

# Work Session

Tuesday, May 18, 2010 5:30 PM

Fridley Community Center, 6085 7th Street NE, Fridley, MN 55432

A. Retiree Recognition on May 19, 2010..... .....	<b>Presenter:</b> : Dr. Peggy Flathmann
B. Legal Updates	<b>Presenter:</b> Dr. Peggy Flathmann
C. Staffing and Personnel Update	<b>Presenter:</b> Imina Oftedahl
C.1. RESOLUTION Unrequested Leave	
C.2. New Hires for 2010-11	
D. Enrollment..... .....	<b>Prese nter:</b> Dr. Peggy Flath mann
E. IB Update	<b>Presenter:</b> Dr. Peggy Flathmann
E.1. RLS Authorization..... .....	
E.2. Taking Action in PYP..... .....	
E.3. IB Study..... .....	
F. Building IB Signs..... .....	<b>Presen ter:</b> Dr. Peggy Flathm ann
G. Summer Lunch Program..... .....	<b>Present er:</b> Dr. Peggy Flathma nn
H. Technology Update	<b>Presenter:</b> Imina Oftedahl
I. Road Construction..... .....	<b>Presen ter:</b> Duane Kneali ng
J. Transition Lease - Annual Agreements	<b>Presenter:</b> Rochel Manders
K. Facility Analysis..... .....	<b>Presen ter:</b> Rochel

Manders

L. **Award Transportation Contracts for 2010-11 and 2011-12.....** **Presenter:** Duane Knealing

M. **Additional Hedging for Natural Gas for 2010-11** **Presenter:** Duane Knealing

N. **Membership in Districts 916 and 287.....** **Presenter:** Rochel Manders

O. **RESOLUTION Commerce Bank Agreement.....** **Presenter:** Rochel Manders

P. **Cash Flow Borrowing.....** **Presenter:** Rochel Manders

Q. **Hildi Contract for Actuarial Services.....** **Presenter:** Rochel Manders

R. **Clerical, Paraprofessional and Food Service Intent to Negotiate** **Presenter:** Rochel Manders

R.1. Clerical: Chris Riddle and Marcia Lindblad

R.2. Paraprofessional: Fred Bischke and Gordon Backlund

R.3. Food Service: Kim Sampson and Gordon Backlund

S. **Communication Report - Center for Engaged Leadership - Minnesota State University** **Presenter:** Dr. Candace F. Raskin

T. **Adjournment** **Presenter:** Brad Richter

Please join us as we honor  
Fridley School District's  
2009-2010 Retirees

Retirement Reception

May 19, 2010

4:00 p.m. – 6:00 p.m.

Fridley Community Center

Sandra Dennis – High School Cook – 25 years

Pat Genosky – Hayes Paraprofessional – 23 years

Pat Johnson – High School Teacher – 14 years

Bea Kampf – Speech Clinician – 17 years

Lin Mathison – High School Teacher – 17 years

Adele Munsterman – High School Teacher – 33 years

Lori Rintala – High School Teacher – 36 years

Shelley Tallman – High School Teacher – 34 years



These retirees  
Have accumulated  
One hundred ninety nine  
Years of service to  
Fridley Public Schools

Cake and coffee will be served  
Program begins at 5:00 p.m.

**FRIDLEY SCHOOL DISTRICT  
2009-10 GRADE LEVEL BY ENROLLMENT**

SCHOOL/ GRADE	First Friday	OCT 1 2009	NOV 1 2009	DEC 1 2009	JAN 1 2010	FEB 1 2010	MAR 1 2010	APR 1 2010	MAY 1 2010	JUN 1 2010	JUN 10 2010	* Adopted ADM 09/10	* Revised ADM 09/10	Projected / Apr 1 + or -	AVERAGE
HAYES - Reg Ed K	117	110	113	113	114	114	113	113	115						113
HK		5	5	4	2	4	4	4	6						4
K-AM		0	0	0	0	0	0	0	0						0
<b>TOTAL HAYES K</b>	<b>117</b>	<b>115</b>	<b>118</b>	<b>117</b>	<b>116</b>	<b>118</b>	<b>117</b>	<b>117</b>	<b>121</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>100</b>	<b>21</b>	<b>117</b>
1	94	91	89	88	87	85	86	86	89			94	94	-5	88
2	109	107	107	108	108	106	107	108	108			111	111	-3	107
3	98	98	98	95	95	95	94	95	98			101	101	-3	96
4	81	80	79	79	78	79	78	79	80			76	76	4	79
<b>TOTAL HAYES K-4</b>	<b>499</b>	<b>491</b>	<b>491</b>	<b>487</b>	<b>484</b>	<b>483</b>	<b>482</b>	<b>485</b>	<b>496</b>	<b>0</b>	<b>0</b>	<b>482</b>	<b>482</b>	<b>14</b>	<b>487</b>
RLS - Reg Ed K	131	117	115	115	115	113	116	116	118						116
HK		8	9	9	9	8	11	11	13						10
K-AM		1	1	1	1	1	1	1	1						1
<b>TOTAL RLS K</b>	<b>131</b>	<b>126</b>	<b>125</b>	<b>125</b>	<b>125</b>	<b>122</b>	<b>128</b>	<b>128</b>	<b>132</b>	<b>0</b>	<b>0</b>	<b>105</b>	<b>105</b>	<b>27</b>	<b>126</b>
1	107	105	105	103	102	106	106	106	106			112	112	-6	105
2	101	98	98	102	99	101	100	97	97			106	106	-9	99
3	99	97	97	97	95	98	99	100	100			99	99	1	98
4	91	87	88	88	86	89	88	87	89			88	88	1	88
<b>TOTAL RLS K-4</b>	<b>529</b>	<b>513</b>	<b>513</b>	<b>515</b>	<b>507</b>	<b>516</b>	<b>521</b>	<b>518</b>	<b>524</b>	<b>0</b>	<b>0</b>	<b>510</b>	<b>510</b>	<b>14</b>	<b>516</b>
TOT K	248	241	243	242	241	240	245	245	253	0	0	205	205	48	244
TOT 1	201	196	194	191	189	191	192	192	195	0	0	206	206	-11	193
TOT 2	210	205	205	210	207	207	207	205	205	0	0	217	217	-12	206
TOT 3	197	195	195	192	190	193	193	195	198	0	0	200	200	-2	194
TOT 4	172	167	167	167	164	168	166	166	169	0	0	164	164	5	167
<b>TOTAL K-4</b>	<b>1028</b>	<b>1004</b>	<b>1004</b>	<b>1002</b>	<b>991</b>	<b>999</b>	<b>1003</b>	<b>1003</b>	<b>1020</b>	<b>0</b>	<b>0</b>	<b>992</b>	<b>992</b>	<b>28</b>	<b>1003</b>
5	194	195	195	193	193	194	193	188	191			193	193	-2	193
6	186	189	187	187	187	188	193	192	192			191	191	1	189
7	213	215	208	208	204	204	203	203	201			190	190	11	206
8	220	220	209	206	198	201	203	203	207			212	212	-5	206
<b>TOTAL 5-8</b>	<b>813</b>	<b>819</b>	<b>799</b>	<b>794</b>	<b>782</b>	<b>787</b>	<b>792</b>	<b>786</b>	<b>791</b>	<b>0</b>	<b>0</b>	<b>786</b>	<b>786</b>	<b>5</b>	<b>794</b>
9	222	222	219	215	215	215	212	208	208			205	205	3	214
10	257	255	246	242	240	240	238	234	232			245	245	-13	241
11	230	229	231	230	224	224	224	218	212			232	232	-20	224
12	233	229	232	224	212	209	206	203	205			213	213	-8	215
<b>TOTAL 9-12</b>	<b>942</b>	<b>935</b>	<b>928</b>	<b>911</b>	<b>891</b>	<b>888</b>	<b>880</b>	<b>863</b>	<b>857</b>	<b>0</b>	<b>0</b>	<b>895</b>	<b>895</b>	<b>-38</b>	<b>894</b>
<b>TOTAL K-12</b>	<b>2783</b>	<b>2758</b>	<b>2731</b>	<b>2707</b>	<b>2664</b>	<b>2674</b>	<b>2675</b>	<b>2652</b>	<b>2668</b>	<b>0</b>	<b>0</b>	<b>2673</b>	<b>2673</b>	<b>-5</b>	<b>2691</b>
MS ALC - Gr 7		6	4	4	7	7	7	7	9			15	8	14	6
MS ALC - Gr 8		18	10	10	17	16	16	14	13						14
HS ALC - Gr 9		3	4	6	4	5	7	15	13						7
HS ALC - Gr 10		7	6	16	15	16	22	30	30			100	70	100	18
HS ALC - Gr 11		31	35	50	52	52	56	78	78						54
HS ALC - Gr 12		47	51	53	48	54	59	46	49						51
<b>TOT ALC</b>	<b>0</b>	<b>112</b>	<b>110</b>	<b>139</b>	<b>143</b>	<b>150</b>	<b>167</b>	<b>190</b>	<b>192</b>	<b>0</b>	<b>0</b>	<b>115</b>	<b>78</b>	<b>114</b>	<b>150</b>
TRANS		14	14	13	13	13	13	13	13			0	15	-2	13
ECSE (Pre-School)												20	18		
Tuition												0	20		
Targeted Services												0	4		
<b>GRAND TOTAL</b>	<b>2783</b>	<b>2884</b>	<b>2855</b>	<b>2859</b>	<b>2820</b>	<b>2837</b>	<b>2855</b>	<b>2855</b>	<b>2873</b>	<b>0</b>	<b>0</b>	<b>2808</b>	<b>2808</b>	<b>65</b>	<b>2855</b>

ADM														
		NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUN 10	Projections	Projections	Projections +/-	AVERAGE
K		243	242	241	240	245	245	253	0	0	205	205	48	244
1-3		594	593	586	591	592	592	598	0	0	623	623	-25	592
4-6		549	547	544	550	552	546	552	0	0	548	548	4	549
7-12		1345	1325	1293	1293	1286	1269	1265	0	0	1297	1297	-32	1297
<b>TOTAL</b>		<b>2731</b>	<b>2707</b>	<b>2664</b>	<b>2674</b>	<b>2675</b>	<b>2652</b>	<b>2668</b>	<b>0</b>	<b>0</b>	<b>2673</b>	<b>2673</b>	<b>-5</b>	<b>2682</b>

PER PUPIL UNIT/WADM														
		NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUN 10	Projections	Projections	Projections +/-	AVERAGE
K		135.35	134.79	134.24	133.68	136.47	136.47	140.92	0.00	0.00	114.19	114.19	26.736	136
1-3 PPU		662.31	661.20	653.39	658.97	660.08	660.08	666.77	0.00	0.00	694.65	694.65	-27.875	660
4-6 PPU		581.94	579.82	576.64	583.00	585.12	578.76	585.12	0.00	0.00	580.88	580.88	4.24	581
7-12 PPU		1748.50	1722.50	1680.90	1680.90	1671.80	1649.70	1644.50	0.00	0.00	1686.10	1686.10	-41.6	1686
<b>TOTAL</b>		<b>3128.10</b>	<b>3098.31</b>	<b>3045.17</b>	<b>3056.55</b>	<b>3053.47</b>	<b>3025.01</b>	<b>3037.31</b>	<b>0.00</b>	<b>0.00</b>	<b>3075.81</b>	<b>3075.81</b>	<b>-38.499</b>	<b>3063</b>
<b>+/-</b>														

ADM/WADM pulled from MARSS Local Reports											
		10/14/2009	11/18/2009	12/16/2009	2/11/2010 (interim submission)	3/31/2010 (interim submission)	4/9/2010 (optional submission)				AVERAGE
EC - 1.250		13.60	14.36	14.06	14.94	16.91	17.51				15.23
HK - 1.000		1.88	1.88	1.50	0.09	0.42	0.42				1.03
KG - 0.612		228.73	228.00	230.27	229.96	229.75	230.09				229.47
1-3 - 1.115		595.24	597.39	593.75	591.88	594.89	593.19				594.39
4-6 - 1.060		548.37	547.41	545.32	546.97	546.21	546.79				546.85
7-8 - 1.300		420.50	410.12	405.67	404.98	407.27	409.10				409.61
9-12 - 1.300		925.20	912.71	902.98	894.46	889.81	888.46				902.27
<b>TOTAL ADM</b>		<b>2733.52</b>	<b>2711.87</b>	<b>2693.55</b>	<b>2683.28</b>	<b>2685.26</b>	<b>2685.56</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2698.84</b>
<b>TOTAL WADM</b>		<b>3153.24</b>	<b>3125.39</b>	<b>3101.32</b>	<b>3088.51</b>	<b>3090.65</b>	<b>3090.95</b>				<b>3108.34</b>

LEP pulled from MARSS Statewide Reports											
		10/14/2009	11/18/2009	12/29/2009	NOT AVAILABLE UNTIL AFTER MAY 12th SUBMISSION						AVERAGE
Not Served		15	3	3							7.00
Served		367	388	393							382.67
Eligible for Funding		279	291	296							288.67
Not Eligible for Funding		88	97	97							94.00

**FRIDLEY INDEPENDENT SCHOOL DISTRICT 14**  
**SCHOOL ENROLLMENT REPORT**  
 May 1, 2010

	Hayes Elementary				Stevenson Elementary				Middle School	High School	Combined Totals				Res Out **	Non Res In ***	Tuition Out ****	Tuition In *****		
	Total	No. Sect.	Avg. Class	DI*	Total	No. Sect.	Avg. Class	DI*	Total	DI*	Total	DI*	Total	No. Sect.	Avg. Class	DI*				
All Day K	115	5	24.2	5	118	5	26.4	1					233	10	23.3	6	12	58		
K-AM	0			0	1			0					1			0				
HK	6			1	13			5					19			6		4		
1	89	4	22.3	-2	106	5	21.2	1					195	9	21.7	-1	7	32	2	
2	108	4	27.0	1	97	4	24.3	-1					205	8	25.6	0	9	46	2	
3	98	4	24.5	0	100	4	25.0	3					198	8	24.8	3	26	44	1	
4	80	3	26.7	0	89	3	29.7	2					169	6	28.2	2	24	39	2	
	<b>496</b>	20	24.8	5	<b>524</b>	21	25.0	11					<b>1020</b>	41	24.9	16	78	223	7	0
									<b>Middle School</b>											
5									191	-4			191			-4	14	44		
6									192	3			192			3	18	54		
7									201	-14			201			-14	12	62	1	
8									207	-13			207			-13	18	58		
5-8 (School 652 - ALC Full time Equivalent - FTE)									22	-2			22			-2		8		
									<b>M.S. Total</b>	<b>813</b>	-30		<b>813</b>			-30	62	226	1	0
													<b>High School</b>							
12+ (School 551 - Sp Ed Transition Class)									13	-1			13			-1			4	
9-12 (School 552 - ALC Full time Equivalent -FTE)									170	82			170			82		65		
9									208	-14			208			-14	14	70	3	
10									232	-23			232			-23	21	89	1	
11									212	-17			212			-17	16	69	5	
12									205	-24			205			-24	18	62	6	2
									<b>H.S. Total</b>	<b>1040</b>	3		<b>1040</b>			3	69	359	15	2
									<b>District Total</b>				<b>2873</b>			<b>-11 *</b>	<b>209</b>	<b>808</b>	<b>23</b>	<b>2</b>

\* DI = Difference as compared to October 1, 2009 enrollment report of 2884 students  
 \*\* RESIDENT STUDENTS ATTENDING ELSEWHERE - UNIFORM FUNDING METHOD (INCLUDING OPEN ENROLLMENT)  
 \*\*\* NONRESIDENT STUDENTS ATTENDING DISTRICT - UNIFORM FUNDING METHOD (INCLUDING OPEN ENROLLMENT)  
 \*\*\*\* RESIDENT STUDENTS ATTENDING ELSEWHERE - TUITION AGREEMENT ONLY  
 \*\*\*\*\* NONRESIDENT STUDENTS ATTENDING DISTRICT - TUITION AGREEMENT ONLY

Preferred Ranges
K - Range 20-24
Grades 1-2 Range 21-25
Grades 3-4 Range 24-28
Grades 5-8 Range 30-34
Grades 9-12 Range 31-35

May 1, 2010 ENROLLMENT: IN AND OUT *					
	Resident District	Students In	Students Out	Net Gain/Loss	Ratio
1	Minneapolis	74	22	52	3.4
11	Anoka-Hennepin	180	17	163	10.6
12	Centennial	5	6	-1	0.8
13	Columbia Heights	252	54	198	4.7
15	St. Francis	2	0	2	
16	Spring Lake Park	119	33	86	3.6
110	Waconia	1	0	1	
112	Chaska	0	1	-1	
194	Lakeville	1	0	1	
199	Inver Grove Heights	1	0	1	
271	Bloomington	1	1	0	1.0
279	Osseo	89	13	76	6.8
280	Richfield	1	0	1	
281	Robbinsdale	6	0	6	
282	St. Anthony	2	5	-3	0.4
286	Brooklyn Center	37	4	33	9.3
294	Houston	0	5	-5	
621	Mounds View	27	39	-12	0.7
623	Roseville	2	0	2	
624	White Bear Lake	0	1	-1	
625	St. Paul	5	4	1	1.3
728	Elk River	8	1	7	8.0
833	South Wash Cty	1	0	1	
877	Buffalo-Hanover-Montrose	0	1	-1	
911	Cambridge-Isanti	2	1	1	2.0
916	NE Metro Intermediate	1	0	1	
4017	MN Transitions Charter	0	1	-1	
4186	Global Academy Charter	0	1	-1	
	<b>Totals:</b>	<b>817</b>	<b>210</b>	<b>607</b>	<b>3.9</b>

\* NOTE: Counts include Early Childhood Special Ed through 12th grade

<b>SUMMARY OF 2009/2010 ENROLLMENT: IN AND OUT *</b>					
<b>Date</b>	<b>Students In</b>	<b>Students Out</b>	<b>Net Gain/Loss</b>	<b>Ratio</b>	
10/1/2009	795	162	633	4.9	
11/1/2009	819	162	657	5.1	
12/1/2009	827	198	629	4.2	
1/1/2010	822	194	628	4.2	
2/1/2010	821	200	621	4.1	
3/1/2010	828	205	623	4.0	
4/1/2010	817	206	611	4.0	
5/1/2010	817	210	607	3.9	
<b>Average:</b>	<b>818</b>	<b>192</b>	<b>626</b>	<b>4.3</b>	
* NOTE: Counts include Early Childhood Special Ed through 12th grade					

**2009/10 Enrollment Options  
October 1, 2009**

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	7	1	0	0	0	0	1
<b>ECSE TOTAL</b>	<b>7</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Hayes K	15	23					
1	14	8					
2	22	12					
3	16	2					
4	15	7					
<b>Hayes TOTAL</b>	<b>82</b>	<b>52</b>					
RLS K	19	4					
1	7	2					
2	10	4					
3	18	9					
4	10	7					
<b>RLS TOTAL</b>	<b>64</b>	<b>26</b>					
<b>TOTAL K</b>	<b>34</b>	<b>27</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>TOTAL 1</b>	<b>21</b>	<b>10</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>14</b>	<b>9</b>
<b>TOTAL 2</b>	<b>32</b>	<b>16</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>15</b>	<b>2</b>
<b>TOTAL 3</b>	<b>34</b>	<b>11</b>	<b>11</b>	<b>12</b>	<b>0</b>	<b>15</b>	<b>4</b>
<b>TOTAL 4</b>	<b>25</b>	<b>14</b>	<b>11</b>	<b>8</b>	<b>0</b>	<b>16</b>	<b>4</b>
<b>ELEM TOTAL</b>	<b>146</b>	<b>78</b>	<b>30</b>	<b>24</b>	<b>0</b>	<b>60</b>	<b>19</b>
FMS 5	12	27	6	10	0	19	1
6	22	31	7	6	0	22	5
7	16	43	8	4	0	21	1
8	28	31	8	8	0	20	3
<b>FMS TOTAL</b>	<b>78</b>	<b>132</b>	<b>29</b>	<b>28</b>	<b>0</b>	<b>82</b>	<b>10</b>
FHS 9	31	37	8	2	0	19	5
10	57	38	8	8	0	23	2
11	38	32	6	6	0	25	7
12	37	34	9	4	0	18	8
<b>FHS TOTAL</b>	<b>163</b>	<b>141</b>	<b>31</b>	<b>20</b>	<b>0</b>	<b>85</b>	<b>22</b>
MS/HS ALC	46	3	0	0	0	0	0
<b>DW TOTAL</b>	<b>440</b>	<b>355</b>	<b>90</b>	<b>72</b>	<b>0</b>	<b>227</b>	<b>52</b>

**2009/10 Enrollment Options  
November 1, 2009**

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	6	3	0	0	0	0	1
<b>ECSE TOTAL</b>	<b>6</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>
Hayes K	13	28					
1	6	16					
2	15	19					
3	12	6					
4	12	10					
<b>Hayes TOTAL</b>	<b>58</b>	<b>79</b>					
RLS K	13	9					
1	4	5					
2	7	8					
3	11	15					
4	9	8					
<b>RLS TOTAL</b>	<b>44</b>	<b>45</b>					
<b>TOTAL K</b>	<b>26</b>	<b>37</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>
<b>TOTAL 1</b>	<b>10</b>	<b>21</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>15</b>	<b>4</b>
<b>TOTAL 2</b>	<b>22</b>	<b>27</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>15</b>	<b>2</b>
<b>TOTAL 3</b>	<b>23</b>	<b>21</b>	<b>10</b>	<b>12</b>	<b>1</b>	<b>16</b>	<b>3</b>
<b>TOTAL 4</b>	<b>21</b>	<b>18</b>	<b>14</b>	<b>8</b>	<b>0</b>	<b>16</b>	<b>4</b>
<b>ELEM TOTAL</b>	<b>102</b>	<b>124</b>	<b>29</b>	<b>26</b>	<b>2</b>	<b>63</b>	<b>14</b>
FMS 5	10	30	5	10	0	19	1
6	12	42	8	6	1	22	2
7	9	51	6	5	0	22	1
8	18	37	8	8	1	21	2
<b>FMS TOTAL</b>	<b>49</b>	<b>160</b>	<b>27</b>	<b>29</b>	<b>2</b>	<b>84</b>	<b>6</b>
FHS 9	27	50	7	2	1	19	5
10	39	55	10	8	0	24	2
11	29	48	6	5	2	23	8
12	35	40	9	4	1	18	10
<b>FHS TOTAL</b>	<b>130</b>	<b>193</b>	<b>32</b>	<b>19</b>	<b>4</b>	<b>84</b>	<b>25</b>
MS/HS ALC	49	3	0	0	0	0	0
<b>DW TOTAL</b>	<b>336</b>	<b>483</b>	<b>88</b>	<b>74</b>	<b>8</b>	<b>231</b>	<b>46</b>

**2009/10 Enrollment Options  
December 1, 2009**

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	6	2	2	0	0	0	5
<b>ECSE TOTAL</b>	<b>6</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>5</b>
Hayes K	13	27					
1	6	17					
2	14	20					
3	12	7					
4	12	12					
<b>Hayes TOTAL</b>	<b>57</b>	<b>83</b>					
RLS K	13	10					
1	4	6					
2	7	7					
3	10	15					
4	8	9					
<b>RLS TOTAL</b>	<b>42</b>	<b>47</b>					
<b>TOTAL K</b>	<b>26</b>	<b>37</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>1</b>
<b>TOTAL 1</b>	<b>10</b>	<b>23</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>15</b>	<b>6</b>
<b>TOTAL 2</b>	<b>21</b>	<b>27</b>	<b>6</b>	<b>4</b>	<b>0</b>	<b>16</b>	<b>3</b>
<b>TOTAL 3</b>	<b>22</b>	<b>22</b>	<b>13</b>	<b>12</b>	<b>1</b>	<b>16</b>	<b>3</b>
<b>TOTAL 4</b>	<b>20</b>	<b>21</b>	<b>13</b>	<b>8</b>	<b>1</b>	<b>16</b>	<b>5</b>
<b>ELEM TOTAL</b>	<b>99</b>	<b>130</b>	<b>44</b>	<b>26</b>	<b>3</b>	<b>71</b>	<b>18</b>
FMS 5	10	30	6	9	0	22	1
6	12	40	12	6	0	21	2
7	9	53	8	6	0	22	2
8	18	37	11	8	1	20	3
<b>FMS TOTAL</b>	<b>49</b>	<b>160</b>	<b>37</b>	<b>29</b>	<b>1</b>	<b>85</b>	<b>8</b>
FHS 9	26	50	9	2	0	18	6
10	39	56	14	7	0	25	3
11	27	46	9	5	0	24	9
12	33	39	10	4	0	18	14
<b>FHS TOTAL</b>	<b>125</b>	<b>191</b>	<b>42</b>	<b>18</b>	<b>0</b>	<b>85</b>	<b>32</b>
MS/HS ALC	63	2	0	0	0	0	0
<b>DW TOTAL</b>	<b>342</b>	<b>485</b>	<b>125</b>	<b>73</b>	<b>4</b>	<b>241</b>	<b>63</b>

**2009/10 Enrollment Options  
January 1, 2010**

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	7	2	1	0	0	0	6
<b>ECSE TOTAL</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
Hayes K	13	27					
1	7	16					
2	14	20					
3	12	7					
4	12	11					
<b>Hayes TOTAL</b>	<b>58</b>	<b>81</b>					
RLS K	11	9					
1	3	6					
2	6	8					
3	9	15					
4	8	8					
<b>RLS TOTAL</b>	<b>37</b>	<b>46</b>					
<b>TOTAL K</b>	<b>24</b>	<b>36</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>2</b>
<b>TOTAL 1</b>	<b>10</b>	<b>22</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>15</b>	<b>6</b>
<b>TOTAL 2</b>	<b>20</b>	<b>28</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>17</b>	<b>4</b>
<b>TOTAL 3</b>	<b>21</b>	<b>22</b>	<b>13</b>	<b>12</b>	<b>1</b>	<b>18</b>	<b>4</b>
<b>TOTAL 4</b>	<b>20</b>	<b>19</b>	<b>13</b>	<b>8</b>	<b>1</b>	<b>16</b>	<b>5</b>
<b>ELEM TOTAL</b>	<b>95</b>	<b>127</b>	<b>43</b>	<b>26</b>	<b>3</b>	<b>75</b>	<b>21</b>
FMS 5	10	32	6	9	0	23	2
6	12	40	10	6	0	21	3
7	9	52	8	6	0	23	2
8	16	39	11	8	1	20	3
<b>FMS TOTAL</b>	<b>47</b>	<b>163</b>	<b>35</b>	<b>29</b>	<b>1</b>	<b>87</b>	<b>10</b>
FHS 9	24	54	9	2	0	18	7
10	37	60	14	7	0	27	2
11	26	47	9	5	0	23	10
12	31	38	10	4	0	17	15
<b>FHS TOTAL</b>	<b>118</b>	<b>199</b>	<b>42</b>	<b>18</b>	<b>0</b>	<b>85</b>	<b>34</b>
MS/HS ALC	62	2	0	0	0	0	0
<b>DW TOTAL</b>	<b>329</b>	<b>493</b>	<b>121</b>	<b>73</b>	<b>4</b>	<b>247</b>	<b>71</b>

**2009/10 Enrollment Options  
February 1, 2010**

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	7	2	1	0	0	0	6
<b>ECSE TOTAL</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
Hayes K	13	27					
1	7	14					
2	14	19					
3	12	7					
4	12	12					
<b>Hayes TOTAL</b>	<b>58</b>	<b>79</b>					
RLS K	11	9					
1	3	6					
2	6	10					
3	9	15					
4	8	9					
<b>RLS TOTAL</b>	<b>37</b>	<b>49</b>					
<b>TOTAL K</b>	<b>24</b>	<b>36</b>	<b>8</b>	<b>1</b>	<b>0</b>	<b>9</b>	<b>3</b>
<b>TOTAL 1</b>	<b>10</b>	<b>20</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>15</b>	<b>7</b>
<b>TOTAL 2</b>	<b>20</b>	<b>29</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>17</b>	<b>5</b>
<b>TOTAL 3</b>	<b>21</b>	<b>22</b>	<b>12</b>	<b>12</b>	<b>3</b>	<b>17</b>	<b>5</b>
<b>TOTAL 4</b>	<b>20</b>	<b>21</b>	<b>13</b>	<b>9</b>	<b>2</b>	<b>16</b>	<b>5</b>
<b>ELEM TOTAL</b>	<b>95</b>	<b>128</b>	<b>41</b>	<b>28</b>	<b>6</b>	<b>74</b>	<b>25</b>
FMS 5	10	33	6	10	1	22	2
6	12	41	10	7	0	20	3
7	9	51	7	6	3	24	5
8	16	40	10	8	4	21	3
<b>FMS TOTAL</b>	<b>47</b>	<b>165</b>	<b>33</b>	<b>31</b>	<b>8</b>	<b>87</b>	<b>13</b>
FHS 9	20	55	9	3	0	16	7
10	37	60	14	8	0	26	2
11	26	48	9	8	3	24	11
12	30	36	11	6	0	16	13
<b>FHS TOTAL</b>	<b>113</b>	<b>199</b>	<b>43</b>	<b>25</b>	<b>3</b>	<b>82</b>	<b>33</b>
MS/HS ALC	63	2	0	0	0	0	0
<b>DW TOTAL</b>	<b>325</b>	<b>496</b>	<b>118</b>	<b>84</b>	<b>17</b>	<b>243</b>	<b>77</b>

**2009/10 Enrollment Options  
March 1, 2010**

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	7	2	1	0	0	0	6
<b>ECSE TOTAL</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
Hayes K	12	28					
1	7	15					
2	14	19					
3	12	7					
4	12	12					
<b>Hayes TOTAL</b>	<b>57</b>	<b>81</b>					
RLS K	13	9					
1	3	6					
2	6	10					
3	9	16					
4	8	9					
<b>RLS TOTAL</b>	<b>39</b>	<b>50</b>					
<b>TOTAL K</b>	<b>25</b>	<b>37</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>3</b>
<b>TOTAL 1</b>	<b>10</b>	<b>21</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>15</b>	<b>6</b>
<b>TOTAL 2</b>	<b>20</b>	<b>29</b>	<b>5</b>	<b>4</b>	<b>0</b>	<b>17</b>	<b>5</b>
<b>TOTAL 3</b>	<b>21</b>	<b>23</b>	<b>12</b>	<b>13</b>	<b>3</b>	<b>17</b>	<b>5</b>
<b>TOTAL 4</b>	<b>20</b>	<b>21</b>	<b>13</b>	<b>11</b>	<b>2</b>	<b>15</b>	<b>5</b>
<b>ELEM TOTAL</b>	<b>96</b>	<b>131</b>	<b>41</b>	<b>32</b>	<b>6</b>	<b>73</b>	<b>24</b>
FMS 5	5	39	5	10	1	22	2
6	7	48	9	8	0	20	3
7	7	53	6	6	3	24	5
8	14	44	8	8	4	21	3
<b>FMS TOTAL</b>	<b>33</b>	<b>184</b>	<b>28</b>	<b>32</b>	<b>8</b>	<b>87</b>	<b>13</b>
FHS 9	19	55	9	5	0	21	7
10	34	59	13	9	0	27	3
11	24	50	9	7	3	24	11
12	28	36	13	6	0	16	13
<b>FHS TOTAL</b>	<b>105</b>	<b>200</b>	<b>44</b>	<b>27</b>	<b>3</b>	<b>88</b>	<b>34</b>
MS/HS ALC	68	2	0	0	0	0	0
<b>DW TOTAL</b>	<b>309</b>	<b>519</b>	<b>114</b>	<b>91</b>	<b>17</b>	<b>248</b>	<b>77</b>

2009/10 Enrollment Options  
April 1, 2010

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	7	2	1	0	0	0	6
<b>ECSE TOTAL</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
Hayes K	13	27					
1	7	15					
2	14	19					
3	12	7					
4	11	13					
<b>Hayes TOTAL</b>	<b>57</b>	<b>81</b>					
RLS K	7	13					
1	2	7					
2	2	12					
3	2	23					
4	4	13					
<b>RLS TOTAL</b>	<b>17</b>	<b>68</b>					
<b>TOTAL K</b>	<b>20</b>	<b>40</b>	<b>8</b>	<b>2</b>	<b>0</b>	<b>9</b>	<b>3</b>
<b>TOTAL 1</b>	<b>9</b>	<b>22</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>15</b>	<b>6</b>
<b>TOTAL 2</b>	<b>16</b>	<b>31</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>18</b>	<b>5</b>
<b>TOTAL 3</b>	<b>14</b>	<b>30</b>	<b>14</b>	<b>13</b>	<b>3</b>	<b>17</b>	<b>5</b>
<b>TOTAL 4</b>	<b>15</b>	<b>26</b>	<b>13</b>	<b>11</b>	<b>1</b>	<b>14</b>	<b>6</b>
<b>ELEM TOTAL</b>	<b>74</b>	<b>149</b>	<b>43</b>	<b>32</b>	<b>6</b>	<b>73</b>	<b>25</b>
FMS 5	4	40	5	9	1	22	2
6	8	47	9	8	0	20	3
7	4	58	6	6	4	24	4
8	8	48	8	9	4	21	3
<b>FMS TOTAL</b>	<b>24</b>	<b>193</b>	<b>28</b>	<b>32</b>	<b>9</b>	<b>87</b>	<b>12</b>
FHS 9	8	63	9	5	0	18	6
10	22	67	13	8	0	26	3
11	22	49	9	7	3	24	12
12	26	34	13	6	0	16	15
<b>FHS TOTAL</b>	<b>78</b>	<b>213</b>	<b>44</b>	<b>26</b>	<b>3</b>	<b>84</b>	<b>36</b>
MS/HS ALC	75	2	0	0	0	0	0
<b>DW TOTAL</b>	<b>258</b>	<b>559</b>	<b>116</b>	<b>90</b>	<b>18</b>	<b>244</b>	<b>79</b>

2009/10 Enrollment Options  
May 1, 2010

SCHOOL/ GRADE	Serving NRA	Serving OE	Out of District NRA	Out of District OE	Home School	Private School	Special Services Served ELSE
ECSE	7	2	1	0	0	0	6
<b>ECSE TOTAL</b>	<b>7</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>6</b>
Hayes K	6	36					
1	2	21					
2	4	28					
3	7	12					
4	3	19					
<b>Hayes TOTAL</b>	<b>22</b>	<b>116</b>					
RLS K	3	17					
1	1	8					
2	1	13					
3	2	23					
4	3	14					
<b>RLS TOTAL</b>	<b>10</b>	<b>75</b>					
<b>TOTAL K</b>	<b>9</b>	<b>53</b>	<b>8</b>	<b>4</b>	<b>0</b>	<b>9</b>	<b>3</b>
<b>TOTAL 1</b>	<b>3</b>	<b>29</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>15</b>	<b>5</b>
<b>TOTAL 2</b>	<b>5</b>	<b>41</b>	<b>5</b>	<b>4</b>	<b>1</b>	<b>18</b>	<b>5</b>
<b>TOTAL 3</b>	<b>9</b>	<b>35</b>	<b>11</b>	<b>15</b>	<b>3</b>	<b>17</b>	<b>5</b>
<b>TOTAL 4</b>	<b>6</b>	<b>33</b>	<b>13</b>	<b>11</b>	<b>1</b>	<b>14</b>	<b>6</b>
<b>ELEM TOTAL</b>	<b>32</b>	<b>191</b>	<b>41</b>	<b>37</b>	<b>6</b>	<b>73</b>	<b>24</b>
FMS 5	3	41	5	9	1	22	2
6	6	48	10	8	1	21	3
7	3	59	6	6	4	24	4
8	9	49	9	9	4	21	3
<b>FMS TOTAL</b>	<b>21</b>	<b>197</b>	<b>30</b>	<b>32</b>	<b>10</b>	<b>88</b>	<b>12</b>
FHS 9	8	62	9	5	0	19	7
10	21	68	13	8	0	26	3
11	22	47	9	7	3	23	13
12	28	34	12	6	0	16	17
<b>FHS TOTAL</b>	<b>79</b>	<b>211</b>	<b>43</b>	<b>26</b>	<b>3</b>	<b>84</b>	<b>40</b>
MS/HS ALC	75	2	0	0	0	0	0
<b>DW TOTAL</b>	<b>214</b>	<b>603</b>	<b>115</b>	<b>95</b>	<b>19</b>	<b>245</b>	<b>82</b>

**ELL Students**  
2008/09 and 2009/10 school years

Bldg	2008/09										2009/10									
	FIRST FRIDAY	OCT 1	NOV 1	DEC 1	JAN 1	FEB 1	MAR 1	APR 1	MAY	JUN 1	OCT 1	NOV 1	DEC 1	JAN 1	FEB 1	MAR 1	APR 1	MAY 1	JUN 1	
Hayes	55	53	73	70	71	72	73	71	71	71	84	86	83	85	82	78	81	82		
RLS	87	119	117	116	110	110	110	113	112	110	116	119	119	123	127	126	125	123		
FMS	98	94	90	88	94	97	98	97	97	95	106	105	103	100	99	97	96	97		
FHS	63	58	61	59	53	52	52	48	46	46	69	60	59	58	59	64	64	63		
FLIP (MS & HS)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
<b>Totals</b>	<b>303</b>	<b>324</b>	<b>341</b>	<b>333</b>	<b>328</b>	<b>331</b>	<b>333</b>	<b>329</b>	<b>326</b>	<b>322</b>	<b>375</b>	<b>370</b>	<b>364</b>	<b>366</b>	<b>367</b>	<b>365</b>	<b>366</b>	<b>365</b>		
NOTE: Numbers are pulled from enrollment count data used for the Board Reports																				

Mr. Daryl Vossler, head of school  
Mr. Jeffry Overlie, coordinator  
**Robert Louis Stevenson Elementary School**  
6080 Seventh Street NE  
Fridley, MN 55432  
United States of America

Dear colleagues,

A thorough review of the observations submitted by the visiting team for Robert Louis Stevenson Elementary School revealed that conditions required of authorized schools have not yet satisfactorily been met. Therefore, IB Americas has made the decision to extend the school's candidacy for up to another year, to allow for these issues to be resolved. The authorization decision will be reviewed once these issues have been satisfactorily addressed.

We wish to share with your school the commendations, recommendations and matters to be addressed that were made as a result of the observations submitted by the visiting team. Please consider these points as you develop the Primary Years Programme in your school.

**The IB commends:**

- The staff for being actively involved in linking educational beliefs and values of the school to that of the PYP.
- The school district for proving translators in multiple languages to assist students and families whose native language is not the same as the language of instruction.
- The school principal, programme coordinator and teaching staff for demonstrating a strong understanding of the programme.
- The school board and district administration for having systems in place to ensure the continuity of the programme. This includes an induction system for new teachers and on-going staff development.
- The school principal for his goal in 100% parent attendance at parent-teacher conferences. The principal personally provides transportation to and from the school and/ or home for parents and teachers.
- The school for providing sufficient collaborative planning time for grade level teachers, specialists and support teachers.
- The specialists for taking the initiative to support some of the unit planners within their own standards.
- The fourth grade team for their early planning of their initial Exhibition and for providing small groups with the opportunity to self-select their topic and presentation mode.

**The IB recommends that:**

- The school take increased advantage of access to the OCC to include resources and forums.

- The teachers further develop their understanding of the essential elements of the PYP and ensure that they are evident on the units of inquiry and in the classroom.
- The administration look for ways to increase the time allocated for media specialist position in order to further support the programme.
- The administration team expand the opportunities for vertical and horizontal articulation of the programme of inquiry through collaborative planning with all teachers.
- The teachers increase their communication with the community in regards to the elements of the programme.
- The school broaden its implementation and understanding of international-mindedness beyond the ethnic and cultural diversity of the student population.
- The teachers create learning environments that are rich with materials, resources and student work all linked to the current unit of inquiry.
- The instructional staff continue to shift from a thematic-based instructional approach to an inquiry-based one that is focused on the units' central ideas. This transition will support increased differentiation.
- The central ideas be revisited to strengthen and broaden their depth, to enhance the students' ability to develop conceptual understanding and to decrease existing overlaps between units of inquiry. The central ideas and resources need to be broadened beyond the single resource materials.
- The staff strengthen their implementation and promotion of student inquiry and the development of critical thinking skills. This is meant to go beyond the "Wonder Wall" as that tool does not address nor support, implementation of the key concept questions.
- Adequate time be allocated for each unit of inquiry to allow for extensive, in-depth inquiry, according to the requirements of the programme.
- Assessment at the school be an integral component of planning, teaching and learning.
- The school use a balanced range of strategies for formative and summative assessments, which are more closely aligned with the central ideas.
- Assessment of the units of inquiry be age appropriate so that children can understand thoroughly what they are learning and what the purpose of the inquiry is.
- The action cycle as a specific tool be actively used in all classrooms. Students need to have an understanding of the action cycle and be encouraged to use it in a variety of authentic situations linked to the units of inquiry.

**Matters to be addressed:**

- Six units of inquiry (four for pre-K), one for each of the transdisciplinary themes, are to be covered in depth each year, each within a three- to six-week time frame. Each unit must be documented on a PYP planner and the units may not run simultaneously. Discretion concerning some overlap at the beginning and end of the units may be used by IB World Schools only. The school needs to submit its updated program of inquiry and associated units to the regional office.

We ask that the school submit supporting evidence to satisfy the regional office that the school has remedied the *Matters to be Addressed* identified in this letter by 1 April 2011. If the school satisfactorily addresses these concerns, the decision will be reviewed and, as a result of this review, IB Americas may either schedule a return visit to the school at the school's expense or issue a recommendation for authorization. Also, the school is responsible for the extension of

candidacy fee of \$5000 by 1 June 2010. We encourage you to reference PYP curriculum documents, available on the Online curriculum centre (OCC), to assist you with addressing these issues. As always, feel free to contact Michael Clifton, PYP regional manager, at [michael.clifton@ibo.org](mailto:michael.clifton@ibo.org) should you have any further questions or concerns.

Sincerely,



Gloria McDowell  
Senior Head of School Services, IB Americas

**From:** Overlie, Jeff  
**Sent:** Friday, May 07, 2010 11:11 AM  
**To:** Admin Team  
**Subject:** Elementary Students Taking Action

Hello Everyone -

As I sat in the admin. meeting on Wednesday, I realized that I need to a better job of communicating all of the great things happening at the elementary schools with our IB journeys. Sometimes we get so entrenched in what we have on our own plate, we forget that others want to hear about, support, and learn from our efforts. So, the below message comes with the purpose of informing and celebrating...and also includes a plug for your help.

As you know, two of the central IB components we have been working to integrate into our curriculum and culture at the elementary level are international-mindedness and taking action to make our community and world a better place. The devastation left behind by the earthquakes in Haiti and Chili caught the interest of our students and provided for great conversation and learning about both international-mindedness and taking action.

At Hayes, one 4<sup>th</sup> grade classroom initiated a fundraising event which they entitled *Hundreds for Haiti*. They raised \$2,000 which they donated to the Red Cross for their Haitian relief effort. Another classroom chose to work with *Hygiene for Haiti* and created hygiene kits to be sent to Haiti. They collected shampoo, soap, combs, hand towels, toothbrushes and toothpaste, putting together 225 total kits.

A Stevenson, many small calls to action by students prompted the school to ask, "What can we do as a school community to help?" The conclusion was to sponsor a food packing event through the organization Impact Lives. Impact Lives ([www.impactlives.org](http://www.impactlives.org)) provides humanitarian services to support people around the world by helping them meet basic human needs (food, water, shelter, medical services, and education).

Through Impact Lives, we can send one meal to those in need for only \$0.15. To date, we have raised enough money to send about 40,000 meals to Haiti. We are hopeful to reach our goal of 50,000 meals before our June 4<sup>th</sup> food packing event, and we would like to invite you to help us meet our goal. If you feel moved to contribute to our efforts, you can send your donation to Jeff Overlie at Stevenson Elementary (checks should be made out to Stevenson PTO). With one meal costing only \$0.15, every penny helps us move closer to our goal!

Hosting a food packing event at our school where every student, grades K-4, participates in the packaging of meals is a great way for students to be a part of making a difference. We see this opportunity as a chance to help others, come together as a school, and grow personally. We would really appreciate your help in making this a reality by considering donating to our efforts.

Jeffrey Overlie  
International Baccalaureat Coordinator  
Primary Years Programme  
Fridley Public Schools  
[jeff.overlie@fridley.k12.mn.us](mailto:jeff.overlie@fridley.k12.mn.us)  
763/502-5317

## **IB IMPACT AND OUTCOMES EXTERNAL AND COMMISSIONED RESEARCH PROJECTS**

### **STUDENT PERFORMANCE (PYP/MYP)**

#### **PYP and MYP Student Performance on the International Schools' Assessment (2010)**

Ling Tan & Yan Bibby, Australian Council for Educational Research

This study, undertaken by the Australian Council for Educational Research (ACER), investigated how International Baccalaureate (IB) students enrolled in the Primary Years Programme (PYP) and Middle Years Programme (MYP) performed on the International Schools' Assessment (ISA), relative to non-IB students. The ISA assesses student performance in Grades 3 to 10 across four domains: Math, Literacy, Reading, Narrative Writing, and Expository Writing. The math and reading components of the assessment are based on the reading and mathematical literacy frameworks of the OECD's Programme for International Student Assessment (PISA). The study sample included IB students (N=23,575) and non-IB students (N=14,317) across Asia and Oceania, Europe, Africa, and the Americas, who participated in the ISA in 2007/2008 and 2008/2009. On the whole, despite some regional differences, the results indicate that IB PYP and MYP students outperformed their non-IB peers on the ISA across all four domains in a majority of grade levels, with the strongest effects noted in Year 10 Math and Expository Writing. IB students' ISA scores in Grades 9 and 10 also compare very favourably to PISA benchmarks in Math and Reading. On the other hand, there was insufficient evidence to suggest that IB schools authorized for a longer period produce better student outcomes, and no clear patterns were noted in student performance across IB full continuum schools and single or dual programme schools.

### **STUDENT PERFORMANCE (POSTSECONDARY)**

#### **Academic Performance of IB students Entering the University of California System from 2000-2002 (2010)**

International Baccalaureate Global Policy and Research (based on data provided by the University of California Office of the President)

This report documents the college performance of 1,547 U.S. high school students who participated in the International Baccalaureate (IB) programme and subsequently enrolled in the University of California (UC) system between 2000 and 2002. Performance of IB students is compared to the UC population at large, as well as a comparison group of 5,253 non-IB students matched on year of enrollment, race/ethnicity, family income (within a range of +/- \$10,000), and high school academic performance (formula using high school GPA and highest SAT or ACT score). Descriptive analyses indicate that students participating in the IB earned higher grade point averages and graduated at higher rates than comparison group students as well as students in the University of California system overall. This trend was observed across all income groups. In addition, regression analyses, controlling for socio-economic status, high school GPA, and SAT/ACT scores, demonstrated a positive relationship between indicators of high school IB participation and performance and college performance. Performance in the Diploma Programme was the best predictor of college performance, accounting for around 25% of the variance (depending on the specific model). Among subject group exams, scores on the experimental sciences IB exams were the best predictors of college GPA, explaining around 17% of

the variance. The data show that IB students in the UC system tend to perform better than a matched comparison group and students overall, and that performance in the IB program in high school significantly predicts achievement in college.

### **Postsecondary Graduation Rates of IB Students in the US (2008)**

International Baccalaureate Americas (based on data from NCS)

In 2008, the International Baccalaureate analysed National Student Clearinghouse data to examine post-secondary outcomes for students who registered for IB exams in May 2000 and May 2001. The results of the analyses indicated that students who participated in an IB programme are more likely to graduate with a bachelor's degree from a 4-year university than students who did not participate in an IB programme. It also showed that there was a relationship between level of participation and performance in the IB and bachelors degree attainment: 49% of students who attempted but did not pass an IB exam, 74% of those who passed three or more exams, and 80% of those who received an IB diploma graduated with a bachelor's degree college degree within six years of enrollment. Further, students who attempted more IB exams and students who did better on IB exams were more likely to graduate. Overall, 58% students in the United States who enter a 4-year university graduate with a bachelor's degree, compared to 64% of IB certificate candidates, 76% of IB Diploma candidates, and 80% of IB diploma recipients. Of IB diploma candidates who scored 25 or above, 82% graduated with a bachelor's, compared to 74% of those who scored 23 or 24 and 59% of those who scored 0 to 23. When comparing private school IB students to public school IB students, there was very little difference in the percentage of students receiving their bachelor's degree. While there were some differences in bachelor's degree obtainment when comparing IB students who did or did not qualify for the Free or Reduced Lunch Program, the percentage of students who obtained their degree was still above the national average in both sets of students. Of students who received the full IB diploma, 81% of those who did not qualify for FRL and 76% of those who did qualify graduated with a bachelor's degree within 6 years.

## **STUDENT ENGAGEMENT**

### **High School Student Engagement among IB and non-IB students in the United States : A Comparison Study (2009)**

International Baccalaureate Global Policy and Research, in collaboration with the Center for Evaluation and Education Policy, Indiana University

In Spring 2009, the IB recruited eight schools to participate in the High School Survey of Student Engagement (HSSSE). The HSSSE is a national survey measuring the academic, social, and emotional engagement of high school students. Two broad sets of analyses were conducted – the first compared non-IB students and IB students in the targeted sample of eight schools (n=7,692), and the second compared non-IB students and IB students in a national sample of more than 100 schools (n=42,754). In both sets of comparisons, IB students rated their levels of academic, behavioral, and emotional engagement significantly higher than non-IB students.

## **IB IMPLEMENTATION (PYP)**

### **The Primary Years Programme Field Study (2009)**

Jori Hall, Tracy Elder, et. al. Education Policy and Evaluation Center, University of Georgia

This investigation of the authorization and implementation process of the IB Primary Years Programme (PYP) in Georgia schools, which combines an online survey with in-depth case studies, was conducted to provide insights that might improve the IB's work and guide the efforts of schools seeking to offer the PYP. With regard to how schools move from interested to candidate to authorized PYP status, **it was found that district-level support was important**, and that schools strengthened teacher and parent buy-in by networking with other IB schools, sending teachers to IB workshops, and meeting with various stakeholder groups. With regard to PYP implementation, this study identifies six successful strategies: **whole-school immersion, collaborative planning, continuous training, availability of resources, strategies to promote community involvement, and support from the school leadership**. Challenges for implementation were limited resources, integration of state standards with the PYP curriculum, the transdisciplinary nature of the programme, and district and state expectations. Recommendations from schools for improving IB support, particularly during the authorization process, include systematic networking with authorized schools, additional consultative support, more training for special area teachers, and better communication regarding feedback on applications and notification of the outcome of authorization visits.

## **ADDRESSING IB ACCESS**

### **Case studies of Participation and Performance in the IB Diploma Programme (2008)**

Jennifer A. Bland & Katrina R. Woodworth, SRI

This report analyzes the experience of two U.S. schools that have been particularly successful in recruiting low-income and minority students to the IB Diploma Programme (DP) and in ensuring their success. It discusses the DP's history, structure, and availability at each school; students' preparation, recruitment, selection, enrollment, persistence, and achievement in each case; and school-level, district, and state supports that appear to facilitate successful outcomes for DP students. Recommendations stemming from these case studies include **structuring IB programmes as magnets that target underrepresented groups in diverse school districts, aligning schools' 9th and 10th grade curriculum with the IB to provide early preparation for the DP, developing recruitment strategies that specifically target underrepresented applicants, evaluating schools' capacity to adequately support struggling students if they decide to expand access, carefully monitoring students' progress, and ensuring adequate district-level support**. Efforts should also be made to share best practices among district leaders and to continue to advocate in favor of state-wide policies that foster broader IB participation.

### **Supplemental Survey: Creating Support Structures and Services for Title I High Schools Implementing the International Baccalaureate Programme (2008)**

Leslie Siskin & Meryle Weinstein, Institute for Education and Social Policy, New York University

A survey of the Middle Years Programmes (MYP) and the Diploma Programmes (DP) at U.S. schools eligible for federal "Title I" aid was conducted as part of an evaluation of the IB's attempts to increase access to the DP by providing greater support to these schools. The survey sheds light on the nature of

IB student enrollment at Title I schools, with participation in the MYP showing broader access than in the DP, where schools often have selection criteria in place. The profile of IB coordinators and teachers at these schools is also described, as are various supports available to IB students. Challenges to IB implementation at these schools include resources, time and the difficulty of coordinating professional development between their district and the IB. In addition, motivation, academic preparation, and competing activities all impact students' participation and success in IB. Schools stress the need for more support that will address their specific concerns as diverse, urban schools. Strengthening the pathway between the MYP and the DP may provide important support, but that pathway is still under construction, and is particularly challenging for Title I schools given their context.

### **The District Role in International Baccalaureate (2008)**

Leslie Siskin & Meryle Weinstein, Institute for Education and Social Policy, New York University

In order to provide insights into the nature of the district's role in adopting and implementing the IB, the evolution of that role, and whether increased involvement can ultimately benefit students and schools, this study analyzes one site where the district has played a key role in the successful expansion of IB programmes. In this large and extremely diverse district with a reputation for academic excellence, the IB has evolved from two "stand-alone" programmes to a cohesive set of programmes governed and administered with active district strategies, policies and personnel. District support for the IB initially combined solid financial backing for the Diploma Programme with a flexible stance which did not mandate the programme. The district took on a more active role when the Middle Years Programme was introduced, by building formal mechanisms to connect those involved with IB across schools, taking advantage of economies of scale, and creating two director-level positions to coordinate IB, among other measures. The relationship between this district and the IB has become so strong that the district's new set of goals for all students mirror the goals and philosophy of IB programs. **There is evidence to show that when the district takes on an active role in this way, student IB participation and performance increases, schools benefit, and the district itself is also strengthened. The district indicated that scores have risen particularly rapidly on state assessments and SATs in IB schools.**

## **STANDARDS ALIGNMENT**

### **International Baccalaureate Standards Development and Alignment Project (2009)**

David Conley & Terri Ward, Educational Policy Improvement Center, University of Oregon

This study, which analyzes the alignment of the IB Diploma Programme standards and the Knowledge and Skills for University Success (KSUS) college-ready standards, found IB standards to be highly aligned with the KSUS standards. In particular, the key cognitive strategies emphasized in the Diploma—critical thinking skills, intellectual inquisitiveness and interpretation—were found to be fully aligned with the expectations of university faculty. The study also confirmed that IB Diploma Programme standards demonstrate a very high degree of alignment with the KSUS standards in all subject areas. In math, complete alignment was found between the IB Diploma's mathematical studies and the KSUS' algebra, trigonometry and statistics standards. In science, the 47 IB chemistry standards, 19 biology standards and the concepts of environmental science embedded in all three IB science courses aligned completely with KSUS.

## UNIVERSITY PERCEPTIONS OF THE IB (Global)

### **Perceptions of the International Baccalaureate Diploma Programme Among Australian and New Zealand Universities (2007)**

Hamish Coates, Chris Rosicka & Marita MacMahon-Ball, Australian Council for Educational Research

The IB commissioned the Australian Council for Educational Research to undertake a study of University perceptions of the IB. Administrators from 40 Australian and 7 New Zealand universities were surveyed, with a response rate of 24.7%. The survey was followed by in-depth telephone interviews with select respondents. Asked to rate aspects of the IB on a scale of very low to very high (assigned values of 1 to 5), CAS and TOK had an average response of 3.3., the Extended Essay an average of 3.6, the two-year span of the course of study 3.4, the broad curriculum with six subject areas 3.9, the range of assessment strategies 3.9, and studying at least three subjects in depth 4.0. More than three-fourths of the 159 respondents felt the IB Diploma prepared students well for University while the remaining 23% responded that they did not know enough about the programme to be sure. Of 107 comments in response to an open ended question asking whether the IB prepared students in advantageous ways for success at university, 70% responded positively. Most of the advantages described could be categorized broadly as indicating that participating in the IB enhanced students' academic competence and capability. In-depth interviews indicated that IB graduates were seen as academically independent and mature. A recurring theme in interviews was recognition of the fact that an IB education is good preparation for an internationalized University experience. Interviews also indicated strong support for the Extended Essay and the Theory of Knowledge course. There was some perception that the IB is "elitist" and correspondingly, that academically capable students self-selected into the IB programme and therefore that benefits of the programme could not be separated from attributes of the students.

### **Perceptions of the International Baccalaureate Diploma Programme: A Report of an Inquiry Carried Out in 2003 at UK Universities and Institutions of Higher Education (2003)**

Colin Jenkins

In 2003, Colin Jenkins carried out a study surveying UK institutions of higher education. Surveys were completed by 122 respondents from 71 universities, and in-depth follow-up interviews were conducted with 34 respondents from 20 of these universities. 96% of respondents appreciated broad curricula and liked this aspect of the IB, 91% approved of TOK, and 70% approved of CAS. 57% of respondents believed that participation in the IB Diploma Programme give incoming students an advantage and 40% felt it conferred neither an advantage nor disadvantage. When asked to compare IB to A-Levels in the areas of critical thinking, communication, self management, and motivation a majority of the 78 respondents who answered the question rated the IBDP higher than A-Levels in these areas.

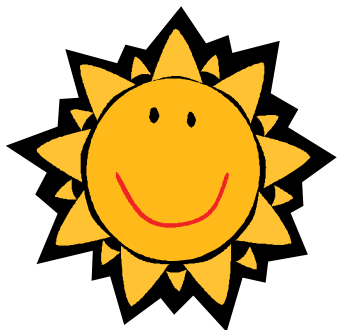
# LINE DRAWING ONLY

#12605898



**Summer  
Food Service  
Program**

**Food That's In . . .  
When School Is Out!**



All children 18 years and under can come to these Fridley locations and have a nutritious summer meal at no cost!

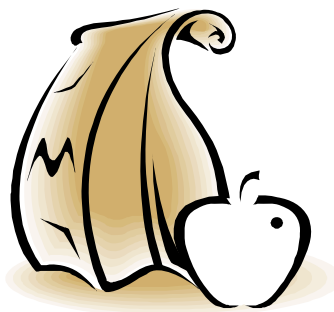
**Fridley High School**, 6000 West Moore Lake Dr.  
June 15 - July 15, 2010 (Closed Monday, July 5)  
11-11:30am - Monday through Thursday

**Hayes Elementary**, 615 NE Mississippi Street  
June 15-July 15, 2010 (Closed Monday, July 5)  
11:15am - 12:15pm - Monday through Thursday

Each child will receive a nutritious bag lunch.  
Students do not need to be in any scheduled activity or program to eat lunch.

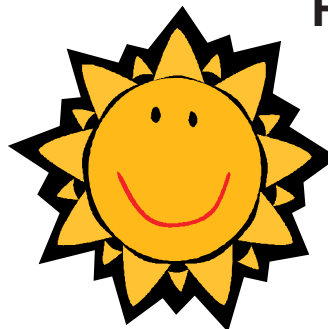
Questions? Contact Deb Smolinski, Food Service Director, 763-502-5022.

*This program is administered by the MN Department of Education, Food and Nutrition Service and funded by the USDA. USDA is an equal opportunity provider and employer.*



**Summer  
Food Service  
Program**

**Food That's In . . .  
When School Is Out!**



All children 18 years and under can come to these Fridley locations and have a nutritious summer meal at no cost!

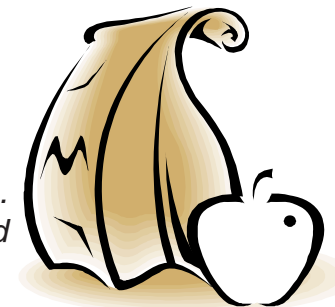
**Fridley High School**, 6000 West Moore Lake Dr.  
June 15 - July 15, 2010 (Closed Monday, July 5)  
11-11:30am - Monday through Thursday

**Hayes Elementary**, 615 NE Mississippi Street  
June 15-July 15, 2010 (Closed Monday, July 5)  
11:15am - 12:15pm - Monday through Thursday

Each child will receive a nutritious bag lunch.  
Students do not need to be in any scheduled activity or program to eat lunch.

Questions? Contact Deb Smolinski, Food Service Director, 763-502-5022.

*This program is administered by the MN Department of Education, Food and Nutrition Service and funded by the USDA. USDA is an equal opportunity provider and employer.*



# City of Fridley

## 61<sup>ST</sup> AVENUE & MOORE LAKE DRIVE REHABILITATION PROJECT

April 29, 2010

### General Information:

This year's street rehabilitation project was awarded to Northwest Asphalt, Inc of Shakopee. The project includes the rehabilitation of:

61<sup>st</sup> Avenue - from Main St to W. Moore Lake Dr  
West Moore Lake Drive - from 61<sup>st</sup> Ave to Highway 65  
East Moore Lake Drive - from Highway 65 to Central Ave

The work will include removing 2" of existing asphalt bituminous, paving new asphalt bituminous, and upgrading sidewalks at intersections to meet current Federal accessibility requirements. The Contractor will also be performing spot replacement of deteriorated curbing and sidewalk throughout the length of the project.

### Gas Work:

CenterPoint Energy is nearing completion of the gas main upgrades. They anticipate being completed in early May.

### Construction Schedule (tentative):

The Contractor will be completing the project in two phases. Please be advised that the schedule may change due to unforeseen events or conditions. **Work will begin on Monday, May 3<sup>rd</sup>.**

#### Phase 1

##### **May 3-21 Concrete sidewalk and curb replacement**

The Contractor plans to remove the sidewalk panels and install the new concrete panels in a 3 week time frame. There will also be spot curb replacement throughout the length of the project. Please watch for areas of the sidewalk under construction.

#### Phase 2

##### **June 1 - 11 Mill and overlay pavement surface**

The Contractor plans to mill (grind) the top layer of existing pavement and install the new pavement in a 2 week time frame. The City will provide notice about a week before the Contractor begins milling the pavement off. The City will also provide at least 2 days notice prior to paving the streets. The schedule is subject to delay due to unforeseen events such as equipment breakdowns or weather.

### Mail Service:

Mail service will continue throughout the project. On the day of paving, the mail carrier will not have access to the street. The City will discuss options with the U.S. Postal Service to get the mail delivered. If delivery of the mail is disrupted for the day of paving, property owners will be notified in advance.

### Access During the Project:

All efforts will be made to maintain full access to properties throughout the construction process except when paving the street.

The street pavement will be milled off during the day. While the street pavement is milled off, the milling machine and large trucks progress along the street slowly. This means that the construction equipment will be blocking your driveway entrance for about a minute or so. If need to exit or enter your driveway during the milling process, we ask for your patience as the machine and truck move past.

The new asphalt pavement is placed about 3-5 days following the milling process. The street will be closed for 6-8 hours during the paving process. This allows the asphalt pavement to cool and harden. Turning movements by vehicles can damage the surface of the pavement and shorten pavement life.

**If you have special access needs, please contact Layne Otteson at 763-572-3551.**

### On Street Parking:

During the two weeks of the mill and overlay phase, please minimize on street parking between the hours of 7 am and 6 pm. A car parked in the way of the Contractor will result in the City hiring a tow truck to relocate the car out of the way. This typically is a very short distance, often down the street or around the corner. The same process is used when cars are in the way of street seal coating projects.

Keeping cars off the street during the day reduces potential delays which can cause project costs to increase.

### Construction Safety:

Please be aware that a construction site may be a dangerous place. The City asks you to take extra care and attention when is the vicinity of the construction area.

We request that parents keep children away from the construction site. **The activity and equipment can attract children.** City staff will be observing the Contractor's activity and may not be aware of any children in the area.

### Project Communications:

Please refer to the City's website for on-line information. This site features frequently asked questions and the inspector's blog which will be updated several times per week.

<http://www.ci.fridley.mn.us/pubwks/stconstruction.htm>

Project related questions should be directed to Layne Otteson, Assistant Director of Public Works at 763-572-3551.

FRIDLEY PUBLIC SCHOOLS  
Independent School District #14  
6000 West Moore Lake Drive  
Fridley, MN 55432

**REQUEST FOR PROPOSAL**  
For  
**FACILITIES STUDY**

Proposals are due by June 30, 2010 at the office of:

Rochel Manders/Director of Finance  
Fridley Independent School District #14  
6000 West Moore Lake Drive  
Fridley, MN 55432

Proposals received after the appointed time will be returned unopened.

Proposals must bear the name of the firm submitting the proposal, project title, and the date and time the Proposal is due.

Fridley Schools reserves the right to award this proposal in part or in whole to a single supplier or to reject any and all proposals if it is in the best interest of the School District to do so. Proposals must be typewritten or handwritten and include handwritten signature in ink.

Proposals containing any alteration or erasure will be rejected unless alteration or erasure is crossed out and correction printed in ink or typewritten and initialed in ink beside correction by the person signing the proposal.

Proposals Due By:

3:00 pm  
Wednesday, June 30, 2010

Submit Proposals to:

Rochel Manders/Director of Finance  
Fridley Independent School District #14  
6000 West Moore Lake Drive  
Fridley, MN 55432

FRIDLEY PUBLIC SCHOOLS  
Independent School District #14

REQUEST FOR PROPOSALS  
For  
Facilities Study

**I. INTRODUCTION**

General Information:

Fridley Public Schools is accepting proposals from qualified vendors for conducting a facilities study on behalf of the District.

The School District expects to be experiencing increasing elementary enrollment and financial challenges in the coming years. Our elementary buildings are at capacity.

The District expects to engage the services of a qualified facilities planning expert to address anticipated challenges by preparing a facilities study, summarizing findings and making a final report to our School Board.

The deadline for the preparation of the final document is September 21, 2010.

**EXPECTATIONS**

The successful firm will work with the school district staff, school board, administration team, and others to analyze information provided, and develop a facilities plan that will allow for future instructional programming, that recognizes financial and facility limitations, and considers stakeholder values, emerging demographic and enrollment trends, standards for a 21<sup>st</sup> century school, and supports the District's Strategic Plan.

It is expected that the successful vendor will engage the services of a demographer for studying district enrollment.

**TIMELINE**

Proposals are due by **3:00 PM on Wednesday, June 30, 2010**

Interviews with vendors submitting a proposal will be conducted the week of July 5<sup>th</sup>.

School Board will approve a recommendation for award on July 20, 2010

*The successful vendor will:*

Prepare and deliver a mid-study report to the School Board by August 17, 2010

Deliver the final report, including several viable options, to the School Board by September 21, 2010.

The School Board selects the best option and approves a facilities plan on October 19, 2010.

## **PROPOSAL EXPECTATIONS**

Prospective vendors must enclose three (3) copies of the Proposal.

- A. The cover sheet shall contain the Proposal date, title “Proposal for Facilities Study”, name, address, and telephone number of the proposal firm’s contact person. The proposal shall not exceed 20 pages.
- B. Identify the team to be assigned to the project. Provide the name, education, professional registration, and resume of the proposed individual in charge of the project. Include all team member names and their titles.
- C. Indicate your firm’s proposed approach to planning, organizing, and completing the project. This will include your strategy for achieving teamwork between the district staff, school board, and various other groups potentially involved in the process.
- D. Provide evidence of your firm’s capacity to do the work, a statement of commitment to commence the work as soon as contracted, and a schedule for completion in accordance with the timelines listed above, with the final report due by September 21, 2010.
- E. State your firm’s past experience in facilities planning, placing special emphasis on K-12 public school districts. Please include the name address, and telephone numbers of other organizations for whom you have performed similar services. Please include no more than 10, no less than 3, references and contacts for prior, similar jobs.
- F. A project cost estimate must be included in the proposal. The estimate must include: estimated number of hours to complete the project; estimated project cost; and an itemized list of employees to be assigned to the project, and the hourly billing rate for each. Include a list of potential costs or fees if any that are not included in the estimate.

## **SELECTION PROCESS**

- A. Those proposals which contain all information required above will be forwarded to the selection committee. Proposals received incomplete, without all the required data submitted, will not be considered by the district.
- B. The selection committee will evaluate responses against the stated selection criteria, and narrow the field if necessary, depending on the amount of proposals received. The firms selected will be asked to make an oral presentation to the committee.
- C. The selection committee will evaluate presenting firms on information provided during oral and written responses to stated selection criteria, and establish rank order for the presenting firms.
- D. If necessary, based on the presentations, the committee will select the top candidates and schedule a final interview, and complete their selection.
- E. Selection criteria will include, but not be limited to: Firm's past experience with similar projects; knowledge of facilities planning, and an understanding of the district's desired outcome, the firm's ability to assume and complete the work within the required timeframe outlined, and the firm's compatibility with the District's desired goals, price of service, etc.

The committee will make a recommendation for award to the School Board on July 20, 2010.

## **DISTRICT INFORMATION:**

- 1) The District will not be liable for any cost incurred in the preparation of proposals.
- 2) The submission of a proposal shall be prima facie evidence that the proposer has full knowledge of the scope, nature, quantity and quality of work to be performed; the detailed requirements of the service; and the conditions under which the work is to be performed.
- 3) The proposer shall furnish the District such additional information as the District may reasonably require in order to fully assess the proposal submitted.
- 4) The District will not be liable and will not pay for any costs not included in the proposal (will not be subject to any fees for "extra work") unless specifically agreed to by an appropriate level of staff at the District.
- 5) The District reserves the right to conduct interviews of any or all proposers prior to selection. The district will not be liable for any costs incurred by the proposer in connection with such interview (i.e., travel, reproduction costs, etc.).
- 6) The District reserves the right to reject any and all proposals. It retains sole discretion to accept the proposal it considers most favorable to its interest, and the right to waive minor irregularities in the proposals. The District further reserves

the right to reject all proposals and seek new proposals when such a process is in the best interest of the District.

The Fridley Public Schools selection committee will be the sole and final authority for the selection.

Direct all questions in writing regarding this Request for Proposal to:

Rochel Manders/Director of Finance

[rochel.manders@fridley.k12.mn.us](mailto:rochel.manders@fridley.k12.mn.us)

Phone 763-502-5004

Fax 763-502-5050

Questions will be considered and responded to in writing to all prospective vendors. Questions for clarification of Proposal Specifications will not be accepted after 1:00 PM on Friday, June 25, 2010.

The District reserves the right to make minor changes to this document if necessary, based on further consultation with various interest groups, and soliciting input for the desired final outcome. If changes are made, an addendum will be issued by the District in writing, and submitted to all prospective vendors on a timely basis. No addendums will be issued after 4:00 PM June 24, 2010, unless the Proposal due date is extended.

**PROPOSALS ARE DUE BY 3:00 PM, WEDNESDAY, JUNE 30, 2010**



Fridley School District  
6000 West Moore Lake Drive  
Fridley, Minnesota 55432  
Phone: 763-502-5000  
Fax: 763-502-5040

May 17, 2010

To: Supt. Flathmann  
Members of the School Board

From: Duane Knealing

Subject: Transportation Rates for 2010-2012

In March of 2010, an advertisement for quotations was issued for transportation services for the next two fiscal years. A mandatory meeting for prospective contractors submitting quotations was held on April 8. The quotations were received and opened on April 27, 2010. First Student Transportation Services submitted quotations for both in district and out of district transportation services. Voigt's Bus Companies submitted quotations for in district and out of district services. Quotations were reviewed and the contractors were contacted individually for additional discussion and negotiations. The final quotations from both contractors are attached.

Changes in the specifications for services included bringing the fuel escalator charge up to date. This changed the base rate for diesel fuel from \$2.00 per gallon to \$ 2.50 per gallon before all taxes. The rate was established by the EPA is based on the market projections on January 12, 2010. Gasoline was also brought up to date to \$2.50 per gallon including taxes, but little of this fuel is used so it has had little impact on the quotes. The school district has been paying this additional cost the past school year. Also, by recommendation of our insurance company, the umbrella coverage for transportation was increased from 5 million dollars to 10 million dollars for the contractors.

The out of district transportation costs will now be paid by the hour per bus. In the past we have been paying by the student, but changes in sites and programming for students placed out of district made paying by the hour more cost effective.

First Student Bus is our current contractor for our out of district special needs transportation. First Student Bus has presented the low quotation for out of district transportation students. This does not include the NWSISD students. Those students are transported under a contract with the integration school district.

Quotations were also received from Voigt's Bus Companies and First Student for all in district transportation and field trips / athletic trips. Voigt's Bus Companies is our current in district contractor. First Student stated that they respected our preference to negotiate with our current in district contractor.

Additional negotiations with Fridley Bus adjusted the quotations for in district transportation services. The updated negotiated rates are included. A criteria rating systems was used to determine the most qualified contractor for our in district transportation requirements. The criteria rated fees, service, terminal location, equipment, drivers, and miscellaneous factors. With this rating, the administration is recommending that the in-district transportation services be awarded to Voigt's Bus Companies.

Also, Voigt's Bus Services inquired if the length of the contract could be extended due to equipment financing needs. A longer contract length is favorable to a financial institution when obtaining a loan for equipment purchases. I stated this contract would be a two plus two year contract.

A comparison of school districts and current increases is attached. Again, these are hard to compare as each operation is different. Take notice of the AM / PM 71 and 77 passenger daily rates for the listed school districts. Our base rates for transporting students to and from school are favorable in comparison to these districts. Fridley's rate for 2010-2011 is \$254.60. This rate increases to \$259.68 for 2011-2012 which are comparable or below the AM/PM rates of this sampling of school districts for 2009-2010.

**Proposal for  
Contracted Bus Service  
Fridley, Minnesota 55432  
For  
Independent School District 14**

Dist 14 proposal	2010-2011	2011-2012
Contracted Runs - per trip Also in District charters one way	\$63.65	\$ 64.92
Summer School in District	\$50.92	\$ 51.94
Field Trips Outside district (3 hour base)	\$2.14 per mile \$22.30 per hour \$131.02 minimum	\$ 2.18 per mile \$ 22.74 per hour \$ 133.64 minimum
Van - Type III Vehicle	\$46.40 per hour	\$ 47.33 per hour
Athletic Trips (3 hour base)	\$2.14 per mile \$22.30 per hour \$131.02 minimum	\$ 2.18 per mile \$ 22.74 per hour \$ 133.64 minimum
Lift Vehicle/Special Transportation With Dist 14 boundaries	\$350.81 All day \$244.80 Per am and pm \$165.24 Per am or pm	\$ 357.82 All day \$ 249.70 Per am and pm \$ 168.54 Per am or pm
Special Education/lift vehicle Outside district		
Type III	\$152.25 Daily Bus cost (3 hours) \$7.90 Cost per extra 1/4 hr	\$ 155.30 Daily Bus cost (3 hours) \$ 8.06 Cost per extra 1/4 hr
Type A & B	\$235.45 Daily Bus cost (3 hours) \$8.15 Cost per extra 1/4 hr	\$ 240.16 Daily Bus cost (3 hours) \$ 8.31 Cost per extra 1/4 hr
Type C & D	\$242.45 Daily Bus cost (3 hours) \$8.15 Cost per extra 1/4 hr	\$ 247.30 Daily Bus cost (3 hours) \$ 8.31 Cost per extra 1/4 hr
Fuel Cost	\$2.50 per gallon Gasoline \$2.50 per gallon diesel	\$2.50 per gallon Gasoline \$2.50 per gallon diesel
Management Assistant - Aide	\$20.83 per hour	\$ 21.24 per hour

Submitted by Voigt's School Bus Service, Inc

---

President  
26-Apr-10

**PROPOSAL FOR  
 CONTRACTED BUS SERVICE  
 FRIDLEY, MINNESOTA 55432  
 FOR  
 INDEPENDENT SCHOOL DISTRICT 14**

	2010-2011	2011-2012
Contracted Runs in District 14 (One trip transporting students one-way to or from school with approximately 26 secondary, 20 elementary, 6 private trips per day. This rate includes field trips, trips between ISD 14 schools, private school transportation, and late activity trips within District 14 boundaries.	<u>59.9</u> per trip	<u>\$61.40</u> per trip
Summer School Within District 14	<u>\$50.92</u> per trip	<u>\$52.19</u> per trip
Field Trips Outside District 14 Boundaries (3.0 hour base)	<u>\$2.10</u> per mile <u>\$21.86</u> per hour <u>\$128.45</u> minimum	<u>\$2.15</u> per mile <u>\$22.40</u> per hour <u>\$131.66</u> minimum
Van - Type III Vehicle	<u>\$42.81</u> per hour	<u>\$43.88</u> per hour
Athletic Trips (3.0 hour base) (Approximately 300 Trips annually)	<u>\$2.10</u> per mile <u>\$21.86</u> per hour <u>\$128.45</u> minimum	<u>\$2.15</u> per mile <u>\$22.40</u> per hour <u>\$131.66</u> minimum
Lift Vehicle/Special Transportation Within District 14 Boundaries, yr. round	<u>\$333.61</u> all day <u>\$228.00</u> per am and pm <u>\$155.50</u> per am or pm	<u>\$341.95</u> all day <u>\$233.70</u> per am and pm <u>\$159.39</u> per am or pm

2010-2011

2011-2012

Special Education / lift vehicle Transportaton Outside District 14 Boundaries, yr. Round. The cost per bus for All special education / special needs routes home to school or school to school transportation for the days of school operations to and from AM. And PM. Minimum use is 3.0 hours. AM only or PM only will be paid at 50% of the full day rate

Type III	<u>\$210.31</u>	Daily Bus Cost (3 hour)	<u>\$215.57</u>	Daily Bus Cost (3 hour)
	<u>\$6.65</u>	Cost per extra 1/4 hour	<u>\$6.81</u>	Cost per extra 1/4 hour
Type A & B	<u>\$219.00</u>	Daily Bus Cost (3 hour)	<u>\$224.48</u>	Daily Bus Cost (3 hour)
	<u>\$8.00</u>	Cost per extra 1/4 hour	<u>\$8.20</u>	Cost per extra 1/4 hour
Type C & D	<u>\$219.00</u>	Daily Bus Cost (3 hour)	<u>\$224.48</u>	Daily Bus Cost (3 hour)
	<u>\$8.00</u>	Cost per extra 1/4 hour	<u>\$8.20</u>	Cost per extra 1/4 hour
Fuel Cost	\$2.50	per gallon gasoline		
	\$2.50	per gallon diesel		
Management Assistant (If needed)	<u>\$19.31</u>	per hour	<u>\$19.79</u>	per hour

SUBMITTED BY

Steve Roessler

Region Vice President

April 27th, 2010

SCHOOL DISTRICT NAME/ number CONTRACTED WITH:	Roseville Area ISD 623	Anoka-Hennepin Schools	Hopkins 270	Mounds View ISD 621	Stilkwater Area Public Schools	Rosemount-Apple Valley-Eagan ISD 196	St Paul ISD 625 Centerline, First Student, Monarch, Safeway, Sunburst, District owned	Wayzata #284	Eastern Carver City ISD 112
# OF BUSES REGULAR	Centerline Bus #11	First Student and Kotlbes	MTI	First Student (84)	Minnesota Central	Mid County Bus	318 non-lift	First Student (95) WATS (24)	Positive Connections/STA (84)
# BUSES SPECIAL ED Public students enrolled	33 18 6850	202 92 39,013	65 34 7275	51 33 9,815	69 18 8673	3 35 27500	28 21 41,944 ADM	91 28 9128	64 20 8,846
Non Public students transported									
AM/PM Daily Rate 77 pass	964	2,857	50, reimburse 980 to District border	463 (transported)	1594	1000	2388	422	1,161
AM/PM Daily Rate 71 pass	278.15	NA	N/A	255.61	\$216.12	277.22	300.71	255.82	258.97
Hours/miles allowed in above rates	276.41	\$281.23	\$237.50	255.61	\$216.12	N/A	N/A	255.82	280.42(84 Passes)
Per Student Monthly rate if billed this way	5 hours	5 hours	Up to 4.5 hours	5 hours	3 hours	4.5	approximately 5 hours	5 hours	5 hours
Average ridership per bus (if billed per KDG RATE (NOON RATE) 2 hours	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
FUEL CAP AMOUNT	71.6	71.6	\$64.55	67.4	\$59.52	107.52	77.5	53.29	51.47 (2.5 hrs.)
FUEL CAP PROVISIONS	\$2.04	\$2.50	\$3.00/gal	\$2.75	\$2.75-\$3.25	\$3.30	\$4.50	\$2.40	\$1.40
50% of cost reimbursed above cap to \$4.08, then district pays 100%		Over cap district pays 100%	All \$3.00/gal District & contractor begin to share 50/50, no upper limit	50% cost reimbursed above cap to \$4.00, then district pays 100%	Share 50% in the increase or decrease of fuel charges	50% of cost reimbursed after reaching the cap	100% of cost above cap, net of federal fuel tax rebates, based up 7 MPG type C and D, and upon 9 MPG type A	Very complicated formula	50/50 share over \$1.40
Charter rate (3 hrs visit peak)									
% INCREASE 2010-11 (IF ALREADY	119.34 - 71 pass	85.48	\$109.95 for 3 hrs & 75 miles (77 pass)	99.93 - 71 pass	134.87 - 77 passenger	N/A	110.00 - 71 pass off & on peak		72.82/2 hr minus 109.38 (3 hr)
When you plan to bid or quote next	No Negotiate in Spring of 2010	No Negotiation in Spring	Same rates for 2010-11 Negotiate new rates in spring of 2011 for 2011-12 & 2012-13	No Negotiate in Spring of 2010	No Jan-10	CPI or 3%, whichever is less	N/A	No Negotiate/renew spring 2010	No Quote in Spring, 2010
Other comments	Results will be published on MAPT web site http://www.mapt.org								

SCHOOL DISTRICT NAME/ number CONTRACTED WITH:	Mironiteka ISD 276	Ditworth-Glyndon-Fallon Schools ISD 2164	Duluth Public Schools ISD 709	Rochester ISD 535	Winona Area Public Schools #6861	Marshall Public Schools #413 St. Cloud Area Schools # 742
# OF BUSES REGULAR	44	5 Local independent contractors	Voyageur Bus Company 57 contracted 18 district owned	First Student/Kennedy Bus Phillips (1)	MN City Bus Svc (44)	4 different contractors - same rates for all
# BUSES SPECIAL ED Public students enrolled	22	3 Type III & 1 Type C	23	101 am/105pm 23am/23pm	36	61am routes 57 pm routes contracted 20-22
New Public students transported	8,359	1,380	9,200	approx 11,582 transported	3,200	approx 9,000 eligible students
AM/PM Daily Rate 77 pass	260 Transported on bus District	\$4.20 per mile for first 50 miles & \$1.65 all remaining miles	900	1,527	656	320
AM/PM Daily Rate 71 pass	277 93	N/A	N/A	242 58	219 52	\$242.82
Hours/miles allowed in above rates	5 hours	N/A	244-16 bwn 4.0 and 5.0 hrs 252.45 >5.0 hrs	242 58	219 52	\$242.82
Per Student Monthly rate (if billed this way)		N/A		5.4 hrs/6miles	5 hours	5 hours
Average ridership per bus (if billed per KDGRATE (NOON RATE) 2 hours		N/A		N/A	N/A	N/A
FUEL CAP AMOUNT	74.91	N/A	50.73 up to one hour 70.45 if over 1 hour	121.29	N/A	N/A
FUEL CAP PROVISIONS	\$5.00 When fuel costs rise above the escalator price the District will pay \$13 per day per bus for each \$0.01 increase over the escalator price. If the fuel drops below \$2.00 the District is reimbursed for the difference between actual and \$2.00	\$2.50 District pays 100% over \$2.50	\$1.37	\$2.20 Pay any amount over \$1.75/gallon	N/A	36% of route or \$99.75
Charter rate (1 hrs off peak)			We pay 100% of everything over 1.37/gal in district - \$9.97/hr, two hour minimum. Out of district within 30 miles - 124.23 - 4 hours of service. Over 30 miles - 1.58/mile	100% of cost over 2.20 less tax	\$12.54/hr & \$2.03/mile	100% of cost reimbursed above cap
% INCREASE 2010-11 (IF ALREADY	120.74 all sizes	No	No	29.37 per hour	2.0%	\$15.00 per hour + \$1.75 per mile (\$70.00 minimum trip. \$90.00 prime time)
When you plan to bid or quote next	Negotiate in Spring of 2010	Negotiate in Spring of 2010	Negotiate in Spring of 2010	1.75%	Negotiate in Spring of 2012	Negotiating
Other comments						Negotiate in Spring of 2010 District also owns buses and runs 20 regular routes and 6 sped routes not included in route numbers above.
ian.vanderwall@bus4623.org						



605 North Highway 169, Suite 1200  
Plymouth, Minnesota 55441  
Office (763) 543-4600  
Fax (763) 543-4603

Deal # 32909

Transaction Confirmation

March 11, 2010

This Transaction Confirmation is to advise that U.S. Energy Services, Inc.,  
per the terms of our contract, entered into the following transaction with you.

✓ U. S. Energy Services, Inc.

Selling To

✓ ISD 014-Fridley

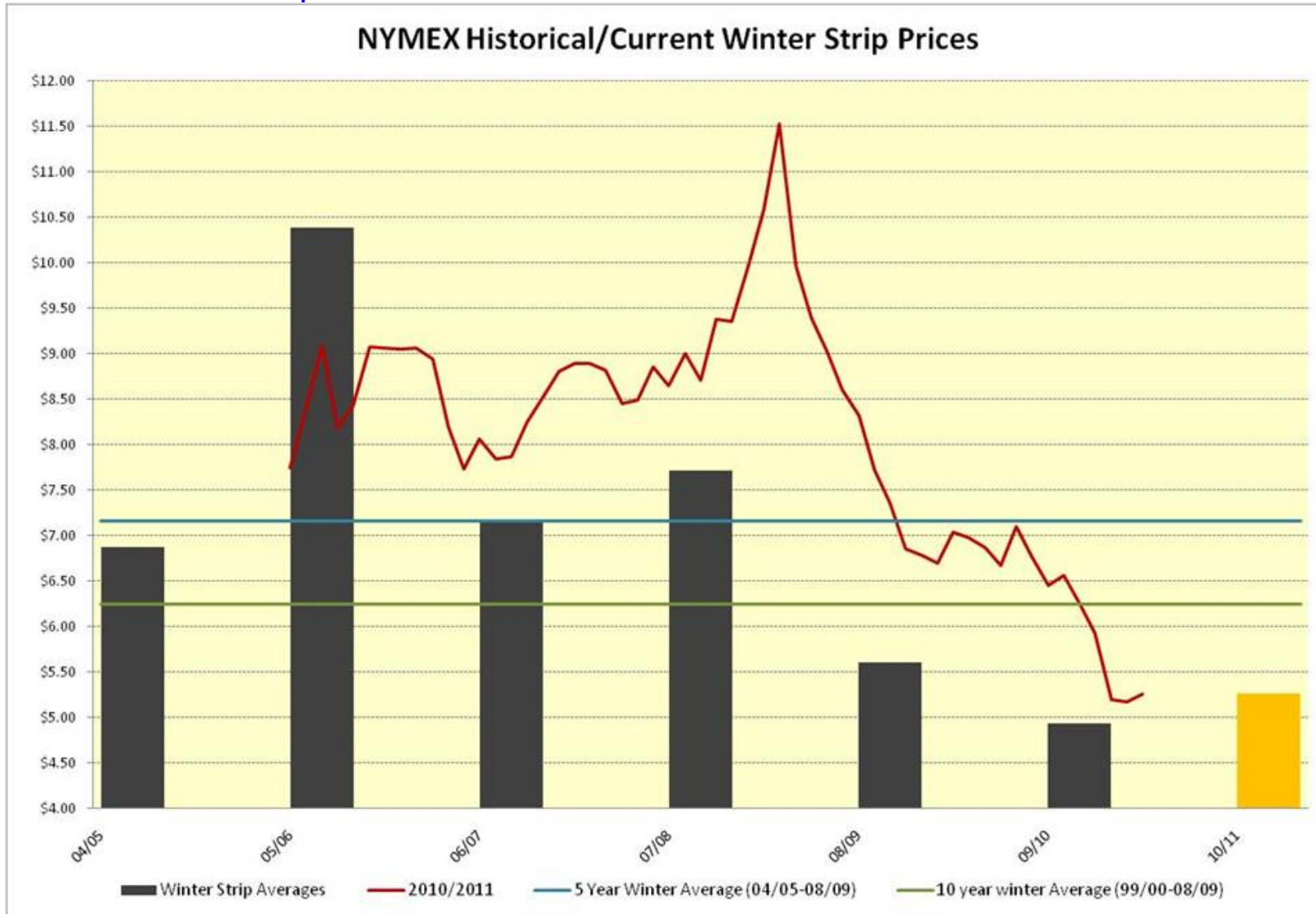
Destination : 467708 - Ventura Pooling Point ✓

Deal Volume Type : Monthly

Term :	November 1, 2010 through November 30, 2010
Volume :	1,110 MMBTU
Price :	\$6.0250 per MMBTU ✓
Term :	December 1, 2010 through December 31, 2010
Volume :	1,612 MMBTU
Price :	\$6.0250 per MMBTU ✓
Term :	January 1, 2011 through January 31, 2011
Volume :	1,767 MMBTU
Price :	\$6.0250 per MMBTU ✓
Term :	February 1, 2011 through February 28, 2011
Volume :	1,484 MMBTU
Price :	\$6.0250 per MMBTU ✓
Term :	March 1, 2011 through March 31, 2011
Volume :	1,147 MMBTU
Price :	\$6.0250 per MMBTU ✓



## Historical/Current Winter Strip Prices:



## Hedge Strategy

### Summer 2010

- Continue to monitor prices for opportunities to bring winter hedges above 40%.

### Winter 2010/2011

- Bring hedges to 40% for Nov 10 ~ Mar 11.
- Continue to monitor prices for opportunities to bring hedges above 40%.

NE METRO DISTRICT 916  
MEMBER VS NON MEMBER  
FY08 - FY09 - FY10

District Name	Fridley	Member		Non Member		ISD 14	Member		Non Member		ISD 14	Member		Non Member	
District Number	ISD 14 FY08	FY08 Annual Tuition	FY08 Annual Tuition	FY08 Annual Tuition	FY08 Annual Tuition	ADM	FY09 Annual Tuition	FY09 Annual Tuition	FY09 Annual Tuition	FY09 Annual Tuition	ADM	FY10 Annual Tuition	FY10 Annual Tuition	FY10 Annual Tuition	FY10 Annual Tuition
<b>Special Education Program</b>															
ALP @ Capitol View	1.05	38,209	38,209	38,209	38,209	0.79	29,892	29,892	29,892	29,892	1.87	93,717	93,717	93,717	93,717
CAP	-	-	-	-	-	-	-	-	-	-	0.57	21,042	21,042	21,042	21,042
CORE	0.21	7,066	7,066	7,066	7,066	-	-	-	-	-	-	-	-	-	-
ALP @ VCCS	-	-	-	-	-	-	-	-	-	-	1.52	87,903	87,903	87,903	87,903
Project Return	0.80	26,166	26,166	26,166	26,166	0.95	31,938	31,938	31,938	31,938	1.07	54,549	54,549	54,549	54,549
NETS	0.22	4,119	4,119	4,119	4,119	0.24	3,889	3,889	3,889	3,889	-	-	-	-	-
South Campus	0.87	40,147	40,147	40,147	40,147	0.92	43,626	43,626	43,626	43,626	1.94	101,214	101,214	101,214	101,214
Transition Program	-	-	-	-	-	1.15	51,929	51,929	51,929	51,929	2.09	90,081	90,081	90,081	90,081
ESY	0.33	473	473	473	473	1.25	1,847	1,847	1,847	1,847	2.00	4,194	4,194	4,194	4,194
<b>Total Special Education</b>	<b>3.48</b>	<b>116,180</b>	<b>116,180</b>	<b>116,180</b>	<b>116,180</b>	<b>5.30</b>	<b>163,120</b>	<b>163,120</b>	<b>163,120</b>	<b>163,120</b>	<b>11.06</b>	<b>452,701</b>	<b>452,701</b>	<b>452,701</b>	<b>452,701</b>

<b>Cap Vw OPEN SLOTS</b>	0.66	3,612	3,612	3,612	3,612	0.27	11,272	11,272	11,272	11,272	0.85	30,841	30,841	30,841	30,841
--------------------------	------	-------	-------	-------	-------	------	--------	--------	--------	--------	------	--------	--------	--------	--------

**Regular Ed Students**

Project Return	0.37	13,238	13,238	13,238	13,238	1.23	50,731	50,731	50,731	50,731	-	57,638	57,638	57,638	57,638
----------------	------	--------	--------	--------	--------	------	--------	--------	--------	--------	---	--------	--------	--------	--------

**CTC**

Regular CTC Classes	14.14	33,734	33,734	33,734	33,734	20.39	48,645	48,645	48,645	48,645	18.74	44,706	44,706	44,706	44,706
SERVE	2.27	3,082	3,082	3,082	3,082	4.60	6,256	6,256	6,256	6,256	15.58	21,184	21,184	21,184	21,184
<b>Total CTC</b>	<b>16.41</b>	<b>36,817</b>	<b>36,817</b>	<b>36,817</b>	<b>36,817</b>	<b>24.99</b>	<b>54,901</b>	<b>54,901</b>	<b>54,901</b>	<b>54,901</b>	<b>34.32</b>	<b>65,891</b>	<b>65,891</b>	<b>65,891</b>	<b>65,891</b>

**ACCESS FEE**

Access Fee Sp Ed				17,289	17,289					47,761				90,248	90,248
Access Fee Reg Ed				2,917	2,917					11,158				12,675	12,675
Access Fee CTC				8,103	8,103					12,084				4,662	4,662
Access Fee Open Slots				926	926					2,479				6,785	6,785
<b>Total Access Fee</b>				<b>29,236</b>	<b>29,236</b>					<b>73,481</b>				<b>114,370</b>	<b>114,370</b>

		MADM		MADM		MADM		MADM		MADM		MADM		MADM	
Membership Fee @\$18/MADM	3.129	56,318	56,318	56,318	56,318	3.125	56,249	56,249	56,249	56,249	3.267	58,813	58,813	58,813	58,813

<b>Grand Total</b>	<b>20.92</b>	<b>226,164</b>	<b>226,164</b>	<b>199,082</b>	<b>199,082</b>	<b>31.79</b>	<b>336,272</b>	<b>336,272</b>	<b>336,272</b>	<b>336,272</b>	<b>46.23</b>	<b>665,884</b>	<b>665,884</b>	<b>721,440</b>	<b>721,440</b>
<b>Mem Vs Non Mem</b>		<b>27,083</b>					<b>(17,232)</b>					<b>(55,556)</b>			

ISD # 14 FRIDLEY

Special Education Division

Teaching and Learning Division

Districtwide

		Billed by 287		Billed by MDE		As a Mbr		Billed by 287			Billed by 287			to Member Districts			
				ADM's				ADM's			ADM's						
2007-08	Center Based	153,892.99	2.91	NA			140,716.39	Area Learning Centers	15,744.54	2.42	15,744.54	78,219.75	3,128.79	AMCPU's	x	\$25	Core Fee
	Sp Ed 1 to 1	6,716.16					6,716.16										
	Itinerant (POS)	232,434.95					222,329.08										
	Transportation	1,853.18					1,853.18										
		394,897.28					371,614.81										
				23,282.47			Additional paid as non-mbr					54,937.28					Difference between non-mbr and mbr costs

2008-09	Center Based		4.93	260,619.06				Area Learning Centers	3,557.24	0.59	3,465.20	78,123.75	3,124.95	AMCPU's	x	\$25	Core Fee
	Transition Disabled	12,332.32					12,332.32										
	Assessment	1,925.00					1,925.00										
	Access Fee:																
	15% of MDE billing	39,684.91															
	Lease Costs	26,966.61					26,966.61										
	Subtotal	66,651.52															
	Itinerant (POS)	251,356.95					240,428.39										
	Transportation	15,012.80					15,012.80										
	TOTAL	347,278.59		260,619.06			296,665.12										
	Combined MDE & 287			607,897.65			557,284.18										
				50,613.47			Additional paid as non-mbr					27,510.28					Difference between non-mbr and mbr costs

2009-10	Center Based		4.98	310,225.12				Area Learning Centers	521.36	0.08	506.82	81,685.25	3,267.41	AMCPU's	x	\$25	Core Fee
	Transition Disabled	9,395.00					9,395.00	Periods 1 & 2									
	Assessment	1,925.00					0										
	Access Fee																
	26% of MDE billing	80,658.53															
	Lease Costs	27,000.00					27,000.00										
	Subtotal																
	Itinerant (POS)	251,356.95					240,428.39										
	Transportation																
	TOTAL	370,335.48		310,225.12			276,823.39										
	Combined MDE & 287			680,560.60			587,048.51										
				93,512.09			Additional paid as non-mbr					(11,826.84)					Difference between non-mbr and mbr costs

- Notes:
- 1) Assessment is billed at \$275 per student referred. This charge has been eliminated for members in FY10.
  - 2) Itinerant (POS) is billed based upon actual staff assigned with related costs. For FY08 and FY09 members were billed a Support and Admin Fee of an additional 10% and non-members at 15%. For FY10 the fee will be 5% for members and 10% for non-members.
  - 3) Transportation is billed on a usage basis and is the same for members and non-members.
  - 4) Lease costs are billed based upon a proportional share of a district's enrollment in 287 programs. For non-members it is a component of the non-member access fee. Members are billed separately. Member districts can generate revenue to offset this cost through the \$43/AMCPU levy authority provided in MN Statute 126C.40 Sub 1 (h).

- 1) Beginning in FY09 ALC rates reflect a Resource Services Fee that is \$.30/hour for members and \$.47/hour for non-members.

- 1) Members have levy authority in two other categories that 287 does bill for: Health and Safety (MN Statute 123B.57) - a proportionate share of MDE approved projects Safe Schools Levy (MN Statute 126C.44) - \$10/AMCPU For Fridley this would have been \$31,249.50 in FY09 and \$32,674.10 in FY10.

## COMMERCE BANK COMMERCIAL CARD AGREEMENT

THIS COMMERCE BANK COMMERCIAL CARD AGREEMENT is made and entered into as of the Effective Date set forth below by and between Commerce Bank, N.A. (Kansas City, MO) ("Commerce") and **Independent School District No. 14 Fridley, Minnesota** ("Customer").

1. **DEFINITIONS.** The following terms shall have the following meanings:
  - a. "Administrator" means, individually and collectively, one or more employees, officers, directors, or agents of the Customer who are designated by the Customer to assist Commerce in the administration of the Program.
  - b. "Agreement" means this Commerce Bank Commercial Card Agreement and all Addenda from time to time executed by the parties and attached hereto, and all amendments to the foregoing.
  - c. "Cardholder Agreement" means that agreement delivered to each Employee Cardholder which governs the use of the Commercial Cards, as amended from time to time.
  - d. "Commercial Cards" means the Visa or MasterCard Commercial Cards and the numbers associated with the Commercial Cards issued by Commerce to Employee Cardholder(s) and the account numbers assigned to Customer without an associated Commercial Card under the Program.
  - e. "Effective Date" shall be defined as set forth in Section 15.
  - f. "Employee Cardholders" means, collectively, those designated officers, directors, agents and employees of the Customer.
  - g. "Program" means the Commercial Card Program administered by Commerce as set forth in this Agreement.
  - h. "Public Record Law" means any state's law which provides that Customer's contracts are open and available to the public.
  - i. "Unauthorized Charge" means a charge made by an Employee Cardholder to a Commercial Card that (i) has not been authorized by Customer, and (ii) that has been accepted and processed by a merchant having the technology capable of determining and confirming that the charge did not meet the parameters established by Customer for authorized charges.
2. **PROGRAM; CARD ISSUANCE AND RENEWAL.**
  - a. During the term hereof, and subject to the terms and conditions of this Agreement, Commerce agrees to provide the Customer with the Program and to issue Commercial Cards to Employee Cardholders.
  - b. Commerce shall issue a Commercial Card to each Employee Cardholder designated by the Customer, provided that (i) each such designated Employee Cardholder has a business or commercial purpose for the Commercial Card, and (ii) a card issuance request has been made by an Administrator in the form required by Commerce.
  - c. Each Commercial Card shall be valid for the term indicated thereon, unless such Commercial Card has been canceled by Commerce pursuant to the provisions of this Agreement or at the request of the Customer.
  - d. Commerce acknowledges the ability of Customer to cancel the Commercial Card issued to any one or more Employee Cardholder(s), at Customer's discretion upon proper notice to Commerce; provided, however, Customer shall take all reasonable actions necessary to retrieve the Commercial Card issued to Employee Cardholder and shall immediately destroy the retrieved Commercial Card.
3. **BILLING PROCEDURES.**

**Central Billed Accounts:** Except as otherwise provided herein, Customer shall be liable for all charges made to each Commercial Card requested by Customer. Charges shall be set forth on a billing statement and shall be paid by the Customer as agreed in Addendum A attached hereto and incorporated herein by this reference, and as set forth herein. Except for a proven Unauthorized Charge or as otherwise expressly provided herein, Customer shall pay Commerce for all charges made to each Employee Cardholder's Commercial Card within the time period provided in Addendum A. Except as provided herein, Commerce shall have no duty or obligation to inquire into the nature of any transaction charged by any Employee Cardholder (e.g., whether such transaction was for a business or personal use.)
4. **PROGRAM ADMINISTRATOR.** Upon signing this Agreement, Customer shall designate one or more Administrator(s) to assist Commerce in the administration of the Program. In addition to any other duties listed

elsewhere in this Agreement, as well as any other duties reasonably requested by Commerce, the Administrator shall undertake the following duties on behalf of the Customer:

- a. The Administrator shall have the responsibilities assigned in the Program Administrator Delegation document provided by Customer to Commerce, including, without limitation, the ability to request that Commerce issue Commercial Cards to any person in connection with the Program, to increase or decrease credit limits, to suspend accounts, to order or block cash advances, wire transfers and convenience checks, and to perform any other maintenance activity.
  - b. The Administrator shall be familiar with all aspects of the Program, including, but not limited to, Program procedures, number and status of Commercial Cards, employment status of Employee Cardholders, notice requirements, any disputed transactions, Employee Cardholder credit limits, statement cycles, billing and payment procedures, general program parameters and status of delinquent charges.
  - c. The Administrator shall be responsible for notifying Commerce, in writing, about changes in authorization codes.
  - d. The Administrator shall advise Commerce of any Employee Cardholder's termination of employment.
  - e. The Administrator shall take all reasonable actions necessary to retrieve Commercial Cards issued to Employee Cardholders whose employment has terminated. Such Commercial Cards shall be immediately destroyed.
  - f. The Administrator shall be proficient in the use of the On-Line Service selected by Customer as described in Addendum B.
5. **FEES.** Commerce shall be paid fees and charges set forth in Addendum A. Customer acknowledges that Commerce has based the fees and charges upon the projections given by Customer regarding transaction volume, average ticket amount, number of cards, monthly credit line requested, reporting product selected, and frequency of payment. Fees may be subject to change from time to time by Commerce upon ninety (90) days prior written notice unless otherwise specified in Addendum A. Customer shall have 90 days from statement date to notify Bank of any revenue sharing payment errors.
6. **LINE OF CREDIT.** Commerce will establish a maximum line of credit amount for Customer.
- a. All amounts charged to the Commercial Cards together with any fees and charges owed to Commerce by Customer in connection with the Program, may not exceed, in the aggregate, the line of credit amount unless Commerce in its sole discretion authorizes such charges.
  - b. Commerce may, at any time in its sole discretion, modify the amount of Customer's line of credit upon thirty (30) days prior written notice to Customer; provided, however, that Customer may elect to terminate this Agreement by written notice to Commerce during such thirty (30) day notice period; provided, further, Customer agrees that if any amounts are outstanding on the Commercial Cards which exceed the adjusted line of credit amount, Customer will immediately pay Commerce such excess amounts.
  - c. From time to time, Commerce may request, and Customer shall produce financial records relating to the financial condition of Customer. Customer shall produce such records not later than thirty (30) days following such request. The financial records may be requested as often as quarterly, or for any such other time period as may be reasonably determined by Commerce. Customer shall, upon reasonable request by Commerce, send its annual audit to Commerce within 30 days of its completion by Customer's auditor.
7. **TERM OF AGREEMENT AND RENEWAL.** This Agreement shall remain in full force and effect until terminated by either party as herein set forth. Either party may terminate this Agreement at any time, with or without cause, upon thirty (30) days' prior written notice.
- a. In the event Customer terminates this Agreement prior to the date that is three (3) years from the Effective Date set forth below, Commerce reserves the right to forego all revenue sharing payments for the Program due after termination.
  - b. In the event Customer terminates this Agreement without cause prior to the date that is three (3) years from the Effective Date set forth below, Customer shall pay to Commerce all costs associated with establishing the Program as provided in Addendum A.
  - c. All Commercial Cards and/or related accounts shall be deemed canceled effective upon termination of this Agreement or as otherwise provided herein, and all amounts outstanding under such Commercial Cards shall automatically become immediately due and payable in full by Customer without further notice.

- d. Notwithstanding the foregoing, either party shall have the right to terminate this Agreement immediately, and without notice, upon the occurrence of any one or more of the following events, whereupon the obligations of Customer arising hereunder and/or under the Commercial Cards shall automatically become immediately due and payable in full (except as otherwise provided by law):
- (i) Dissolution or liquidation of the other party; or
  - (ii) Insolvency of the other party; or the institution by or against the other party of any bankruptcy or insolvency proceeding; or the appointment of a receiver or trustee for the other party; or the other party enters into an arrangement with, or for the benefit of, its creditors; or
  - (iii) Any material adverse change in the financial condition of the other party; or
  - (iv) Any default hereunder, or breach of the obligations undertaken herein, or in any other agreement by and between the parties hereto; or
  - (v) Upon the occurrence of any event in any agreement which would allow Commerce or any other person to declare any indebtedness owing by Customer due and payable in full (and Customer shall give Commerce immediate notice of the occurrence of such event); or
  - (vi) A change in the ownership of Customer, or a sale of all or substantially all of the Customer's assets.
8. **REPORTING.** Commerce will, either directly or indirectly through its third party vendors, receive data from the transactions made with the Commercial Cards; such data will be delivered to Customer as specified in Addendum A and Addendum B. Commerce shall have no responsibility or liability for the capture, transmission, grouping, reporting, categorizing or any other act performed or required to be performed in connection with the foregoing data that Customer's vendors are transmitting at the point of sale.
9. **CUSTOMER LIABILITY.**
- A. Except for proven Unauthorized Charges, the Customer shall be solely liable for the payment of all charges incurred in the use of Commercial Cards except as provided in paragraph B below.
  - B. The Customer shall not be liable for the payment of charges incurred in the use of Commercial Cards if such charges relate to:
    1. Charges waived as set forth in Visa Waiver of Liability or MasterCard Zero Liability documentation, as amended from time to time;
    2. Commercial Card transactions after the original closure request date for a Commercial Card where the request by the Customer was made in accordance with the terms of this Agreement during normal business hours; or
    3. The use of a stolen Commercial Card if the Commercial Card is reported stolen via facsimile, electronic mail, or telephone as provided in this Agreement within twenty-four (24) hours after the Customer, including, without limitation, any Employee Cardholder, discovers, or, using reasonable care should have discovered, the theft of the Commercial Card; provided that if the Commercial Card is not reported stolen within such time frame, the Customer shall be liable for all charges associated with the stolen Commercial Card until the date the Customer notifies Commerce of such theft.
10. **ASSIGNMENT.** Neither party shall sell, assign or transfer this Agreement or any part thereof without the prior written consent of the other party; provided, however, Commerce may, without the consent of the Customer, assign any or all of its rights and obligations under this Agreement to its parent, any subsidiary (of Commerce or its parent), or any affiliate (of Commerce or its parent) or to any other party pursuant to a merger, acquisition, consolidation, or reorganization.
11. **NOTICES.** All notices hereunder shall be in writing and shall be deemed duly given when personally delivered, when delivered by recognized overnight courier, or, three (3) days after mailing if sent by certified or registered United States mail, return receipt requested, postage prepaid, to the appropriate party at the address set forth below, or at such other address as the applicable party may indicate from time to time in writing. Notice hereunder shall be sent:

**If to Commerce:**  
Commerce Bank, N.A.  
Attn: Commercial Card Services  
811 Main Street  
Kansas City, MO 64105

**If to Customer:**  
Independent School District No. 14 Fridley, Minnesota  
Attn: Rochel Manders  
6000 West Moore Lake Drive  
Fridley, MN 55432

Communications with Commerce concerning disputed billings shall be made by mail to Commercial Card Services, 811 Main Street, Kansas City, Missouri 64105 or by phone at 800-892-7104.

12. **CONFIDENTIALITY.** Commerce and Customer will keep strictly confidential and will not use or disclose to any third party or to any employee, officer, director or agent (except on a need to know basis) for any purpose whatsoever (other than as contemplated herein or for a business evaluation of the Program performed by either party) all or any portion of the contents of the Program, including but not limited to, any of the terms of, conditions of or other facts concerning the Program and any written or oral information furnished by Commerce or by Customer which is either nonpublic, confidential or proprietary in nature unless such use or disclosure is mutually agreed upon in writing by Customer and Commerce; provided, however, Customer understands and acknowledges that affiliates of Commerce and vendors of Commerce will assist in implementation of, maintenance of, and provision of various services under the Program; and provided, further, that Commerce may use Customer's name, Customer-provided logo, general industry/business description, and Customer's general, non trade-secret product usage in Commerce's customer listings and in its sales presentations without obtaining Customer's prior consent. In the event Customer is subject to a Public Record Law, Customer shall comply with the provisions of this Confidentiality paragraph only to the extent that such compliance is in accordance with the applicable Public Record Law.
13. **INDEMNITY.** Customer agrees to defend, indemnify and hold harmless Commerce, its officers, directors, agents and employees from and against any and all claims by third parties (including, without limitation, Employee Cardholders) and all costs (including reasonable attorneys' fees and costs), expenses and liabilities incurred by Commerce in connection with such claims, arising from or as a result of the establishment of the Program (including, without limitation, the issuance of Commercial Cards and/or the cancellation thereof and actions arising in connection with its use of On-Line Services identified in Addendum B), provided that such claims are not the result of, or connected with, the gross negligence, or willful misconduct of Commerce or the violation by Commerce of any law or regulation relating to credit cards. Customer acknowledges that the pricing provided in Addendum A is based on including this indemnification.

Commerce agrees to defend, indemnify and hold harmless the Customer, its officers, directors, agents and employees from and against any and all claims by third parties (including reasonable attorneys' fees), expenses and liabilities incurred by Customer in connection with such claims, arising from or as a result of the gross negligence or willful misconduct of Commerce.

14. **MISCELLANEOUS.**
- a. **Relationship:** Nothing contained in this Agreement shall be construed to create any relationship for brokerage, agency, joint venture, partnership or employment between Commerce and Customer.
  - b. **No Implied Waivers:** The rights of any party under any provision of this Agreement shall not be affected by its prior failure to require the performance by the other party under such provision or any other provision of this Agreement, nor shall the waiver by any party of a breach of any provision hereof constitute a waiver of any succeeding breach of the same or any other provision or constitute a waiver of the provision itself. A waiver of any right or obligation hereunder must be in writing and signed by the parties to this Agreement.
  - c. **Remedies:** In the event that either party breaches or violates any of the obligations contained in this Agreement, and in addition to the rights and remedies otherwise provided in this Agreement, the other party shall be entitled to exercise any right or remedy available to it either at law or in equity, including without limitation, termination of this Agreement, damages and injunctive relief. The exercise of any right or remedy shall be cumulative.
  - d. **Complete Agreement; Amendments:** This Agreement constitutes the complete understanding between the parties hereto with respect to the subject matter hereof and all prior oral or written communications and agreements with respect thereto are superseded. In the event of any inconsistency between this Agreement

and any other agreements or documents relating to the transactions contemplated herein, this Agreement shall control. No alteration, amendment or modification of any of the terms and provision in this Agreement shall be valid unless made pursuant to an instrument in writing signed by the parties hereto.

- e. Successors and Assigns: All the terms and provisions of this Agreement shall inure to the benefit of, and be binding upon, the parties hereto and their respective successors and permitted assigns.
- f. Severability: The invalidity or unenforceability of any one or more portions, sentences, clauses or paragraphs in this Agreement shall not affect the validity or enforceability of the remaining portions of this Agreement or any part thereof.
- g. Force Majeure. Commerce shall not be in default of this Agreement to the extent that performance of its obligations is delayed or prevented by reason of any act of God, war, terrorism, fire, explosion, flood, act of government or any act or omission of a third party, including, but not limited to, telecommunications carriers and utilities or any other matter beyond its reasonable control.
- h. Governing Law: This Agreement shall be governed, construed, and enforced according to the laws of the State of Missouri.
- i. Patriot Act/ OFAC: Commerce complies with the USA Patriot Act and laws administered by OFAC (The Office of Foreign Assets Control). These laws mandate that Commerce verify certain information about customers. Commerce reserves the right, at any time, to request information that may assist Commerce in compliance with these laws. Customer agrees to promptly provide such information as requested by Commerce, including, without limitation, information about Employee Cardholders.
- j. Survival: Notwithstanding anything to the contrary herein, Sections 5, 6(b), 9, 11, 12, 13, and 14 shall survive the termination of this Agreement.

15. **EFFECTIVE DATE**. Notwithstanding anything else contained herein to the contrary, this Agreement will be subject to Commerce performing due diligence and credit investigations and will be effective only upon execution by Commerce as of the date shown below (the "Effective Date").

IN WITNESS WHEREOF, this Agreement has been executed by the duly authorized officers of the parties hereto.

**Commerce Bank, N.A. (Kansas City, MO)**  
**(Commerce)**

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

Title: \_\_\_\_\_

Effective Date: \_\_\_\_\_

**Independent School District No. 14 Fridley, Minnesota**  
**(Customer)**

By: Rebel Maller

Title: Dir. of Finance

**ADDENDUM A**  
**Pricing and Payment Schedule**

Program Fees	
<b>Pricing Term</b>	The pricing outlined herein will expire in 60 days from May 3, 2010 unless a Commercial Card Agreement is executed
<b>Late Fee for Central Bill Accounts</b>	For each payment not received by the payment due date shown on the billing statement, a late fee will be charged. The late fee for the respective Commercial Card or account will be 2.5% of the amount past due.
<b>Cash Advance Fee</b>	All cash advances will be assessed a cash advance fee of 3.0% of the cash advance amount with a \$3.00 minimum.
<b>International Service Fee</b>	<p>Visa and MasterCard purchases, cash withdrawals and cash advances made in currencies other than U.S. Dollars will be converted to U.S. Dollars under regulations established by Visa International and MasterCard International. Visa conversion will be at a rate selected by Visa from the range of rates available in wholesale currency markets for the applicable central processing date, which may vary from the rate Visa itself receives, or the government-mandated rate in effect for the applicable central processing date. MasterCard conversion rate will be selected by MasterCard, typically either a government-mandated rate or a wholesale rate provided to MasterCard. Conversion to U.S. Dollars may occur on a date other than the date of the transaction. Therefore, the conversion rate may be different from the rate in effect at the time of the transaction. Customer agrees to pay the converted amount, plus an international service fee in the amount of 2% of the transaction amount on purchases and 1% on cash withdrawals and cash advances. For purchases, cash withdrawals and cash advances made in U.S. dollars outside of the United States and its territories, you agree to pay the transaction amount plus a 1% service assessment fee.</p>
<b>Finance Charge on Cash Advances</b>	<p>The periodic rate finance charge begins to accrue on the transaction date of any cash advance and is computed by applying the periodic rate to the average daily balance. Whenever payment in full is credited to the Employee Cardholder account by the statement due date, no additional periodic rate finance charge will be billed on a later statement to collect the periodic rate finance charge earned from the billing statement date to the date of actual payment. Cash advances include advances made by means of convenience checks, an electronic device or machine, a teller of any financial institution, by means of a balance transfer from another credit card, for the purchase of wire transfers, non-US currency, traveler's checks, truck stop transactions, tax payments, money orders, bets, lottery tickets and casino gaming chips.</p> <p>A minimum finance charge of \$.50 will be imposed in any billing period for which a finance charge is payable.</p> <p>Each Employee Cardholder account will accrue a finance charge at a periodic rate equal to 4.9% in excess of the Prime Rate, fixed monthly, divided by 12. As used herein, the "Prime Rate" is the rate published in <i>The Wall Street Journal</i> in its column called "Money Rates" on the last business day of the month immediately preceding the first day of the applicable billing cycle. No representation is made that the Prime Rate is the lowest, the best or the favored rate of interest. If for any reason <i>The Wall Street Journal</i> no longer publishes the "Money Rates" column, then Commerce will choose a new index based on comparable information.</p>
Other Fees	
<b>Overnight Delivery of Replacement Card</b>	\$25 per occurrence
<b>Federal Express Delivery of Bulk Cards</b>	Price Quote
<b>Basic Card Design</b>	NO CHARGE
<b>Ultragraphic Card Design</b>	\$500 one time fee (waived)
<b>Full Customized Plastic and re-order</b>	Price Quote
<b>Returned Check Fee</b>	\$29 per occurrence
<b>ACH Return</b>	\$15 each after first occurrence
<b>Phone Payment</b>	\$15 each after first occurrence
<b>Statement Reprinting</b>	<p>\$2 per statement after three occurrences</p> <p>Free through certain software products selected by Customer.</p>
<b>Other</b>	For information, copies or other reports not specified in this Addendum, Commerce may charge Customer such fees as Customer and Commerce may agree from time to time.
<b>Software Initial Training</b>	<p>Commerce Bank uses a 'train the trainer' model. General training occurs with either in-person or WebEx / Phone training with the Program Administrators. The Program Administrators, in turn, train the cardholders and system users on the chosen reporting and maintenance application.</p> <p>Additional Program Administrator training can be conducted via WebEx / Phone at no additional charge.</p> <p>Cardholder and system user training via WebEx / Phone will be charged at \$250 / hour.</p> <p>In-person training sessions (after initial Program Administrator software training) will be charged at \$250 / hour plus travel expenses and appropriate travel notice is requested for training.</p>

Reporting and Maintenance Tool Options	
ControlPay Advanced	
<b>Implementation Fee**</b>	\$5,000 WAIVED
<b>Annual Maintenance Fee**</b>	\$500 WAIVED
<b>Routine maintenance and upgrades</b>	NO CHARGE
<b>Initial web-based or phone training for Administrators*</b>	NO CHARGE
<b>Customized Programming</b>	<p><b>AP File Layouts</b></p> <ul style="list-style-type: none"> <li>❖ Standard – No Charge</li> <li>❖ Custom – in those instances where this effort will generate a cost over \$3,000, Commerce will obtain a price quote for Customer.</li> </ul> <p><b>Reconciliation Reports</b></p> <ul style="list-style-type: none"> <li>❖ Standard – No Charge</li> <li>❖ Custom – Commerce will obtain a price quote for Customer.</li> </ul> <p><b>Other Custom Programming</b></p> <ul style="list-style-type: none"> <li>❖ Commerce will obtain a price quote for Customer unless development is mutually agreed upon by Customer and Commerce.</li> </ul> <p>Development hours beyond the initial 10 hours is typically charged at a rate of \$150.00 per hour.</p>

Payment Schedule		
Commerce will generate a billing statement on a periodic basis as outlined below. All amounts owing on the Commercial Cards, including fees and charges, shall be due and payable in full on a grace period as outlined below, after the date of such statement. The statement will be transmitted to the Employee Cardholder or to Customer via U.S. Mail or made available by an alternative means as agreed upon by both parties.		
Billing Frequency	Grace Period in Days	Payment Method
<b>Weekly</b>	<b>3</b>	<b>AutoPay</b>
REVENUE SHARING		

**1. Revenue Share.**

- (a) Commerce will pay Customer a revenue share on a monthly basis.
- (b) Total Monthly Net Volume is defined as gross purchases less credits, cash advance amounts, and fraudulent transaction amounts.
- (c) Monthly payments are based on the matrix schedule below. Payment tiers are calculated on total monthly net volume and will be made 3 months in arrears.

Monthly Net Volume	Corresponding Annual Net Volume	3 Day Grace
\$0 - \$83,332	\$0 - \$999,999	.90 %
\$83,333 - \$166,666	\$1,000,000 - \$1,999,999	.95 %
\$166,667 +	\$2,000,000 +	1.00 %

**2. Adjusting Revenue Share.**

- (a) Commerce will suspend revenue share payments for Central Billed accounts that become delinquent.
- (b) In addition, Commerce reserves the right to withhold or alter revenue share payments if any of the following instances occur:
  - (i) If the average transaction (the gross dollar amount of purchases divided by total number of transactions) is below \$500.
  - (ii) If Customer's average Interchange Rate falls below 2.25%.
  - (iii) If Interchange Rates are significantly altered by Visa and / or MasterCard.
  - (iv) Commerce may adjust Revenue Share dollars resulting from fraudulent transactions.
- (c) Large Ticket Interchange (LTI) and Level 3 Interchange (L3) volume will be paid on the following levels. LTI 30% and L3 30%.
- (d) Commerce may (without written notice) adjust the revenue sharing percentages, as provided below, at the end of each calendar quarter following the Agreement Effective Date.
  - (i) Adjustments are based on the Prime Rate, as published in The Wall Street Journal "Money Rates" column on the last business day of the month immediately preceding the first day of the applicable billing cycle.
  - (ii) Adjustments to revenue share based on Prime Rate fluctuations are not applicable while Prime Rate remains at, or below, the established 4.00% floor.
  - (iii) When the Prime Rate exceeds 4.00%, Commerce will adjust the revenue share percent payable using the grid below. Commerce will use the same grid to determine subsequent revenue share adjustments should the Prime Rate increase or decrease from any newly established Prime Rate level in future quarters.
  - (iv) The Established Prime Rate at the time of this contract is 3.25%.

Billing Cycle	Grace Period	Change in Prime Rate	Revenue Share Adjustment
Weekly	3 Day	0.50%	0.010%

For example, if Prime Rate is 5.00% at the end of a calendar quarter and the Customer has a Weekly Billing Cycle and a 3-Day Grace Period, Commerce will reduce percentages in all revenue share tiers by 2 basis points (0.02%).

\*\*All line items noted with a "\*\*\*" are the costs associated with establishing the Program as referenced in Paragraph 7 of the Agreement.

IN WITNESS WHEREOF, this Addendum A has been executed by the duly authorized officers of the parties hereto, and this Addendum A supersedes any prior Addendum A.

**Commerce Bank, N.A. (Kansas City, MO)  
(Commerce)**

**Independent School District No. 14 Fridley, Minnesota  
(Customer)**

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

By: Loibel Manders

Title: \_\_\_\_\_

Title: Dir. of Finance

Effective Date: \_\_\_\_\_

**ADDENDUM B**  
**Election of On-Line Services**

Customer has elected certain On-Line Service(s) (each a "Service," collectively, the "Services.") The Services are Internet based customer service offerings that enable Customers to inquire about accounts and transaction information, submit account change requests and download information about credit card accounts, among other capabilities. The terms and conditions of the Agreement, including, without limitation, the provisions regarding Indemnification and Liability, govern the use of each Service. Customer understands and accepts the risks inherent in the use of the Internet for each Service, including the potential for the risk of loss. Except as may otherwise be provided in paragraph 9 of the Agreement, Commerce is not responsible for any loss associated with the Customer's use of any Service. By electing a Service, Customer agrees to pay the fees associated with the Service as listed in Addendum A. In addition, Customer agrees to use each Service only as provided in the User Guide relating to the Service in effect from time to time (the "User Guide") and according to the provisions contained in the Service License Agreement, if any, between Customer and the Service provider.

Use of any Service will require a user name and password. Customer acknowledges that Commerce is entitled to rely on the use of the user name and password as authorization for any transaction initiated using each Service. Customer is responsible for all transactions initiated or authorized using any Service. The password Customer selects is for its use and protection. Customer agrees to: (a) not disclose the password or otherwise make it available to anyone else; (b) use the password as instructed in the User Guide; (c) be liable for the password and for its use as described in the Agreement and/or the User Guide.

**If Customer permits any person other than the Administrator to make use of any Service to perform any duty or responsibility of the Administrator, Customer will have authorized that person to act as an Administrator. Customer will be responsible for all transactions initiated or authorized by that additional or new Administrator using any Service. In addition, Customer must execute and deliver proper documentation authorizing this additional or new Administrator to act for and on behalf of Customer, and Customer must provide such other documentation as may be requested by Commerce.**

IN WITNESS WHEREOF, this Addendum B has been executed by the duly authorized officers of the parties hereto and this Addendum B supersedes any prior Addendum B.

**Commerce Bank, N.A. (Kansas City, MO)**  
**(Commerce)**

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

Title: \_\_\_\_\_

Effective Date: \_\_\_\_\_

**Independent School District No. 14 Fridley, Minnesota**  
**(Customer)**

By: Lothel Manders

Title: Dir. of Finance

# 2010 Aid Anticipation Certificates for Minnesota School Districts

## Frequently Asked Questions

### 1. What are Aid Anticipation Certificates?

Aid Anticipation Certificates (AACs) are a financial instrument used by school districts to borrow money to meet cash flow needs. Some of the key characteristics are summarized below.

- To issue AACs, a district must reasonably expect to have a cash shortfall at some time during the next fiscal year.
- Districts are allowed to borrow in anticipation of the receipt of future state aids, and the future state aids are pledged toward repayment of the certificates, with interest.
- AACs are tax exempt; that means that purchasers of AACs do not pay income taxes to the federal government or the state of Minnesota on the interest they receive.
- AACs are considered "general obligations" of the school district; this means that the district pledges to levy additional taxes if future state aids are not sufficient to repay the certificates.

### 2. How much can we borrow?

There are limitations in both state law and federal regulations on the amount borrowed through AACs. The primary limitation is essentially equal to the largest projected cash deficit in the district's operating funds during the next year, plus 5% of the expenditures in the previous year. Borrowing is also limited to 75% of the projected state aids for the next year. In some cases, it may be beneficial for a district to borrow less than the maximum amount (e.g., to avoid making arbitrage rebate payments on the proceeds of the certificates or other debt issues).

### 3. When can we borrow funds?

AACs cannot be issued until the start of the fiscal year for which you are borrowing. So you cannot issue AACs in anticipation of fiscal year 2011 aids until July 1, 2010. The key date is the "closing date," which is the same date on which you will receive funds. You can approve and award sale of AACs in June of 2010, as long as the closing date is July 1 or later. The optimal time to award sale of AACs is generally from June through August. AACs can be issued later in the fiscal year, but doing so may reduce both the amount that can be borrowed and the repayment term.

### 4. When will we need to repay the certificates?

You will make a single payment of principal and interest on the certificates. The payment must be made no later than 13 months after the closing date, and no later than September 30, 2011.

### 5. What interest rate will we pay?

The exact interest rate will not be determined until the date of sale. We are reluctant to predict where rates will be several months from now. But in general, we expect rates to be under 1.5%, and possibly considerably lower. A number of factors (the amount borrowed, the repayment term, whether the certificates are "rated" by a rating agency) could have a significant impact on rates. We will be able to give you a better idea of rates as we get closer to the date of sale.

### 6. Why is the interest rate so low?

There are four factors that help to make interest rates on AACs especially low. First, the tax-exempt status of the certificates reduces the interest rate. Second, AACs for Minnesota school districts may be included in the State Credit Enhancement Program, through which the State guarantees payment on the certificates; this makes the AACs a very safe and attractive investment. Third, the fact that the AACs are general obligations of the district also makes them very safe and attractive to investors. Fourth, short-term interest rates are currently very low.

### 7. What does it cost to issue AACs?

The primary cost of issuing AACs is the interest you will pay. But issuing AACs is a rather complex process, with many legal restrictions and requirements. To ensure that you meet all requirements, you will need assistance from several professional organizations. You will pay a fee to Ehlers, to a qualified bond attorney, to a paying

agent, and to your county or counties (for provision of information required for the official statement). The total of these fees will vary depending on the amount of certificates issued and other factors. For example, total fees would generally be approximately \$6,000 - \$6,500 for a certificate of \$2 million, and \$9,500 - \$10,000 for a certificate of \$4 million.

**The costs listed above are based on conducting a competitive sale of certificates. We have also developed a new streamlined approach to issuing AACs** through a negotiated process. This will result in lower up-front fees and may be particularly beneficial for districts borrowing relatively small amounts.

#### **8. Can the district make a “profit” on the issuance of AACs?**

Districts will not need to use all of the proceeds of their AACs for cash flow needs for the entire year, so they will be able to invest at least some of the proceeds for most or all of the term. In some circumstances, the interest that the district earns on the proceeds may be greater than the total of the costs the district pays – including both interest and the fees mentioned above. This is more likely to be true if the amount borrowed is relatively large and if the “spread” – between the rate the district receives on its investments and the rate it pays on its certificates – is relatively large. And it will only be true if the district is able to avoid making arbitrage rebate payments on the certificates. As a result, it is very important for your financial advisor to help you **consider the arbitrage rebate implications of your certificate issue in the planning process.**

#### **9. What if I don’t expect to have enough cash to pay back the certificates when they mature?**

Many districts are in such a position - where they experience cash flow shortfalls at the same times every year. If your certificates are issued for a 13 month term, we will be able to issue certificates approximately 12 months later (in 2011), and you will receive the proceeds of your 2011 certificates before the payment is due on your 2010 certificates. So you will never have a “gap” of even a few days when you may be short of cash.

#### **10. Will issuing AACs hurt our bond rating?**

Generally no. Because of the State Credit Enhancement Program, all Minnesota school district bonds can qualify for a very high rating on their bonds (currently Aa2 from Moody’s Investors Service, or AAA from Standard and Poors). For some districts, the rating agencies also show an “underlying rating” (i.e., the rating that would exist without the Credit Enhancement Program). The district’s financial condition and fund balance trends will affect this underlying rating. So the conditions that make it necessary for you to issue certificates – low or negative fund balances and cash balances – could affect your underlying rating. But the act of issuing certificates is not likely to have an effect. And even if your underlying rating is downgraded, the impact on the district will be very minimal.

#### **11. How long does it take to issue AACs?**

The **total process** – from preparation of an estimated cash flow schedule, through planning, sale, and receipt of funds – **usually takes approximately two months.** It may be possible to shorten this time slightly if the district needs funds sooner.

#### **12. What are Tax Anticipation Certificates?**

Tax Anticipation Certificates (TACs) are very similar to AACs, except that the district is borrowing in anticipation of receipt of **property taxes** for a **calendar year**, rather than **state aids** for a **fiscal year**. Otherwise, most of the same laws and restrictions apply. Most school districts receive relatively little property taxes in their operating funds, so most districts could not issue enough TACs to meet their cash flow needs. But the staff at Ehlers can help you consider both options.

#### **13. How can I get more information?**

Contact any of the following financial advisors on the Ehlers Education Team. You may call our general number (651-697-8500 or toll free at 1-800-552-1171) or send an email message.

Carolyn Drude	carolyn@ehlers-inc.com	Joel Sutter	jsutter@ehlers-inc.com
Kristin Hanson	khanson@ehlers-inc.com	Jeff Seeley	jseeley@ehlers-inc.com
Betsy Knoche	bknoche@ehlers-inc.com	Jodie Zesbaugh	jzesbaugh@ehlers-inc.com
Gary Olsen	golsen@ehlers-inc.com	Tom Berge	tberge@ehlers-inc.com

## AGREEMENT FOR CONSULTING SERVICES

This Agreement for Consulting Services ("Agreement") is entered into and dated April 12, 2010 by and between Hildi Inc. with offices located at 11800 Singletree Lane, Suite 305, Minneapolis, MN 55344 (hereinafter referred to as the "Consultant") and Fridley Public Schools with offices located at 6000 West Moore Lake Drive, Fridley, MN 55432 (hereinafter referred to as the "Company"). Company and Consultant are jointly referred to as the "parties."

IN CONSIDERATION OF THE MUTUAL PROMISES CONTAINED HEREIN, AND FOR OTHER GOOD AND VALUABLE CONSIDERATION, THE SUFFICIENCY OF WHICH IS HEREBY ACCEPTED, THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. Description of Services. Consultant will perform certain services for Company upon terms and conditions specified herein and as such services are more particularly described in Exhibit(s), which are attached hereto and incorporated by this reference.
2. Prices and Payment. Company agrees to pay Consultant the fees set forth in the applicable Exhibit(s). Consultant anticipates invoicing the Company monthly for services provided. Payment will be due in full within fifteen (15) days of receipt of Consultant's invoice. Company agrees to pay interest on all overdue amounts at a rate of twelve percent (12%) per annum or the rate allowed by law, which ever is less, plus costs of collection, court costs, and reasonable attorney fees on all such amounts.
3. Travel Expenses. Company agrees to reimburse Consultant for its reasonable and necessary out-of-pocket lodging, transportation, and food incurred at the Company's request. Consultant agrees to provide reasonable expense documentation. Whenever possible, Consultant agrees to take advantage of travel discounts. All air travel by Consultant shall be on major national or regional airlines, and Consultant and its representatives may keep their frequent flier miles earned for their personal usage.
4. Ownership of Work Product. Ownership of, and all rights in, the work product which is the subject matter of this Agreement (the "Work"), including trademarks, patents and copyrights applicable to same, shall belong exclusively to Company. The parties expressly agree to consider as a "work made for hire" any Work ordered or commissioned by the Company which qualifies as such under the United States copyright laws. To the extent that the Work cannot be a "work made for hire" or where necessary for any other reason, Consultant will provide Company with all such assignments of rights, covenants and other assistance which may be required for Company, through trademark, patent or copyright applications or otherwise, to obtain the full benefit of the rights provided for herein. If the Work contains materials previously developed or copyrighted by Consultant or others, Consultant grants and agrees to grant to Company, or

obtain for Company, an unrestricted, royalty-free license to use and copy such materials. Any license so granted or obtained shall include the right for Company to grant an unrestricted, royalty-free license to any affiliate of Company. Consultant is allowed to retain one copy of the Work for archival purposes. Consultant shall place a copyright notice on the Work at Company's request. The Work shall be considered "Information" under the Section entitled "Nondisclosure."

5. Nondisclosure. Any technical or business information, including, but not limited to, computer programs, files, specifications, drawings, sketches, models, samples, tools, cost data, customer information, financial data, business or marketing plans or other data, whether oral, written or otherwise ("Information"), furnished or disclosed to Consultant hereunder or in contemplation hereof, shall remain Company's property. No license, express or implied, under any trademark, patent or copyright is granted by Company to Consultant by virtue of such disclosure. All such information in written, graphic or other tangible form shall be returned to the Company immediately upon request and copies shall be returned to the Company or, at Company's option, certified by Consultant as having been located and destroyed. Consultant shall be allowed to retain one copy of the Information for archival purposes. Unless such Information was previously known to Consultant free of any obligation to keep it confidential, is lawfully obtained by Consultant from any source other than Company or has been or is subsequently made public by Company or a nonparty to this Agreement, is approved for release by written authorization of the Company, or is required by law to be disclosed in response to a valid order of a court of competent jurisdiction or authorized governmental agency, provided the Company receives adequate notice to allow it to request a protective order and the Consultant reasonably cooperates with the Company's efforts to receive a protective order, it shall be kept confidential by Consultant for the benefit of Company, shall be used only in performing under this Agreement and shall not be used for other purposes except upon such terms as may be agreed upon by Company in writing. Consultant shall take reasonable steps to protect such Information to a similar extent that Consultant protects its own Information.
6. Liability. Consultant shall indemnify Company and its affiliates against, and shall hold Company and its affiliates harmless from, any loss, damage, expense or liability that may in any way arise out of or result from the performance of Consultant hereunder and caused by or resulting from the gross negligence or intentional misconduct of Consultant, including but not limited to any knowing infringement, or claim of infringement, of any patent, trademark, copyright, trade secret or other proprietary right of a third party or of Consultant or anyone claiming through Consultant who may be eligible to terminate any assignment or transfer made hereunder pursuant to the terms of the copyright laws up to the amount paid by the Company to the Consultant under a given applicable Exhibit(s). Consultant shall defend or settle, at its own expense, any action or suit against Company or its affiliates for which it is responsible hereunder. Company shall notify Consultant of any such claim, action or suit and shall

reasonably cooperate with the Consultant (at Consultant's expense) to facilitate the defense of any such claim.

7. Limitation. IN NO EVENT SHALL COMPANY OR CONSULTANT BE LIABLE, ONE TO THE OTHER, FOR INDIRECT, SPECIAL, INCIDENTAL, OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR IN CONNECTION WITH THE FURNISHING, PERFORMANCE OR USE OF ANY PRODUCTS OR SERVICES PROVIDED PURSUANT TO THIS AGREEMENT.

8. Limited Warranties. Consultant warrants and represents that it has full authority to enter into this Agreement and to consummate the transactions contemplated hereby and that this Agreement is not in conflict with any other agreement to which Consultant is a party or by which it may be bound.

Consultant warrants and represents that Consultant has the proper skill, training and background so as to be able to perform in a competent and professional manner and that all work will be performed in accordance with professional standards in the industry and/or field.

9. Headings. Section headings used in this Agreement are for convenience only, have no legal significance, and in no way change the construction or meaning of the terms hereof.

10. Insurance. Upon request by Company, Consultant shall provide to Company, copies of certificates of insurance evidencing the workers compensation, general liability and automobile insurance coverage that Consultant has in effect and Consultant shall maintain such insurance in effect through the duration of the Agreement.

11. Amendment and Waiver. No provision of this Agreement may be modified, waived, terminated or amended except by a written instrument executed by the parties. No waiver of a material breach of any provision of this Agreement shall constitute a waiver of any subsequent breach of the same or other provisions hereof.

12. Relationship. The Consultant shall be and act as an independent contractor hereunder, and neither Consultant nor any employee, agent, associate, representative or subcontractor shall be deemed to be employees of the Company for any purpose whatsoever.

13. Force Majeure. Neither party will be liable for any failure or delay in performance due to any cause beyond its reasonable control, including, but not limited to acts of nature, strikes, fire, flood, explosion, riots, or wars, provided that personnel changes, including unanticipated employee departures, shall not be considered to be an event or condition of force majeure.

14. Notices. All notices and other communications required or permitted under this Agreement shall be in writing, and hand delivered or sent by registered or certified mail, return-receipt requested, postage prepaid, or by overnight delivery service and shall be effective upon receipt at the following addresses or as either party shall have notified the other party:

If to Company: Ms. Rochel Manders  
Director of Finance  
Fridley Public Schools  
6000 West Moore Lake Drive  
Fridley, MN 55432

If to Consultant: Hildi Inc.  
11800 Singletree Lane  
Suite 305  
Minneapolis, MN 55344  
Attn: Jill Urdahl, FSA  
President/Consulting Actuary

15. Assignment. Consultant shall not assign this Agreement or delegate the services to be performed hereunder, in whole or in part, or any of its rights, interest, or obligations hereunder without Company’s express written consent.

16. Law Government. This Agreement shall be governed by the laws of the State of Minnesota, without regard to or application of conflicts of law rules or principles.

17. Taxes. Consultant shall assume full responsibility for the payment of all taxes imposed by any federal, state, local taxes or foreign taxing authority and all contributions imposed or required under unemployment insurance, social security and income tax laws, with respect to performance of services for Company hereunder.

18. Termination. Any Exhibit(s) to this Agreement may be terminated by either party upon thirty (30) days written notice to the other party. This Agreement may be terminated by either party upon ninety (90) days written notice to the other party. Company agrees to pay for all services provided by Consultant and related travel expenses incurred by Consultant through the date of termination of the Exhibit(s) and/or the Agreement as applicable.

19. Entire Agreement. This constitutes the entire agreement between the parties regarding the subject matter hereof. This Agreement shall be binding on the affiliates, administrators, executors, heirs, successors in interest, or assigns of Consultant.

IN WITNESS WHEREOF, authorized representatives of the Company and the Consultant have executed this Agreement in duplicate.

**Company: Fridley Public Schools**

**Consultant: Hildi Inc.**

By: \_\_\_\_\_  
(Authorized Signature)

By: \_\_\_\_\_  
(Authorized Signature)

Name: \_\_\_\_\_  
(Print or Type)

Name: \_\_\_\_\_

Title: \_\_\_\_\_  
(Print or Type)

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

(Please Note: A Signature is required on both page 5 and page 6. Thank you.)

**Exhibit 1 to  
AGREEMENT FOR CONSULTING SERVICES  
Consultant and Rate Schedule**

<b>Consultant Representative's Name</b>	<b>Title</b>	<b>Effective Start Date</b>	<b>Expected End Date</b>
Hildi Inc. Actuaries and Consultants	Consulting Actuaries	April 12, 2010	TBD
<b>Base Fees</b>			
The budget for the GASB 45 Actuarial Valuation is \$5,800-\$6,000*. For full description of services and fees please reference the "Fee Proposal" section of the November 2, 2006 RFP submitted by Hildi Inc.			

\*The GASB 16 fee quote is \$3,000.

**SERVICES OR REQUIREMENTS:**

The Agreement for Consulting Services is dated April 12, 2010.

**Company: Fridley Public Schools**

**Consultant: Hildi Inc.**

\_\_\_\_\_  
(Authorized Signature)

\_\_\_\_\_  
(Authorized Signature)

\_\_\_\_\_  
(Date)

\_\_\_\_\_  
(Date)

(Please Note: A Signature is required on both page 5 and page 6. Thank you.)

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

This report provides a summary of the data collected from parents, students and community members about their perceptions of the effectiveness of Fridley Public Schools’ communication methods. Participants’ perceptions of the strengths, weaknesses, opportunities and threats associated with communication were collected through community and school meetings. Data was also collected through electronic surveys. Data was collected from February 2010 through April 2010.

## Participants

Data source	Response Rate
Fridley School Community Survey	34
Fridley School Parent Survey*	456
Grade 11 Fridley High School Students	89
	Number of Meetings
Fridley Administration, Parent, Community and Student Meetings	10

\*Response rate of parent survey by school location

Fridley Schools Parent Survey		
Answer Options	Response Percent	Response Count
Hayes Elementary	32.4%	145
R. L. Stevenson Elementary	35.8%	160
Fridley Middle School	10.5%	47
Fridley High School	6.9%	31
Fridley Area Learning Center	1.1%	5
Fridley Early Childhood Program	13.2%	59
	<i>answered question</i>	<b>447</b>
	<i>skipped question</i>	<b>9</b>
	<i>Total</i>	<b>456</b>

## Summary of Fridley Administration, Parent Community and Student Meetings

*Strength Themes* from Fridley Administration, Parent, Community and Student Meetings

1. Welcoming and caring school atmosphere
  - Staff who care and who work hard
  - Atmosphere where parents feel comfortable communicating
  - Everyone at the schools has a high level of enthusiasm for what they’re doing and my child’s potential
  - Receptionists not a computer voice
  
2. Outreach by administration and staff
  - We have increased the amount of people who can communicate key ideas (principals, dist., admin, coordinators)
  - Campus messenger, e-mail, calendar, website, district bulletin
  - Partnerships with other organizations

### 3. International mindedness

- Language line available for interpreting
- Easy access to language interpreters
- IB communication through newsletters on-air broadcasts by students

### *Weakness Themes* from Fridley Administration, Parent, Community and Student Meetings

#### 1. Technology limitations

- Updating website, parent portal
- Families without computer and phone access
- Not everyone has cable and do not get district TV channels for updates in the community or schools

#### 2. Information Barriers

- Sometimes there is too much communication-when the same message is on paper, email and recorded messaging
- Frustrations when there are not clearly articulated processes
- Glut of information via e-mail

#### 3. Language and cultural barriers

- Lack of involvement from non-English speaking parents
- Few bilingual staff
- Multiple language of students and staff

### *Opportunity Themes* from Fridley Administration, Parent, Community and Student Meetings

#### 1. Technology opportunities

- Improve website
- Unify design of website pages and improve ease of updating website information
- Better use of technology to increase communication

#### 2. Streamline information

- Consolidation of information to fewer sites that are kept updated
- Develop a logical system to sort and disseminate information
- Develop a systemic and sustained inter-building communication process

#### 3. Reducing language and cultural barriers

- Schools need to have increased ways to communication with parents of English as a Second Language students
- Increase bilingual staff members
- Equal treatment for all

*Threat Themes* from Fridley Administration, Parent, Community and Student Meetings

1. Lack of funding
  - Human capital resource limitations
  - Unify design of website pages and improve ease of updating website information
  - Better use of technology to increase communication
  
2. Communication barriers
  - Too many communication avenues and not enough staff to support upkeep
  - Communicating with families non English speaking families is a barrier
  - Lack of transparency to our community
  - Not reaching our families of poverty
  
3. Economic and cultural barriers
  - Middle class assumptions
  - Misunderstanding about poverty and unwillingness to change
  - Perceived or real racial tension

**Summary of Electronic Survey Data Concerning Communication**

*Communication - Community Survey Results*

The response rate of the electronic survey was limited and does not provide enough information to gain community members perceptions around communication. (See Appendix A for survey results)

*Communication - Parent Survey Results*

NOTE: The following is only the communication portion of the parent survey results. These sections are being shared since the focus of this study is an analysis of communication trends. (See Appendix B for full parent survey results)

<b>COMMUNICATION – Parent Survey Results</b>						
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Response Count</b>
I feel welcome when I enter my child's school	283	146	10	8	6	453
If I have a concern, I know I can contact someone at the school who will be helpful	269	156	14	10	4	453
I feel informed about my child/children's academic progress	232	174	12	17	6	441
I feel comfortable speaking with my child's teacher(s) about my child	287	144	6	9	6	452
I feel comfortable speaking with the principal or assistant principal about my child	217	151	64	6	6	444
My child's teacher responds to my communications in a timely manner	280	135	15	9	7	446

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

<b>Means of Communication – Please check all of the ways your child’s school communicates with you.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Parent Portal	32.8%	141
School Website	24.2%	104
Teacher Website	7.7%	33
Telephone calls	65.6%	282
Parent Teacher Conferences	82.3%	354
Parent Teacher Organization (PTO) meetings	17.2%	74
Email	50.7%	218
Building/grade level newsletters	44.4%	191
<i>answered question</i>		<b>430</b>

### *Communication – Grade 11 Student Survey Results*

NOTE: The following is only the communication portion of the grade 11 student survey results. These sections are being shared since the focus of this study is an analysis of communication trends. (See Appendix C for full grade 11 student survey results)

<b>COMMUNICATION – Grade 11 Student Survey Results</b>						
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don’t know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Response Count</b>
I know what I am expected to learn at school	29	47	7	7	1	91
I have a caring adult I can talk to at school	32	33	13	7	6	91
The school keeps my parents informed of how well I am doing in school	22	41	16	9	2	90
I have the opportunity to be involved in decisions that affect student life in my school	11	33	17	17	12	90
My teachers treat me with respect	24	45	7	13	1	90

## **Recommendations**

**Recommendation 1:** Create a communications task force comprised of staff, students, administration, parents, and community members. Identify leadership for this task force.

\*\*The purpose of this committee will be to develop and implement Recommendation 2 - the design of a coherent district/community communication system.

**Recommendation 2:** Create a coherent district/community communication system.

**Method** - Develop and implement an action plan that streamlines communication

Key areas to address based on collected data:

- Make communication purposeful
- Assign communication responsibilities
- Identify procedures for communicating with families of limited social economics and families with language barriers
- Update and support electronic methods of communication
- Update website for consistency and ease of use
- Address consistent implementation of available technology ( i.e. portal, e-mail, splayback)
- Identify methods to engage community members
- Monitor and adjust communication plan in an ongoing manner

(See Appendix D for communication plan framework)

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

## Appendix A – Fridley Schools Community Survey Results

Answer Options	Response Percent	Response Count
District Bulletin	81.3%	26
School District web site	21.9%	7
Community Education brochure/catalog	53.1%	17
School Board Meetings	0.0%	0
Cable TV	25.0%	8
Conversations with school district employees	43.8%	14
Conversations with friends and/or neighbors	56.3%	18
Personal involvement	28.1%	9
SunFocus Newspaper	78.1%	25
<i>answered question</i>		32

Please check your preferred means of notification about what is happening in the school district.		
Answer Options	Response Percent	Response Count
District Bulletin	65.6%	21
School District web site	28.1%	9
Community Education brochure/catalog	37.5%	12
School Board Meetings	3.1%	1
Cable TV	25.0%	8
Conversations with school district employees	28.1%	9
Conversations with friends and/or neighbors	25.0%	8
Personal involvement	25.0%	8
SunFocus Newspaper	62.5%	20
<i>answered question</i>		32

COMMUNICATION					
Answer Options	I strongly agree	I agree	I have no opinion or don't know	I disagree	I strongly disagree
I feel that I am kept well informed about issues concerning the school district	5	15	10	2	0
The Fridley School Board seeks citizens' viewpoints/suggestions for solutions to school needs	3	7	9	6	3
Residents are invited to participate in important decisions about school programs/policies	3	8	6	9	2
When important decisions are made about school programs or policies, residents are informed far enough in advance to allow for discussion	3	7	8	6	3
<i>answered question</i>					32

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

<b>PARTNERSHIPS/COMMUNITY INVOLVEMENT</b>					
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>
Our schools have a high level of community involvement	7	17	4	2	0
Community members are provided opportunities to volunteer in schools	6	14	8	2	0
<i>answered question</i>					<b>32</b>

<b>ACADEMICS</b>					
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>
Our schools provide learning opportunities that meet the individual student needs	5	12	9	0	3
Our schools provide a sufficient variety of classes	5	13	8	2	2
Schools have adequate resources to support student learning	3	12	9	3	3
Fridley Area Schools staff provides support to ensure success for all students	5	15	8	0	1
Fridley Area Schools does a high quality job of preparing students for work or life beyond high school	4	11	11	3	1
<i>answered question</i>					<b>31</b>

<b>EXTRA-CURRICULAR ACTIVITIES</b>					
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>
The school district encourages residents without children currently attending school to be involved in school district activities	4	6	12	7	1
The school district provides high quality fine arts (music, art, theater) programs for students	4	19	5	2	0
The school district provides high quality athletic programs for students	6	12	10	2	0
The school district provides high quality community education classes and programs	8	11	11	0	0
<i>answered question</i>					<b>31</b>

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

During the past calendar year, how many school sporting events did you attend?		
Answer Options	Response Percent	Response Count
None	58.1%	18
1 to 3	19.4%	6
4 to 6	12.9%	4
7 or more	9.7%	3
<i>answered question</i>		<b>31</b>

During the past year, how many fine arts (music, art or theater) events did you attend at school?		
Answer Options	Response Percent	Response Count
None	41.9%	13
1 to 3	54.8%	17
4 to 6	0.0%	0
7 or more	3.2%	1
<i>answered question</i>		<b>31</b>

During the past calendar year, how many school activities, meetings or events (excluding sports and fine arts) did you attend?		
Answer Options	Response Percent	Response Count
None	54.8%	17
1 to 3	35.5%	11
4 to 6	0.0%	0
7 or more	9.7%	3
<i>answered question</i>		<b>31</b>

If you have not attended a school activity in the past year, which reason describes why?		
Answer Options	Response Percent	Response Count
Cost	0.0%	0
Unaware of school activities	11.1%	2
Not interested	16.7%	3
Too busy	22.2%	4
Other	50.0%	9
<i>answered question</i>		<b>18</b>

OVERALL SATISFACTION					
Answer Options	I strongly agree	I agree	I have no opinion or don't know	I disagree	I strongly disagree
Fridley Area Schools provides a high quality education for all students.	4	18	5	2	1
<i>answered question</i>					<b>30</b>

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

## Appendix B – Fridley Schools Parent Survey Results

<b>Please select the name of the school your child attends.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Hayes Elementary	32.4%	145
R. L. Stevenson Elementary	35.8%	160
Fridley Middle School	10.5%	47
Fridley High School	6.9%	31
Fridley Area Learning Center	1.1%	5
Fridley Early Childhood Program	13.2%	59
<i>answered question</i>		<b>447</b>

<b>COMMUNICATION</b>						
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Response Count</b>
I feel welcome when I enter my child's school	283	146	10	8	6	453
If I have a concern, I know I can contact someone at the school who will be helpful	269	156	14	10	4	453
I feel informed about my child/children's academic progress	232	174	12	17	6	441
I feel comfortable speaking with my child's teacher(s) about my child	287	144	6	9	6	452
I feel comfortable speaking with the principal or assistant principal about my child	217	151	64	6	6	444
My child's teacher responds to my communications in a timely manner	280	135	15	9	7	446

<b>Means of Communication – Please check all of the ways your child's school communicates with you.</b>		
<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
Parent Portal	32.8%	141
School Website	24.2%	104
Teacher Website	7.7%	33
Telephone calls	65.6%	282
Parent Teacher Conferences	82.3%	354
Parent Teacher Organization (PTO) meetings	17.2%	74
Email	50.7%	218
Building/grade level newsletters	44.4%	191
<i>answered question</i>		<b>430</b>

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

<b>ACADEMICS</b>						
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Response Count</b>
The environment at my child's school supports learning	261	152	21	11	5	450
My child is challenged by the provided academic work	194	194	15	25	5	433
My child is obtaining skills in technology	161	181	72	13	5	432
My child is provided with a variety of educational experiences that meet his/her individual learning level	215	181	20	22	5	443
The school encourages parents to be involved in their children's education	243	159	19	14	6	441
The teacher(s) care about my child's success	268	134	18	9	7	436
The amount of homework my child receives is appropriate for his/her grade level	175	176	41	25	6	423
I am satisfied with my child's academic progress	214	175	11	29	8	437
I am satisfied with the guidance my child receives concerning what to do after graduation (4-year or 2-year college, vocational/technical school, or other options)	65	64	231	19	16	395
<i>answered question</i>						<b>451</b>

<b>SCHOOL SAFETY</b>						
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Response Count</b>
My child feels safe at school	233	172	17	13	11	446
My child's school is clean and well-maintained	232	184	14	8	6	444
I am informed about schedules, emergency issues, and school policies	205	196	13	20	6	440
<i>answered question</i>						<b>447</b>

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

<b>EXTRA-CURRICULAR ACTIVITIES</b>							
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Rating Average</b>	<b>Response Count</b>
My child's school provides high quality athletic programs	97	159	142	14	7	2.22	419
My child's school provides high quality fine arts (music, art, theater) programs	118	169	110	16	6	2.10	419
My child is encouraged to participate in athletics	102	157	134	16	8	2.21	417
My child is encouraged to participate in fine arts	95	142	152	14	9	2.27	412
<i>answered question</i>							<b>424</b>

<b>OVERALL SATISFACTION</b>						
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Response Count</b>
Overall, I am satisfied with my child's school	256	149	12	13	8	438
I would recommend this school to other families.	258	131	22	14	11	436
<i>answered question</i>						<b>446</b>

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

## Appendix C– Fridley Schools Grade11 Student Survey Results

Answer Options	Response Percent	Response Count
Grade 11	97.8%	89
<i>answered question</i>		<b>91</b>

COMMUNICATION – Grade 11 Student Survey Results						
Answer Options	I strongly agree	I agree	I have no opinion or don't know	I disagree	I strongly disagree	Response Count
I know what I am expected to learn at school	29	47	7	7	1	91
I have a caring adult I can talk to at school	32	33	13	7	6	91
The school keeps my parents informed of how well I am doing in school	22	41	16	9	2	90
I have the opportunity to be involved in decisions that affect student life in my school	11	33	17	17	12	90
My teachers treat me with respect	24	45	7	13	1	90

ACADEMICS– Grade 11 Student Survey Results						
Answer Options	I strongly agree	I agree	I have no opinion or don't know	I disagree	I strongly disagree	Response Count
I am being challenged to do my best	17	47	13	10	4	91
I am given the support I need to be successful in school	17	50	16	5	3	91
Teachers encourage me to do my best	17	49	14	9	2	91
Teachers use a variety of methods to teach me	16	41	16	14	4	91
The amount of computer usage is appropriate in the classes I take	14	38	20	12	7	91
Overall, I have learned a lot from the classes I have taken in school	20	48	10	9	5	92
I have the opportunity to become proficient in a second language	14	47	15	10	5	91
The homework I am given supports my learning	13	42	12	18	5	90
The grades I receive reflect the work I have completed in school	10	44	13	16	6	89
My teachers provide learning opportunities that meet my individual needs	10	39	23	13	5	90
I am proficient in the use of technology	27	47	11	2	2	89
I receive support and guidance in career planning	7	31	20	21	10	89
The services provided by the school library/media center meet my academic needs	12	41	21	11	3	88
Additional Comments:						12
<i>answered question</i>						<b>92</b>

# Fridley Schools – Communication Report May, 2010

Created for Fridley Public Schools by Minnesota State University, Mankato – Center for Engaged Leadership (Raskin & Haar)

<b>SCHOOL SAFETY– Grade 11 Student Survey Results</b>						
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Response Count</b>
I know how I am supposed to behave in my school	34	47	6	0	2	89
I feel safe while at school	14	39	12	16	8	89
School rules are fair	13	23	19	24	10	89
School rules are implemented consistently	15	29	23	11	11	89
I am treated well by other students at my school	12	47	17	6	7	89
Additional Comments:						12
<i>answered question</i>						<b>89</b>

<b>EXTRA-CURRICULAR ACTIVITIES– Grade 11 Student Survey Results</b>						
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Response Count</b>
My school provides high quality athletic programs for students	23	32	12	14	8	89
My school provides high quality fine arts (music, art, theater) programs for students	21	30	23	9	6	89
I am encouraged to participate in athletic programs	21	31	19	15	2	88
I am encouraged to participate in fine arts programs	9	24	26	19	9	87
Additional Comments:						13
<i>answered question</i>						<b>89</b>

<b>OVERALL SATISFACTION– Grade 11 Student Survey Results</b>						
<b>Answer Options</b>	<b>I strongly agree</b>	<b>I agree</b>	<b>I have no opinion or don't know</b>	<b>I disagree</b>	<b>I strongly disagree</b>	<b>Response Count</b>
I am receiving a high quality education at my school	12	45	16	8	9	90
Additional Comments:						13
<i>answered question</i>						<b>90</b>

## Appendix D – Communications Framework

The recommendation from this study is to create a coherent district/community communication system. The method recommended to move in this direction is the development and implementation of an action plan that streamlines communication. In order to accomplish this, several sub-questions should to be explored and answered.

- 1) Internal Communication Structures
  - What needs to be communicated and to whom on a regular basis?
  - What methods of communication will be used?
  - How will internal communications be monitored for effectiveness?
  
- 2) External Communication Structures
  - Who needs to be involved in developing, implementing, and sustaining an external communications plan?
  - How will external communications be developed for various audiences (i.e. public, alumni, businesses, organizations, etc...?)
  - How will external communications be monitored for effectiveness?
  
- 3) Business and Community Communication Structures
  - How will relationships be established with business and community organizations?
  - How will business and community communications be monitored for effectiveness?

### Internal Communications Structures

Target Audience	Type of Information	Communication Method	Communication Timeline
Faculty			
Administration			
Students			

### External Communication Structures

Target Audience	Type of Information	Communication Method	Communication Timeline
Parents			
Parents of ESL Students			

### Business and Community Communication Structures

Organization	Strategy	Communication Method	Timeline
Chamber			