHWAY



DESIGN, ENGINEERING, MANUFACTURING TECHNOLOGIES

Architecture & Construction

Manufacturing

Engineering, Design & Technology

Engine & Automotive Technology

ICON KEY



College Credit
Opportunity



Certification
Opportunity



Fine Arts
Credit

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

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

Grade	Architecture & Construction	Manufacturing	Design, Engineering & Technology	Engine & Automotive Technology
12		<ul style="list-style-type: none"> 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

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.



ematics 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).

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 math-



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, sheathing, 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.

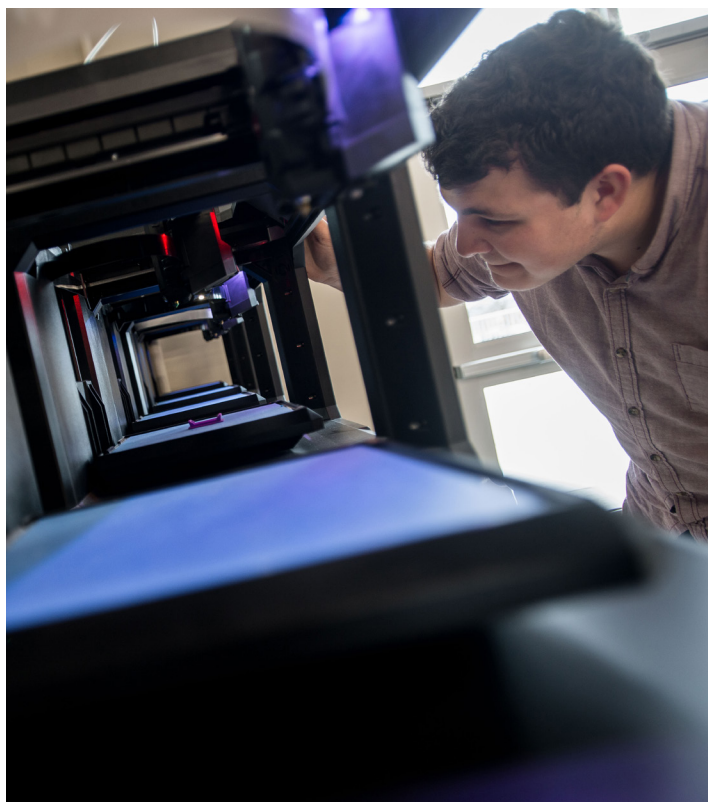
ENGINEERING DESIGN AND DEVELOPMENT A & B (CAPSTONE COURSE, EDD, 1 YEAR)

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.



INTRODUCTION TO CONSUMER AUTO

Course Number: 7750

Grade Level: 10, 11, 12

Prerequisite: None

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

MANUFACTURING DESIGN & FABRICATION 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.

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.




MY PATHWAY

KYLE MERRILL

AUTOMOTIVE TECH CLASS OF 2019

“IT’S REWARDING TO WORK ON A CAR SO THAT IT WORKS, AND KNOW THAT I DID THIS. I LIKE THE FEELING OF HAVING FIXED A VEHICLE.”



BUSINESS, MANAGEMENT & ENTREPRENEURSHIP

Marketing

Business, Management & Administration

Finance

Hospitality & Tourism

ICON KEY



College Credit Opportunity



Certification Opportunity



Fine Arts Credit

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

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

Grade	Marketing	Business, Management & Administration	Finance	Hospitality & Tourism
12		<ul style="list-style-type: none"> 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 Marketing II 	<ul style="list-style-type: none"> Independent Study Marketing II 	<ul style="list-style-type: none"> Independent Study Marketing II 	<ul style="list-style-type: none"> Chef II Independent Study Marketing II
10, 11, 12	<ul style="list-style-type: none"> Hospitality & Tourism Management Marketing I Professional Sales & Marketing Sports & Entertainment Marketing Starting Your Own Business 	<ul style="list-style-type: none"> Accounting Hospitality & Tourism Management Marketing I Professional Sales & Marketing Sports & Entertainment Marketing Starting Your Own Business 	<ul style="list-style-type: none"> Accounting Hospitality & Tourism Management Marketing I Personal Money Management Starting Your Own Business 	<ul style="list-style-type: none"> Hospitality & Tourism Management Marketing I 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

ACCOUNTING

Course Number: 7200

Grade Level: 10, 11, 12

Prerequisite: None

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

CHEF I

Course Number: 8030

Grade Level: 9, 10, 11, 12

Prerequisite: Successful completion of Foundations of Food

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



CHEF II: A & B

Course Number: 8031/8032

Grade Level: 10, 11, 12

Prerequisite: Chef I (or Instructor Approval)

Chef II prepares students for careers in food service and the hospitality industry, Minnesota's second-largest employer. Aspiring chefs, restaurateurs, and hospitality managers, will master several cooking



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

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

CHEF III: A & B

Course Number: 8033/8034

Grade Level: 11, 12

Prerequisite: Chef II

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



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

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.

COOKING IN MOTION

Course Number: 8040

Grade Level: 9, 10, 11, 12

Prerequisite: None

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

FOUNDATIONS OF FOOD

Course Number: 8041

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



GLOBAL FOODS

Course Number: 8080

Grade Level: 9, 10, 11, 12

Prerequisite: None

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



HOSPITALITY INDUSTRY INTERNSHIP

Course Number: 8094

Grade Level: 12

Prerequisite: Chef III

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



BHS Signature Pathway Information:

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

HOSPITALITY & TOURISM MANAGEMENT

Course Number: 7183

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Introduction to Business & Marketing

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



INTRODUCTION TO BUSINESS AND MARKETING

Course Number: 7151
Grade Level: 9, 10, 11, 12
Prerequisite: None

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



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.

MARKETING I

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

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



MARKETING II

Course Number: 7161
Grade Level: 11, 12
Prerequisite: Marketing I

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



PERSONAL MONEY MANAGEMENT

Course Number: 7130
Grade Level: 10, 11, 12
Prerequisite: None

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

SPORTS & ENTERTAINMENT MARKETING

Course Number: 7160
Grade Level: 10, 11, 12
Prerequisite: None

This course is designed to introduce you to the fundamentals of marketing through the sports and entertainment industries. You will learn these fundamentals through understanding and using current marketing strategies, listening to speakers currently working in the industry, and completing projects, both individually and with teams.



EMMA HOVDE
 BUSINESS
 CLASS OF 2020

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



HEALTH SCIENCES & HUMAN SERVICES

Health Sciences

Education

Government & Community Services

ICON KEY



College Credit
Opportunity



Certification
Opportunity



Fine Arts
Credit

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

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

Grade	Health Sciences	Education	Government & Community Services
12	<ul style="list-style-type: none"> 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 Education Introduction to Sociology Multicultural Education and Human Relations 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"> Child Psychology & Development II Strength & Conditioning II Yoga, Pilates & Fitness II Yoga, Pilates & Fitness I 	<ul style="list-style-type: none"> Child Psychology & Development II Preschool Lab Experience 	<ul style="list-style-type: none"> Child Psychology & Development II Forensic Science & Criminal Justice (BAHS Only)
9, 10, 11, 12	<ul style="list-style-type: none"> Child Psychology & Development I Strength & Conditioning I 	<ul style="list-style-type: none"> Child Psychology & Development I 	<ul style="list-style-type: none"> 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 introduction to child psychology. Students will learn about the roles of effective parents/caregivers, pregnancy and childbirth, developmental stages and milestones during childhood, and guidance techniques. Each area of study will have an emphasis on understanding self, children, and the areas of development. This course includes caring for a flour baby. Child Psychology and Development I is a prerequisite for Preschool Lab Experience and Child Psychology and Development II. Articulated college credit is available.



CHILD PSYCHOLOGY AND DEVELOPMENT II

Course Number: 8052

Grade Level: 10, 11, 12

Prerequisite: Child Psychology and Development I

This course will include an in-depth study of children from birth through adolescence with an emphasis on social, emotional, physical, intellectual, and moral development using the works of prominent theorists. Class discussion will look at both biological and environmental factors that affect development. Students will apply child development theories to real-world situations using case studies and observations. If you want to work in a career related to children, such as teaching, social services, medicine, or early childhood, then this course will help prepare you for your future studies. This course typically includes caring for a computerized infant for one weekend. Articulated college credit is available.



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 / EMT LAB

Course Number: 8168/8170

Grade Level: 12

Prerequisite: Must meet college requirements for concurrent enrollment through Inver Hills Community College. Are you interested in emergency medical care? This course teaches emergency care and transportation of patients via ambulance services. Students will develop skills in the use of and care of all basic emergency equipment, and includes topics such as patient assessment, trauma management, recognition and care of heart disease, respiratory problems and other medical emergencies. Emergency Medical Technicians (EMT) perform interventions with the basic equipment typically found in emergency care settings. This course consists of lecture, skills practice and clinical experiences at a local hospital, fire department, and/or ambulance service. This course is approved by the Minnesota Emergency Medical Services Regulatory Board. Participants who successfully complete the course, and are age 18, will be eligible to take the National Registry of EMT's practical and written examinations for State and National Certification as an Emergency Medical Technician. EMT is a 9 credit college course through Inver Hills Community College. It spans the whole year at Burnsville High School, 2 credits in the fall and 1 credit in the spring. You have to be a senior due to an age requirement for the state licensure. Students must have vaccination and background checks to complete this course. As part of the course, students will do ride-alongs with an ambulance service during second semester. Note: Must meet college requirements for Inver Hills Community College, GPA and college placement.



FIRST AID AND CPR/AED

Course Number: 4710

Grade Level: 11, 12

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



FORENSIC SCIENCE & CRIMINAL JUSTICE

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 1680

Grade Level: 10, 11, 12 BAHS Only

Prerequisite: None

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

HEALTHCARE CORE CURRICULUM

Course Number: 8140

Grade Level: 11, 12

Prerequisite: None

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



HUMAN ANATOMY AND PHYSIOLOGY

Course Number: 3510

Grade Level: 11, 12

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

INTRODUCTION TO EDUCATION

Course Number: N8311

Grade Level: 11, 12

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

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



INTRODUCTION TO SOCIOLOGY

Course Number: 1630

Grade Level: 11, 12

Prerequisite: None

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

MULTICULTURAL EDUCATION & HUMAN RELATIONS

Course Number: N8312

Grade Level: 11, 12

Prerequisite: Introduction to Education

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



NURSING ASSISTANT

Course Number: 8150

Grade Level: 11, 12

Prerequisite: Healthcare Core Curriculum

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



PRESCHOOL LAB EXPERIENCE

Course Number: 8068

Grade Level: 10, 11, 12

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

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

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

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.

SOCIAL AND FAMILY RELATIONS

Course Number: 8100

Grade Level: 11, 12

Prerequisite: None

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

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.

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

Course Number: 8301/8302

Grade Level: 11, 12

Prerequisite: Instructor approval

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

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

LANGUAGE ARTS KEY

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



Writing/Speaking



Literature

ICON KEY



College Credit
Opportunity



Certification
Opportunity



Fine Arts
Credit

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

LANGUAGE ARTS

ENGLISH 9: A & B

Course Number: 0911/0912

Grade Level: 9

Prerequisite: None

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

ENGLISH 9 HONORS: A & B

Course Number: 0921/0922

Grade Level: 9

Prerequisite: None

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

LANGUAGE ARTS SKILLS 9: A & B

Course Number: 8529/8530

Grade Level: 9

Prerequisite: Instructor Approval

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

ENGLISH 10: A & B

Course Number: 0421/0432

Grade Level: 10

Prerequisite: None

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

ENGLISH 10 HONORS: A & B

Course Number: 0441/0452

Grade Level: 10

Prerequisite: None

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

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

Course Number: IH0411

Grade Level: 10

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

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

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

Course Number: IH0422

Grade Level: 10

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

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

LANGUAGE ARTS SKILLS 10: A & B

Course Number: 8531/8532

Grade Level: 10

Prerequisite: Instructor Approval

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



ADVANCED PLACEMENT LITERATURE AND COMPOSITION: A & B

Course Number: 0581/0592

Grade Level: 11 & 12

Prerequisite: None

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

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



AMERICAN PORTRAIT

Course Number: 0881

Grade Level: 11, 12

Prerequisite: None

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



CIS INTRODUCTION TO LITERATURE, POETRY, DRAMA & NARRATIVE

Course Number: 0880

Grade Level: 11 & 12

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

CIS Intro to Literature is offered for high school students who have demonstrated exceptional abilities in reading and writing. Students will read eight to ten stimulating books of world fiction, ranging from the traditional to the unconventional, by authors such as Toni Morrison, Ta-Nehisi Coates, Charlotte Perkins Gilman, August Wilson, and Linda Hogan. Students are expected to be able to discuss the text, allude to its passages, compare it to other things, identify issues and ideas, internalize it, and more. Grades are based on a reading notebook, in-class discussions, and two required essays, as well as a midterm and final. The grading for this course is in accordance with the University of Minnesota for college-level coursework.



CIS PUBLIC SPEAKING

Course Number: 0710

Grade Level: 11, 12

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

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



CIS UNIVERSITY WRITING AND CRITICAL THINKING

Course Number: 0840

Grade Level: 12

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

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



COMPOSITION

Course Number: 0571

Grade Level: 11, 12

Prerequisite: None

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



COMPOSITION ADVANCED

Course Number: 0580

Grade Level: 11, 12

Prerequisite: None

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



CREATIVE WRITING I (HYBRID/PARTIAL ONLINE)

Course Number: 0841

Grade Level: 11, 12

Prerequisite: none

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



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

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

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

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

Note: this course does not fulfill NCAA athletic eligibility requirements. If you need to meet NCAA eligibility criteria you must take an additional approved language arts literature course as an elective.

**INVER HILLS ENGLISH 11A: (ENGLISH 1108 WRITING AND RESEARCH SKILLS)****Course Number:** IH0511**Grade Level:** 11**Prerequisite:** Accuplacer assessment score of 78 or higher or successful completion of 10th Grade Inver Hills Courses.

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

**INVER HILLS ENGLISH 11B: (ENGLISH 1140 INTRODUCTION TO LITERATURE)****Course Number:** IH0522**Grade Level:** 11**Prerequisite:** Accuplacer assessment score of 78 or higher or successful completion of 10th Grade Inver Hills Courses.

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

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

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

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

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

**LANGUAGE ARTS SKILLS 12: A & B****Course Number:** 8571/8572**Grade Level:** 12**Prerequisite:** Instructor Approval

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

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

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



SCIENCE FICTION & FANTASY LITERATURE

Course Number: 0631

Grade Level: 11, 12

Prerequisite: None

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



SPORTS LITERATURE

Course Number: 0671

Grade Level: 11, 12

Prerequisite: None

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

Note: this course does not fulfill NCAA athletic eligibility requirements. If you need to meet NCAA eligibility criteria you must take an additional approved language arts literature course as an elective.



WRITING FOR STEM

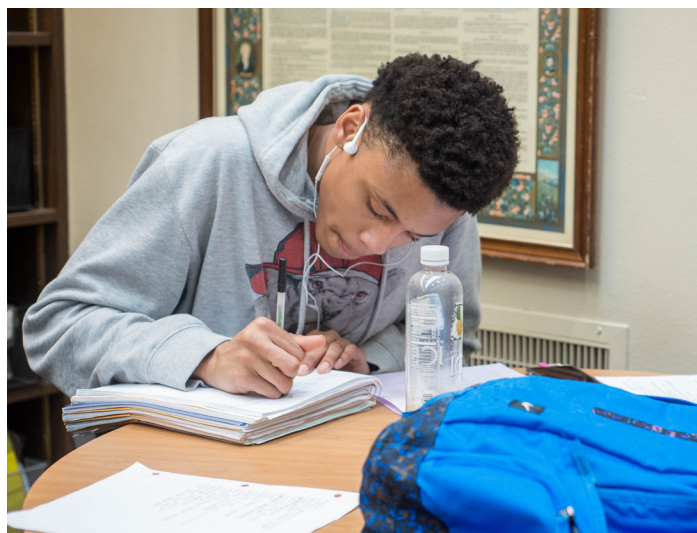
Course Number: 0830

Grade Level: 11, 12

Prerequisite: None

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

Note: this course does not fulfill NCAA athletic eligibility requirements. If you need to meet NCAA eligibility criteria you must take an additional approved language arts writing/speaking course as an elective.



MATHEMATICS

ALGEBRA II A & B

Course Number: 2643/2644

Grade Level: 10

Prerequisite: 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 & 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 & 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)

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

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

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

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



INTRODUCTION TO COMPUTERS

Course Number: 7231

Grade Level: 9, 10, 11, 12

Prerequisite: None

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

INDEPENDENT STUDY - AUTOMOTIVE INTERNSHIP

Course Number: 7991

Grade Level: 11, 12

Prerequisite: Instructor Approval

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

INDEPENDENT STUDY - BUSINESS EDUCATION

Course Number: 7490

Grade Level: 10, 11, 12

Prerequisite: Instructor Approval

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

INDEPENDENT STUDY - COMPUTERS

Course Number: 2980

Grade Level: 10, 11, 12

Prerequisite: Instructor Approval

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



INDEPENDENT STUDY - EDUCATION INTERNSHIP

Course Number: 8491

Grade Level: 10, 11, 12

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

INDEPENDENT STUDY - FAMILY AND CONSUMER SCIENCES

Course Number: 8490

Grade Level: 11, 12

Prerequisite: Instructor approval

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

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

INDEPENDENT STUDY - TECHNICAL EDUCATION

Course Number: 7990

Grade Level: 11, 12

Prerequisite: Instructor Approval

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

MAAP STARS/CAREERS INVESTIGATION

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 8111

Grade Level: 10, 11, 12 BAHS Only

Prerequisite:

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



FINE ARTS

HISTORY OF ROCK & ROLL

Course Number: 5720
Grade Level: 9, 10, 11, 12
Prerequisite: None



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

INDEPENDENT STUDY - FINE ARTS

Course Number: 5890
Grade Level: 10, 11, 12
Prerequisite: Instructor Approval
 Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.



INDEPENDENT STUDY - MUSIC

Course Number: 5690
Grade Level: 10, 11, 12
Prerequisite: Instructor Approval
 Independent Study may only be taken with a supervising teacher's approval. It must be an area of study and/or experience not available to you in an existing course.



LANGUAGE ARTS

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

MATHEMATICS

CIS/ADVANCED PLACEMENT CALCULUS AB: 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)



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)

MATH 180: A & B

Course Number: 2441/2452
Grade Level: 9

Prerequisite: Instructor approval

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

ADVANCED PLACEMENT STATISTICS: A & B

Course Number: 2951/2962
Grade Level: 11, 12

Prerequisite: Successful completion of Honors Functions and Trigonometry and instructor approval.

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

ALGEBRA III: A & B

Course Number: 2701/2712

Grade Level: 11, 12

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

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

HONORS PRECALCULUS: A & B

Course Number: 2771/2782

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Honors Algebra II (2671/2672)

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 (2643/2644) or Honors Algebra II (2671/2672)

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



PHYSICAL EDUCATION

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

Course Number: 4040

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

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

FLOOR HOCKEY, SOCCER, AND SPEEDBALL

Course Number: 4552

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

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

PERSONAL DEVELOPMENT (BWCA/CAMPING)

OFFERED AT BURNSVILLE ALTERNATIVE HIGH SCHOOL ONLY

Course Number: 8421/8432

Grade Level: 11, 12 BAHS Only

Prerequisite: This course is offered for students enrolled at BAHS

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

RACKET SPORTS I (TENNIS, PICKLEBALL, BADMINTON)

Course Number: 4050

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

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

RACKET SPORTS II (TENNIS, PICKLEBALL, BADMINTON)

Course Number: 4620

Grade Level: 10, 11, 12

Prerequisite: Successful completion of Racket Sports I

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

RECREATIONAL SPORTS (ULTIMATE VOLLEYBALL, KITTENBALL, BADMINTON, DODGEBALL AND FLOOR HOCKEY)

Course Number: 4070

Grade Level: 10, 11, 12

Prerequisite: Successful completion of ITF

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

SELF DEFENSE

Course Number: 4730

Grade Level: 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 or Honors Algebra II.

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

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

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

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

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

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

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

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

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

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



CIS - SOCIOLOGY: INTERDISCIPLINARY LOOK AT THE FAMILY IN MULTICULTURAL AMERICA

Course Number: 1650

Grade Level: 11, 12

Prerequisite: None

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



INTRODUCTION TO WOMEN'S STUDIES

Course Number: 1691

Grade Level: 11, 12

Prerequisite: None

This course includes an examination of women's historic and contemporary status legally, politically, and economically, as well as women's struggles in identity expression. Units include: Women in History, Women in Government, Women and Work, Women and Identity, and Global Women's Issues. Women's Studies will help you understand how race, social class, age, ability, and appearance intersect to affect women's lives and societies as a whole. Women's Studies courses affirm cultural diversity; widen understanding of the impact of social institutions; and empower students to become thinkers, leaders, and activists.

SURVEY OF 20TH CENTURY AMERICA

Course Number: 1681

Grade Level: 12

Prerequisite: American History

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

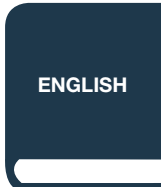

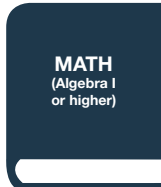

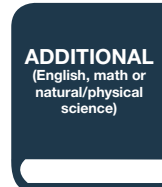
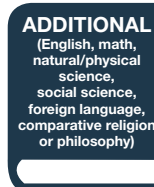
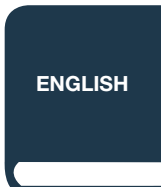
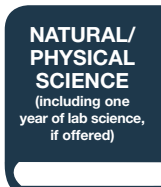
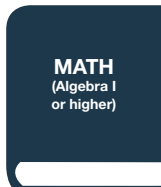

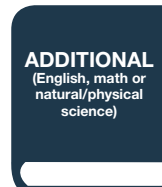
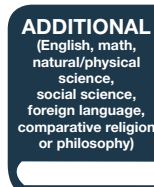
To play sports at a Division I or II school, you must graduate from high school, complete 16 NCAA-approved core courses, earn a minimum GPA, and earn an ACT or SAT score that matches your core-course GPA.

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 4 years	 NATURAL/ PHYSICAL SCIENCE (including one year of lab science, if offered) 2 years	 MATH (Algebra I or higher) 3 years	 SOCIAL SCIENCE 2 years	 ADDITIONAL (English, math or natural/physical science) 1 year	 ADDITIONAL (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy) 4 years
DIVISION II					
 ENGLISH 3 years	 NATURAL/ PHYSICAL SCIENCE (including one year of lab science, if offered) 2 years	 MATH (Algebra I or higher) 2 years	 SOCIAL SCIENCE 2 years	 ADDITIONAL (English, math or natural/physical science) 3 years	 ADDITIONAL (English, math, natural/physical science, social science, foreign language, comparative religion or philosophy) 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 to be completed before a student can take a course in question.

PSAT: An assessment developed by The College Board to determine college readiness. Students are assessed in the areas of critical reading, mathematics, and written expression in preparation for the SAT 1: Reasoning Test. The PSAT is offered once a year in October to any interested student for a nominal fee. Juniors taking the exam may qualify through their scores for the National Merit Scholarship program.

PSEO: An abbreviation that refers to "Postsecondary Enrollment Option", a program that allows high school students to earn college credit while still in high school through enrollment and successful completion of college-level courses. With traditional PSEO, these courses are generally offered on the campus of the postsecondary institution.

Resumé: A summary of a person's skills, activities and work experience often used when applying for a job.

SAT: A standardized, five-hour test developed by The College Board that measures verbal, mathematical reasoning and writing skills. Four-year colleges use a student's score on this test as part of the admissions evaluation for entrance.

Secondary: This term refers to middle and high schools.

Transcript: A record of your academic history.

STEAM³M MIDDLE SCHOOLS



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.



Future Ready. Community Strong.

www.isd191.org • 952-707-2000

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.

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



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

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

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.



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 15 in the Burnsville High School section.

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, 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.

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.

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	

College & Career Core Courses

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.



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



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 with 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.



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.

**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.

**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.

**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.

**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 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 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.

Family & Consumer Science

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 (Schoolgy, 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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Future Ready. Community Strong.

District 191 Secondary Schools

Burnsville High School

600 E. Highway 13
Burnsville, MN 55337
952-707-2100
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



**Agenda VI.B.
January 10, 2019**

To: Board of Education, Members
Cindy Amoroso, Superintendent

From: Stacey Sovine, Executive Director of Human Resources

Date: January 3, 2019

Re: School Exec Connect

Recommendation: that the Board of Education approves signing the Letter of Agreement with School Exec Connect.



6058 Blake Ridge Road Edina, MN 55436
Phone: 952-210-2790 Fax: 877-705-5392 www.schoolexecconnect.com
mdragseth@comcast.net

Letter of Agreement

Burnsville-Eagan-Savage School District 191

Burnsville, MN

It is hereby agreed between the Burnsville-Eagan-Savage School District 191 Board of Education (hereinafter "Board") and the consulting firm, **SCHOOL EXEC CONNECT, INC.** (hereinafter "Consultants"), that the superintendent search will be conducted as follows:

1. The general services provided by the Consultants outlined in this *Letter of Agreement* shall prevail and control.
2. The search will open with the signing of this *Letter of Agreement* by both parties. One copy will be retained by the Board and one copy will be retained by the President of School Exec Connect.
3. Dr. Kenneth Dragseth and Dr. Antoinette Johns will represent **SCHOOL EXEC CONNECT, INC.**, as Consultants for the superintendent search.
4. The Consultants will conduct *Focus Groups* with stakeholders identified by the Board and create a *District-wide Survey* approved by the Board and distributed by the Board. A *New Superintendent Profile* will be created from information derived from the *Focus Groups* and *District-wide Survey*. The *New Superintendent Profile* will be presented for Board approval and will be used in screening candidates for the superintendent's position.
5. The Consultants will advertise the vacancy through regional and national venues approved by the Board. The Consultants will make individual contacts to recruit qualified applicants to this position.
6. The Consultants will accept applications on the SEC website, screen candidates, interview selected candidates and present a slate of vetted candidates to the Board by a mutually agreed upon date.

7. The Consultants will provide information and training for the Board and for the *Committee Interview Teams* on items related to search protocols, questions and questioning techniques, interviewing and presentation of candidates, salary and compensation package recommendations, a possible site visit, and other matters related to the search process.
8. The fee for professional consulting services is \$16,900 plus actual documented expenses detailed below.
9. Expenses will not exceed \$1,800, unless authorized by the Board President in writing. Expenses include, but are not limited to, candidate travel, consultant travel, interviewing expenses, postage, secretarial support, supplies, copying expenses and focus group expenses.
10. Advertising costs will be determined, approved and paid by the Board.
11. The Board will incur the costs of candidate interviews and related expenses after the slate of candidates has been presented.
12. All applications will be sent directly to the Consultants through the SEC website.
13. The Consulting Fee will be billed in two equal installments:
 - a. The first following both parties signing this *Letter of Agreement* that sets forth our agreement regarding the search process.
 - b. The second upon the full execution of a contract between the Board and the new superintendent.
14. Candidate and Consultants final expenses will be billed within 90 days of the completion of the search. The search shall be considered complete upon the execution of a contract between the new superintendent and the Board.
15. The Consultants assume no responsibility for decisions the Board makes independently regarding this search.
16. The Consultants have been retained on the basis of their expertise and shall advise the Board in all necessary areas associated with the hiring of a superintendent and will provide the Board with the full benefit of their expertise, experience and knowledge.

17. If the new superintendent resigns or is dismissed for any reason within twenty-four months of commencing duties, the Consultants will conduct a new search for the Board at no additional cost to the District except for actual expenses.
18. School Exec Connect guarantees that our consultants will not recruit the superintendent whom they place in your District for his/her first two contracts.
19. If the Board deems no final candidate can be chosen from those candidates presented on the slate, the Consultants will continue to present candidates for actual expenses only until the Board agrees upon the selection of a new superintendent. No consulting fee will be charged in addition.
20. All documents produced and received by the Consultants will remain the property of the Consultants. Documents provided by the Consultants to the District may become public records to the extent provided by law. The Consultants shall turn over to the District copies of all documents relating to candidates recommended by the Consultants at the time such recommendations are made.
21. The Consultants will comply with all applicable state and federal nondiscrimination and recruiting laws, will adhere to federal and state data practices law, and will indemnify and hold harmless the District from any damages, costs, and expenses, including attorneys' fees, arising from claims alleging violation of such laws in the recruitment and candidate screening process conducted by the Consultants.

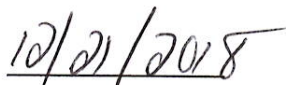
Approved:

Date

President, Board of Education
 Burnsville-Eagan-Savage School District 191
 200 West Burnsville Parkway
 Burnsville, MN 55337



Kenneth Dragseth, President
SCHOOL EXEC CONNECT, INC.
 6058 Blake Ridge Road
 Edina, MN 55436



 Date