



## Fridley Public Schools School Board Work Session Agenda

Tuesday, September 15, 2020 at 5:30 PM

Fridley Community Center

6085 7th Street NE

Fridley, MN 55432

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A. Signing Required Documents

**B. GOVERNANCE AND POLICY**

1. Second Readings and Adoption of Policies
  - a. Policy 695 Tele-reporting Services
2. First Reading of Policies
  - a. Policy 104 School District 14 Mission Statement
  - b. Policy 105 Equity & Inclusion

**C. OVERSIGHT OF OPERATIONS**

1. Legal, Staffing and Personnel Update
  - a. New Contracts, Amendments, Leaves of Absence, Terminations, Resignations, and Retirements
  - b. Memorandums of Agreement with Fridley Education Association
    - 1) Additional Art Teacher Hours
    - 2) ECFE Teacher Hours
2. Finance and Operations Update
  - a. Audit Update
  - b. Preliminary Levy Certification
  - c. Fund balance transfer
3. Teaching & Learning Update / Worlds Best Workforce Public Forum
4. Assurance of Compliance with State and Federal Law Prohibiting Discrimination
5. Church Request
  - a. Policy 418 Chemical Free Workplace
  - b. Request from Center Church
6. Partnership Updates
  - a. Northeast Metro 916 Intermediate School District Meeting Held on September 2, 2020
  - b. Association of Metropolitan School Districts Meeting held on September 11, 2020

**D. INFORMATIONAL ITEMS**

1. Reopening School Update
2. Student Enrollment

**E. PUBLIC FORUM**



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## 695 Tele-related Services

### I. Purpose

Tele-related services are provided to students for the purpose of consultation, evaluation, and service delivery in the areas of Occupational Therapy, Physical Therapy, Mental Health, School Psychology, Speech/Language Pathology, and Social Work.

### II. General Statement of Policy

This telemedicine policy provides a comprehensive protocol for the use of web based tele-related services to students enrolled in Fridley Public Schools.

Tele-related services mean using technology for the delivery of related services at a distance by linking a professional to a student for assessment, intervention, provision of special education related services and/or consultation.

### III. Assurances

A. Student safety before, during, and after the tele-related services is provided: The parent or guardian or adult student has been informed that the student should have access to an adult to assure safety during a tele-related session.

Student movement to and from the session shall be the same as other students receiving face to face services.

B. Statement addressing when and how to discontinue tele-related services: Students who have been determined appropriate candidates for tele-related services, will follow the same Minnesota State criteria for entrance and exit from services as students receiving face to face services.

C. Privacy and Security: The professional must ensure student data remains private data when tele-related services are utilized. This includes demonstrating knowledge of:

- Health Insurance Portability and Accountability Act (HIPAA) as it applies to tele-related services;
- Health Information Technology for Economic and Clinical Health Act of 2009 as it may apply to tele-related services;
- Family Education Rights and Privacy Act of 1974;
- State and Federal regulations pertaining to electronic storage of data including the Minnesota Government Data Practices Act;
- Type of technology utilized;

- Knowledge of the tele-related software and hardware applications.

D. Required Documentation

- Type of service provided.
  - This information is documented in the Individualized Education Program (IEP) or the Contingency Learning Plan, and on the Medical Assistant (MA) billing activity logs.
- Time service begins and time service ends
  - This information is documented on the MA activity logs
- Description of provider's basis for determining tele-related service is appropriate
  - Related services are based on the unique needs of each individual student, tele-related service may not be appropriate in all circumstances or for all students. Candidacy for receiving services via tele-related services will be assessed prior to initiating services. The student's education, culture, age, and ability/disabilities will be considered when determining if tele-related services may benefit the student.
  - Code of Ethics: Providers who hold the appropriate licensure or equivalent shall evaluate the effectiveness of services provided, technology employed and products dispensed, and they shall provide services or dispense products only when benefit can be expected.

Providers shall make use of technology and instrumentation consistent with accepted professional guidelines in their areas of practice. If proper technology is not available, an appropriate referral may be made.

- Mode of transmission  
Providers shall ensure that all technology and instrumentation used to provide services or to conduct research and scholarly activities are in proper working order and properly calibrated.
- Location of originating and distant site  
The originating site is the location of the student at the time the provider is providing the service via a tele-related session. Documentation of the site occurs on the MA activity log. The distant site is the location where the licensed provider is located while providing the tele-related service. Documentation of location occurs on the MA activity log.

#### IV. Applicability

This policy applies to all providers utilizing a web-based platform to deliver tele-related services.

#### V. Roles and Responsibilities

Providers who deliver tele-related services must possess specialized knowledge and skills



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in selecting assessments and interventions that are appropriate to the technology and take into consideration client and disorder variables.

Assessment and therapy procedures and materials may need to be modified or adapted to accommodate the lack of physical contact with the student. These modifications are reflected in the interpretation and documentation of the service.

Fridley Public Schools is responsible for defining tele-related services in a school that will:

- Ensure the tele-related professional meets all the state requirements to practice in the school.
- Ensure the tele-related professional has knowledge, skills and training in the use of telemedicine.

***SCHOOL BOARD ACTION:***

Adopted as Policy 695 on September 15, 2020

Second Reading

## 104 School District 14 Mission Statement

### I. Purpose

The purpose of this policy is to establish a clear statement of the purpose for which the Fridley Public School District 14 exists.

### II. General Statement of Policy

The mission statement is based on the beliefs and values of the community as perceived by School Board members elected to represent the community. The mission statement should be the basis on which decisions are made. The School Board, on behalf of and with extensive participation by the community, will develop a consensus among its members regarding the nature of the enterprise the School Board governs, the purposes it serves, the constituencies it should consider, including student representation, and the results it intends to produce.

### III. Mission Statement for Fridley School District 14

As a world class community of learners, Fridley Public Schools aims to develop internationally-minded students. We challenge ourselves, our students, and our community to become caring and knowledgeable life-long learners who inquire and take action to create a better world.

Our mission is to guide students in the development of learning skills to help them reach their full potential. To accomplish this mission, we will. . .

- Provide a nurturing environment
- Create high expectations defined by learner outcomes
- Develop exemplary programs and continuously improve them
- Strive to meet students' needs
- Respect individual differences.

*Fridley's vision is to develop an educational foundation for students*

- To be life-long learners
- To develop high skill levels
- To care for others
- To be adaptable
- To be prepared to thrive in a diverse, changing society

*Values Fridley will promote The International Baccalaureate Learner Profile*

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- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-takers
- Balanced
- Reflective

### *Priorities*

- ~~Academic Achievement~~
- ~~Instructional strategies~~
- ~~Positive, safe, and respectful learning environment~~
- ~~Financial stability~~
- ~~Parent/School Partnerships~~
- Ensure district-wide high-level school performance through review and inquiry.
- Alignment of policies, procedures, and performance that support best practices linked to high levels of student achievement.
- Alignment of policies, procedures, and performance that foster an equitable, welcoming, safe, and respectful environment for students, staff, teachers and community.
- Protect and direct Fridley Public Schools' financial stability through long-range planning and oversight.
- Continuous improvement of parent, school, and community partnerships through public engagement.

## **IV. Accountability/Evaluation**

Individual schools will establish goals in the district priority areas each year based on the needs at each school. Each school will measure and report progress towards attainment of its goals and will make changes in its goals and supporting activities as needed.

The district administration will provide direction and support for program development and evaluation and will monitor the extent to which district priorities were successfully addressed.

### *Legal References:*

Minn. Rule Parts 3501.0010 to 3501.0180  
Minn. Rule Parts 3501.0200-3501.0270  
Minn. Stat 123.972 (School District Policy)



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*School Board Action:*

Revised as Policy 2.000 February 26, 1985

Revised as Policy 104 December 21, 1999

Revised January 17, 2006

Revised November 16, 2010

Revised March 15, 2011

Revised August 19, 2014

Revised October 18, 2016

Revised November 21, 2017

First Reading





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## 105 Equity and Inclusion Policy

### I. Purpose

The purpose of this policy is to provide educational equity and inclusion for each student, staff and family member. This policy will make it a priority that students, staff, families, and community members feel welcomed, valued, and heard. To ensure educational equity and inclusion, Fridley Public Schools will create a collective **antiracist** systemic culture that values equity **and inclusion** for all students, families, staff and community members. This policy will ensure that educational equity is implemented districtwide with fidelity, consistency, connection and coherence.

In developing and implementing its equity plan, Fridley Public Schools will honor the following five agreements that were developed by a diverse group of community stakeholders:

- We will actively create a safe space to engage in our equity journey
- We will value and hear all voices
- We will define Equity
- We will determine where we are and where we want to be
- We will prioritize representation of student body in all aspects of the organization.

### II. General Statement of Policy

*Fridley Public Schools is committed to creating a welcoming, respectful environment that provides an equitable and inclusive education for each student, staff and community member by ensuring that opportunities, access, and resources are aligned to support the growth and academic achievement of each student.*

At Fridley Public Schools:

Our students, staff, families and community are our greatest strength and we view our diversity as an asset. We will create and maintain an equitable, inclusive, and diverse community that ensures that each and every voice is heard and valued.

Educational equity and inclusion is achieved when each adult collaborates and affirms each student by creating a respectful learning environment inclusive of their race, ethnicity, culture, language, religion (creed), gender, gender expression, age, national origin (ancestry), disability, socio-economic status, and sexual orientation; and that each student, staff, family, and community member has access to opportunities to thrive to their fullest potential.

It is important that we ALL acknowledge and actively confront the historical conditions and systems that have continued to marginalize certain groups of students; and that we ALL



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share in the decision-making process to create an equitable and inclusive learning environment for each student. Fridley Public Schools will actively focus on interrupting and dismantling existing barriers by identifying, acknowledging, confronting, and disrupting beliefs and systems that marginalize children.

Fridley Public Schools acknowledges that there are many different intersections and ways that students are marginalized. Racism is the dominating force, historical foundation, persistent and pervasive barrier and biggest ongoing reality that students of color experience within the educational system. In order to address this current reality, Fridley Public Schools is committed to actively working to dismantle racist systems and policies, and replace them with antiracist systems. We will create accountability and monitor our progress through a consistent, connected, and coherent commitment to equity, and the application of strategies and processes that will help create a foundation for equitable and inclusive learning environment for all students through systemic change.

### III. Definitions

A. Antiracist: One who is expressing the idea that racial groups are equals and none needs developing, and is supporting policy that reduces racial inequity. One who is supporting an antiracist policy through their actions or expressing an antiracist idea.

B. Culture: Broadly described, culture can include economic systems, ways of life and social mores, educational institutions, social programs, the environment, technological systems, political ideologies and processes, recreational practices, customs and traditions, artistic and heritage activities, transportation and communication industries, and religious and spiritual activities.

B-C. Diversity: Identifications that include race, ethnicity, culture, language, religion (creed), gender, gender expression, age, national origin (ancestry), disability, socio-economic status, and sexual orientation, etc.

C-D. Equality: Everyone has equal (the same) opportunities and access.

D-E. Equity: Each person has the (individualized) opportunities and access they need.

E-F. Inclusion: A way of thinking and acting that demonstrates universal acceptance and promotes a sense of belonging for all learners. It is an attitude and approach that embraces Diversity and learner differences and promotes equitable opportunities for all learners. (Alberta Education Principles of Inclusion)

G. Marginalize: Treat as insignificant or inferior.

F-H. Racism: Racism describes the combination of individual prejudice and individual discrimination, on the one hand, and institutional policies and practices, on the other, that result in the unjustified negative treatment and subordination of members of a racial or ethnic group. By convention, the term racism has been reserved to describe the mistreatment of members of racial and ethnic groups that have experienced a history of discrimination. (Gerald Pine and Asa Hilliard, 1990)

#### **IV. School District Action and Administrative Responsibilities:**

Fridley Public Schools will use the following School Board Priorities for operational improvement to increase equity, inclusion, raise expectations, strengthen relationships and partnerships, and focus on resources:

1. Improve academic achievement and ensure high levels of school performance
2. Use instructional strategies recognized as most effective in the field and that are linked to high levels of student achievement
3. Create a positive, safe, and respectful environment for student learning,
4. Continue building financial stability in Fridley by planning and executing financial plans
5. Improve parent, student, and community partnership.

##### **A. Teaching and Learning**

Fridley Public Schools employees will work together to increase their personal and collective capacity to ensure a positive, inclusive, and academically rigorous school environment for each student. Administration and school staff will collaborate to eliminate practices that lead to the over/under representation of any student group to academic achievement, social/emotional learning, and college/career readiness. Professional development will be provided for all staff to support staff in reflecting on their current practices and mental models.

*(School Board Priority: 1. Academic Achievement, 2. Instructional Strategies, 3. Positive, safe, and respectful learning environment)*

##### **B. Leadership**

Fridley Public School's leadership will actively focus and reflect on current practices and mental models, in order to interrupt and dismantle existing barriers to eliminate any achievement or opportunity gap. Leadership will examine issues, and develop and implement solutions that center antiracist educational systems.

The school board will review, adopt and support alignment of policies, procedures, and performances that ensures equitable and inclusive opportunities for each student and foster increased achievement in a safe, welcoming, and respectful environment for students, staff, families, and community. District and school administrators will provide and align resources to ensure an equitable and inclusive education through curriculum/instruction, educational experiences, and support services that prepare each student for college and career pathways.

*(School Board Priority: 1. Academic Achievement, 2. Instructional Strategies, 3. Positive, safe, and respectful learning environment, 4. Financial Stability, and 5. Parent/School Partnerships)*

### **C. Students and Families**

Fridley Public Schools acknowledges the important role of student voice and student leadership. Furthermore, it is critical to ensure through intentional inclusion and engagement, that voices and experiences of students and families who have historically been excluded from leadership roles are actively engaged in programs, practices and structures that foster engagement, leadership, advocacy, and student voice.

Fridley Public Schools believe education is a shared responsibility among staff, students, parents/guardians, families, and community. Fridley Public Schools will continue to maintain a high level of family partnership that ensures inclusion of perspectives, experiences, rights, and needs of each student through communication, parent education, volunteering opportunities, parent leadership in decision-making, parent information to support student's continued learning at home, and community connections and collaborations to support students and families.

*(School Board Priority: 1. Academic Achievement, 3. Positive, safe, and respectful learning environment, 5. Parent/School partnership)*

### **D. Community Engagement**

Fridley Public Schools will continuously strive to increase collaboration with the community at large to support equitable and inclusive educational experiences for students and families through on-going and open dialogue, and engagement and participation in opportunities that enhance student learning and growth and prepares each student for college and careers.

*(School Board Priority: 3. Positive, safe, and respectful learning environment, 4. Financial stability, 5. Parent/School partnerships).*

### **V. Implementation and Monitoring**

The board directs the Superintendent to develop and implement an operational plan which includes developing and implementing an equity policy and an equity and inclusion plan. The equity and inclusion plan will include measurable strategies monitored by the Superintendent.

#### ***Legal References:***

U.S. Constitution, First Amendment.

#### ***Cross References:***

MSBA/MASA Model Policy

[Definitions adapted from Toronto District School Board Draft Equity Policy \(Revised\)](#)



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Definition for Antiracist from Kendi, Ibram X. (2019). How To Be An Antiracist. The New York Times Company

Definition for Racism from Singleton, Glenn E. (2015). Courageous Conversations About Race (2nd ed). United States, Corwin

**SCHOOL BOARD ACTION:**

~~Definitions adapted from Toronto District School Board Draft Equity Policy (Revised)~~  
Adopted as Policy 105 August 20, 2019

First Reading

## Personnel Changes 2020-21 School Year

### New Contracts and Amendments per Master Agreements (2020-2021)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Emily	Ashworth	SY LTS Teacher	BA/3	RLS
Carrie	Baertsch	Cook	\$14.03/hour	RLS
Jennifer	Bardenpratt	AVID Tutor	\$13.25/hour	FHS
Lori	Bartho	Teacher	MA+40/8	RLS
Zack	Bobick	Head Girls Soccer Coach	Schedule C	FHS
Emmanuel	Brown	Assistant Boys Soccer Coach	Schedule C	FHS
Rebecca	Brown	Behavior Intervention Teacher	MA/1	RLS
Anna	Carlston	Building Attendant	\$13.25/hour	FHS
Madeline	Cronk	Teacher	BA/1	FHS
Julia	Ebbers	Teacher	BA/8	FMS
Brad	Fisher	Cross Country Head Coach	Schedule C	FHS
Kahnnie	Gbor	Assistant Cheerleading Coach	Schedule C	FHS
Holly	Groves	Paraeducator	\$14.99/hour	RLS
Samantha	Hamlin	Paraeducator	\$15.86/hour	HYS
Emily	Heille	Assistant Girls Swim Coach	Schedule C	FHS
Sasha	Herder	CE Classroom Assistant	\$15.01/hour	FCC
Adam	Hertz	Teacher	BA+40/8	ALC-HS
Kim	Imholte	TC Asst Program Manager	\$18.31/hour	FCC
Darren	Johnson	CE Instructor	\$13.49/hour	FCC
Hannah	Johnson	Cross Country Assistant Coach	Schedule C	FHS
Shana	Kelly	Speech Clinician	MA/2	RLS
Tony	Kohaneck	AVID Tutor	\$13.25/hour	FHS
Alyssa	Lane	Head Cheerleading Coach	Schedule C	FHS
Bridgette	Lensing	Teacher	BA/8	FMS
Tiffany	Little	TC Asst Program Manager	\$17.73/hour	FCC
Emily	Lund	CE Classroom Assistant	\$15.01/hour	FCC
Laura	Lusardi	Teacher	BA+20/2	FHS
Marcy	Martin	AVID Tutor	\$13.25/hour	FHS
John	Meyongar	Assistant Boys Soccer Coach	Schedule C	FHS
Christine	Nalepka	Assistant Girls Soccer Coach	Schedule C	FHS
Kirsten	Olson Madaus	CR Catalog Class Instructor	Schedule C	FCC
Madison	Pawlyshyn	Clerical	\$16.60/hour	FMS
Kristina	Pickering	Teacher	BA/3	RLS
Kelly	Quach	Assistant Tennis Coach	Schedule C	FHS
Anne	Rae	Teacher – LTS	BA/1	ALC
Erica	Rauworth	Assistant Girls Swim Coach	Schedule C	FHS
Faith	Redmond	Cook	\$14.03/hour	FHS
Adnan	Secic	Custodian	\$17.56/hour	FMS
Yashminie	Seriram	CE Classroom Assistant	\$15.01/hour	FCC
Christopher	Sinclair	CE Classroom Assistant	\$15.01/hour	FCC

First Name	Last Name	Assignment	Step/Lane/Salary	School
Zachary	Sorenson	Teacher	BA/3	Hayes
Andrew	Spreeman	CE ECFE Classroom Assistant	\$15.01/hour	FCC
Eve	Stein	Teacher	MA/8	FMS
Michelle	Stevens	TC Asst Program Manager	\$17.16/hour	FCC
Kyle	Syverson	Head Girls Swim Coach	Schedule C	FHS
Lawrence	Talery	Assistant Boys Soccer Coach	Schedule C	FHS
William	Totimeh	Head Boys Soccer Coach	Schedule C	FHS
Samuel	Vossler	Teacher	MA/1	FHS/FMS
Darian	Winslow	Cross Country Assistant Coach	Schedule C	FHS
Susan	Wolney	TC Asst Program Manager	\$18.31/hour	FCC
Eric	Wright	Teacher	BA+10/1	FHS

### Individual Contracts and Amendments (2020-2021)

First Name	Last Name	Assignment	Step/Lane/Salary	School
Steven (Ike)	Isaacson	Director of Human Resources	Individual Contract	District
Barbra (Barbie)	Roessler	Director of Finance & Operations	Individual Contract	District
Xong	Yang	Equity & Inclusion Specialist	Individual Contract	FCC

### Leave of Absence (2020-2021)

- Deborah Janssen has requested a leave of absence for the 2020-2021 school year from her teacher position at Hayes Elementary.
- Hope Osifyue requested a leave of absence from her Equity and Inclusion Specialist position at RLS from August 31, 2020 through September 18, 2020.

### Resignations (2020-2021)

- Gavin Bardenpratt resigned his student worker position at Fridley Community Center, effective March 13, 2020.
- Jonathan Conyers has resigned his paraeducator position at Fridley Middle School, effective June 11, 2020.
- Kawsar Jama resigned her paraeducator position at Fridley Community Center, effective June 11, 2020.
- Monica Lhotka has resigned her paraeducator position at Fridley High School, effective June 11, 2020.
- Valentae Morehead resigned his student worker position at Fridley Community Center, effective November 1, 2019.
- Tarek Morey has resigned his teacher position at Fridley ALC, effective June 12, 2020.
- Keshia Newsome resigned her para position at Hayes Elementary effective September 6, 2020.
- Emily Rice resigned her student worker position at Fridley Community Center, effective May 10, 2018.
- Ximora Welsh resigned from her student worker position at Fridley Community Center, effective March 23, 2020.

**MEMORANDUM OF AGREEMENT**

**WHEREAS**, the Fridley Education Association ("Union") and Independent School District No. 14 ("School District") are parties to the Teachers' Collective Bargaining Agreement ("Collective Bargaining Agreement"); and

**WHEREAS**, the Union and the School District wish to acknowledge the need to provide for additional distance learning in the FHS Art class during the 2020-2021 school-year;

**WHEREAS**, the Union and the District do not envision this to be an on-going need in the School District,

**NOW, THEREFORE**, the Union and the School District agree as follows:

1. Danielle Hasbrouck will have .3 added to her schedule during the 2020-2021 school-year
2. This additional assignment is for one-year only, and does not obligate the School-District to the additional .3 in subsequent assignments.
3. This MOA does not constitute a past practice, nor does it establish a precedent.

Dated: 9/2/2020

Fridley Education Association

By [Signature]  
Its President

Dated: 9/2/20

By [Signature]  
Its Head Negotiator

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

Independent School District No. 14

By \_\_\_\_\_  
Its \_\_\_\_\_

By \_\_\_\_\_  
Its \_\_\_\_\_



**MEMORANDUM OF AGREEMENT**

**WHEREAS**, the Fridley Education Association (“Union”) and Independent School District No. 14 (“School District”) are parties to the Teachers’ Collective Bargaining Agreement (“Collective Bargaining Agreement”); and

**WHEREAS**, the Union and the School District wish to acknowledge the change in ECFE teacher schedules resulting in 6 hours of instructional time;

Whereas the union and the School District wish to acknowledge the collective bargaining agreement allows for 1-hour prep time for every 3 hours of instruction, thus requiring an 8-hour day to accommodate 6 hours of instruction;

Whereas the union and the School District intend to include a ½ hour paid lunch in the daily ECFE teacher schedule

**WHEREAS**, the Union and the District do not envision this to be an on-going work-place scenario in the School District,

**NOW, THEREFORE**, the Union and the School District agree as follows:

1. ECFE teachers will be scheduled and paid for 8.5 hours per day for the '20 –'21 school-year, effective August 31<sup>st</sup>, 2020
2. This Memorandum of Agreement is effective upon execution of the parties and shall expire on June 30, 2021. It shall have no force or effect thereafter, unless so agreed, in writing by the Union and the School District.
3. This MOA does not constitute a past practice, nor does it establish a precedent.

Dated: 9/2/2020

Fridley Education Association

By [Signature]  
Its President

Dated: 9/2/20

By [Signature]  
Its Chief Negotiator

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

Independent School District No. 14

By \_\_\_\_\_  
Its \_\_\_\_\_

By \_\_\_\_\_  
Its \_\_\_\_\_



TO: Members of the School Board

FROM: Brady Hoffman, Interim Director of Finance and Operations

DATE: September 15, 2020

RE: Approval of Proposed 2020 Payable 2021 Property Tax Levy

## **RECOMMENDATION:**

**For the Board of Education to approve the proposed 2020 payable 2021 property tax levy as “Maximum” and certify the levy to the county auditor.**

### Background:

State statutes require that school districts certify proposed property taxes payable in 2021 by September 30, 2020.

Proposed levies for school districts carry the option of levying the “Maximum” versus a specific amount due to continuing updates by the Department of Education. This “Maximum” option protects school districts whose levies may increase. Levying a specific dollar amount prevents further increases.

Truth in Taxation statutes require a hearing be conducted during regular school board meetings. The statute also requires that the date and time of the regular school board meeting when hearings are scheduled be announced at the time the proposed levy is certified.

The regular school board meeting at which the Truth in Taxation hearing will be conducted is December 15, 2020 at 7:00 pm.



ISD 14 - FRIDLEY  
 LEVY CERTIFICATION - LEVY 19 PAY 20 (REVENUE FY 2020-21)  
 ANALYSIS: PAY 20 VS. PAY 21  
 AS OF SEPTEMBER 8, 2020

Category	REV 20-21	REV 21-22	LEVY \$ INC /	LEVY % INC /
	FINAL PAY 20	PRELIM. PAY 21	(DEC)	(DEC)
<b>GENERAL FUND (FUND 1)</b>				
REFERENDUM-VOTER	\$ 1,412,385.42	\$ 1,588,809.30	\$ 176,423.88	
REFERENDUM-BOARD	12,083.45	(17,554.90)	(29,638.35)	
LOCATION OPTIONAL	1,881,253.07	1,902,513.65	21,260.58	
EQUITY	446,218.85	426,153.79	(20,065.06)	
OPERATING CAPITAL	175,249.46	195,515.36	20,265.90	
Q-COMP	274,931.48	288,516.97	13,585.49	
INTEGRATION AND ACHIEVEMENT	209,450.73	221,214.83	11,764.10	
RE-EMPLOYMENT	60,596.69	59,613.82	(982.87)	
SAFE SCHOOLS	110,871.36	103,197.24	(7,674.12)	
SAFE SCHOOLS - INTERMEDIATE	46,227.68	42,998.85	(3,228.83)	
CAREER TECHNICAL	116,684.74	205,824.78	89,140.04	
LONG TERM FACILITIES	1,041,660.20	1,137,488.20	95,828.00	
CAPITAL PROJECT REFERENDUM	924,144.62	987,134.11	62,989.49	
LEASE LEVY	645,783.92	579,066.58	(66,717.34)	
ADVANCE ABATEMENT ADJ.	23,714.66	24,566.16	851.50	
<b>SUBTOTAL - GENERAL FUND</b>	<b>\$ 7,381,256.33</b>	<b>\$ 7,745,058.74</b>	<b>\$ 363,802.41</b>	<b>4.93%</b>
<b>COMMUNITY SERVICE FUND (FUND 4)</b>				
BASIC COMMUNITY ED	\$ 120,409.25	\$ 120,409.25	\$ -	
EARLY CHILDHOOD FAMILY ED	50,603.41	50,518.76	(84.65)	
HOME VISITING	1,214.70	1,158.05	(56.65)	
SCHOOL AGE CARE	213,659.03	248,024.84	34,365.81	
ADVANCE ABATEMENT ADJ.	1,416.30	1,547.26	130.96	
<b>SUBTOTAL - COMM. SERVICE</b>	<b>\$ 387,302.69</b>	<b>\$ 421,658.16</b>	<b>\$ 34,355.47</b>	<b>8.87%</b>
<b>DEBT SERVICE FUND (FUND 7)</b>				
DEBT SERVICE *	\$ 2,487,609.93	\$ 2,454,836.89	\$ (32,773.04)	
LONG TERM FACILITIES DEBT SVC	1,369,016.26	1,239,145.32	(129,870.94)	
ABATEMENT ADJUSTMENT	14,560.29	21,433.24	6,872.95	
<b>SUBTOTAL - DEBT SERVICE</b>	<b>\$ 3,871,186.48</b>	<b>\$ 3,715,415.45</b>	<b>\$ (155,771.03)</b>	<b>-4.02%</b>
<b>OPEB FUND (FUND 47)</b>				
OPEB	\$ 537,967.28	\$ 536,551.00	\$ (1,416.28)	
ABATEMENT ADJUSTMENT	2,506.01	3,285.52	779.51	
<b>SUBTOTAL - OPEB</b>	<b>\$ 540,473.29</b>	<b>\$ 539,836.52</b>	<b>\$ (636.77)</b>	<b>-0.12%</b>
<b>GRAND TOTAL</b>	<b>\$ 12,180,218.79</b>	<b>\$ 12,421,968.87</b>	<b>\$ 241,750.08</b>	<b>1.98%</b>

Transfer of Funds Request under Minnesota Laws 2020, Chapter 116/House File 4415, Article 3 Section 8

Please submit this form with attachments via email to [MDE.UFARS-Accounting@state.mn.us](mailto:MDE.UFARS-Accounting@state.mn.us).

### District Information

**District Name:** \_\_\_\_\_ **District Number:** \_\_\_\_\_ **District Type:** \_\_\_\_\_

**Superintendent's Name:** \_\_\_\_\_ **Fiscal Year:** \_\_\_\_\_

**Requested Amount of Transfer: \$** \_\_\_\_\_

	Fund	Program Code	Finance Code	Balance Sheet Reserve Account Number	Balance Sheet Reserve Name	Funding Statute
<b>To:</b>						
<b>From:</b>						

**Summarize the intended purpose and uses of the transferred funds (Please be specific):**

The following must be attached:

- Copy of the board resolution stating the fund transfer must not interfere with the equitable delivery of distance learning or social distancing models.
- Copy of the board minutes documenting adoption of the board resolution (above) and board approval for the transfer of funds in the amount of this application.

### Verification of Information

I hereby verify that the information provided on this form is true and accurate to the best of my knowledge.

\_\_\_\_\_  
Superintendent – Signature \_\_\_\_\_  
Date

\_\_\_\_\_  
Board Chair or Board Designee – Signature \_\_\_\_\_  
Date



The following resolution was moved by \_\_\_\_\_ and seconded by \_\_\_\_\_:

**RESOLUTION REGARDING FUND BALANCE TRANSFERS**

WHEREAS, Minnesota Laws 2020, Chapter 116/House File 4415, Article 3 Section 8, which stated in part:

Sec. 8. FUND TRANSFERS; FISCAL YEARS 2020 AND 2021 ONLY. Subdivision 1.  
Fund and account transfers allowed. Notwithstanding Minnesota Statutes, section 123B.80, subdivision 3, for fiscal years 2020 and 2021 only, a school district, charter school, or cooperative unit may transfer any funds not already assigned to or encumbered by staff salary and benefits, or otherwise encumbered by federal law, from any accounts or operating fund to the undesignated balance in any other operating fund.

WHEREAS, a fund transfer is allowed if the transfer meets the criteria set forth in Minnesota Laws 2020, Chapter 116/House File 4415 Article 3 Section 8:

1. The transfer does not increase state aid obligations to the district or result in additional property tax authority for the district or charter school.
2. A transfer is limited to the operating funds of a district or charter school.
3. A school board must approve a fund transfer by the fiscal year reporting deadline.
4. A school district, charter school, or cooperative unit must maintain accounting records for the purposes of this section that are sufficient to document both the specific funds transferred and use of those funds. The accounting records are subject to auditor review.
5. Any execution of this flexibility must not interfere with or jeopardize funding per federal requirements.
6. Any transfer must not interfere with the equitable delivery of distance learning or social distancing models

WHEREAS, the School Board of Fridley Public Schools, Independent School District No. 14, has determined that that the criteria identified under Section 8 have been satisfied for a fund transfer pursuant to Minnesota Laws 2020, Chapter 116/House File 4415 Article 3;

WHEREAS, the School Board of Independent School District has reviewed and approved the attached *Request for Fund Transfer*

THEREFORE, BE IT RESOLVED, that the School Board of Independent School District No. 14 authorizes the School District administration to submit the attached *Request for Fund Transfer*.

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

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

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





## District 14 – Fridley Public Schools Local World’s Best Workforce Plan

**2020-2021**

The World’s Best Workforce Plan (MN Statute, section 120B.11) is a comprehensive, long-term strategic plan to support and improve teaching and learning with the ultimate goal of creating the world’s best workforce. It is intended to serve as a foundational document that aligns educational initiatives that serve students pre-k through high school. It is focused on five state-wide goals:

1. All students ready for kindergarten
2. All students in third grade achieve grade level literacy
3. Closing achievement gaps
4. All students career- and college-ready by graduation
5. All students graduate

Fridley Public Schools World’s Best Workforce Plan serves as a blueprint that demonstrates how current district initiatives and plans work together in a concerted effort to create a quality workforce equipped with the necessary skills for the 21st century.

### **Mission Statement for Fridley School District 14**

As a world class community of learners, Fridley Public Schools aims to develop internationally-minded students. We challenge ourselves, our students, and our community to become caring and knowledgeable life-long learners who inquire and take action to create a better world.

### **School Board Operational Priorities for Improvement**

- Ensure district-wide high-level school performance through review and inquiry
- Alignment of policies, procedures, and performance that support best practices linked to high levels of student achievement
- Alignment of policies, procedures, and performance that foster an equitable, welcoming, safe, and respectful environment for students, staff, teachers, and community
- Protect and direct Fridley Public Schools' financial stability through long-range planning and oversight
- Continuous improvement of parent, school, and community partnerships through public engagement

*Reference: School Board Policy 104 Mission Statement*

# District World's Best Workforce Goals



WBWF Goal Areas	2019-20 Results	2020-21 Goals
<p><b>All students ready for kindergarten</b></p>	<p>Percentage of 4-yr-olds in ECFE classrooms performing at or above the academic readiness level on the Letter Naming Assessment (TS GOLD assessment) in spring 2019 will increase from 76.6% to 80% in spring 2020.</p> <p>2019 – RESULTS: 76.6 2020 – RESULTS: NA 2021 -</p> <p>Winter 2019-2020 – 81.5% students met benchmark</p> <ul style="list-style-type: none"> <li>• 83.1% of males, 79.7% of females</li> <li>• 83.6% of English speakers, 50% of Somali speakers, 62.5% of Spanish speakers</li> <li>• 50% of Amer.Ind., 91.7% of Asian, 81.1% of Black, 81.3% Two or More, 84.6% of White, 68.7% of Unknown – which must be all or mostly Hispanic)</li> <li>• 83.2% of Non ELL, 68.8% of ELL</li> </ul>	<p>Percentage of 4-yr-olds in ECFE classrooms performing at or above the academic readiness level on the Letter Naming Assessment (TS GOLD assessment) will increase from 76.6 (2019)% to 80% in spring 2021.</p> <p><b>RESULTS:</b></p>
<p><b>All students in grade 3 achieving grade-level literacy</b></p> <p>(For the 2019-2020 school year we are changing our benchmark for proficiency on the AReading assessment to the 55<sup>th</sup> percentile based on our comprehensive needs assessment.)</p>	<p>Percentage of Gr 3 students on track to meet MCA proficiency on aReading assessment will increase from 63% at the 40<sup>th</sup> percentile in 2019 to 55% in 2020 at the 55<sup>th</sup> percentile.</p> <p><b>RESULTS:</b> No results were achieved due to COVID 19 – In the winter the breakdown was as such;</p> <p>Winter 2019-2020 -43.4% met 55<sup>th</sup> percentile or higher</p> <ul style="list-style-type: none"> <li>• 43% of males, 44% of females</li> <li>• 33% of Asian, 37% of Black, 30% of Hispanic/Latino, 41% of Two or More Races, 61% of White</li> <li>• 19% of SPED, 48% of not SPED</li> <li>• 21% of ELL, 50% of non-ELL</li> </ul>	<p>Percentage of Gr 3 students on track to meet MCA proficiency on aReading assessment will increase from 63% at the 40<sup>th</sup> percentile in 2019 to 55% in 2021 at the 55<sup>th</sup> percentile.</p> <p><b>RESULTS:</b></p>

<p>Close the achievement gap among all groups (Achievement and Integration Plan Goals)</p>	<p><b>Reading proficiency gap between FRL students and non-FRL students will decrease to 20.5% on state MCA by 2020.</b> <b>RESULTS:</b></p> <p>2017 – FRL 33% NFRL 65% (32) 2018 – FRL 36.1% NFRL 63.6% (27.5) 2019 – FRL 35% NFRL 63.6% (28.6) 2020 – NA 2021 -</p> <p><b>Math proficiency gap between FRL students and non-FRL students will decrease to 21.5% on state MCA by 2020.</b> <b>RESULTS:</b></p> <p>2017 – FRL 31.7% NFRL 58.4 % (26.7) 2018 – FRL 31.8% NFRL 62.3 % (30.5) 2019 – FRL 28.9% NFRL 58.1% (29.2) 2020 – NA 2021 -</p>	<p><b>Reading proficiency gap between FRL students and non-FRL students will decrease to 20.5% on state MCA by 2021.</b> <b>RESULTS:</b></p> <p><b>Math proficiency gap between FRL students and non-FRL students will decrease to 21.5% on state MCA by 2021.</b> <b>RESULTS:</b></p>
<p>All students career- and college-ready by graduation</p>	<p><b>Percentage of students in Gr 11 meeting ACT College Reading Benchmark will increase from 19% in 2019 to 35 % in 2020:</b> <b>RESULTS:</b></p> <p>2018 – 33% 2019 – 19% 2020 – NA 2021 -</p>	<p><b>Percentage of students in Gr 11 meeting ACT College Reading Benchmark will increase from 19% in 2019 to 35 % in 2021:</b> <b>RESULTS:</b></p>
<p>All students graduate</p>	<p><b>Percentage of students graduating will increase from 83.6% in 2019 to 85% in 2021.</b> <b>RESULTS:</b></p> <p>2014 – 80.4% 2015 – 75.4% 2016 – 80.4% 2017 – 81.3% 2018 – 81% 2019 – 83.6% 2020 – Data available Nov 2020</p>	<p><b>Percentage of students graduating will increase from 83.6% in 2020 to 85.0% in 2021.</b> <b>RESULTS:</b></p>
<p>Achievement/Integration Plan Goal</p>	<p><b>Decrease the disproportionality rate in suspensions/dismissals (in school and out of school) for African-American students from 28.2 to 3.6 by 2023.</b> <b>RESULTS:</b></p> <p>2015-16 – 28.2 2016-17 – 33.9 2017-18 - 33 2018-19 – 33.6 2019-20 – 31.6</p>	<p><b>The number of black students enrolling in IB DP courses will increase by 5% each year. (Baseline 2019 – 5.1%)</b></p> <ul style="list-style-type: none"> <li>- Total Black Students in Grades 11/12: 178</li> <li>- Black Students enrolled in DP in Grades 11/12: 145 (81.5%) compared to white 81.9%</li> <li>- Black Students in Full DP: 9 (5.1%) compared to white (14%)</li> </ul>

## **Goals and Benchmarks for Instruction and Student Achievement**

### Student Achievement Benchmarks

Fridley Schools has established a system of benchmark target scores which link local assessments to predicted achievement on statewide assessments. The Student Achievement Benchmarks document provides a consistent set of target scores for student performance across measures and time. The intent is to articulate grade level benchmarks that demonstrate a clear path to college and career readiness.

*Reference: Student Achievement Benchmarks*

*Reference: Student Achievement Summary*

### Student Achievement Goals

Each site develops student learning goals that align to the district-wide goals and school board priorities. The site student learning goals are developed by site-based leadership teams determined by student achievement data. Progress toward goals is monitored and reviewed mid-year and end of year. Student achievement goals are used for building Q Comp site goals as well.

- Hayes Elementary
- RL Stevenson Elementary
- Fridley Middle School
- Fridley High School
- Fridley HS ALC
- Fridley Preschool



*Reference: Building/Program Goals Summary*

## **Assessing and Evaluating Student Achievement**

### District Assessment Plan

Fridley Public Schools uses a comprehensive process to assess and evaluate student progress toward college and career readiness standards. The multi-layered system incorporates local, state, and national assessments that provide a complete profile of achievement by individual student, subgroup, school, and district. Data from assessments is regularly reviewed by school stakeholders to screen, progress monitor, determine curriculum effectiveness, guide student instruction, evaluate program effectiveness, gauge instructional strategy effectiveness, determine student program placement, diagnose learning difficulties, determine state/federal accountability, determine professional development needs, and inform parents of student progress.

*Reference: Fridley Assessment Schedule*

### Transition to Postsecondary Education and Careers

Fridley Public Schools has a comprehensive plan to transition students to postsecondary education and employment. Each student begins developing a plan that begins in ninth grade and includes:

- International Baccalaureate Continuum: rigorous programming for PK-grade 12
- AVID Program for students in grades 7-12
- Student-developed post-secondary and career plans beginning in grade 9
- Courses articulated with post-secondary institutions available to students in grades 9-12



- Authorized IB Career Certificate Programme with course offerings in EMT/EMR and Computer Programming
- Career and Technical Education (CTE) courses and activities through the Carl Perkins Consortium
- Advisory content for students in grades 5-12 on post-secondary readiness
- College visits for students in grades 6-12

## **Assessing and Evaluating Instruction and Curriculum**

### Curriculum and Instruction Review Process

Curriculum review and development is based on the principles of Understanding by Design. All curricular areas are part of a continuous improvement cycle aligned with the MN State Content Standards and the International Baccalaureate Programme updates.

*Reference: Curriculum Review and Development Model*

### Teacher Evaluation

Integrated in the District Q Comp plan are the elements of effective teacher evaluation. All teachers, probationary and tenured, are evaluated each year using Danielson Framework for Teaching. Teachers are observed by trained evaluators, both administrators and instructional leaders, in addition to completing an individual growth plan each year. Job embedded professional development provides teachers with support on the evaluation model and participation in professional learning teams.



*Reference: Fridley Q Comp Plan and Teacher Development and Evaluation Program*

*Reference: Danielson Framework for Teaching Evaluation Rubric*

### Principal Evaluation

The superintendent facilitates an annual evaluation for all school leaders with a tool evaluating how the individual creates a culture conducive to continuous improvement, ensures school safety, demonstrates data-driven plan for improving student achievement and closing the achievement gap, assists in aligning curriculum, instruction and assessment, manages resources, and engages community partners. Individual goals are set based on building student achievement goals, feedback, and the evaluation tool.

*Reference: Leadership Framework*

## **Strategies for Improving Instruction and Curriculum**

Comprehensive plans for district/school improvement are developed and /or revised annually and focus on increasing student achievement by enhancing instruction, upgrading curriculum and developing effective programming. Each of the various improvement plans and support systems are described briefly below. Documents which provide a detailed and comprehensive description of each element are referenced.

### International Baccalaureate Programme Continuum

The Fridley School District is committed to high quality implementation of the International Baccalaureate Continuum of programmes for all students. This includes the Primary Years Program for 3- and 4-year olds, Primary Years Programme for grades K-4, Middle Years

Programme for Grades 5-10, and Diploma Programme and Career-Related Programme for grades 11-12. Fridley embraced the IB program because the curriculum and pedagogy of IB focus on international perspectives of learning and teaching, while insisting that students fully explore their home culture and language. It is a rigorous program for students aged 3 to 19 to help develop the intellectual, personal, emotional and social skills to live, learn and work in a global society. The IB program is a research-based intervention framework that includes formative assessment practices to reduce achievement disparities. The Fridley district has an “all-district” IB program. The district implements IB from Pre-K through high school graduation. All students participate in the program, including the diploma program. It is not limited to specifically identified students and there are no established barriers to participation.



Implementation of the IB Continuum requires a programme evaluation every five years after initial authorization. The programme evaluation process includes the development of a school action plan; a comprehensive self-study of all elements in the IB Standards and Practices (curriculum, instruction, assessment practices, leadership, community, and professional development); an evaluation visit by a visiting external team; and a formal report of findings including commendations, recommendations and matters to be addressed.

#### Broad Goals Addressed:

- Goal 1: All students ready for kindergarten
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready
- Goal 5: All students graduate

Timeline: All Programmes in the Continuum were externally evaluated in 2017.

Budget: Activities and strategies for the IB Programme are funded from Integration and Incentive funds and school district general funds.

*Reference: IB Standards and Practices*

*Reference: Programme Evaluation Guide*

*Reference: Fridley Evaluation Reports*

#### Professional Development

Each year the school district staff development committee establishes a set of staff development priority areas based on student achievement and behavior data, program evaluation timelines and results, teacher evaluation information, and external evaluation timelines. These priority areas are aligned with the school board priority areas.

*Reference: District Staff Development Report 2017-18*

#### Achievement and Integration (A&I)

Fridley School District is eligible to participate in the Achievement and Integration program established to close Minnesota's academic achievement and opportunity gap. The purpose of this program is to pursue racial and economic integration, increase student achievement, and reduce academic disparities in Minnesota's public schools. The plan established by the Fridley District works in partnership with the Northwest Suburban Integration School District using the International Baccalaureate magnet school program to develop integrated learning environments designed to reduce both enrollment and academic achievement based on students' racial, ethnic and economic backgrounds. The achievement gap most pronounced across the district can be found between the students receiving free/reduced lunch and those who are not. Because reduction of this gap will impact achievement across all other subgroups, it is the overall focus of the A& I plan for 2017-2020.



### Plan Components

1. Innovative integrated Pre-K to Grade 12 School Enrollment Choices designed to increase student academic achievement and to reduce racial and economic enrollment disparities.
2. Family engagement initiatives that involve families in students' academic life and success.
3. Professional development opportunities for teachers and administrators for improving academic achievement of all students.
4. Increased programmatic opportunities focused on rigor and college and career readiness for underserved students including students enrolled in an area learning center.
5. Recruitment and retention of teachers and administrators with diverse racial and ethnic backgrounds.
6. Equitable access to effective and diverse teachers

### Broad Goals Addressed:

- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready
- Goal 5: All students graduate

Timeline: Plan with goals is submitted every three years to MDE. 2017-20 is year 2 of the 3-year cycle.

Budget: Activities and strategies in this program are funded primarily through Integration and Incentive Aid.

Reference: *Achievement and Integration Plan 2017-2020*

Reference: *WBWF/Achievement and Integration Combined Progress Report 2017-18*

### District Literacy Plan (Read Well By Grade 3)

Reading well by third grade is one of many developmental milestones in a child's educational experience. Literacy development starts at an early age and is the basis for all academic success. Reading well by grade three ensures that a student has a solid foundation of literacy skills to continue to expand their understandings of what they read, make meaning, and transfer that learning across all subject areas. Instruction that provides the basis for all students to read well by third grade and beyond will help close the achievement gap and



ensure that all students are ready for the demands of college and the workplace. In the Fridley Schools we define reading proficiency as the ability to independently read and understand textual material that is appropriate to the age and grade level of the student. Reading proficiency is ensured for all students by implementing research-based core reading instruction. Students are assessed using school-wide screening measures to identify students at risk of not meeting proficiency levels and research-based interventions are provided to support them.

**Broad Goals Addressed:**

- Goal 1: All students ready for kindergarten
- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation



**Timeline:** Read Well by Third Grade Literacy Plan reviewed and updated every other year.

**Budget:** General, ADSIS, and Title I funds are used to support the activities and strategies in this plan.

*Reference: Reading Well by Third Grade K-4 Literacy Plan*

*Reference: District Literacy Framework*

**Job-Embedded Professional Development**

Through the state Alternative Compensation Program (Q Comp), teachers meeting weekly for 45 minutes of professional development as professional learning communities. Site-based teams work with the building principals to design and deliver the professional development aligned to the building student achievement goals and the School Board Priorities. The planning documents require that each professional development session demonstrate alignment to School Board Priorities, IB Standards and Practices, District Staff Development Goal Areas, Building Goals, and Danielson Framework for Teaching Evaluation Rubric.

**Broad Goals Addressed:**

- Goal 1: All students ready for kindergarten
- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation
- Goal 5: All students graduate

**Timeline:** The Q Comp plan and program are evaluated each year.

**Budget:** All activities are supported with Q Comp funds and district general funds

*Reference: Q Comp Plan*

### Title I Program Plan

Literacy and reading support and intervention is provided to students in grades K-8 both directly and indirectly. Because it is a targeted service program, students are identified as being at risk for academic success based on the criteria outlined in the Title I Annual Application. The goals of the plan are focused on student achievement indicators of Adequate Year Process (AYP) using the Minnesota Comprehensive Assessments. The data indicates student needs for additional literacy support and intervention.

#### Broad Goals Addressed:

- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation

Timeline: The plan is completed as part of the Title I application process annually.

Budget: Actions and activities for this program are funded through the federal Title I funds  
*Reference: Title I Program Application*

### Title III Program Plan

Language development instruction is provided to students for whom English is not the home language and who have not yet demonstrated state-specified language proficiency as measured by the ACCESS 2.0. Services are delivered by licensed ESL teachers through a combination of strategies and delivery models including pull-out groups, in-class push in, co-teacher, academic content support, sheltered content classes, participation in district academic and literacy-based interventions.

#### Broad Goals Addressed:

- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation
- Goal 5: All students graduate

Timeline: The plan is completed as part of the Title III application process annually.

Budget: Actions and activities for this program are funded through the district, state federal Title III funds  
*Reference: Title III Program Application Narrative*  
*Reference: Fridley English Language Program Service Guide*

### ALC-Target Services Program

The Fridley Area Learning Center (ALC) offers alternative programming beginning with students in grades 6-8 within the Fridley Middle School. ALC students in grades 9-12 are served in an alternative setting day program with a focused advisory period and credit recovery courses structured in a hybrid online/face-to-face format. Credit recovery is

available to students at the high school through a night school opportunity in English, math, social studies and science. Targeted services provides additional learning support for students in grades K-8 throughout the school year and in a summer session. Along with instruction to support students in reading and math, the after school programming addresses the needs of the whole child.

**Broad Goals Addressed:**

- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps
- Goal 4: All students career- and college-ready by graduation
- Goal 5: All students graduate

**Timeline:** Program components, structure, content and delivery are reviewed annually.

**Budget:** All activities and expenses are supported with the generated general education funds.

Early Learning/School Readiness

The early childhood years from birth to the start of kindergarten are an important time of rapid growth and learning. To support children’s development and assist in preparation for kindergarten, Fridley Schools offers multiple opportunities for early learning and support through the Fridley Community Center.

- Fridley Pre-School – full school-year programs to promote social, emotional and academic preparedness for kindergarten, including the expanded offering of the International Baccalaureate PYP Preschool for three- and four-year-olds.
- Early Childhood Screening – screening for children prior to kindergarten for vision, hearing, height/weight, immunizations, language and communication skills, and social/emotional development.
- Home visiting program - at parent's request, to provide information about Early Childhood Family Education programs, or to offer parent education and support to the family in their home
- Parent/Child classes - Children learn social skills as well as other school readiness skills that are appropriate for their age. Parents meet with a licensed parent educator to discuss issues relevant to parenting young children.

**Broad Goals Addressed**

- Goal 1: All students ready for kindergarten
- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps



**Budget:** Activities and strategies are funded through Community Ed including Early Learning Scholarships and Voluntary Pre-K funding.

Safe Environments

Addressing the School Board Priority to create a positive, safe and respectful environment for student learning, schools are working to implement a comprehensive menu of strategies. There is a balance of staff training, student skill building, student behavior interventions, policy changes, and parent involvement. These strategies include:

- Positive Behavior Intervention Systems (PBIS)
- Culturally and Linguistically Responsive Classroom (CLR)
- Crisis Prevention and Intervention Non-violent (CPI)
- LINK Crew
- Anti-Bullying Policy and Staff Training
- Alternate Delivery of Individualized Services (ADSIS)
- Teacher-Child Interaction Training (TCIT)
- Restorative Circles



#### Broad Goals Addressed

- Goal 1: All students ready for kindergarten
- Goal 2: All students in third grade achieve grade level literacy
- Goal 3: Closing achievement gaps

Budget: Activities and strategies are funded through general, ADSIS, A&I and Title II funds.

*Reference: ADSIS Plan*

*Reference: Bully Prohibition Policy*

*Reference: Achievement and Integration Plan*

*Reference: Fridley CARE Framework*

## Stakeholder Involvement



### Site Leadership Committees

Each building/site has established a site leadership responsible for the development of building student achievement goals and professional development. These teams are representative of the staff and provide a collaborative process for decision-making.

### District Staff Development Team – Leadership Team

This team is comprised of building principals and instructional leaders. The group utilizes the knowledge of the Danielson Evaluation Rubric with the types and level of instruction from classroom observations to inform professional development, teacher support and development, and

### Title I Parent Involvement – Parent Advisory Committee

Three parent involvement meetings are scheduled rotating in location to each of the Title I service schools. The meetings are structured to provide information and review of the Title I program and services, gather input and suggestions to adapt and revise the strategies of the plan, to examine student participation and achievement data, and provide home/school partnership strategies and support.

### Special Ed Parent Advisory – Parent Advisory Committee

This parent advisory group meets twice during the school year.

### Parent Advisory Committee

This stakeholder group will meet at least three times during the school year to review and provide input to the World's Best Work Force and Achievement Integration plan and the strategies included in it. In order to provide multiple perspectives representative of our student population, there will be outreach and recruitment for families representing students with IEPs, students in alternative settings, students in English learner program, and students experiencing homelessness. Notices of District Advisory meetings will be provided in Spanish, Somali, and Arabic with translation services provided upon request.

## Report Requirements

To meet the report requirements Fridley Public Schools will:

- Title the report “District 14 – Fridley Public Schools Local World’s Best Workforce Plan.”
- Place the report on the district's web page.
- Submit an electronic summary to the Commissioner of the Minnesota Department of Education by December 15 of each year.
- Present to the school board for approval prior to posting on district web site.

# Goals and Achievement 2019-2020-2021

World's Best Workforce  
Achievement and Integration

# DATA DIVE

Worlds Best Workforce / Achievement and Integration

# Three Goals for this Evening

1. PURPOSE
2. DATA
3. RESULTS







*A World-Class Community of Learners*

# PURPOSE

The WHY...



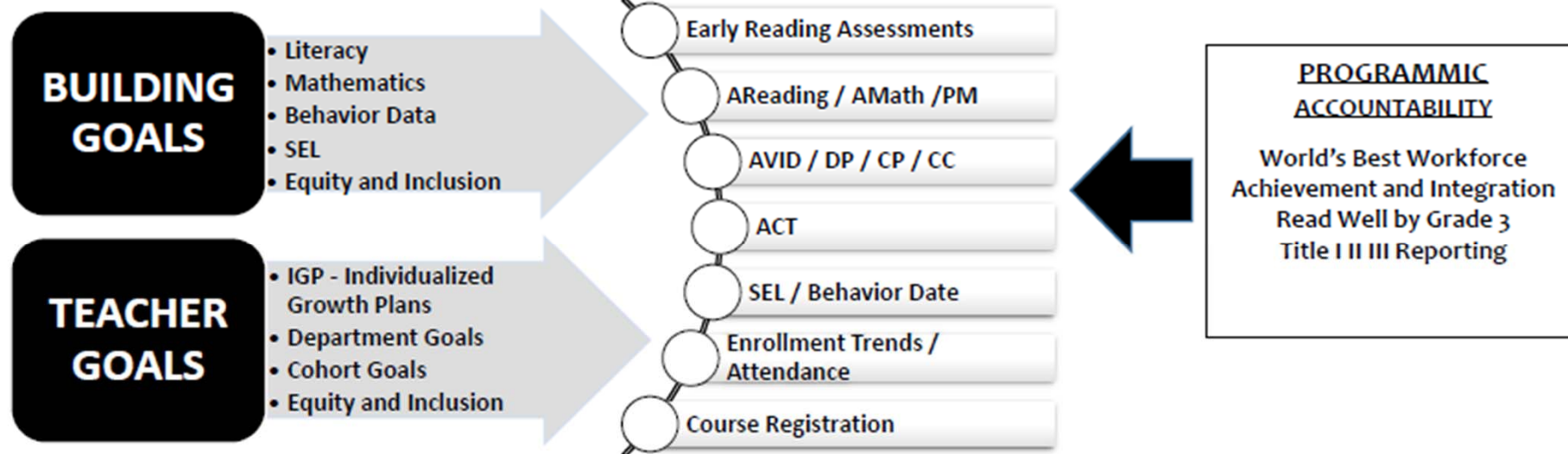


# FRIDLEY PUBLIC SCHOOLS

## Model of Operational Effectiveness



### DATA SUMMATIONS and PROGRAM VISION

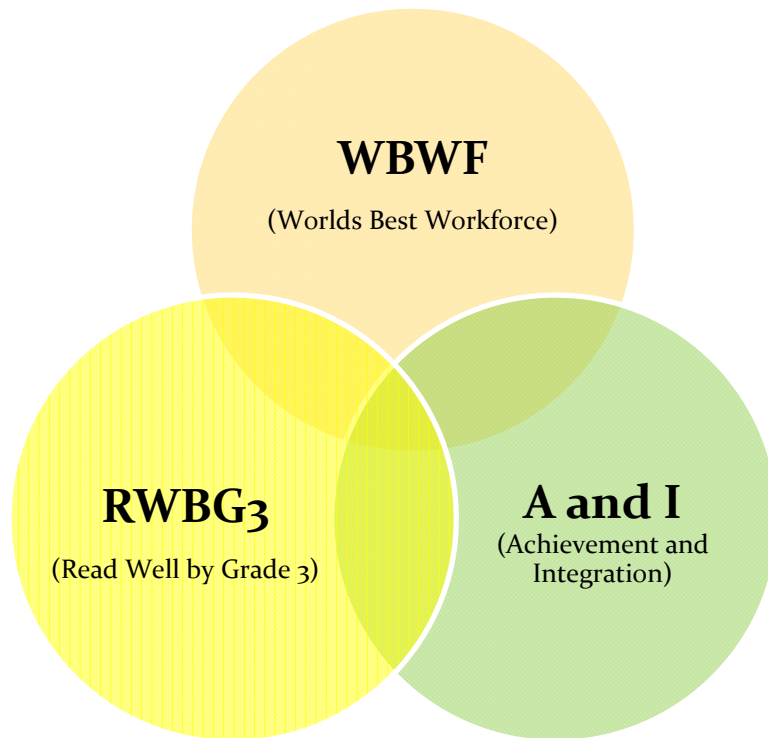


CONNECTION – COHERENCE – CONSISTENCY - CONNECTION – COHERENCE – CONSISTENCY - CONNECTION – COHERENCE – CONSISTENCY



*A World-Class Community of Learners*

# Programmatic Accountability





A World-Class Community of Learners

# Programmatic Accountability



# Every Connection Matters



A World-Class Community of Learners

WBWF

- K Readiness
- Third graders read at grade level (RWBG<sub>3</sub>)
- Achievement disparities / gaps closed (racial / economic)
- College and career ready
- Graduation rates
- Equitable access to excellent teachers (Integration)

A and I

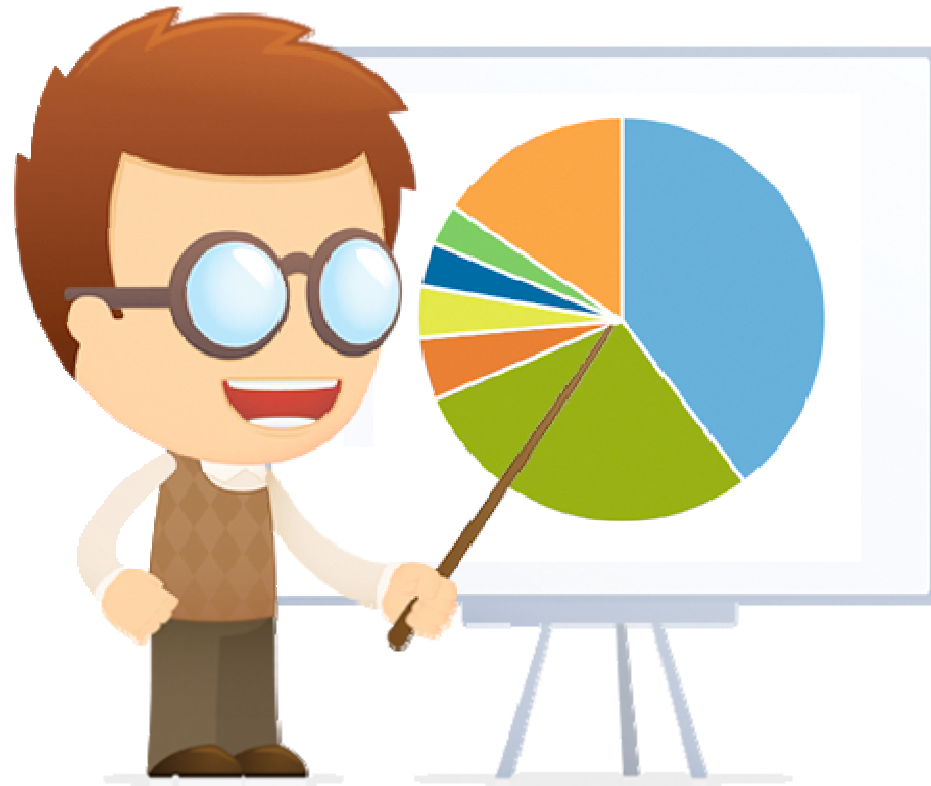
- Reducing disparities in achievement - all students
- Equitable access to teachers
- Increasing integration

RWBG<sub>3</sub>

- Evaluation of the overall effectiveness of the core curriculum.
- Adjustments of the core curriculum to meet the needs of all students.
- Determination of appropriate instructional interventions
- Progress and outcomes related to interventions that are concurrent.

# DATA

## Information and Numbers





*A World-Class Community of Learners*

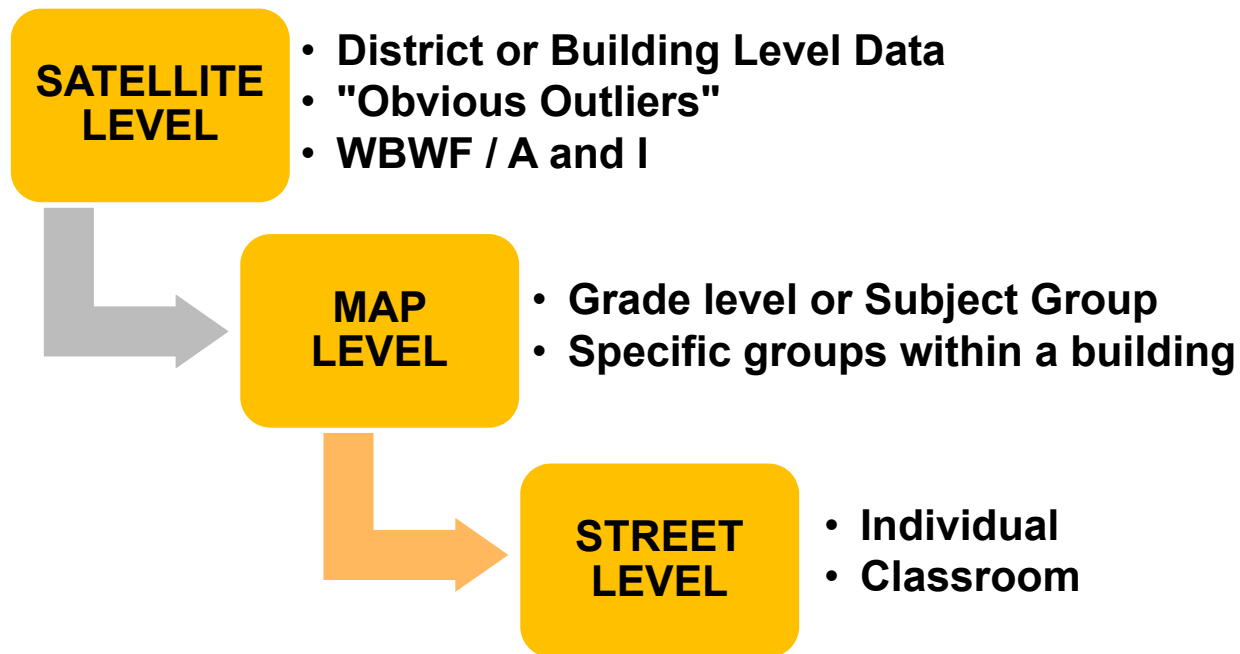
# Worlds Best Workforce Plan

**A comprehensive long term strategic plan to support and improve teaching and learning...**

- **Three sections**
  - **Introduction**
  - **Goals / Results**
  - **Programmic Support detail**



# THREE TYPES OF DATA







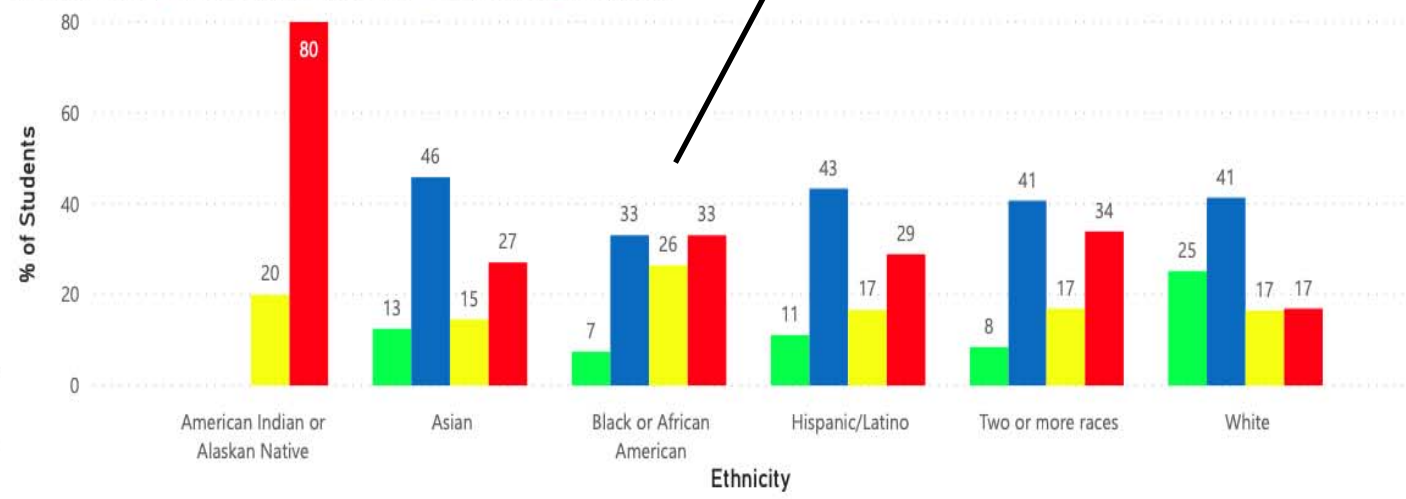
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# Satellite Data - Elementary

- FRIDLEY PUBLIC SCHOOLS**
- School Name**
- 1: Hayes
  - 2: Stevenson
- Grade**
- 1
  - 2
  - 3
  - 4
- Ethnicity**
- American Indian ...
  - Asian
  - Black or African ...
  - Hispanic/Latino
- Gender**
- F
  - M

**% Rank by Ethnicity**

**Percentile Rank** ● 1: Exceeding ● 2: Low Risk ● 3: Some Risk ● 4: High Risk



FASTa Math

Based on this assessment data, this is an underperforming subgroup assessment

**Term**

- Fall
- Spring
- Winter

**End Year**

- 2018

**% Predictor by Ethnicity**

**MCA Predictor** ● 1: Proficient ● 2: Not Proficient



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# Satellite Elementary



MCA Reading

Do we see two subgroups that are underperforming on this assessment?

School Name

% Rank by Ethnicity

- Hayes Elementary
- Stevenson Eleme...

Percentile Rank ● 1: Exceeds ● 2: Meets ● 3: Partially meets ● 4: Does not meet

Grade

- 3
- 4

Ethnicity

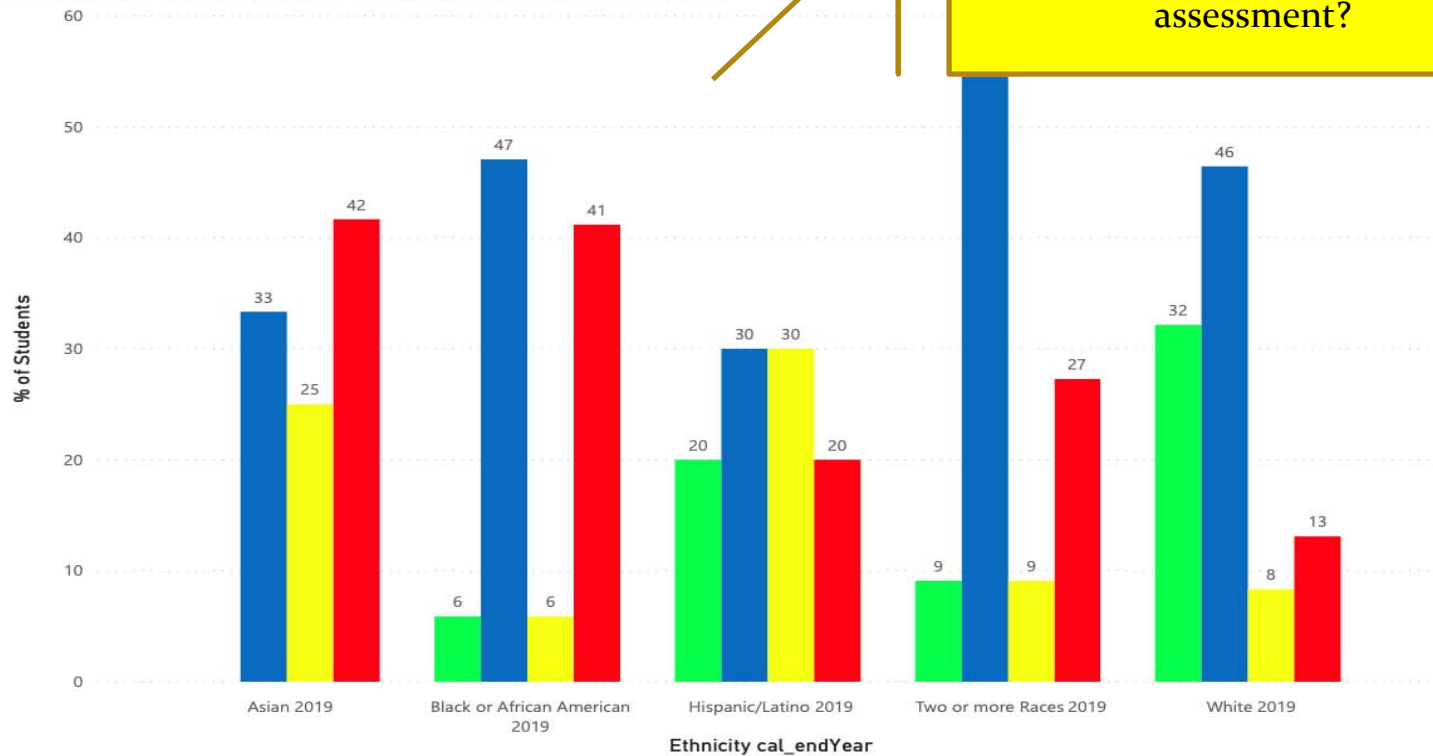
- Asian
- Black or African ...
- Hispanic/Latino
- Two or more Rac...

Gender

- F
- M

FRAM Eligibility

- F
- R
- S



# Satellite Middle School



School Name  
■ 3: Middle School

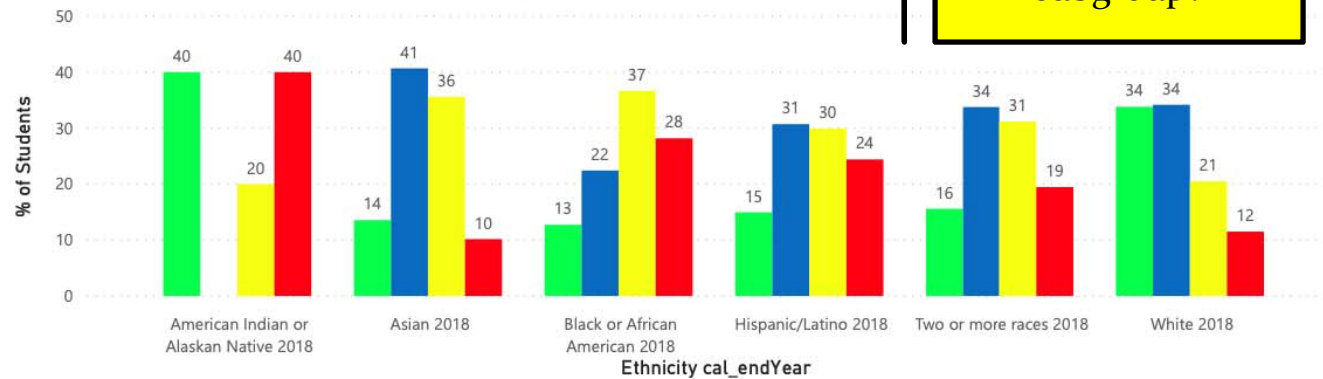
Grade  
■ 5  
■ 6  
■ 7  
■ 8

Ethnicity  
■ American Indian ...  
■ Asian  
■ Black or African ...  
■ Hispanic/Latino

Gender  
■ F  
■ M

% Rank by Ethnicity

Percentile Rank ● 1: Exceeding ● 2: Low Risk ● 3: Some Risk ● 4: High Risk



FASTa Reading

Based on this assessment, do you see an underperforming subgroup?

Term  
□ Fall  
■ Spring

End Year  
■ 2018

% Predictor by Ethnicity

MCA Predictor ● 1: Proficient ● 2: Not Proficient

# MAP LEVEL DATA

Elementary



# MAP DATA

Notice how the level of proficiency decreases as we move from right to left



## FASTa Reading

**School Name**  
 1: Hayes  
 2: Stevenson

**% Rank by Ethnicity**

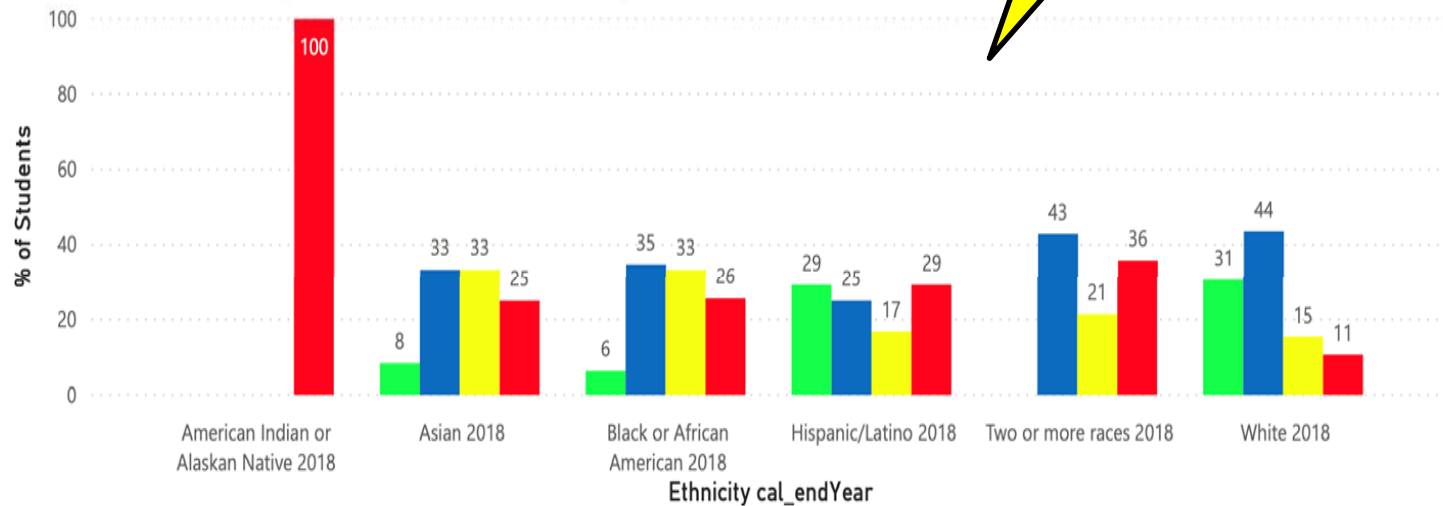
**Percentile Rank** ● 1: Exceeding ● 2: Low Risk ● 3: Some Risk ● 4: High Risk

**Grade**  
 1  
 2  
 3  
 4

**Ethnicity**  
 American Indian ...  
 Asian  
 Black or African ...  
 Hispanic/Latino

**Term**  
 Fall  
 Spring  
 Winter

**End Year**  
 2018





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# MAP DATA



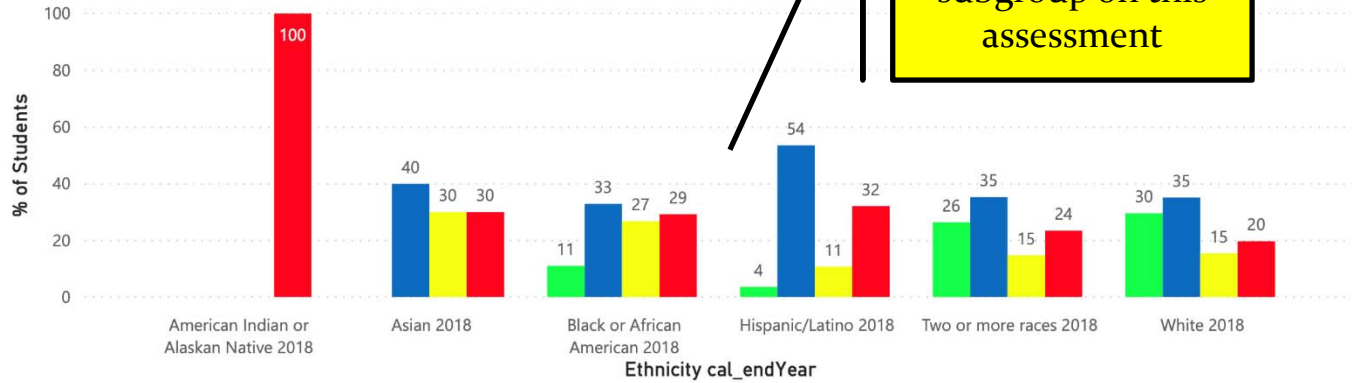
**School Name**  
 ■ 1: Hayes  
 □ 2: Stevenson

**Grade**  
 □ 1  
 □ 2  
 □ 3  
 ■ 4

**Ethnicity**  
 ■ American Indian ...  
 ■ Asian  
 ■ Black or African ...  
 ■ Hispanic/Latino

**% Rank by Ethnicity**

**Percentile Rank** ● 1: Exceeding ● 2: Low Risk ● 3: Some Risk ● 4: High Risk



This is an example of an underperforming subgroup on this assessment

**Term**  
 □ Fall  
 ■ Spring  
 □ Winter

**End Year**  
 ■ 2018

# Street Level Data

Ya'll ready? Blink first...



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# Elementary Assessment

			Fall	Win	Spr
Grade	Assessment Used	Purpose	On Target Goal	On Target Goal	On Target Goal
K	Early Reading Composite	Letter Names, Letter Sounds, Print Concepts, Fluency	34-40	52-60	65-76
K	Fountas and Pinnell	Comprehension, Accuracy	--	B	C
1	Early Reading Composite	Letter Sounds, Decoding, Fluency, Phonics	34-56	55-81	68-96
1	Fountas and Pinnell	Comprehension	C?D	F/G	I/J
2	FAST AReaing	Comprehension	469-491	481-501	489-508
2	Fountas and Pinnell	Comprehension, Accuracy	J	K/L	M
2	Oral Reading Fluency	Fluency, Accuracy	58-103	87-131	106-145
3	FAST AReading	Comprehension	487-507	497-515	503-522
3	Fountas and Pinnell	Comprehension, Accuracy	M/N	O	P
3	Oral Reading Fluency	Fluency, Accuracy	90-133	116-155	131-130
4	FAST AReading	Comprehension	500-519	507-526	513-531
4	Fountas and Pinnell	Comprehension, Accuracy	P/Q	Q/R	R/S/T
4	Oral Reading Fluency	Fluency, Accuracy	116-159	136-176	150-190



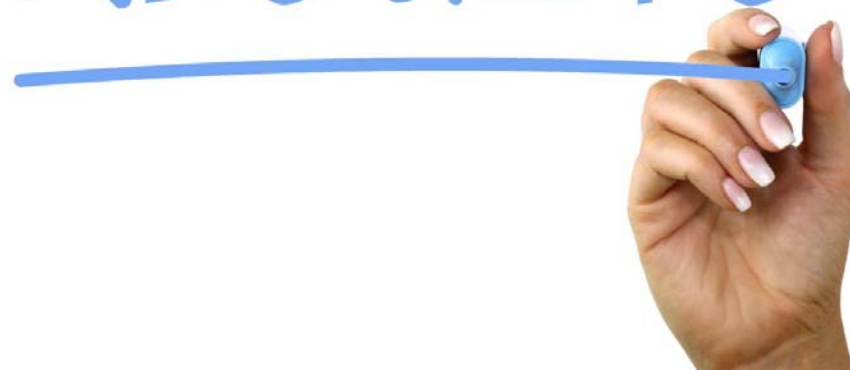
Gender	Current Grade Level	Race	Teacher	SpED	F&P Spring 18-19	18-19 WIDA ACCESS	aRdg Spring 19-20	CBMR Spring 18-19	CBMR Spring 18-19 Acc	F & P Spring Fall 19-20	aRdg Fall 19-20	CBMR Fall 19-20	CBMR Fall 19-20 Acc	F&P Winter 19-20	aRdg Winter 19-20	CBM Winter 19-20	CBM ACC Winter 19-20	19-20 aReading Fall Percent	19-20 Reading Winter Percent	19-20 Reading Fall to Winter Growth	Intervention Teachers	
F	3	Two or more races	Wolterstorff	Specific learning disabilities	D	2.0	21	72	D	441	13	52		447	43	86		12	8	20		
F	3	Black or African American	Schroeder		D		24	69	F	439	20	74		486	49	98		10	47	97	Phonics	
M	3	Black or African American	Hall		E		25	81	C	428	19	86		439	60	98		6	5	37	Phonics	
M	3	Black or African American	Hall		F		26	68	C	421	17	77		421	26	76		4	2	12	Phonics	
F	3	Hispanic/Latino	Fischer		D	2.8	28	72	G	451	31	82		462								
M	3	Black or African American	Hall	Autism Spectrum Disorder	A		29	67	A	391	13	48		422								
F	3	Two or more races	Hall		G		29	83	D	441	18	75		447								
F	3	White	Wolterstorff		G		34	83	I	439	43	88		469								
M	3	White	Fischer	Emotional/behavioral disorders	I		34	79	F	440	25	63		446								
F	3	White	Fischer		I	2.8	42	91	H	439	50	93		463								
M	3	Two or more races	Hall		F		43	88	H	460	43	90		478	56	100		27	34	55		
F	3	White	Hall		H		48	98	K	470	35	90		492	60	100		41	57	89	Phonics	
M	3	Two or more races	Schroeder	Other health disabilities	I		50	98	E	447	20	67		464	43	93		16	16	41	Phonics	
F	3	White	Schroeder		I		50	85	I	463	47	87		469	62	79		31	21	14		

This group of red receives intervention - Are they moving up? Maintain. Are they stagnant? More support

Gender	Current Grade Level	Race	Teacher	SpED	F&P Spring 18-19	18-19 WIDA ACCESS	aRdg Spring 19-20	CBMR Spring 18-19	CBMR Spring 18-19 Acc	F & P Spring Fall 19-20	aRdg Fall 19-20	CBMR Fall 19-20	CBMR Fall 19-20 Acc	F&P Winter 19-20	aRdg Winter 19-20	CBM Winter 19-20	CBM ACC Winter 19-20	19-20 aReading Fall Percent	19-20 Reading Winter Percent	19-20 Reading Fall to Winter Growth	Intervention Teachers
M	3	Black or African American	Wolterstorff		M		54	95	N	458	57	98		491	72	100		25	55	95	
F	3	Asian	Fischer		I	3.4	55	90	F	442	50	83		462	53	90		12	14	51	
M	3	Asian	Schroeder		H		57	97	J	474	62	91		471	61	97		47	25	5	Phonics
M	3	American Indian or Alaska Native	Hall	Emotional/behavioral disorders	I		58	91		447	65	100		481	98	95		16	40	85	Schultz/Frid
M	3	Hispanic/Latino	Schmidt	Specific learning disabilities	L		62	93	M	486	58	95		477	104	100		34	14	2	
M	3	Hispanic/Latino	Fischer	Other health disabilities	L		63	97	L	481	79	96		494	112	98		60	60	65	
F	3	White	Wolterstorff		J		64	97	J	470	40	91		482	61	98		41	41	62	
F	3	Black or African American	Wolterstorff	Accommodation Plan	J		66	99	M	482	60	98		492	64	100		51	57	61	
F	3	Black or African American	Schroeder		H	3.3	67	99	I	458	45	83		481	81	95		25	40	78	
M	3	Hispanic/Latino	Wolterstorff		I		67	83	K	471	70	70		484	87	88		43	44	66	Phonics
F	3	White	Hall		I		70	96	L	478	73	96		497	102	100		54	65	85	
M	3	Asian	Fischer		J	2.9	71	96	I	464	69	95		478	83	99		31	34	54	
M	3	Black or African American	Schroeder		G		73	96	I	471	82	84		478	87	100		42	35	38	
F	3	White	Fischer	504 Accommodation Plan	I		73	98	M	475	69	98		490	87	94		49	53	76	
M	3	Black or African American	Hall		J		74	100	I	480	59	80		496	68	94		58	64	77	

# RESULTS

RESULTS





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# Every Connection Matters

WBWF

- Children ready for school
- Third graders read at grade level (RWBG<sub>3</sub>)
- Achievement gaps closed (racial / economic)
- College and career ready
- Graduation rates
- Equitable access to excellent teachers

A and I

- Reducing disparities in achievement - all students
- Equitable access to teachers
- Increasing integration

RWBG<sub>3</sub>

- Evaluation of the overall effectiveness of the core curriculum.
- Adjustments of the core curriculum to more effectively meet the needs of all students.
- Determination of appropriate instructional interventions
- Progress and outcomes related to interventions that are concurrent.



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# K READINES

- **Kindergarten Readiness** – Letter Sounds
  - Goal 80% = Result 81.5% - (Winter 2020)
    - 83.1% of males, 79.7% of females
    - 83.6% of English speakers, 50% of Somali speakers, 62.5% of Spanish speakers
    - 50% of Amer.Ind., 91.7% of Asian, 81.1% of Black, 81.3% Two or More, 84.6% of White, 68.7% of Unknown – which must be all or mostly Hispanic)
    - 83.2% of Non ELL, 68.8% of ELL





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# GRADE 3



- **Read Well by Grade 3** – aReading (55<sup>th</sup> Percentile)
  - Goal 55% - Results 43.5% (Winter 2020)
- **Winter 2019-2020 - 43.4% met 55<sup>th</sup> percentile or higher**
  - 43% of males, 44% of females
  - 33% of Asian, 37% of Black, 30% of Hispanic/Latino, 41% of Two or More Races, 61% of White
  - 19% of SPED, 48% of not SPED
  - 21% of ELL, 50% of non-ELL

(For the 2019-2020 school year we are changing our benchmark for proficiency on the AReading assessment to the 55<sup>th</sup> percentile based on our comprehensive needs assessment.)



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# Achievement Gaps

## • Reduce Achievement Gaps - MCA for FRL

- 2017 – FRL 33% NFRL 65% (32)
- 2018 – FRL 36.1% NFRL 63.6% (27.5)
- 2019 – FRL 35% NFRL 63.6% (28.6)
- 2020 – NA – MCA not taken
- 2017 – FRL 31.7% NFRL 58.4 % (26.7)
- 2018 – FRL 31.8% NFRL 62.3 % (30.5)
- 2019 – FRL 28.9% NFRL 58.1% (29.2)
- 2020 – NA – MCA not taken

READING

MATHEMATICS

- This is 2019 DATA





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# College and Career Readiness

- ACT (2019 Data)

Goal 35% - Results 19%

- 2018 – 33%
- 2019 – 19%
- 2020 – NA





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# Graduation Rates

- High School Graduation
  - Goal 85% - Results 83.6% (2019) MDE hasn't published - Range is consistent

- 2014 – 80.4%
- 2015 – 75.4%
- 2016 – 80.4%
- 2017 – 81.3%
- 2018 – 81%
- 2019 – 83.6%
- 2020 – Available Dec 2020







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# Equitable Access



## 2019-2020

- **Decrease the disproportionality rate in suspensions/dismissals (in school and out of school) for African-American students from 28.2 to 3.6 by 2023.**

- **RESULTS:**

- 2015-16 – 28.2
- 2016-17 – 33.9
- 2017-18 – 33
- 2018-19 – 33.6
- 2019-20 – 31.6

## 2020-2023

- **The number of black students enrolling in IB DP courses will increase by 5% each year. (Baseline 2019 – 5.1%)**
- Total Black Students in Grades 11/12: 178
- Black Students enrolled in DP in Grades 11/12: 145 (81.5%) compared to white 81.9%
- Black Students in Full DP: 9 (5.1%) compared to white (14%)



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**John Piotraschke**  
**Director of Teaching and Learning**  
**[John.Piotraschke@Fridley.k12.mn.us](mailto:John.Piotraschke@Fridley.k12.mn.us)**  
**763.502.5005**

## **Assurance of Compliance with State and Federal Law Prohibiting Discrimination**

All school districts must complete the Assurance of Compliance with state and federal law and verify Mandated Reporting training by November 15 each year.

By completing all sections of the Assurance of Compliance and Mandated Reporting, school districts provide written assurance that they do not discriminate in their use of funds provided through the Minnesota Department of Education and that they have informed all mandated reporters of their reporting duties.

This assurance is given by each district in consideration of and for the purpose of obtaining any and all federal grants, loans, contracts, property, discounts, or other federal and state financial assistance extended to the district by the U.S. Department of Education and the Minnesota Department of Education (MDE), including installment payments after such date of application for federal financial assistance and state aid allotments which were approved before such date.

By submitting the Assurance of Compliance, the district recognizes and agrees that such federal and state financial assistance will be extended in reliance on the representations, supporting information required by Minnesota Statutes, section 127A.42, subdivision 3, and agreements made in this assurance. This assurance is binding on the district and the persons who are authorized to submit information on behalf of the district.

Please note that you can now provide the entire assurance online. We no longer require the paper copy of the Assurance of Compliance certificate. However, it is important to note that by submitting the Assurance of Compliance online that you are verifying that the Superintendent is electronically signing this assurance on behalf of the school board. **Though the paper copy is no longer required, the approval of the board is per Minnesota Rule 3535.9910.**



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## **418 DRUG-FREE WORKPLACE/DRUG-FREE SCHOOL**

### **I. PURPOSE**

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

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

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

### **III. DEFINITIONS**

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

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

#### **IV. EXCEPTIONS**

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

#### **V. PROCEDURES**

- A. Students who have a prescription from a physician for medical treatment with a controlled substance must comply with the school district's student medication policy.
- B. Employees who have a prescription from a physician for medical treatment with a controlled substance are permitted to possess such controlled substance and associated necessary paraphernalia, such as an inhaler or syringe. The employee must inform his or her supervisor. The employee may be required to provide a copy of the prescription.
- C. Each employee shall be provided with written notice of this Drug-Free Workplace/Drug-Free School policy and shall be required to acknowledge that he or she has received the policy.
- D. Employees are subject to the school district's drug and alcohol testing policies and procedures.
- E. Members of the public are not permitted to possess controlled substances in a school location except with the express permission of the superintendent.

- F. Possession of alcohol on school grounds pursuant to the exceptions of Minn. Stat. § 624.701, Subd. 1a, shall be by permission of the school board only. The applicant shall apply for permission in writing and shall follow the school board procedures for placing an item on the agenda.

## VI. ENFORCEMENT

### A. Students

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

### B. Employees

1. As a condition of employment in any federal grant, each employee who is engaged either directly or indirectly in performance of a federal grant shall abide by the terms of this policy and shall notify his or her supervisor in writing of his or her conviction of any criminal drug statute for a violation occurring in any of the places listed above on which work on a school district federal grant is performed, no later than five (5) calendar days after such conviction.
2. An employee who violates the terms of this policy is subject to disciplinary action, including nonrenewal, suspension, termination, or discharge as deemed appropriate by the school board.
3. In addition, any employee who violates the terms of this policy may be required to satisfactorily participate in a drug and/or alcohol abuse assistance or rehabilitation program approved by the school district. Any employee who fails to satisfactorily participate in and complete such a program is subject to nonrenewal, suspension, or termination as deemed appropriate by the school board.
4. Sanctions against employees, including nonrenewal, suspension, termination, or discharge shall be pursuant to and in accordance with applicable statutory authority, collective bargaining agreements, and school district policies.

### C. The Public

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

**Legal References:** Minn. Stat. § 121A.22 (Administration of Drugs and Medicine)  
Minn. Stat. § 152.22 (Medical Cannabis; Definitions)  
Minn. Stat. § 152.23 (Medical Cannabis; Limitations)

Minn. Stat. § 340A.403 (3.2 Percent Malt Liquor Licenses)  
Minn. Stat. § 340A.404 (Intoxicating Liquor; On-Sale Licenses)  
Minn. Stat. § 609.684 (Sale of Toxic Substances to Children; Abuse of Toxic Substances)  
Minn. Stat. § 624.701 (Alcohol in Certain Buildings or Grounds)  
20 U.S.C. § 7101-7165 (Safe and Drug-Free Schools and Communities Act)  
21 U.S.C. § 812 (Schedules of Controlled Substances)  
41 U.S.C. §§ 701-707 (Drug-Free Workplace Act)  
21 C.F.R. §§ 1308.11-1308.15 (Controlled Substances)  
34 C.F.R. Part 85 (Government-wide Requirements for Drug-Free Workplace)

***Cross References:*** MSBA/MASA Model Policy 403 (Discipline, Suspension, and Dismissal of School District Employees)  
MSBA/MASA Model Policy 416 (Drug and Alcohol Testing)  
MSBA/MASA Model Policy 417 (Chemical Use and Abuse)  
MSBA/MASA Model Policy 506 (Student Discipline)  
MSBA/MASA Model Policy 516 (Student Medication)

Adopted as Policy 11.40 June 25, 1985  
Revised July 9, 1991  
Revised as Policy 418 October 16, 2007  
Reviewed August 20, 2013  
Revised November 21, 2017



**centerchurch**

FRIDLEY

To: Fridley School Board

From: Kevin Osell

Date: August 17, 2020

Re: Alcohol on school grounds

Dear School Board,

Center Church intends to continue meeting at Hayes Elementary during the 2020-21 school year.

On behalf of Center Church, I would like to request an exception in your alcohol policy so that we may utilize wine in our celebration of the Lord's Supper (aka Communion or Eucharist).

For our purposes, we intend on making the bread and wine available on a weekly basis. We will store the wine off-site and will bring it in solely for this purpose. Additionally, we will have people assigned to the setup/cleanup of the wine on a weekly basis to ensure the bottles of wine are picked up or disposed of properly.

To ensure safety amidst the COVID dynamic, we plan to provide only pre-packaged, single-serve wafers and wine when we begin meeting again.

If you have questions for me or are in need of further information, please use my contact information below.

Thanks for your consideration.

Sincerely,

Kevin Osell  
Lead Pastor of Center Church

Email: [kevin@centerchurchmn.com](mailto:kevin@centerchurchmn.com)

Phone: 651.387.6972



**FRIDLEY PUBLIC SCHOOLS ENROLLMENT**  
**as of September 11, 2020 (First Friday)**

		K	1	2	3	4	5	6	7	8	9	10	11	12	Total
<b>Elementary Schools</b>	Hayes Elementary	103	101	98	86	102									490
	Stevenson Elementary	90	107	90	91	91									469
	<b>Elementary Totals</b>	<b>193</b>	<b>208</b>	<b>188</b>	<b>177</b>	<b>193</b>									<b>959</b>
<b>Secondary Schools</b>	Fridley Middle School						188	222	230	204					844
	Fridley High School*										240	257	246	226	969
<b>GRAND TOTAL</b>		<b>193</b>	<b>208</b>	<b>188</b>	<b>177</b>	<b>193</b>	<b>188</b>	<b>222</b>	<b>230</b>	<b>204</b>	<b>240</b>	<b>257</b>	<b>246</b>	<b>226</b>	<b>2772</b>

\*High School total does not include full-time PSEO students

**Enrollment Comparison: 2019-2020 to 2020-2021**

Grade	2019-2020 School Year										2020-2021 School Year										20-21 Adopted Budget	Current Month + / - Adopted	
	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY	EOY			
	Oct 1 2019	Dec 1 2019	Jan 1 2020	Feb 1 2020	Mar 1 2020	Apr 1 2020	May 1 2020	June 1 2020	June 11 2020	Sep 1 2020	Oct 1 2020	Dec 1 2020	Jan 1 2021	Feb 1 2021	Mar 1 2021	Apr 1 2021	May 1 2021	Jun 1 2021	June 10 2021	June 10 2021	June 10 2021		
Kindergarten to 4th	989	1005	1009	1006	1010	1013	1012	1015	1015	959												990	-31
5th to 8th	828	845	849	854	861	863	865	865	865	844												820	24
9th to 12th*	866	877	878	873	884	894	891	892	878	969												815	154
<b>Kindergarten to 12th</b>	<b>2683</b>	<b>2727</b>	<b>2736</b>	<b>2733</b>	<b>2755</b>	<b>2770</b>	<b>2768</b>	<b>2772</b>	<b>2758</b>	<b>2772</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2625</b>	<b>147</b>
ECSE	27	31	30	31	31	34	36	35	39	8												25	-17
Full-time PSEO Students	47	48	48	47	47	48	48	46	46	0												0	0
Transition	6	4	3	3	3	3	3	3	3	2												12	-10
Full-time ALC	58	64	62	58	57	59	56	49	47	44												57	-13
<b>Not Eligible for 1.0 ADM</b>	<b>138</b>	<b>147</b>	<b>143</b>	<b>139</b>	<b>138</b>	<b>144</b>	<b>143</b>	<b>133</b>	<b>135</b>	<b>54</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>94</b>	<b>-40</b>
<b>Total Kindergarten to 12th</b>	<b>2821</b>	<b>2874</b>	<b>2879</b>	<b>2872</b>	<b>2893</b>	<b>2914</b>	<b>2911</b>	<b>2905</b>	<b>2893</b>	<b>2826</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2719</b>	<b>107</b>
Four-Year Old Preschool	140	139	139	139	139	139	140	140	140	105													
<b>TOTAL ENROLLED</b>	<b>2961</b>	<b>3013</b>	<b>3018</b>	<b>3011</b>	<b>3032</b>	<b>3053</b>	<b>3051</b>	<b>3045</b>	<b>3033</b>	<b>2931</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

\*9th to 12th total does not include full-time PSEO students

## Fridley Public School District Flex Hybrid and Online Academy as of 9/11/2020 (First Friday)

